

ESPM 3202/5202
Environmental Conflict Management, Leadership, and Planning

Syllabus

Spring 2017
Monday 10:40-11:30 a.m.
Wednesday 9:35-11:30 a.m.
4041A/B Plant Growth Facility, St Paul Campus
Office Hours: by appointment

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Course Description

Social change is a pervasive element of our work with environmental issues and it manifests itself in many ways. Social change involving environmental conflicts appears to be especially difficult, if not impossible to manage or resolve. It also calls for new leadership and planning approaches. To successfully achieve change citizen groups, industry, and natural resource managers are increasingly looking for opportunities for collaborative partnerships.

This course is designed to do several things. It will provide students with an introduction to the causes, dynamics, and consequences of natural resource and environmental conflicts, as well as an understanding of the range of possible intervention tools that can be used to manage conflict. Specific local, national, and international cases of actual conflicts and dispute resolution procedures will be examined using a mixture of readings, cases, negotiation simulation exercises, and lecture to illustrate themes. The course will also give students a chance to examine leadership and planning styles as they contribute to change in environmental fields. Specific attention will be given to the theory and practice of leadership and planning in non-government organizations, as well as a look at the students' personal experience, skills, and beliefs about the topic. With an understanding of conflict management, leadership, and planning the course will build to an analysis of social change and the new opportunities for collaborative partnerships as one option for the future.

Writing Intensive Course Credit

This course is designated as a writing intensive course. This means you will have the chance to focus on your writing skills as well as the course content. The Individual Research Paper is designed with a drafting process so you receive feedback on the ideas, organization, and grammar before you hand in the assignment for comments and final evaluation. Having several people look at our written work is a luxury few of us get but all of us can benefit from in the long run.

Readings

Readings will be provided on the course Moodle site.

1) Via myU portal:

Go to myU Portal page at <http://myu.umn.edu>, login with your Internet ID, and click on My Courses tab, to see the links to Moodle sites to which you have access.

Additional articles will be provided in a Moodle folder or can be found in the University electronic journals. Readings for each theme may be augmented as we move through the material, depending on the development of our discussion and your own research.

Course Requirements

The course is predominately case study based, combined with discussion, exercises, and negotiation simulations. Thus, it is important you do the assigned readings and actively participate in class discussions and exercises. Good preparation and active participation in the role-play exercises are required. In most cases the exercises will require additional outside class reading and preparation that will eventually lead to a written assignment. Because a number of the exercises are multi-party events, having one party absent affects other students. If you must be absent, please let me know well in advance so we can arrange a substitute and another responsibility for you. Preparation for the role-play simulations is critical and will require time and thought. Again, since individual learning depends on joint efforts, inadequate participation will hurt your evaluation and everyone's experience.

In all of the exercises, please keep role descriptions confidential. Sharing role descriptions will diminish the effectiveness of the exercise and your colleagues' experiences. Similarly, giving this information to others that might participate in future simulations destroys the effectiveness of the exercise and violates the agreement with the authors.

Category	Due date	% of Grade
Participation: in class exercises and readings facilitation. <ul style="list-style-type: none"> • Must be in class to receive credit • Must complete Participation #3 Discussion Facilitation 	8 exercises/semester	20%
Negotiation Assignments		
<i>Negotiation Prep. Individual Background Assessment*</i> Each individual produces their own and shares it with their group.	March 1 st	5%
<i>Group Portfolio Preparation Materials*</i> Group Identity, Individual Group Member Identities, Stakeholder Assessment, Group Assessment, Negotiation Topics and Plan	March 22 nd	10%
<i>Individual Negotiation Reflection and Participation Report *</i> <ul style="list-style-type: none"> • Each individual's personal reflection and negotiation participation report 	April 17 th	5%
<i>Negotiation Participation*</i> <ul style="list-style-type: none"> • Contribute to group preparation • Participate and contribute in all negotiation sessions 	April 3 rd , 5 th , 8 th , 10 th , 12 th	15%
Individual Literature Review Paper* <ul style="list-style-type: none"> • Literature Review Paper Topic plus • Draft Literature Review Paper (5%) • Final Literature Review Paper (15%) 	February 22 nd March 29 th April 26 th	20%
Exam #1 Covers Weeks 1-8	March 8 th	15%
Exam #2 Final: Organizational Memo (Weeks 14-16)	May 10 th	10%

* See Class Individual and Group Assignment documents and rubrics for specific details. These are located at the top of the Moodle Page.

