

CHAPTER 10

BUILDING LEADERSHIP CAPACITY TO CHANGE THE WORLD: A SCHOOL FOR TRANSFORMATIVE SOCIAL CHANGE

The core of the matter is always about changing the behavior of people. In highly successful change efforts the central challenge is not strategy, not systems, but changing people's behavior—what people do and the need for significant shifts in what people do.

—John Kotter and Dan Cohen, *The Heart of Change*

Nothing is more important and more abiding than the wisdom required to transform customers. The transformation economy represents the very engine of growth that will create more than enough jobs to supplant slow-downs in the lower-echelon economic sectors.

—Joseph Pine and James H. Gilmore, *The Experience Economy*

Delamater Inn, Rhinebeck, New York. As you look around the sun-filled conference room there is a most improbable mixture of people sitting side by side explaining their reasons for being there. Women from Afghanistan, Rwanda, South Africa, and Darfur wish to start movements

to empower disenfranchised women in their countries. A hip-hop performance artist and community activist wishes to empower young women leaders from marginalized communities throughout the United States to become more effective at furthering social change. A senior program officer for the World Bank is wishing to empower community groups in Paraguay to deliver health care services to young mothers.

The senior vice president of a large healthcare system wishes to empower physician leaders to facilitate a cultural transformation in their ten hospitals by instituting preventative health practices. The chairman of a marketing consultancy working with global brands wishes to help his clients develop new business strategies based on corporate social engagement. The executive director of a national training organization wants to build the capacity of community development organizations in transformative change leadership. The CEO of a life sciences consultancy wants to develop the full potential of his people to enhance their organization's intellectual capital and value to society.

Also in the room are social entrepreneurs who wish to empower people living with AIDS in Mali, West Africa; battered women living in shelters in Louisville, Kentucky; men and women living on the street in San Francisco; unwed mothers living in the South Bronx; and seniors living in assisted-care facilities. Elementary and high school teachers who wish to empower students to increase their academic performance by transforming self-defeating attitudes are here, too.

When the introductions are complete there is silence; a sense of awe fills the space. We have all been touched and inspired by the extraordinary diversity of people gathered together and their collective aspiration to make a difference in the world. Finally Gail and I speak. "Welcome to Empowerment Institute's school for transformative social change. We deeply honor each of you for your courage to imagine a better possibility for our world and your commitment to make it real. And in case you are wondering how it is that such a wide swath of society has come together in the same room, it is because this is the world in need of change."

CREATING A SCHOOL FOR TRANSFORMATIVE SOCIAL CHANGE

The inspiration for our school grew out of several decades of conversations with the many change agents I met while mounting my various initiatives. I always made a point of spending time with them to learn what they

were doing, both for my own edification and in search of best practices. I was inevitably inspired to hear about other people's ideas for changing the world and to feel the passion they brought to their endeavors, but as I asked probing questions, I often found these committed individuals lacking a rigorously thought-out strategy. Their initiatives tended to be improvised, reactionary, and short term. I was therefore not surprised that so many of these change leaders were frustrated by the lack of traction they were getting and often at their wits' end having invested huge amounts of time and in some cases a sizable portion of their life savings.

They frequently began their initiatives with great enthusiasm and intuitively pieced together a strategy. As they moved it into the culture they wished to change, it met the inevitable resistances that are part of any process of transformation. Not knowing how to work with this resistance, many of their initiatives fell apart or were stopped in their tracks. Those change agents with strong wills and good entrepreneurial skills made adjustments and persevered. But these adjustments were generally to lower their expectations about what might be possible for the people, organization, or system they wished to change. Some adopted the belief that "this is just the way it is" and defaulted to providing information or training without any accountability for measurable behavior or culture change. And some chose to blame the intransigence of "the system," having swallowed the bitter pill of cynicism.

This didn't have to be their experience. As I have said many times in this book, most people and institutions are ready and willing to change if provided a vision of a better way and the tools to make the change. *It is we change leaders who must rise to the challenge of becoming more skillful in helping people achieve their desired outcomes.* Over time I came to realize that empowering change leaders and social entrepreneurs to be more effective was a strategic leverage point for transforming society. Given my predisposition and skills in transformational change, I knew I could make a contribution, and embarked on this journey.

My first effort, an example of which I described in Chapter 6 with the story on the Rhode Island fishery, was to develop a training on transformative leadership. It helped leaders articulate a vision of the transformative change they wished to bring about and provided them with the skills to assist in its manifestation. After leading this training for a number of years I came to realize that, although it was an important step, it was not taking change agents far enough to effect the scale and speed of societal change

that I knew was possible. Leaders left with transformational vision and skills but they did not have a transformational product with which to implement their desired change.

Combining these two capabilities in a single training was the obvious next step. But this would require a very different design. It would take time to develop a transformational product; this could not be done over a weekend. It would require people to develop mastery; this would demand a serious commitment. To be willing to make this commitment they needed to believe they could come away with a transformational product that would help them achieve their social change objective. I knew from my years of experience that only transformative change products capable of achieving measurable behavior change can provide that assurance.

Not only was this the right next step for me, it also felt like the natural evolution of the joint empowerment work Gail and I had been pioneering for two decades. I shared this vision with my partner in crime and asked if she would be willing to team up with me. “Count me in,” she said, without batting an eye, and we were ready to embark on another great life adventure together.

What emerged was part master training on transformative change leadership, part incubator for developing transformative social innovations, and part business school for social entrepreneurs. We called it a school for transformative social change. Its hallmark would be helping change leaders and social entrepreneurs deliver products that achieve the gold standard of transformation—measurable behavior change. We would build the school around five core principles.

Whole-system solutions. One of the defining characteristics of our school would be to approach social change in a holistic manner. We cannot reinvent our world if we have great social innovations that empower people to make the necessary changes around a vital issue needed for humanity’s survival and evolution, such as climate change, but only marginally functional organizations implementing them. It will be most frustrating to create a transformative social innovation that empowers the homeless to reenter society if there is insufficient support to get back on their feet because the human services system is dysfunctional.

Our institute would be committed to developing transformative change competencies at each of the three levels needed to implement a whole-system solution: the personal, organizational, and systemic. Minimally this would

provide an opportunity for the organic diffusion of world views and strategies among people implementing change initiatives at each of these levels. And for those who were ready, we could help them design and implement a whole-system solution.

