

MAKING CHANGE HAPPEN RESOURCE CENTRE

19 July 2018

INTRODUCTION

Welcome to the Making Change Happen Resource Centre.

The curated resources in the Centre draw on insights from complexity theory and systems thinking to explore how social change happens and the implications of this for development practice and for leading and managing development organisations. The resources are drawn from three domains i.e.

- International aid and development
- Community development in Australia, the USA and Canada.
- Leading and managing organisations

The purpose of the Centre is to facilitate access to these resources by development practitioners and social change activists both in Australia and internationally.

The resources were brought together before, during and after the delivery of Making Change Happen (MCH), a professional development program for emerging leaders in Australian aid and development NGOs. The MCH program was designed and delivered in 2016/17 by the [Institute of Human Security and Social Change](#) at La Trobe University with support from [ACFID](#) and DFAT.

In selecting the resources, we have sought to:

- meet the needs of different end users;
- draw on a diversity of sources and authors;
- use resources recommended by subject-matter experts;
- ensure that social inclusion is addressed across all of the content areas;
- cater to different learning styles and settings by using a variety of mediums – text, videos, podcasts etc.

La Trobe and ACFID are exploring using the material both to develop an on-line course and to deliver a modified version of the face-to-face program in Australia and/or in the region. For more information about the future of the MCH program, please contact Kate Angus at kangus@acfid.asn.au.

HOW THE CENTRE IS ORGANISED

The MCH program was made up of three units which explored how social change happens and the implications for both program management and organisational leadership and management, particularly but not solely, for international NGOs. The resources in the MCH Centre have been organised in the same way, with each unit broken down into six modules. Each module includes a curated selection of resources, accessible via web links.¹

The resources are divided into three categories – core reading, extended reading and other resources. The **core reading** includes a range of - usually shorter – web publications, journal articles, book chapters, book reviews etc. The **extended reading** is for those who want to delve deeper into a topic. It includes - usually longer - publications such as research reports. The **other resources** includes the workbooks that were prepared for each MCH unit plus other materials such as power

¹ Where necessary, permission has been obtained from copyright owners to share copyrighted material. Almost all of the resources are free; a few require payment direct to the publisher.

points, videos, toolkits and training resources that were either produced for specific MCH sessions or have been produced by other organisations and which can be used either for individual learning or to share learning with others in a workshop setting.

Several of the resources are relevant to more than one unit and to more than one module and hence can either be found at different places in the Centre or are cross-referenced. Some of the resources were designed to be delivered in a class room setting with additional inputs from the resource person and the participants. As a result, some of the resources stand better alone than others. Some of the modules are well resourced, some less so.

The Centre is a living resource. We welcome your feedback on the Centre as well as materials that you have found helpful in your social change journey. Please send feedback or materials to Chris Adams at c.adams@latrobe.edu.au.

GETTING STARTED

The readings listed below provide an **introduction** to complexity theory, systems thinking and the implications for development practice and for leading and managing development organisations. If you are new to complexity theory and systems thinking – or to their application in development practice and organisational development - then reading these may help make sense of the resources that follow under each of the three Units.

Introductory readings

- Green, D. (2017) *Making Change Happen*, Chapters 1, 12 (pdf).
- Hassan, Z., (2014) *Towards a Theory of Systemic Action*
- Heifetz, R., Grashow A. and Linksy, M. (2009) *The Practice of Adaptive Leadership*, Harvard Business Review, Chapter 2 The Theory behind the Practice (pdf).
- O'Donnell, M., (2016) *Adaptive Management: What it means for CSOs*, Bond

UNIT 1: UNDERSTANDING HOW CHANGE HAPPENS

Overview

The resources in this unit explore **how** social change happens and the **implications** for social change activists. In particular, the resources explore how change happens from different perspectives, the characteristics of complex social systems and complex problems, the factors that shape complex social systems and how – in broad terms - we can use these insights to influence or contribute to social change. More information about Unit 1 can be found in the Unit 1 Workbook. This includes the Unit objectives, agenda, reading lists etc.

Module 1: Exploring what's changing in the world

The world is changing, often in unexpected ways. Some of these changes are positive, some negative. For example, poverty is declining but inequality is rising. Deaths due to conflict have declined dramatically but there are more refugees and internally displaced people than at any time since WWII. The resources in this unit explore what is changing in the world and why.