Course Guidelines

1. The two major grading systems used are the A-F and S-N. Departmental majors must take major courses on the A-F system; non-majors may use either system. The instructor will specify criteria and achievement levels required for each grade. All students, regardless of the system used, will be expected to do all work assigned in the course, or its equivalent as determined by the instructor. Any changes you wish to make in the grading base must be done in the first two weeks of the semester.
2. The instructor will specify the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed. "I" grades will automatically lapse to "F"s at the end of the next semester of a student's registration, unless an instructor agrees to submit a change of grade for a student during a subsequent semester to maintain the grade as an "I".
3. Inquiries regarding any changes of grade should be directed to the instructor of the course; you may wish to contact the Student Conflict Resolution Center (SCRC) in 211 Eddy Hall (624-7272) for assistance.
4. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. The instructor will specify whether class attendance is required or counted in the grade for a class.
5. A student is not permitted to submit extra work in an attempt to raise his or her grade, unless the instructor has specified at the outset of the class such opportunities will be afforded to all students.
6. Scholastic misconduct is broadly defined as "any act that violates the right of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work."
7. Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. Further information is available from Disabilities Services (230 McNamara).
8. University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office, located in 419 Morrill Hall.

Attendance and Participation

Grading

The course will be graded from A through F (with pluses and minuses). All exams, written assignments, participation, and presentations will be given a numerical grade out of X/100 and multiplied by their respective contribution as a percent of the calculated final grade.

A	93% or higher	C	73% or higher
A-	90% or higher	C-	70% or higher
B+	87% or higher	D+	67% or higher
B	83% or higher	D	60% or higher
B-	80% or higher	F	59% or less
C+	77% or higher		

A = **Outstanding achievement that demonstrates superior mastery** of the material and exemplary performance on both tests and written exercises. The distinction between A and B will depend on the student's ability to understand and articulate explicit and implicit concepts.

B = Achievement that **significantly exceeds the level necessary** to meet the course requirements.

C = Achievement that **meets all course requirements** at an average level.

D = Achievement **worthy of credit**, but which does not fully meet the course requirements.

F = Failure to complete the course requirements, **not worthy of credit** without pre-arranged agreement between the student and the instructor regarding a grade of incomplete.

Policy on Late Assignments

Late assignments will be penalized one grade, unless an extension of up to two weeks is pre-arranged with the instructors. Thus, a paper graded as an A, but turned in afterwards will receive an A-.

Expectations of Students

Students are responsible for attending class on time and for being prepared (reading the assigned material) for class sessions. In the event of unavoidable absences, students are responsible for obtaining notes on class presentations from classmates. Handouts may be obtained from the Moodle site or if they are not posted from the course Teaching Assistants. Please consult the instructor if you are having difficulty with the subject material. It is best to consult earlier in the semester and when you do not understand an assignment. Use email to ask clarifying questions about an assignment in a timely manner. Do not wait for an appointment. We encourage you to meet with us on more complex issues or if you have had no previous introduction to the class material and you are having trouble organizing your class notes and understanding the concepts.

Students with Disabilities

Students with disabilities will be reasonably accommodated. Please inform the instructor of specific disabilities or accommodations in advance so we may respond appropriately. Additional information may be found at the Disabled Student Services offices.

Scholastic Dishonesty

The following is the University's statement on scholastic dishonesty.

“Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty.

Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Cooperating on the content of examinations, homework, projects, or reports is prohibited unless explicitly required as part of the assignment. Cooperation and assistance among students in preparing team reports is required.