Diversity. Another principle of our school would be diversity in all its forms. To change the world we would need to have the world reflected in our institute. Having a diverse learning community would also maximize its synergy potential by allowing everyone to become a teacher. To accomplish this would require us to attract change agents from different racial, cultural, economic, and institutional backgrounds working to bring about transformative change in multiple sectors of society. Given Gail's passion for racial and cultural diversity she was excited to take on the challenge of recruiting, and, as needed, raising the money to help subsidize participation for change agents who had the goods but not the money. I was excited to work on a wide spectrum of issues with change agents from many types of institutions and sectors of society.

Transformational pattern language. The school would be based on the pattern language notion or concept of templates discussed in Part Two. This would save people the time and frustration involved in designing a transformational product from whole cloth, and allow them to focus on the more pressing social entrepreneurship and marketing issues. It would also provide change agents with the basic building blocks to evolve their social change initiatives continually as demand or opportunity required. These patterns would include our turnkey programs: the Empowerment Workshop and its derivative twelve-session Empowerment Life Coaching program, the Empowering Organization and Transformative Leadership trainings, and the various community-based behavior-change programs. It would also include a core empowerment template that could be applied to any area of content.

Transformational product. One of the pillars of our institute would be assuring that people graduated with a high-quality transformational product. To help people focus on the specific type of transformative change they wished to further and help us better guide them we would ask: "Whom do you wish to empower to do what?" Depending on their answer, we would propose that they either use one of our turnkey empowerment products or

our empowerment template for creating a new transformational product. We would accept people on the latter path only if they had substantive content expertise and the entrepreneurial temperament to sustain the ups and downs of bringing a new transformational product into the world. If they did not, we would encourage them to begin by using one of our proven transformational products.

Competency in behavior change. To be able to use their transformational product effectively would require competence in the empowerment behavior-change methodology. This would demand both skill as an empowerment facilitator and the credibility of their own experience of personal transformation from doing this work themselves. To achieve this level of competence and confidence would entail an initial three-and-a-half-day training to learn the basic empowerment facilitation skills, followed by between forty-five and sixty-five hours of practice over the next six months delivering their product with coaching supervision and master classes; and a final four-and-a-half-day training in which to debrief their learning experience, learn how to market their transformative product or develop a social diffusion strategy, and participate in the Empowerment Workshop so they could be walking their talk. If they met these criteria, we would certify them as an empowerment practitioner.

In 2002 we launched the Empowerment Institute with sixteen people. Since then hundreds of change leaders and social entrepreneurs from all over the world have attended. The quality of these people and the transformation they have implemented in every sector of society has been remarkable. The rest of this chapter describes some of them and how they are transforming the world. We start this journey at the place where all social change must begin and the foundation on which our school is built—the empowered individual.

PERSONAL EMPOWERMENT: THE FOUNDATION OF SOCIAL CHANGE

Personal empowerment is the basis of all social change. As we become more self-aware and achieve greater personal fulfillment we become more compassionate, caring, and tolerant human beings. This inevitably ripples out to our families, organizations, communities, and society at large. A Sufi story by Indries Shah illustrates this basic principle of social change.

A dervish was sitting by the roadside when a haughty courtier with his retinue, riding past in the opposite direction, struck him with a cane, shouting: "Out of the way, you miserable wretch!"

When they had swept past, the dervish rose and called after them: "May you attain all that you desire in the world, even up to its highest ranks!"

A bystander, much impressed by this scene, approached the devout man and said to him: "Please tell me whether you were motivated by generosity of spirit, or because the desires of the world will undoubtedly corrupt that man even more."

"O man of bright countenance," said the dervish, "has it not occurred to you that I said what I did because people who attain their real desires would not need to ride about striking dervishes."

Empowerment as a value in society has proliferated to the point where the term is now used in common parlance around the world. When Gail and I began our empowerment work three decades ago this idea was so new that most languages had no comparable word, much less an understanding of its meaning. And in America it was *the* cutting edge. That's how relatively new this idea is in our world. Although there is still a long way to go before it is practiced widely, we are definitely now on the path where its value is appreciated. This is a big deal for our world. We need to heal our wounds, transform our limiting beliefs, and enrich our impoverished visions of possibility if we wish to change the conditions that have created our current world. Otherwise they will keep showing up in our children, parents, teachers, politicians, business leaders, clergy, and social change agents. For our planet to evolve, we the people living on it need to evolve. This is a prerequisite for any lasting transformative change.

Gail and I have had the privilege of being on the front lines helping diffuse the idea and practices of empowerment into the world through our Empowerment Workshop. This has provided us profound insights into the human condition. It has helped us see how fundamentally similar we all are no matter what our culture or socioeconomic background. It has shown us how easy it is to pick up limiting beliefs along our journey, which then translate into behaviors that cause us endless amounts of pain and hold back our potential. And it has proved to us time and time again how willing we are to change these circumstances and begin moving toward our dreams if provided a safe and nurturing environment,

transformative tools, and the guidance of a skilled personal empowerment facilitator.

Once we created our Empowerment Institute we decided it was time to invite others to lead this workshop. We needed to let it grow and take wing to places on the planet Gail and I would never take it in person. It also needed to realize its potential as a tool for social change. First, to help empower those within disenfranchised sectors of our society to realize their potential and break the cycle of dysfunctional behaviors embedded in these cultures and passed on from generation to generation. And second, to empower change agents so they could operate from a deeper level of self-knowledge and personal power. This not only would make them more credible because they were walking their talk, but significantly increase their effectiveness in manifesting their social change vision through being able to transform the self-generated obstacles on their path.

We redesigned this intensive three-and-a-half-day weekend format into eight four-hour modules to make its delivery more flexible and better able to fit into more niches. It could now be delivered over two consecutive weekends, eight weekly four-hour sessions, one long intensive weekend, or as separate modules that could be mixed and matched. We also adapted it into a life-coaching program that could be delivered in twelve one-hour sessions in tandem with exercises from our book.

We have been amazed by how many different places this transformational tool has been able to take root and how quickly it has been able to diffuse through a culture. The following four stories offer some insights into the multifaceted impact of personal empowerment on social change—and they provide a large dose of inspiration, as well.

Creating a Women's Empowerment Movement in Afghanistan

Shqipe Malushi came to the United States from Serbia as a young woman, having survived the war in Kosovo. Shortly after her arrival, a devastating car accident almost crippled her, but she was able, after many surgeries and with much determination, to walk again. Sometime after that she was diagnosed with cancer. More surgeries. More survival.