Core Reading

- Colman, D. (2014), *Picketty's Capital in a Nutshell*, Book review, Books, Economics, 27 April 2014.
- Hiemans, J, and Timms, H, (2014), *Understanding "New Power"*, Harvard Business Review
- Bremmer, I., (2018) *Globalisation lifted me out of poverty – but now, it's clear by everyone is angry*, Business Insider April 20 2018.
- Green, D. (2017) *Book Review: How China Escaped the Poverty Trap by Yuen Yuen Ang*, (blog post)
- Klein, N., (2016) *Let them Drown: The Violence of Othering in a Warming World*, London Review of Books, Vol 38 No. 11, pp. 11-14
- Evans, R., (2017) *Age of Anger by Pankaj Mishra review – globalisation is rebounding on us*, The Guardian Australia edition, 26 January 2017

Extended Reading

- State of Power 2017, *All Change or No Change? Culture, Power and Activism in an Unquiet World*, TNI Long Reads

Other Resources

- Pickner, S., (2018) *Is the World getting better or worse? A look at the numbers*, (video, 18m) TEDTalk.
- Roche, C. (2016) *Exploring what is happening in the world (PPT)*, Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Roche, C., (2016) *Exploring what is happening in the world (video, 24m)*, Making Change Happen, Institute for Human Security and Social Change, La Trobe University.

Module 2: Exploring different perspectives on change

Our understanding of how and why social change happens is influenced by many things, including where we come from and who we identify with, our life experience, our disciplinary backgrounds, our skills and capacities and the policies, principles and values of the organisations that we work in. These influences can both help and hinder our understanding of how change happens, how we interact with other change agents and how we think we can best contribute to change. The resources in this module explore different perspectives on how change happens, including interdisciplinary perspectives, complexity perspectives and theories of change.

Core Reading

- Green, D., (2017) *Making Change Happen*, Chapters 1, 2 (pdf)

- Eyben, R., Kidder, T., Rowlands, J. and Bronstein, A. (2008) *Thinking about change for development practice: a case study from Oxfam GB*. *Development in Practice*, 18:2, pp. 201-212.
- Ramalingam, B. (2013) *Aid on the Edge of Chaos: Rethinking International Cooperation in a Complex World*, Oxford University Press, New York, Chapter 17 Dynamic Change.
- Lewis, D., Rogers, D. and Woolcock, M. (2005) *The Fiction of Development: Knowledge, Authority and Representation*, LSE Working Paper Series.

Extended Reading

- Krznaric, R., (2007) *How Change Happens: Interdisciplinary Perspectives for Human Development*, Oxfam Research Report
- Htun, M. and Laurel Williams, S., (June 2014) *Progressive Policy Change on Women's Economic and Social Rights*, Background Paper for UN Women Progress of the World's Women.

Module 3: Exploring different types of contexts

In international development, we work in many different contexts. How change happens will vary depending on the context. The resources in this module explore different ways of making sense of context and the implications for social change. In particular, the resources explore the Cynefin framework, the Stacey Matrix and the difference between technical problems and adaptive challenges which is explored in more detail in Unit 3.

Core Reading

- Collaboration for Impact, *Understanding the type of problem you are trying to solve* (web link)
- *The Stacey Matrix Explained*, Brenda Zimmerman, Tamarack Institute (pdf)
- *Technical problems vs adaptive challenges*

Other resources

- UTS, *Systems Thinking, Part 1: Reality is Messy*, (on-line training program)
- The Tamarack Institute, Canada (online framework, guidelines, tools and training resources)
- Roche, C., (2016) *Linking complexity, power and culture*, (PPT), *Making Change Happen*, Institute for Human Security and Social Change, La Trobe University.
- Roche, C., (2016) *Introduction to the Cynefin Framework*, (video, 3m), *Making Change Happen*, Institute for Human Security and Social Change, La Trobe University.
- Snowden, D., *Introduction to the Cynefin Framework* (video, 8m).

Module 4: Understanding complex systems

When we design and deliver development interventions, we are – whether we realise it or not - intervening in complex social systems. Complex systems display common characteristics, including uncertainty, emergence, path-dependence and tipping points. The more we understand these characteristics, the better we can turn them to our advantage. The resources in this module explains the characteristics of complex social systems and explores the implications for bringing about system change i.e. change which addresses the root causes of complex problems, not just their symptoms.