An Honor System

The honor system is most accurately defined as a student self-government system for conducting examinations. Under the honor system, students accept responsibility for the supervision of student conduct during examinations. It operates on the assumption that students are honest and enjoy working in a situation where their honesty and the honesty of others are not in question. It operates to respect honesty and to prevent cheating, as well as to punish those who cheat. The honor system contributes to the development and expression of ethical standards desirable for all professionals in whom the public places confidence

ESPM 3202/5202 WEEKLY TOPICS and READINGS

ESPM 3202/5202 is an evolving course. What we do in each exercise or discussion will influence the timeline for the topics that follow. Consider this schedule but **be ready for changes!**

Individual and Group Assignments

See the Class Assignments Folder at the top of Moodle for specific expectations/rubrics for all Reading Assignments, Participation Assignments, and Negotiation Assignments.

- *Feb 8 - Negotiation Preparation: Group/Role Assignments by Dr. Nelson*
- *Feb 22 - Individual Literature Review Paper Topic, posted to Moodle*
- *Mar 1 - Negotiation Preparation Individual Background Assessment, posted to Moodle*
- *Mar 22 - Negotiation Group Portfolio, paper copy in class, can request March 24th*
- *Mar 29 - Draft Individual Literature Review Paper on class theme, paper copy in class*
- *April 17 - Individual Negotiation Reflection and Participation Report, paper copy in class*
- *April 26 - Final Individual Literature Review Paper, paper copy in class with graded draft paper*

All readings should be done for the Monday class of the week they are assigned. Your readings come from multiple sources: electronic journal articles from the library, PDF on the Moodle site, and class handouts.

Readings Facilitator Assignments

- **Each week there are readings that all students should read (Required readings).**
- In addition, each student will sign up for one week as the readings discussion facilitator (Week 4, 5, 6, 7, 11). **The week you facilitate is the week you post to Participation #3 Readings Summary and Practitioner Insights Assignment (Posted at the top of Moodle) based on the Selected readings for the week you facilitate.** Every other week you participate in the discussion by reading one article in the Selected readings. Check each week for specific discussion questions. Be ready to evaluate the argument if it is a policy paper or literature synthesis. Or in the case of empirical articles, identify findings, and the strengths and weaknesses of the study.

WEEK 1 **January 18**

Introduction to the Course Material: Conflict Management Assessment

- Four Corners Exercise on Individual Approaches to Conflict

For an applied overview of conflict management by a communication specialist see the article below. Optional reading.

Jurin, R. R., Roush, D. E., & Danter, J. 2010. Managing Conflict, Chap. 17, In *Environmental Communication: Skills and Principles for Natural Resource Managers, Scientists, and Engineers*. Springer.

WEEK 2 **January 23/25**

Conflict Theory, Drivers, and Frames

Required reading:

Nie, M. 2003. Drivers of natural resource-based conflict. *Policy Sciences* 36: 307-341.

Bernauer, T., T. Bohmelt, and V. Koubi. 2012. Environmental change and violent conflict, *Environ. Res. Lett.* 7, 8 pgs.

Redpath, S.M., J. Young, A. Evely, W.M. Adams, W.J. Sutherland, A. Whitehouse, A. Amar, R.A. Lambert, J.D.C. Linnell, A. Watt, and R.J. Gutierrez. 2013. Understanding and managing conservation conflicts. *Trends in Ecology and Evolution*, 28(2), 10 pgs.

Participation #1: Read one of these articles and take notes. We will use the class lecture material to evaluate the conflict.

Based on the Conflict Assessment Triangle presented in class:

1. What is the substance of the conflict? – What is it about? The important values, the issues disputed.
2. What are the relationships? – Historically how have the individuals/organizations interacted? What is the current state of the relationships- trust, alliances, etc.?
3. How is the conflict being managed? Through normal government channels, in the courts, war, mediation, etc.

Macmillan, Leslie, 2014. Wilderness protection and the art of compromise, *Ensia*, 12.29.14. <http://ensia.com/features/wilderness-protection-and-the-art-of-compromise/>

Kodas, Michael. 2014. How did palm oil become such a problem- and what can we do about it? *Ensia*, 11.03.14. <http://ensia.com/features/how-did-palm-oil-become-such-a-problem-and-what-can-we-do-about-it/>

Furst, Randy. 2011. Anger rises over proposed Mpls. Dog park. *Star Tribune*, 01.20.2011.

Marcotty, Josephine. 2013. Minnesota drops out of St. Louis River mercury project. *Star Tribune*, 04.11.2013.