When we met her she was running a woman's organization that supported Bosnian war refugees in rebuilding their lives. She was burned out, utterly exhausted by the huge effort it took to help these traumatized

women move forward in their lives. She came to us seeking transformative tools that would help her work better with these women.

Shqipe instantly soaked up all the tools and coaching we offered her. Before long, she had healed her traumatic past and jumped into a new vision for her life as an empowerment life coach. Within a short time she saw the Bosnian immigrant women go through a transformation similar to the one she had experienced. After repeated success with the many women who came to her organization, she began thinking about how to take this program to other women suffering from the ravages of war. Shqipe, not being one to think small, hatched a very large vision. She would take the life-coaching program to the place on our planet where women had been most brutalized and traumatized by war—Afghanistan—to help them rebuild their lives.

But there were a few details to work out. For starters she would need to get to Afghanistan, learn a new language, and acclimate to a country that was still at war. After she got over those hurdles she would need to figure out how to introduce a transformational program that was extremely innovative, even by American standards, into a culture that just a couple of years earlier had stoned women to death for attending school or not wearing a veil. She would be working with women so traumatized by the Taliban rule that they suffered from deep depression and residual fear even after these severe restrictions had been lifted.

When Shqipe shared her vision with Gail and me we didn't know what to think. We were deeply inspired by it and by her courage, but felt it was an extremely daunting venture and were concerned for her safety. Shqipe was wishing to go where angels feared to tread. We raised many questions with her. Would women be willing to participate? If so, could this transformational approach work in a culture where they were so downtrodden and systematically disenfranchised? And if she did succeed in empowering them, might this threaten their spouses and put them at risk of physical harm? How would those religious and civic leaders wishing to maintain a fundamentalist culture view Shqipe and this approach to change? Might she herself be in danger?

No matter what questions we threw at Shqipe, she had the perennial response of the committed agent of change. "If not me, then who? If not now, then when?" She was determined; for her it was not a question of whether, but rather how, she would succeed. She told us that she was not afraid, that she had survived so many life-threatening challenges in her life that she

knew how to live by her wits. She said that she had waited her whole life for a moment when she could make a real difference and this was it. No matter the obstacles, she was going to seize this opportunity.

It wasn't long before she had convinced the U.S. Agency for International Development and a German aid organization, GTZ, to hire her to lead community development workshops for women in Afghanistan. While this was not her long-term vision, it allowed her to get to Afghanistan and sleuth out a way to hatch her empowerment strategy. We offered her our blessings and told her we would supply however many of our empowerment books she needed and support her in any way we could. After Shqipe had been in Afghanistan about six months, she sent us an e-mail reporting on her progress.

As women attend my community development workshops I identify those I feel might be open to life coaching and who have a reasonable command of English. I invite them to meet in my room in the early mornings and evenings before and after work to go through the empowerment life-coaching program. It has taken off and I am working around the clock! Since I don't have time to stretch the program into twelve weeks, we agreed to do it in twelve days. I know that weeks are necessary to thoroughly process this information, but since these women have been so completely shut down they are thirsty for empowerment. They have forgotten how it feels to be human, laugh, feel pleasure, and feel alive. They are so traumatized and under so many cultural pressures it's like they have a time bomb ticking inside of themselves.

Each client arrives at my door exactly on time for their sessions. This is unheard of, as Afghans are never on time and often don't show up and don't call. They carefully prepare their homework, and use the hour as the most precious time in their day. I am able to do coaching in such a simple way in both English and Dari. I wait patiently for them to understand the concept in English, and then I ask them to translate it into Dari. Boom it works.

Afghanistan is unlike any place in the world. These women are burning in the bottom of hell. But the one bright spot in their lives is the empowerment life coaching. Each coaching session is so deep and moving for me as I see their faces and hearts transform. When

they leave my room, I see hope in their eyes. It is a miracle. This makes being here worthwhile. I have never felt more valuable as a human being than doing this empowerment work in Afghanistan.

One of the women Shqipe coached was Shiama Khinjani. During the Taliban regime, Shiama personally supported her entire extended family by holding a girls' school in her house, which put her life at risk. She describes her experience of receiving coaching from Shqipe.

This coaching brought lots of changes in my life. Before the life coaching I felt sad, hurt, powerless, useless, loveless, small, and fearful. During the Taliban time I suffered from losing my father, a job I loved, the opportunity to continue my studies, and the great violence against women in my country. I had lost all my hope.

At first I didn't know if this coaching would be very effective. I just wanted to keep myself busy with something new. But after a few sessions, I noticed something marvelous. I started feeling confidence, power, and happiness coming back into my life. Hope started growing in my heart. I started loving myself and loving life. For the first time I realized how beautiful life is. I decided to wake up, to go further, to reach my goals, and to make my dreams come true. In my coaching sessions I created a vision for my life. I believe it and I will do it. It made me hopeful. It allowed me to start living again with dreams and joy.

I am currently working with several projects with women civil servants and I would like to do this coaching with them. These women are amongst the most deprived and powerless because they don't speak up in their own behalf for fear of losing their jobs. I have already started to practice life coaching with both my sisters and my mother. The results are amazing.

Within a year Shqipe had taken over 100 women through the empowerment life-coaching program and they were creating a real buzz in the aid community. The leaders of these aid organizations, seeing all these empowered women, wondered what was going on. All roads led to Shqipe. When they approached her and asked what she was doing, she told them, "I am running an underground railroad for women. Except in this case it is not helping women find freedom through leaving a place, it is helping

them find freedom within themselves.” They were impressed and asked how they could help. She told them the best way would be to increase the ranks of empowerment life coaches and workshop trainers by providing scholarship financing for Afghan women to attend the Empowerment Institute in the United States. They agreed and asked Shqipe to develop a proposal.

Again Shqipe, not lacking for vision, developed a plan for building a women’s empowerment movement with the goal of empowering women to improve their lives, economic status, and the larger society. She would carefully select from among the women she had coached, those with the most potential to be effective. They would need to be willing to bring the empowerment work to a particular sector of society or region of the country. Her job would be to coordinate this effort within Afghanistan and with us. The aid organization GTZ agreed to this proposal. So far we have certified eight Afghan empowerment trainers and coaches, including Shaima.

One is empowering women in the eastern provinces—the most desolate and isolated region of Afghanistan. Her vision is to “bring strength and a new vision to these women.” Another is working with female elementary school teachers in Kabul, helping them to infuse their teaching with empowerment principles. We helped them translate our book into Dari so they could spread these principles to other teachers throughout the country.