Core Reading

- Green, D., (2017) *Making Change Happen*, Chapter 1 Systems thinking changes everything
- Hassan, Z., (2014) *Towards a Theory of Systemic Action*
- Meadows, D., (1999) *Leverage points: places to intervene in systems*, The Sustainability Institute

- Moran, M., (2016) *Serious Whitefella Stuff*, Melbourne University Press, Chapter 5: Planning the Return to Mapoon, (available from MUP for \$1.99 per copy).

Extended reading

- Gopel, M., (2014) *Navigating a New Agenda: Questions and Answers on Paradigm shifts and Transformational Change*, Wuppertal Institute for Climate, Environment and Energy
- Harries E., Wharton, R. and Abercrombie, R., (2015) *Systems Change: A Guide to What it is and How to Do It*, NPC Publications.

Other resources

- Roche, C. (2016) *Linking complexity, power and culture*, (PPT), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Roche, C. (2016) *Understanding complex systems*, (video, 12m), Making Change Happen, Institute for Human Security and Social Change, La Trobe University (n.b. the second half of this talk is captured in the video *Linking Complexity, Power and Culture* in Module 5).
- Graham, K., *What is complexity?* (video, 18 m), ACFID SDG course
- The Tamarack Institute, Canada (online framework, guidelines, tools and training resources)

Module 5: Exploring what shapes complex systems

Complex social systems are shaped by the interplay between diverse factors. The resources in this module explore the interplay between interests, ideas and institutions in complex social systems and the implications for bringing about system change.

5.1 Overview – Other Resources

- Roche, C. (2016) *Linking Complexity, Power and Culture* (PPT), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Roche, C. (2016) *Linking Complexity, Power and Culture* (video, 6m), Making Change Happen, Institute for Human Security and Social Change, La Trobe University (n.b. this is a continuation of the video *Understanding complex systems* from Module 4).
- Cosijn, M., *How to do causal loop analysis* (video, 9m), ACFID SDG Course, Module 6.

5.2 Interests, incentives, power and politics

Core Reading

- Green, D., (2017) *Making Change Happen*, Chapter 2 Power Lies at the Heart of Change
- Miller, V., VeneKlasen, L., Reilly, M. and Clark, C. (2006) *Making Change Happen: Power - Concepts for Revisioning Power for Justice, Equity and Peace*, Justice Associates.
- Developmental Leadership Program, (undated) *The case for thinking and working politically*
- Booth, D. and Unsworth, S., (2014) *Politically smart, locally led development*, ODI
- Hudson, D., Marquette, H and Waldock, S. (2016) *Everyday political analysis*, Developmental Leadership Program.

Extended Reading

- Derbyshire, D., Siow, O., Gibson, S., Hudson, D. and Roche, C. (2018) *From Silos to Synergy: Learning from Politically Informed Gender Aware Programs*, Developmental Leadership Program.
- Hudson, D., Mcloughlin, C., Marquette, H. and Roche, C., (2018), *Inside the black box of political will: 10 years of findings from the Developmental Leadership Program*, DLP

Other Resources

- Roche, C., (2016) *How Change Happens – Collective action and developmental leadership*, (PPT), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.

5.3 Institutions, relationships and alliances

Core Reading

- Peiffer, C., (2015) *Collective Action*, DLP Concept Brief 06
- Busby, J., (2007) *Bona Made Jesse Helms Cry: Jubilee 2000, Debt Relief and Moral Action in International Politics*, *International Studies Quarterly*, Vol 51, No. 2 (June 2007), pp. 247-275.

Extended reading

- Fletcher, G., Brimacombe, T. and Roche, C., (2016) *Power, Politics and Coalitions in the Pacific: Lessons from Collective Action on Gender and Power*, DLP.
- Developmental Leadership Program, (2012) *Coalitions in the Politics of Development*, Workshop Report

Other Resources

- Roche, C. (2016) *Exploring coalitions, partnerships and alliances* (PPT), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Roche, C., (2016) *Exploring Coalitions, partnership and alliances*, (video, 23m), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.

5.4 Ideas, culture, world views

Core Reading

- Green, D., (2017) *Making Change Happen*, Chapter 3 Shifts in Social Norms Often Underpin Change.
- Rhodes, D., (2014) *Capacity across cultures*, Chapter 2 Defining cultural values, Inkshed Press.
- Rhodes, D., (2014) *Capacity across Cultures*, Chapter 14 Improving understanding about culture and capacity, Inkshed Press.
- Rao, A., and Kelleher, D., (2005) *Is there life after gender mainstreaming?* *Gender and Development*, Vol 113 No 2 July 2005.