Yardley, William. 2011. Along the Columbia, concerns for salmon and energy production. *New York Times*, 02.19.2011.

WEEK 3

January 30/February 2

Managing Conflict at Multiple Scales: Process and Outcome

- **Introduction for the Individual Literature Review Paper**
—How to develop a literature review about one topic related to environmental negotiations

*Participation #2 Evergreen National Forest Dispute Exercise
Evergreen Case Preparation Materials – handed out in class*

Required Reading:

Susskind, L., P. Levy, and J. Thomas-Larmer. 2000. Part 1 Mutual Gains Approach, In *Negotiating Environmental Agreements: How to avoid escalating confrontation, needless costs, and unnecessary litigation*. Island Press, Washington, D.C., pp. 17-40.

Then select Hanna et al., Robson et al., or Pomeranz et al. to read.

Hanna, P., E.J. Langdon, and F. Vanclay. 2016. Indigenous rights, performativity and protest. *Land Use Policy*, 50: 490-506.

Sandstrom, C., K. Eckerberg, and K. Ratio. 2013. Studying conflicts, proposing solutions – Toward multi-level approaches to the analysis of forest conflicts. Guest Editorial. *Forest Policy and Economics*, 33: 123-127.

Participation #3b *Facilitated Discussion of Selected Readings: Assigned facilitators read four of the remaining articles and post their Readings Discussion and Practitioner Insights Summary. Facilitators review four articles. All other students select one article to read.*

Consider Cultural Issues in Conflict Management:

1. What role does culture play in the conflict(s) presented?
2. How did the conflict management process address conflict?
3. What is the author's critique?
4. How can a process be designed to take these insights into consideration, or How would you train scientists about conflict using these insights?

Adler, P.1995. "Pig Wars: Mediating Forest Management Conflicts in Hawaii"
Negotiation Journal, July, pp. 209-215.

Atran, S. and R. Axelrod. 2008. Reframing Sacred Values. *Negotiation Journal*, July, 221-246.

Espinosa, S. and S.K. Jacobson. 2012. Human-Wildlife Conflict and Environmental Education: Evaluating a community program to protect the Andean bear in Ecuador. *The Journal of Environmental Education*, 43(1): 55-65.

Hares, M. 2009. Forest conflict in Thailand: Northern minorities in focus. *Environmental Management*, 43: 381-395.

Irazabal, C. and A. Punja. 2009. Cultivating just planning and legal institutions: A critical assessment of the south central farm struggle in Los Angeles, *Journal of Urban Affairs*, 31(1): 1-23.

Peterson, Peterson, Peterson, Lopez and Silvy. 2002. Cultural Conflict and the Endangered Florida Key Deer, *Journal of Wildlife Management*, 66(4): 947-968.

Scheffler, T. 2001. Bridge over Troubled Waters: Faith-Based Stewardship in Chesapeake Bay, *Yale Forestry and Environmental Studies Bulletin* No.105, pgs. 59-78.

Tam, Chui-Ling. 2006. Harmony Hurts: Participation and Silent Conflict at an Indonesian Fish Pond. *Environmental Management*, 28(1): 1-15.

WEEK 6

February 20/22

Mediations and Multi-party Negotiations:

Facilitator and Mediator Roles

Representative and Agency Responsibility

Individual Literature Review Paper Topic, posted to Moodle

Language in Conversations/Reflections about Forests

Participation #3c *Facilitated Discussion of Selected Readings: Assigned facilitators read four of the articles and post your Readings Discussion and Practitioner Insights Summary. All other students select one article to read.*

Consider process types and techniques in Conflict Management:

1. What component of the conflict process does the author focus on?
2. What is the author's critique?
3. How can a process be designed to take these insights into consideration or How would you train scientists about the conflict process using these insights?