Another life coach has begun working with nurses and doctors. She believes that people are getting sick from the extreme trauma in Afghanistan, and observes that the medicines they are given often don’t help. She is using empowerment life coaching to provide these healers with what she calls “a deeper and more sustainable healing model.”

Another is leading the Empowerment Workshop for community development leaders. One of the women who participated in her workshop developed a vision for enhancing the status of women, was elected as a national legislator, and helped pass one of the country’s first laws providing rights to women.

Another workshop trainer, Robina Bangash, a gender advisor for the Aga Khan Foundation, is helping transform the role of women and the cultural conditions disempowering them. She describes how her own act of personal empowerment was able to influence the rights and opportunities of women in one of Afghanistan’s most backward regions.

I participated in a Community Shura Councils' conference where elected leaders come together from different villages to share their development plans with one another. In keeping with this region's conservative cultural traditions women and men were to sit in two different rooms. Men would do the talking and deciding and women would listen. I decided to take a big risk. Just before the conference was to start I requested a meeting with the governor of the province to discuss the design. He accepted my request. As I prepared for this meeting, so many negative thoughts and limiting beliefs started going through my mind and I was constantly turning them around and looking toward possibilities.

When I finally met with him I was clear what I needed to say. I recommended that in order to get the most value out of this conference it would be important to hear directly from women. I said that they played an important role in community development and without their insights it would be difficult to make informed decisions. To be able to make this contribution they would need to sit in the same room with the local elected leaders and be able to directly express their views. After graciously hearing my recommendation, the governor said he would be willing to call a special meeting with the religious leaders whose approval would be needed to break with this custom. He asked if I would be willing to share my recommendation directly with them. I said of course. To my amazement, they agreed!

We called in the women, who actively participated and made presentations in front of eighty-five political and religious leaders, and the governor—all male, of course. The governor was so moved by what they had to say that he encouraged them to visit his office whenever they needed help. Nothing like this had ever occurred before in this part of the country. This was a revolutionary change. Within three hours we had brought women into the mainstream of society.

The empowerment ripples continue to spread throughout Afghanistan as each year we train more Afghan facilitators to bolster the ranks. Collectively they have now trained over 3,000 women in the tools of empowerment. This all began because of the unwavering determination of an empowered woman with a compelling vision. If this level of personal and

societal transformation is possible in one of the most repressive parts of our planet with women who have been disenfranchised for centuries, what is possible under more favorable conditions? With fearless people like Shqipe Malushi, effective personal transformation tools, and commitment, we can only begin to imagine.

*A New Tool for Post-Conflict Reconciliation:
Transforming a Culture from the Inside Out in Rwanda*

Immaculee Iligabiza lost her entire family in the Rwandan genocide. In her moving bestseller, *Left to Tell*, she shares the extraordinary story of how she and seven other women lived in a small bathroom for three months, trapped by the constant threat of death. Her story of faith throughout this ordeal is a testament to the remarkable resiliency of the human spirit. Immaculee wanted to use the platform her book provided to, in her words, “help the people in my country transcend their old wounds and hatred and learn to live together again.” She came to the Empowerment Institute looking for tools to help her achieve this transformational vision.

Her hope was that this healing process—which might take decades as older generations died off, or not occur at all because the recriminations were passed down from generation to generation—could be significantly accelerated through an explicit transformational process. The idea was to invite Hutu and Tutsi women to go through the Empowerment Workshop *together*. We would begin with women, because they are a culture’s early adopters for healing and community building, and therefore the most receptive to this type of transformation. We would be testing whether an experience of shared humanity at the level of one’s fears, wounds, and dreams might allow these women to connect in a way that transcended their animosities; and whether the empowerment tools could allow them to heal and transform deeply held pain, anger, or shame.

Immaculee invited two fellow Rwandans living in the United States to join her on her mission. Consolatie Uwera, a recent immigrant to the United States, would lead the workshop in Rwanda on one of her regular trips back. Claire Umubyeyi, who works in the United Nations on peace building issues, would test out the workshop with Rwandan immigrants in the United States.

The journey to transform their country took an unexpected turn for all three of them as they discovered that they needed to go through their own

personal transformation around pain, anger, and fear before they could help others. They soon found themselves embodying Ghandi's oft-quoted words of wisdom as they became the change they sought for the world. It was from this strong foundation of personal healing and growth that they then took this empowerment tool to other Rwandan women.

Consalatie was able to organize the Empowerment Workshop for six Hutu and six Tutsi women in Rwanda. "When the Hutu and Tutsi women started the workshop," she explained, "they had deep anger toward each other instilled in them by our culture. They came out of it understanding that they shared a common journey as human beings. They not only were able to accept each other, but committed to working together for the healing of our country."

Claire led the workshop for Rwandan women living in New York City. "The women attending my workshop had been torn apart by the conflicts in our country," she said. "The workshop helped them move beyond the past and the burden it carries in preventing self-love and tolerance and begin creating a better future for themselves. But it went beyond just helping these women develop their potential, it also furthered the type of healing our country needs to rebuild our dignity." She continued, "Given my work at the United Nations with conflict prevention, I have introduced this approach of personal empowerment as an innovative new tool for peace building in Rwanda and other postconflict settings where deep ethnic or racial animosity exists."

Consolatie, Clair, Immaculee, and the other women who went through these empowerment workshops give us hope that below the surface of even the most horrific tragedy there is the possibility for transformation. This possibility begins each time we step forward and open up to our potential. And with dedicated change leadership and skill in using transformative tools, it can go even further. Rwanda has been one of the planet's teachers of the worst of what is possible among human beings. Perhaps it might also be a teacher, with the help of these three women, for the best of what is possible on our planet as people learn how to transform themselves and their country from the inside out.

Retrieving People from the Margins of Society: Empowering the Homeless in San Francisco

The Empowerment Workshop was put to another demanding test when a visionary Californian called on its tools and methodology in an effort to

retrieve people living on the margins of our society. Shelly Roder, who runs a homeless shelter in the Tenderloin District of San Francisco, shares her story of leading the workshop for homeless men and women, and her efforts to offer them dignity and new possibilities.