Other Resources

- Johnson, S., *Where do Good Ideas Come From* (video, 4m).
- Rhodes, D., (2016) *How Change Happens - Cultural differences and the implications for change* (PPT), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Rhodes, D., (2016) *How Change Happens - Cultural differences and the implications for change*, (video, 23m), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.

Module 6: Exploring interventions in complex systems

As development practitioners, our job is to understand the world and help change it. The resources in this unit explore emerging approaches to bringing about change in complex systems. These approaches are explored in more depth in the two units that follow: Implications for program management and Implications for organisational leadership and management.

Core Reading

- Doing Development Differently (2014), *The DDD manifesto* (web link).
- Green, D., (2017) *Making Change Happen*, Chapter 12 A Power and Systems Approach to Making Change Happen.

- Andrews, M., Pritchett, L. and Woolcott, M. (2012) *Escaping capability traps through problem-driven iterative adaptation*, Working Paper 299, Centre for Global Development.
- O’Niel, T. and Domingo, P., (2016) *Women and Power: Overcoming barriers to leadership and influence*, Research Reports and Studies, ODI.

Other resources

- [Roche, C., \(2017\) *How Change Happens – Collection action and developmental leadership*, \(PPT\), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.](#)
- Graham, K. (2017) *What are systems level interventions?* (video), ACFID SDG course.
- Pritchett, L., *Principles of PDIA* (video, 4m).
- Woolcott, M., *How is Problem-Driven Iterative Adaptation Different?* (video, 3m).
- The Tamarack Institute, Canada (online framework, guidelines, tools and training resources)

UNIT 2: IMPLICATIONS FOR PROGRAM MANAGEMENT

Overview

The resources in this unit focus on how to go about intentionally promoting developmental change, informed by the deeper understanding of how change happens outlined in Unit 1. The resources explore the implications of complexity theory and systems thinking for how we manage development programs. More information about Unit 2 can be found in the Unit 2 Workbook. This includes the Unit objectives, agenda, reading lists etc.

The resources have been organised in accordance with the key elements of the project/program cycle, because this cycle is well known and widely used in the development sector and for ease of communication. However, we know that projects and programs do not move through each stage of the cycle in a linear and predictable manner, particularly those projects and programs that address complex social problems. The solutions to such problems are learned rather than planned – they emerge through iterative cycles of action, reflection, learning and adaptation, informed by emerging opportunities and risks, changes in relationships and capacities, lessons learned and results achieved.

Core Reading

- Green, D., (2017) *How Change Happens* Chapter 12: A Power and Systems Approach to Making Change Happen (pdf)
- Kleinfeld, R., (2015) *Improving development aid design and evaluation: plan for sailboats, not trains*, Carnegie Endowment for International Peace.
- O'Donnell, M., (2016) *Adaptive Management: What it means for CSOs*, Bond

Extended Reading

- Deshai, H., Maneo, G., Pellfolk, E. and Schlingheider, A., (2018) *Managing to Adapt: Adaptive Management for Planning, Monitoring and Evaluation*, Oxfam Research Report.

Other Resources

- [Kelly, L. \(2018\) *The history and ideas which inform IHSSS approach to field practice*, \(video, 18m\), Masters In International Development, La Trobe University.](#)
- USAID Learning Lab, Collaboration Learning and Adaptation Toolkit

Module 1: Identification

As development practitioners, we often assume that change is both necessary and desired by the people we work with. We also tend to assume that we share the same understanding of how change happens. Yet this is in fact not usually the case. The resources in this module explore who decides on the need for and type of change as well as the unconscious/conscious biases which inform our own decision making and how we – as outsiders - relate to local change agents. Other useful resources related to this topic can be found in Unit 1, Module 3: Exploring different perspectives on change.