- Daniels, T. 2009. Exploring the Feasibility of Mediated Final Offer Arbitration As a Technique for Managing “Gridlock” Environmental Conflict. *Society and Natural Resources*, 22: 261-277.
- Ebbin, S. A. 2011. The Problem with Problem Definition: Mapping the Discursive Terrain of Conservation in Two Pacific Salmon Management Regimes. *Society and Natural Resources*, 24: 148-164.
- Glenn, P. and L. Susskind. 2010. How Talk Works: Studying Negotiation Interaction, *Negotiation Journal*, April, 117-123.
- Kovacs, E.K., C. Kumar, C. Agarwal, W.M. Adams, R.A. Hope, and B. Vira. 2016. The politics of negotiation and implementation: a reciprocal water access agreement in the Himalayan foothills, India. *Ecology and Society*, 21(2): 11 pgs.
- Kuttner, R. 2012. Cultivating Dialogue: From fragmentation to relationality in conflict interaction, *Negotiation Journal*, pgs. 315-335.
- Van den Hove, S. 2006. Between consensus and compromise: acknowledging the negotiation dimension in participatory approaches. *Land Use Policy*, 23: 10-17.

WEEK 7

Feb 27 and March 1

Mediations and Multi-party Negotiations continued: Managing Gridlock – Arbitration

***Negotiation Preparation: Individual Background Assessment
– due March 1st posted to Moodle***

Participation #4 Prisoner’s Dilemma Exercise

Participation #3d Facilitated Discussion of Selected Readings: Assigned facilitators read four of the articles and post your Readings Discussion and Practitioner Insights Summary. All other students select one article to read.

Consider process types and techniques in Conflict Management:

1. What are the key concepts they use to organize their analysis?
2. Did they use a methodology, if so what was it and what were their major findings?
3. How does their analysis address major tensions in decision making and societal conflict?

Muller, M. M. 2012. Justice as a Framework for the Solution of Environmental Conflict, In Kals, E. and J. Maes (eds), *Justice and Conflicts*, Springer-Verlag, Berlin, pgs. 239-250, DOI 10.1007/978-3-642-19035_14.

Colvin, R.M., G. Bradd Witt, and Justine Lacey. 2015. The social identity approach to understanding socio-political conflict in environmental and natural resource management. *Global Environmental Change*, 34: 237-246.

Emerson, K., A. Joosse, F. Dukes, W. Willis, and K. Hodge Cowgill. 2015. Disrupting deliberative discourse: Strategic political incivility at the local level. *Conflict Resolution Quarterly*, 32(3): 299-324.

Emborg, J., G. Walker, and S. Daniels. 2013. Forest landscape restoration decision-making and conflict management: Applying discourse-based approaches, In J. Stanturf, et al. (eds.), *Forest Landscape Restoration: Integrating Natural and Social Sciences*, World Forests 15, pgs. 131-153, DOI 10.1007/978-94007-5326_7.

McCreary, S., P. Grifman, and M. Cowart. 2016. Crating stable agreements in Marine policy: Learning from the California South Coast Marine Life Protection Act Initiative. 2016. *Negotiation Journal*, 23-28.

Zacharakis, J. Turning conflict into citizen participation and power, In L.W. Morton and S.S. Brown (eds.), *Pathways for Getting to Better Water Quality: The Citizen Effect*, pgs. 57-66.

WEEK 8 **March 6/8**
Mediations and Multi-party Negotiations
Post-negotiation Compliance, Monitoring and Outcomes

Exam #1 Weeks 1-8 March 8th ---In class

WEEK 9 **March 13/15 SPRING BREAK**

WEEK 10 **March 20/22**
Deliberation, Negotiation, and Collaborative Planning

*Negotiation Group Portfolio: paper copy in class, due March 22nd
-----can request March 24th*

- Group interview with negotiation facilitators outside of class
Week 10 or 11. Facilitators will schedule the meeting.

Language in Conversations/Reflections about Forests

Participation #5 Guest Presenter/Class Exercise

Required Reading

Bingham, L., T. Nabatchi, R. O’Leary. 2005. The new governance: Practices and processes for stakeholder and citizen participation in the work of government, *Public Administration Review*, Vol. 65(5): 547-558.

Luyet, V., R. Schlaepfer, M.B. Parlange, and A. Buttler. 2012. A framework to implement stakeholder participation in environmental projects. *Journal of Environmental Management*, 111: 213-219.