I work with the homeless population in San Francisco. Most of the participants are people who depend on professional help—social workers, psychiatrists, counselors, case managers—to deal with daily life. Rarely in these interactions are they given the opportunity to envision life in a different way. Rather, these “rehabilitative” sessions tend to focus on the problem areas of life, thereby reinforcing the self-limiting beliefs characteristic of individuals living under extreme conditions of poverty. “I am a failure,” “I am psychotic,” “I am an addict,” “I make bad decisions,” “I am worth as much as I own, which is nothing.”

The workshop offered the participants a radically different approach—time to imagine a different reality, therefore motivating them to make behavior changes by working with these tools. They were excited to have an opportunity to dream—to envision the way they would like life to be—and then to be provided a methodology that could enable them to manifest these dreams.

The bravery and humility shown to me by the participants was inspiring. As we worked with the exercises, two participants started to identify the deep sense of shame they feel for their poverty, specifically for living on government assistance.

Once this stuff was out and we could work to transform these beliefs, participants left the experience with a recovered sense of dignity, despite the fact that they were returning to their shelter or hotel room. This taught me at a profound level that the starting point for social transformation is personal transformation.

A by-product of the workshops was the camaraderie experienced by the groups. The workshop built a strong sense of connection, something that is often absent from the lives of people who are homeless. The groups have continued to meet with each other for ongoing connection and support. I am now working to get this nascent group of empowered residents in the homeless community more actively involved in helping the larger community by adapting their personal empowerment skills to the work of neighborhood

transformation. And I am trying to make the system they deal with better able to support their newfound sense of empowerment.

Shelley took empowerment into the heart of one of America's most pathologically oriented communities. This community of people is deprived of many things, but one of its greatest losses is a sense of hope. Opening up the possibility of hope is the beginning point in the transformation of people mired in pathology and who feel trapped in the system. The next critical step is helping them build a positive vision for their life and providing the tools and support necessary to achieve the vision. How else could we expect someone to change?

An effective personal empowerment process, while light-years better than providing band-aids, is not enough, though. It then requires knowledge of how to help change a system that is not designed to empower. Homeless people by themselves cannot do this. Their main job is to heal, transform, and reenter society. It is for change agents like Shelley who are willing to challenge the assumptions of this system to further this transformational process. Like a Russian doll with many little dolls nested inside it, the empowerment process continues to repeat itself.

As change agents we empower ourselves to find a better way. We then learn how to empower others. As we experience greater levels of success empowering others, we are willing to engage more directly with the system itself. Based on our success, early adopters in the system are willing to have a conversation about a better way. We then co-create a vision of this better way and begin testing it within the system. As we demonstrate success, more people become interested and we expand to the next level of scale. This is a long journey, but if we persevere and keep practicing the empowerment process we can retrieve people from the margins of society and the system they need to reenter it.

*Getting to the Root of Social Change:
Empowering Unwed Mothers in the Bronx*

There are few higher-leverage interventions for transforming a multitude of social ills than helping inner-city unwed mothers gain control of their lives. Young women out of wedlock raising children while they themselves are still children will perpetuate more of the same. As with the homeless, this is an issue that requires a transformative change process to break the

cycle of disempowerment. Ijeoma Ude, a community organizer in New York City and herself an unwed teenage mother in her youth, has taken on this task. She defines her mission as “addressing societal problems at their root by integrating personal transformation with social justice.” She participated in our Empowerment Institute to learn how to lead the Empowerment Workshop for inner-city unwed teenage mothers. She describes her experience.

In my workshop I had thirteen young, single mothers who lived in a home together and ranged in age from 11 to 19. They kept saying, “I’m glad we’re doing this” and told the program coordinator in between sessions: “Thank you for getting us this workshop. It’s good. It’s different from anything we’ve ever taken.” They loved the “letting go” exercise and really got into creating release rituals. Afterward some of their comments were: “I feel so much lighter”; “I didn’t realize I had so much anger in me”; “That was fun.” They loved the self-love lecture and really got it. They really liked the fear guided exercise. Most of them focused on family. Some of their comments were: “I need to learn to accept my mother more”; “I want to be stronger in myself so I don’t keep letting myself get manipulated into having sex.”

The workshop was totally accessible and applicable to their lives. It helped these young women address and transform limiting beliefs that had been passed on to them from generation to generation, and create new positive visions for their life. I will continue to lead this workshop for unwed teenage mothers in other under-resourced communities around the city because it is one of the few tools I have come across that gets at the root of social change.

As Ijeoma identified, unless we can help an unwed teenage mother address and transform her root limiting beliefs, these beliefs will continue to manifest as dysfunctional behaviors and be passed on to her children. To change an endemic societal problem like this requires an intervention at its source—the belief system of those people in that social system. To do this requires personal transformation. This is not a luxury but a necessity.

What I value about Ijeoma’s work is that while the battles are raging over the best way to transform the social welfare system, a necessary undertaking for sure, she is transforming it from the ground up. She has invested her

time in empowering those people trapped in the system that have not known how to get out. As society learns how to invest in more people like Ijeoma it will find itself with a win-win-win situation. People in the system will be liberated from generations of disempowerment. We will attract more transformationally oriented people like Ijeoma who wish to participate in something that produces real results and is personally gratifying. And lasting, cost-effective systemic social change will be achieved through the personal transformation of the people in that social system.

Personal Empowerment Tools: A Societal Game Changer

Each of these stories demonstrates the vast potential for social change available to us by learning how to work more skillfully with the wounded cultures and dysfunctional systems all across our planet. This is not about working harder, but smarter. It is not about investing more money to solve these problems, but investing less and using it much more intelligently. Not only will this free up the vast amounts of financial resources currently invested in poorly performing change strategies, but it will aid in the creation of robust societies by enabling so many more people to become fully contributing members. And it will significantly accelerate the time it takes to accomplish this change.

A big part of the social change agenda in the twenty-first century will be making one of the truly innovative social innovations of the twentieth century—personal empowerment tools, of which the Empowerment Workshop is just one—a new best practice for how social change is implemented. To achieve this will require building the capacity of a new cadre of change agents in multiple sectors of society. This is eminently doable, and its accomplishment will be one of the planet's most significant game changers.

THE EMPOWERING ORGANIZATION: CHANGING BEHAVIOR AND DEVELOPING TALENT

There are two primary ways to increase the performance capacity of society: advancing solutions to social problems and unmet social needs; and increasing the efficacy of societal institutions. We have been focusing a lot on the former. It's now time to look at the latter.