Core Reading

- Moran, M., (2016) *Serious Whitefella Stuff*, Melbourne University Press, Chapter 5: Planning the Return to Mapoon, (available from MUP for \$1.99 per copy).
- World Bank (2015), *World Development Report 2015*, Chapter 10: The Biases of Development Professionals

- Banks, N., Hulme, D. and Edwards, M., (2015) *NGOs, States and Donors Revisited: Still Too Close for Comfort?*
- World Bank (2015), *World Development Report*, Chapter 1: Thinking Automatically

Other Resources

- Setareki Makanawai, CEO of Pacific Disability Forum (video, 5m)
- Adichie Chimamanda: *The danger of a single story*, (video, 18m), TEDGlobal 2009

Module 2: Working collaboratively

Complex social systems involve many actors who can either resist or enable change. We cannot bring about system change on our own. Yet when we think about working with others, we often think primarily of project-based partnerships with single organisations that look much like ourselves. The material in this module explores how to work with a range of actors in a variety of ways in order to achieve system change, including through improving inclusion, working better in partnerships, coalitions and alliances and supporting social movements. Other useful resources on working with others can be found in module 5 of Unit 1 and module 4 of Unit 3.

Core Reading

- Tennyson, R., (2005) *The Brokering Guidebook*, The Partnering Initiative.
- Kelly, L. and Roche, R., (2014) *Partnerships for Effective Development*, ACFID.

Extended reading

- The Partnering Initiative (2014), *Platforms for Partnership: Emerging Good Practice to Systematically Engage Business as a partner for development*.

Other resources

- Kelly, L., (2018) *Working with others to achieve change*, (video, 10m), Masters in International Development, La Trobe University.
- Smith, Y., (2017) *Partnerships, Power, Politics and Culture* (PPT), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Graham, K. (2017) *How to design a collaboration for impact response* (video 20m), ACFID SDG Course Module 7.

Module 3: Contextual analysis

We can use a variety of tools to analyse a complex social system. These include problem tree analysis, strength-based analysis, stakeholder and power analysis, causal loop analysis etc. None provide the whole picture and the picture is constantly evolving in any case. The material in this module explores the strengths and weaknesses of these tools and how they can be used – in various combinations – to provide a more nuanced and evolving understanding of context.

Core Reading

- Valters, C., (2015) *Theories of Change: Time for a radical approach to learning in development*, ODI
- Hudson, D., Marquette, H. and Waldock, S. (2016) *Everyday Political Analysis*, Developmental Leadership Program
- Tufts University (2010), *Basic Field Guide to the Positive Deviance Approach*.
- Naupa, A., (April 2016), *The practicalities of change: Positive deviance and land reform in Vanuatu*, DLP Blog
- Booth, D., (2013) *Facilitating development: An Arm's Length Approach to Development*, ODI, London

- Weyrauch, V (2016), *Going Beyond Context Matters*, pp. 23-60.

Extended resources

- Andrews, M., (2013) *Explaining Positive Deviance in Public Sector Reform in Developing Countries*, WIDER Working Paper Series 117, World Institute for Development Economic Research.

Other Resources

- Kelly, L., (2018) *How to start* (video, 18m), Masters in International Development, La Trobe University (n.b. this video also addresses planning and design issues as covered in Module 4).
- Kelly, L., (2017) *Link between contexts and boundaries* (PPT), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Cosijn, M., (2017) *How to do causal loop analysis* (video, 9m), ACFID SDG Course Module 6.

Module 4: Planning and design

Planning has traditionally been seen as a time-bound, expert-led process which delivers a prescriptive plan that is then delivered by implementing partners. Whilst this may work for a very few simple and contained problems, it does not work for complex problems and/or in complex operating environments. The resources in this module explore how we – as outsiders - can design programs which help address complex social problems. Rather than deliver a simple, linear planning document, the design process delivers an initial theory of change, clarifies the role of outsiders in supporting the change process, is based on existing locally driven initiatives and establishes mechanisms for ongoing action, reflection, learning and adaptation.

Core Reading

- Green, D., (2017) *Making Change Happen*, Chapter 12.
- Booth, D. & Underwood, S., (2014) *Politically smart, locally led development*, Overseas Development Institute
- World Bank 2012, *World Development Report*, Chapter 8: The political economy of gender reform
- UNDP 2016, *Preventing Violent Extremism through Inclusive Development and the Promotion of Tolerance and Diversity*.

Extended reading

- ODI, *Doing development differently* (web link)
- Action Aid (2005), *Critical Webs of Power and Change, Resource Pack for planning, reflection and learning in people-centred advocacy*
- Batliwala, S., (2010) *Feminist Leadership for Social Transformation, Clearing the Conceptual Cloud*, CREA
- Derbyshire, D., Siow, O., Gibson, S., Hudson, D. and Roche, C. (2018) *From Silos to Synergy: Learning from Politically Informed Gender Aware Programs*, Developmental Leadership Program.