WEEK 11 **March 27/29 Strategic Planning, Conflict, and Collaboration**

*Draft Literature Review Paper on class topic – due March 29th
paper copy in class*

Language in Conversations/Reflections about Forests

Participation #6 Class Exercise

Participation #3e Facilitated Discussion of Selected Readings: Assigned facilitators read four articles post your Readings Discussion and Practitioner Insights Summary. All other students select one article to read.

Benson, D., A. Jordan, H. Cook, and L. Smith. 2013. Collaborative environmental governance: Are watershed partnerships swimming or are they sinking? *Land Use Policy*, 30: 748-757.

Derkyi, M., M. A. F. Ros-Tonen, B. Kyereh, and T. Dietz. 2014. Fighting over forest: Toward a shared analysis of livelihood conflicts and conflict management in Ghana. *Society and Natural Resources*, 27:281-298.

- Feldman, D.L. 2009. Preventing the repetition: Or, what Los Angeles' experience in water management can teach Atlanta about urban water disputes. *Water Resources Research*, 45: 1-15.
- Leck, H. and D. Simon. 2012. Fostering multiscalar collaboration and co-operation for effective governance of climate change adaptation. *Urban Studies*, pgs. 1-18.
- Levesque, V.R., A.J.K. Calhoun, K.P. Bell, and T.R. Johnson. 2017. Turning contention into collaboration: Engaging power, trust, and learning in collaborative networks. *Society and Natural Resources*, 30(2): 245-260.
- Roberts, T. and P.J.S. Jones. 2009. Shellfishing, eider ducks, and nature conservation on the Wash: Questions raised by a fractured partnership. *Society and Natural Resources*, 22: 538-553.
- Rudeen, A.K., M.E. Fernandez-Gimenez, J.L. Thompson, and P. Meiman. 2012. Perceptions of success and the question of consensus in natural resource collaboration: Lessons from an inactive collaborative group. *Society and Natural Resources*, 25: 1012-1027.
- Safford, T. and K. Norman. 2011. Planning salmon recovery: Applying sociological concepts to spawn new organizational insights, *Society and Natural Resources*, 24: 751-766.
- Wolsink, M. and J. Devilee. 2009. The motives for accepting or rejecting waste infrastructure facilities. Shifting the focus from the planners' perspective to fairness and community commitment. *Journal of Environmental Planning and Management*, 52(2): 217-236.

WEEKS 12-13 April 3-5-8-10-12 NEGOTIATION:

- | | |
|------------------|---|
| Monday | 3rd Group work |
| Wednesday | 5th Negotiation Session #1 |
| Saturday | 8th 12-3 pm Negotiation Session #2 |
| Monday | 10th Negotiation Session #3 (or Group Work) |
| Wednesday | 12th Negotiation Session #4 |

WEEK 14 April 17/19
Debriefing on Negotiation
Organizational Theory and Planning for Change

Individual Negotiation Reflection and Participation Report, paper copy in class
– due April 17th

Participation #7 Class Exercise

WEEK 15 April 24/26
Leadership for Change

Final Literature Review Paper
– due April 26th, paper copy in class with graded draft paper.

Participation #8 Class Exercise

Required Reading:

Read two articles and be ready to discuss these in class

Brown, B. 2012. Leading complex change with post-conventional consciousness. *Journal of Organizational Change Management*, 25: 560-575.

Lewis, A. B. and V. Ebbeck. 2014. Mindful and self-compassion leadership development: Preliminary discussions with wildfire managers. *Journal of Forestry*, 112(2): 230-236.

- Lysack, M. 2012. Building capacity for environmental engagement and leadership: An ecosocial work perspective. *Int. J. Social Welfare*, 21: 260-269.
- Viluksela, P. 2007. Systems intelligent environmental leadership, Chap. 6. In R.P. Hamalainen and E. Saarinen, eds., *Systems Intelligence in Leadership and Everyday Life*, Systems Analysis Laboratory, Helsinki University of Technology, *Esppo*, pgs. 103-115.

WEEK 16 **May 1/3**
Leadership for Change

Participation #9 Class Exercise

May 3th Hand out Exam #2 Organizational Memo, covers Weeks 14-16 with relevant material from previous weeks.

Finals week ***May 10th***
Exam #2 Organizational Memo
One time submission on Moodle beginning May 5th and closing May 10th 12:30 pm.