In today's "knowledge economy," an institution is relevant in society based on its intellectual capital—its stock of beneficial ideas and practices. And

those institutions capable of increasing their intellectual capital, whether non-profit, for profit, or governmental, will offer the most value to society. For society to evolve, its institutions must evolve. And for its institutions to evolve, the people who work in them must be operating at their full potential. Previously I have shared tools to increase the potential of both individuals and groups. In this section we will look at how to do this within an organization.

In *The Only Sustainable Edge*, authors and respected management consultants John Hagel and John Brown offer their insights on just how important this is to an organization's future. "The primary role of an organization in today's society should be to accelerate the capability building of its members so they can create more value. Institutions that can do the most effective job of building capability will create and capture value—the rest will inevitably fall by the wayside."

So how are organizations doing at developing the capabilities of their people? According to the research of Tom Peters, former management consultant for McKinsey and Company and author of the mega bestseller *In Search of Excellence*, they are not doing very well. He says, "people in most organizations spend no more than six minutes a day working on improvement. That is a ratio of self-development to work of .01 percent. This will catch up with those organizations as they are out-competed by those with more robust efforts to develop people." According to Gallup studies, approximately 75 percent of employees in organizations are not intellectually or emotionally engaged at work because of marginally functional or outright dysfunctional organizational cultures. And organizations have just barely tapped the potential of the 25 percent of their employees who *are* engaged.

For an organization to bring value to society and stay relevant in the twenty-first century, it will need to attract, develop, and retain talented people. This will necessitate the creation of a very different culture and set of capabilities than exists today in all but an extremely small number of organizations. Building this capacity, which I call an "Empowering Organization," has been a facet of my work for several decades, and a track of the Empowerment Institute, as well. I led a train-the-trainer application of this behavior-change and talent-development model for American Express—an organization with a strong commitment to growing its people and a long history, through its employee volunteer programs and philanthropy, of corporate social responsibility. Bob Franco, vice president of their Global Talent Division, tells his story.

A key challenge in institutions is how to move individuals to higher levels of performance, specifically when it involves building partnerships within complex organizational systems. Our team—whose mission is to build and improve talent within the company on a worldwide basis—had been working under circumstances that prevented our ability to achieve this including lack of access to critical information and key partners, a politicized environment, and limited skills.

My team went through an intense, personalized transformational learning experience using the empowering organization process and tools. This helped us separate the circumstance around us charged with a disempowering “pathology,” and helped us focus our own personal accountability toward what we can accomplish and what we are ultimately capable of attaining. After a deep assessment of our organizational culture and challenges, this process enabled us to build our consulting skills and leverage our collective talent.

The outcome was significant, measurable, and sustainable behavior change within our team, a clearly defined value proposition based on our new capability to develop talent within our organization, and an ability to be successful despite any organizational barriers. The process moved us away from the crippling power of “problems” to a new power—one inside us, one focused on what we want to create. Through this work, our team now has daily practices focusing on their vision. We are empowered!

Creating a Learning and Growth Culture

To enable this group to adopt new behaviors and develop their talent first required the establishment of a learning and growth culture. Many organizational change interventions assume that this learning and growth capacity is inherent within the culture. It rarely is, and as a result the organization’s ability to achieve the desired behavior change is inhibited.

Using the analogy of nature, for new seeds to take root they need fertile soil. In an organizational context, this fertile soil is a learning and growth culture. To create this type of culture requires a set of practices be in place that enable individuals to feel safe and trusting enough to risk true growth.

The six practices, which are built into the empowerment framework, are experienced during the training and then transferred to the workplace.

1. **Self-Responsibility:** Individuals take responsibility to have their job, team, organization the way they wish it.
2. **Authentic Communication:** Individual communication is open, honest, and transparent.
3. **Trust:** Individuals feel safe enough to try out new behaviors and take risks.
4. **Learning and Growing:** Individuals are encouraged to work on the real behaviors they need to change.
5. **Interpersonal Process Skills:** Protocols and skills are learned to resolve interpersonal issues.
6. **Caring:** Leadership demonstrates tangible concern for individuals.

The Transformational Process

With this foundation for behavior change in place, the empowerment framework provides the transformation strategy culminating with each individual working on his or her growing edge grounded with an intention statement and a visual image.

Let's go back and follow Bob through this process. As a result of a guided exercise around his core beliefs, he identified self-responsibility as the issue he wished to work on. Specifically, he wanted to move from being a victim within his organization to creating a different possibility for himself and his team.

First Bob went through a *self-awareness* exercise. He discovered that he was just going through the motions, having lost a lot of passion for his internal consulting and leadership. As he went through the *visioning exercise*, he saw the very real possibility that he and his team could develop a behavior change and talent development skill set that could more effectively serve their internal clients. He realized that rather than feeling held back by the organization, he could change his circumstances by increasing the capability of his team.

However, when Bob came down from the mountaintop he saw that to achieve this would not be easy. Were he and his team up to learning these new

skills? Would his clients be receptive? He then went through a *transformation* exercise in which he identified and turned around the limiting beliefs that might get in the way of a new way of working with colleagues and clients.

His *growing edge* was believing in his team and being willing to engage in this capability-building process. As team members revealed their own growing edges, it became clear that in contrast to the past, when Bob needed to lift everyone by the force of his vision and will (a draining proposition at best), they were developing the ability to do this on their own.

He translated his growing edge into this intention statement: "I help my team build our consulting skills and leverage our collective talent to create results. I lead and am led by an empowering team who knows what it wants and gets it!"

The process enabled Bob and his team to adopt new behaviors and develop transformational capabilities that furthered their individual aspirations, the needs of the group, and the organization. This mutuality strengthened everyone's commitment, enabling greater sustainability for the behavior changes and the implementation of their new capabilities over the long term. And the learning and growth culture that was now established, assisted by these transformational tools and a robust support system, provided the foundation for people's ongoing development.

Any organization that wishes to increase its value to society, and ultimately its longevity, must learn how to develop the talent of its people. And as Bob and his team have shown, it is quite achievable with benefits for all. If enough organizations did what was in their own self-interest and grew their people, it would significantly increase the performance capacity of society. With the huge challenges our world now faces, we cannot afford for our societal institutions to be operating at anything less than their full potential. This is the low-hanging fruit of social change and we must pick it.

A WHOLE SYSTEM TRANSFORMATION: EMPOWERMENT MEETS PUBLIC EDUCATION

Our final area of exploration is what I call whole-system transformation. This is the ability to evolve a social system to a higher level of performance. This section describes such a transformation by applying the practice of empowerment to all the key elements of the education system: students, teachers, parents, administration, the teacher culture, and the very process of learning and teaching.