Other Resources

- Kelly, L. (2018) *How to start* (video, 18m), Masters in International Development, La Trobe University (n.b. this video also talks about doing contextual analysis as covered in Module 3).
- Kelly, L., (2017) *Principles which inform good design* (PPT) Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- ODI, *Doing Development Differently – What does this look like?* (video, 4m)

Module 5: Implementation

Planning and implementation are often seen as sequential activities with the second starting after the first has been completed. This does not work when addressing complex social problems and/or operating in complex environments. In such situations, planning and implementation proceed together through iterative cycles of planning, action, learning and adaptation. The resources in the module explore how to implement programs which address different types of problems with a focus on complex problems and/or complex environments.

Core Reading

- Mercy Corps (2016), *Managing Complexity: Adaptive Management at Mercy Corps*.
- O'Donnell, M., (2016) *Adaptive Management: What it means for CSOs*, Bond.
- O'Neil, T., (2016) *Using Adaptive Development to support feminist action*, ODI.
- Carothers, T., Freeman, M., Salih, C. and Templer, R., (2016) *Navigating International Aid in Transitions*, Institute for Integrated Transitions.

Other Resources

- [Kelly, L., \(2018\) *Implementation and M&E*, \(video, 18m\), Masters in International Development, La Trobe University](#) (n.b. this video also includes M&E as covered in Module 6).
- Pritchett, L., *Principles of PDIA* (video, 4m).
- Woolcott, M., *How is Problem-Driven Iterative Adaptation Different?* (video, 3m).
- KS Kennisland and Hivos, *How to work with wicked problems* (video, 5m).

Module 6: Demonstrating Success

We can use a variety of approaches, methods and tools to assess the success of complex programs. The material in this module explores the challenges which arise when evaluating complex programs and how these can be addressed, drawing on a set of broad principles, mixed methods and tools and with a deeper understanding of the politics of evaluation.

Core Reading

- Batliwala, S., (2012) *Strengthening Monitoring and Evaluation: 13 Insights for Women's Organisations*, awid.
- Debra Ladner (2016) *Strategy Testing: an innovative approach to monitoring highly flexible aid programs*, Working Politically in Practice Series Case Study No. 3, The Asia Foundation
- UNDP (2013) *Discussion Paper: Innovations in monitoring and evaluating results*, UNDP New York.
- Cabaj, M. and Weaver, L. (2016) *Collective Impact 3.0 An Evolving Framework for Community Change*, Tamarack Institute
- Roche, C. and Kelly, L., (2012) *The evaluation of politics and the politics of evaluation*, Development Leadership Program
- USAID (2106) *Discussion Note: Complexity-Aware Monitoring*

Extended Reading

- Stern, E., Stame, N., Mayne, J., Forss, K, Davies, R. and Befani, B. (2012) *Broadening the range of designs and methods for impact evaluation*, Working Paper 38. London, DFID.
- Batliwala, S. and Pittman, A., (2010) *Capturing Change in Women's Realities: A Critical Overview of Current Monitoring and Evaluation Frameworks and Approaches*, awid.

Other Resources

- [Kelly, L., \(2017\) *Monitoring and Evaluation*, \(PPT\), Making Change Happen, Institute for Human Security and Social Change, La Trobe University](#).

- [Kelly, L., \(2018\) *Implementation and M&E*, \(video, 18m\), Masters in International Development, La Trobe University](#) (n.b. this video also addresses implementation issues as covered in Module 5).
- Honig, D., (2018), *Navigation by judgement: Why and When Top-Down Management of Foreign Aid Doesn't Work* (podcast), CID Speaker Series.
- The Better Evaluation website, an on-line, curated collection of monitoring and evaluation resources.

UNIT 3: IMPLICATIONS FOR LEADING AND MANAGING ORGANISATIONS

Overview

The resources in this unit explore how to intentionally lead and manage organisations in a manner informed by a deep understanding of how change happens as per unit 1 and implications for how we manage programs as per unit 2. It draws on some of the frameworks introduced in Unit 1, particularly the distinctions between technical problems and adaptive challenges and the implications this has for organisational leadership, management and change. In particular, it explores how adaptive leaders can mobilise people to tackle tough challenges and thrive. It also explores – albeit to a lesser degree - the implications for key organisational functions such as governance and finance and what this means for development donors. More information about Unit 3 can be found in the Unit 3 Workbook. This includes the Unit objectives, agenda, reading lists etc.