In spite of decades of research into best practices in teaching techniques and classroom design, there is one question at the very core of the learning experience that has not received much attention. How can we empower students to take more personal responsibility for their learning? In the current education culture, the onus is always on the teacher to make his or her teaching or the subject matter more compelling. When students are not learning, it is the teacher's job to find a better way to convey the material. If this does not work then the last alternative is to discipline the students. This makes teaching an endless and thankless task that often leads to teacher burnout and a high rate of attrition when talented individuals leave the profession.

In 2004 a visionary administrator, Jane Ebaugh, from the Rhinebeck, New York, public school system, was curious to see if our empowerment model might add value to the traditional way education was practiced. She had participated in one of our empowerment trainings; now she and a few teachers decided to come to our Empowerment Institute. She quickly saw the impact empowerment work could have in the schools, and so she encouraged more teachers to experiment with it, who in turn encouraged still more of their colleagues. We have now worked with some thirty Rhinebeck educators who teach from kindergarten to high school, representing approximately 20 percent of that town's public school system.

When I first began working with them I did not appreciate the impact the empowerment principles customized into a classroom-specific transformational curriculum would have on the traditional teaching model and on them as teachers. I soon discovered that it is impossible to apply these principles without affecting the assumptions in the system in which they are being employed. What follows are four stories of transformation in the classroom and beyond.

A Sixth Grade Science Class Discovers the Growing Edge

Debra Breger integrated the empowerment tools into her sixth grade science class and explains their impact on her students' academic performance, on how she conducts her class, and on her as a teacher.

I helped students learn about the growing edge by observing a cactus plant. We discussed all of the different characteristics of a growing edge. I then asked them to think about what we could translate from watching growth in the natural world to growth in our own lives. We

then talked about the growing edge of our learning community—our classroom. I explained how self-responsibility is a macronutrient for human growth. I then helped them discover where they are around their learning and how they wished it to be. We then discussed what habits or emotions got in the way of their learning.

We concluded with what they needed to do differently. What change is needed to increase their learning over the next quarter in science class? What are they willing to practice and work on? What will this look, feel, and sound like? Each student wrote “I am responsible for my own learning. What I attend to grows. I will take responsibility to _____.”

Each Monday and at the start of every class I would ask them to open their notebooks and read these statements to themselves. To revise them if needed and share with a new partner in the class about how they are doing. I kept a record of each student’s growing edge to support their efforts. This is very teachable to a class of sixth graders. Science class is a perfect laboratory for them to experiment and practice with their own learning. This also started changes in the classroom, including more student independence, interactive collaborative work, and student choice.

As a result of the empowerment learning strategy with its focus on vision, transformation of limiting beliefs that undermine their learning, and growing edges around specific new behaviors, students have improved their academic performance and interest in learning. The atmosphere in the classroom is much more dynamic. Aside from using the methodology with my students I used it for myself as a teacher. I created a vision for my classroom and my teaching and brought it into reality. It now embodies my values and my true being. My classroom is a different place to be.

Debra creatively integrated the empowerment process skills into her existing curriculum. This helped increase the crossover effect of the learning and made it much easier for her to teach. Not surprisingly, she discovered that when students took greater responsibility for their learning, both their academic performance and their motivation improved. She also saw her own motivation improve when she applied the tools to her own teaching. She created an inspiring vision of her classroom and herself in it. She envisioned the

values she wanted to convey, the quality of teaching she wished to embody, and what she wanted her classroom to feel like for the students. No one had ever encouraged Debra to dream as a teacher. She is now living her dream on a daily basis.

Changing “I Can’t” to “I Can” for Students and Teachers

Vicki Hoener teaches languages skills to 8- to 11-year-olds with various learning challenges. She describes her experience applying the empowerment tools to create attitudinal and behavioral shifts in her students. Like Debra, she discovered it is hard to teach empowerment without its having a personal impact. “My goal was to change students ‘I can’t’ attitude about learning,” commented Vicki, “and along the way, while helping my students change, I noticed I changed as well.” She shares her story.

After a great deal of thought on how best to teach the salient features of the growing edge model while maintaining sound pedagogical practices, I created a fable called “The Gopher Who Discovered Growing Edges.” The fable presented the model simply and clearly, using key vocabulary terms which students understood, internalized, and applied to their own growing edges.

This format was enormously successful. My students loved the fable so much they decided to write their own growing edge fables, which were incredible. Integrating reading and writing with process work met my need to use every minute of time with my students as “teaching time.”

I was amazed by how introspective and insightful my students were. They figured out where they needed to make changes. Academically it included being able to focus better in class, write longer sentences, and read more fluently. Socially it was around being picked on by peers and siblings as well as being embarrassed to ask for help in class.

When I first started this work with my students I thought I did not know the right questions to ask, but then I started paying more attention to their needs and the right guiding questions flowed like water. I was amazed that I could do this. The more I practiced the more natural it became. This new approach affected my teaching as well. I no longer focused on problems and orchestrating solutions.

Instead, I spent my time guiding students to find solutions that worked for them.

I did a session spontaneously when one of my students came to me in tears about an issue centered around her ability to listen and learn in her fourth grade classroom. I listened carefully, and asked her questions which led to a vision, identification of limiting beliefs, and a growing edge. She wrote the growing edge on a card so she could keep it with her when she went into her class.

The next day an unbelievable thing happened. She came to see me and asked if we could do another “session with the cards.” I was floored! This time the issue was that she keeps forgetting her planner at home (with all of her homework in it) and wanted help in figuring out how to remember to bring it to school. This process is so simple and powerful that even a 9-year-old can recognize it and ask for it by name as in “the session with the cards!” This is so exciting!

The empowerment process, however, goes beyond just empowering students; it also has had an impact on how I engage with my fellow teachers. At a committee meeting that usually consists of talking about student problems I brought their “growing edge” notebooks and turned the conversations into opportunities to discuss positive solutions. For every negative that came up (student doesn’t complete homework, daydreams in class, etc.) there was a growing edge addressing that very issue! Focusing on how students were taking personal responsibility for their learning transformed the whole tenor of the meeting.