Core reading

- Green, D. (2017) *Making Change Happen*, Chapters 1 and 2 (pdf).
- Ramalingam, B. (2013) *Aid on the Edge of Chaos: Rethinking International Cooperation in a Complex World*, Oxford University Press, New York, Chapter 17 Dynamic Change (book only at this point)
- Heifetz, R. and Linsky, M., (2002) *Survival Guide for Leaders*, Harvard Business Review
- O'Donnell, M., (2016) *Adaptive Management: What it means for CSOs*, Bond

Extended Reading

- Mercy Corps (2016), *Managing Complexity: Adaptive Management at Mercy Corps*
- O'Neil, T. and Domingo, P., (2016) *Women and Power: Overcoming barriers to leadership and influence*, Research Reports and Studies, ODI.

Other Resources

- [Fraser, S., \(2017\), *Collaboration for Impact – The Go Goldfields Experience* \(video, 30m\)](#)

Module 1: Clarifying Purpose

Addressing complex social problems involves working with multiple stakeholders who will typically have different perspectives on both the causes of and solutions to those problems. Achieving change in such situations requires agreement on a shared purpose which can then provide inspiration, guidance and sustenance, particularly when tough decisions which trade off different interests are required. To participate effectively in change processes, organisations need to be clear about their purpose and, importantly, to align their strategy, structures and processes with that purpose. The resources in this module focus on how to clarify your organisation's purpose and to help establish a shared purpose with others.

Other Resources

- [Skelton, L., *Understanding our purpose and challenge*, \(PPT\), Making Change Happen, Institute of Human Security and Social Change, La Trobe University.](#)
- [Skelton, L., \(2017\) *Clarifying our purpose*, \(video, 9m\), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.](#)
- Sinek, S., (2014) *Start with Why*, (video, 5m) Tedtalk.
- [Questions to consider before starting a collective impact initiative](#), How to Guide, Collaboration for Impact (web link)

Module 2: Diagnosing opportunities and challenges

Different types of problems require different types of solutions. A common cause of failure in leadership is treating adaptive challenges as if they are technical problems. The resources in this unit explore the difference between technical problems and adaptive challenges, how to identify and diagnose the challenge you are dealing with and how to start to address it through iterative processes of observation, interpretation and intervention.

Core Reading

- Heifetz, R. and Linsky, M., (2002) *Survival Guide for Leaders*, Harvard Business Review.
- Williams, D. (2005), *Real Leadership, Chapter 2: Diagnostic Work*, Berrett-Koehler Publishers, San Francisco (pdf).
- Heifetz, R. and Linsky, M. (2009) *The Practice of Adaptive Leadership*, Chapter 2: The theory behind the practice, HBR.
- *Understanding the type of problem you are trying to solve*, Collaboration for Impact (web link).

Other resources

- Skelton, L., *Understanding our purpose and challenge*, (PPT), Making Change Happen, Institute of Human Security and Social Change, La Trobe University.
- Skelton, L., (2017) *Diagnosing opportunities and challenges* (video, 23m), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Graham, K (2017) *How to start a collaborative response* (video, 15m) ACFID SDG Course Module 8.
- Snowden, D., *Introduction to the Cynefin Framework* (video, 8m).

Module 3: Working with authority and power

Leadership and authority are often used interchangeably. However, people can lead without having formal authority and people in authority may not always exercise leadership. Leaders focus on disrupting the status quo, orchestrating conflict, raising difficult questions and challenging norms whilst authorities focus on providing direction, protecting the group from external threats and maintaining stability. The resources in this module explore the differences between exercising leadership and exercising authority, how different types of power can be used by leaders and authority figures and the implications of both for addressing technical problems and adaptive challenges. This approach complements the other useful ways of understanding power which can be found in the resources for Unit 1, Module 4: Exploring what shapes complex systems.