This empowered me to take more responsibility to effect change in the school environment, which can be somewhat negative and divisive. This was the hardest and most prickly area for me to work on. I started changing this system by beginning with myself. Rather than just ignoring the part of the culture which affected me, which is how I had been operating, I decided to put myself out there and focus on solutions. Colleagues noticed and responded in a positive way. I have replaced inaction with positive action. Focusing on my vision changed things for my students and me!

A parent of one of her students noticed all the positive things happening, too. Inspired by Vicki's vision, competence, and commitment, he offered her a \$10,000 grant to spend on the school any way she wished. *That* is empowerment in action.

Empowering the Very Young

Jennifer Hammond King, who teaches reading to first- and second-graders, shares how even very young children take to the practice of empowerment.

As part of my thirty-minute reading classes, I teach students the four steps of the empowerment methodology. Each child develops a vision of themselves as a reader and draws pictures to illustrate that vision. Two of my favorites were a second-grader who envisioned himself as a father reading a bedtime story to his children and a first-grader who envisioned himself hiding under a table and understanding the words his parents were spelling to each other in their conversation: "time for b-e-d."

One of the wonderful things about young children is that they have not had the time or need to clutter their minds with a lot of limiting beliefs. We discovered that the best way to work with limiting beliefs was to confront them as they came up during the course of our regular reading work. "Let's turn that around," became one of the favorite phrases of our classes.

Each student created a flower with petals that could be added to represent their learning growing edges. There was at least one petal for a reading or writing skill area and one for a learning behavior. The children loved the term "growing edges," and it was a great tool for us to talk about the individual strengths and needs of each student. On one occasion, a little first-grade girl forgot to bring her homework back to school. Another boy said to her, "Did you remember that homework was one of your growing edges?"

Jennifer helped me and the other teachers appreciate how ready very young children are to be more personally responsible for their learning. Whenever I come across an adult in one of my trainings who complains

that the empowerment process is too complicated, I always use Jennifer's story about teaching the growing edge to first- and second-graders.

Empowering Parents With a Vision of Their Child's Education

Clare Dwyer, a special education teacher, discovered that her empowerment skills translated to working with parents as well. She describes how empowering them to help their children became an important part of her teaching.

I invited one of my parents to create her vision for the outcome of her child's school career. I had a picture of a road and we began with the questions. "What would you like to see at the end of this road for your son?" "What do we need along the path to reach that goal?" This parent needed to face the reality that if her son is going to earn a degree, he would need to learn how to perform independently. We worked on her growing edge of needing to allow her child to feel and express frustration and not succumb to it.

With another set of parents I learned that to be effective using this model you need a strong inviting question to redirect a challenging situation. This couple began arguing about each other's parenting skills and the lack of appropriate guidance and consequences regarding their child. Before things became too heated, I invited them each to share how they would like their evenings to look with their child. We created a vision they both could support. I believe for the first time they heard each other.

I left that night feeling I had made a positive difference in both of these families' lives, one that would help not only their children, but the parents too. It was a very satisfying experience.

Clare skillfully closed the loop with her students' learning by empowering parents to become actively engaged and more sympathetic to the challenges their children faced. By empowering parents to work through their own limiting beliefs and address their growing edges for how best to contribute to their child's education, Clare addressed the whole learning system, thereby tremendously increasing the likelihood of a positive outcome for all.

Transforming the Education Paradigm

Shifting the responsibility for the students' learning from the teacher to the student was a huge and dramatic change. The need for this change was not something I immediately understood. I was just doing my empowerment thing by asking teachers what they did when students didn't learn what they wanted to teach them. For the most part they answered sheepishly that they basically just told students to study harder. When I asked them if they had ever tried to discover and change the beliefs undermining their students' learning, they look puzzled and said they wouldn't begin to know how. When I asked them how accountable the students were for their own learning, the teachers looked at me with a blank stare.

As I continued to probe deeper, I saw that the teachers felt overburdened with accountability for student learning. Other than finding better ways to teach the material, they had no real tools for helping children when they did not learn. In addition, their self-esteem was often tied up in being "the teacher." Who were they as teachers if the students became more accountable for their learning? What would this look like in the classroom? How would they feel about themselves? There were many issues that needed to be looked at and many changes to consider.

The empowerment methodology was able to transform the educational paradigm of these teachers for the most pragmatic of all reasons—when students owned their own learning they improved academically and socially, and made the teachers' jobs not just easier, but more dynamic.

Once the empowerment process was learned it was used on an ongoing basis. Teachers did a simple visioning exercise before starting a new teaching unit, and, when students encountered a learning block, they worked with them on their growing edges. If the student needed extra help the teacher could provide it or encourage the person to work with another student. Bringing other students into the learning and growth process both provided a richer support system for students and expanded the resources available to assist each student's learning process.

The empowerment model worked at all the age levels from kindergarten to high school. The way it was taught varied according to the grade level, but the simple and profound notion of empowering students to envision and take personal responsibility for their learning worked at any age. It also empowered the larger educational community of fellow teachers and parents to play more constructive roles in a student's learning.

This enhanced the learning process and allowed everyone to come away invigorated. The practice of empowerment is now diffusing throughout the school system with its principles formally written into the district's teaching philosophy. There is still more to be done in Rhinebeck, but this new approach to learning is now firmly established in the teaching culture and is on its diffusion path.

This inspiring story of a whole-system transformation around one of America's central challenges—the education of its children—is very hopeful. It says we can improve the performance capacity of the educational system through a relatively modest, albeit seemingly radical, idea—empowering students to become accountable for their learning and for adopting the behaviors that enable it. Rhinebeck's story is yet another illustration of how we can change the game—in this case, the basic assumptions of the teaching and learning process—by bringing a transformational approach into the equation. This allows us to work smarter, not harder—which is always a good thing.



The common themes of each story in this chapter have been the need in the world for strategies that can change the game; the universality and efficacy of the empowerment tools across a wide swath of societal issues in furthering this type of transformative change; and the readiness of change leaders to engage. This journey continues in the next chapter where we explore putting these tools to a test where failure is not an option—global warming.

CHAPTER 10: SOCIAL CHANGE 2.0 PRACTITIONER'S GUIDE

1. Whom do you need to empower to do what to further your social change initiative?
2. How will you empower these individuals?
3. How will you build the capacity of the people working on your social change initiative to be effective agents of transformative change?
4. How will your social change initiative transform the system in which it resides so it is capable of supporting it and other comparable initiatives?
5. If you wish to design or expand an existing curriculum on social change, how will it help students implement a behavior change strategy to further their social change initiative and facilitate their personal growth as change agents?