Core Reading

- Heifetz R., Grashow, A. and Linsky, M., (2009) *The Practice of Adaptive Leadership*, Chapter 10 “Act Politically” (available for US\$7.46 per copy) OR see a free Summary of the book – including chapter 10 - produced by Aduro Consulting
- Aigner, G. and Skelton, L., (2013) *The Australian Leadership Paradox – What it takes to Lead in the Lucky Country*, Chapter 10 “Power, Rank and Authority” (PDF)

Other Resources

- Skelton, L., *Understanding our purpose and challenge*, (PPT), Making Change Happen, Institute of Human Security and Social Change, La Trobe University.
- Skelton, L., (2017), *Working with Authority and Power*, (PPT), Making Change Happen, Institute of Human Security and Social Change, La Trobe University.
- Skelton, L., (2017) *Working with Authority and Power*, (video, 23m), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.

Module 4: Working with collaboration and conflict

Addressing complex social problems requires change in multiple places, often across organizational and sectoral boundaries. This means they are beyond the capacity of any one organization or sector to respond to effectively. It also involves many actors who can either resist or enable change. This means we must be able to work with diverse actors in a variety of ways and to be able to deal constructively with conflict. The resources in this module explore different approaches to working with others and how to deal with some of the challenges that arise, particularly those relating to competition, control and commitment. Other useful resources on working with others can be found in Module 5 of Unit 1 and Module 2 of Unit 2.

Core Reading

- Kania, J. and Kramer, M., (2011) *Collective Impact*, Stanford Social Innovation Review
- Aigner, G. and Skelton, L., (2013) *The Australian Leadership Paradox – What it takes to Lead in the Lucky Country*, Chapter 8 Leading across difference (PDF)
- Collaboration for Impact, *Building and communicating the case for change* (web link)

Other Resources

- Fraser, S., (2017), *Collaboration for Impact – The Go Goldfields Experience* (video, 30m)
- Skelton, L., (2017) *Working with collaboration and conflict*, (video, 16m), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Skelton, L., (2017) *Working with collaboration and conflict* (PPT), Making Change Happen, Institute for Human Security and Social change, La Trobe University.
- Graham, K. (2017) *How to design a collaboration for impact response* (video, 20m), ACFID SDG Course Module 7
- Collaboration for Impact, *The Collaboration Continuum* (web link)
- Tamarack Institute (Canadian resources)

Module 5: Creating a holding environment

Working with a wide variety of actors to achieve systems-level change is challenging. In order to succeed, we might need to create a holding environment i.e. a way of keeping people engaged and working effectively together in spite of the often divisive forces generated by working on adaptive challenges. This is sometimes referred to as a ‘pressure cooker’. A successful holding environment will keep people and organisations in what Heifetz calls the “productive zone of disequilibrium”. If the heat is too low people won’t ask difficult questions or seek different answers but if the heat is too high people will fight, flee or freeze. The resources in this module explore the key components of a successful holding environment such as creating a sense of urgency, developing shared values, purpose and language, building effective relationships, creating spaces and processes which allow people to discuss different values, perspectives and ideas etc.

Other Resources

- Skelton, L., (2017) *Creating a Holding Environment* (video, 8m), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Skelton, L., (2017), *Creating a Holding Environment* (PPT), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.
- Collaboration for Impact, *Components of a holding environment for experimentation* (handout)
- Graham, K., (2017), *How to build a common agenda*, (video, 15m) ACFID SDG Course, Module 9.

Module 6: Implications for organisational functions

How organisations' govern, communicate, finance and account for their work can help or hinder their ability contribute to systemic change. Ideally, these key functions will be aligned with an organisation's purpose and will enable it to deal with both technical problems and adaptive challenges. However, these functions are often better designed for dealing with technical problems than adaptive challenges and organisational imperatives can trump developmental imperatives. For example, preparing prescriptive plans to meet back-donor requirements or focusing primarily on short-term, tangible results which are good for public fund-raising, are inimical to more iterative and adaptive approaches which aim for systemic change over long periods. The – still limited - resources in this section explore some of these challenges and how they can be addressed. *We'd welcome additional resources for this module in particular!*

6.1 Governance

Core Reading

- Swyngedouw, E., (2005) *Governance innovation and the citizen: The janusface of governance beyond the state* (sections 4 and 5).
- Barlow, J., (2016) *Board governance models: A Comprehensive list*, Board Effect.

Other Resources

- What is governance, Youtube (video, 9m).

6.2 Accountability

Core Reading

- Jordan, L., *Mechanisms for NGO Accountability*, GPPi Research Paper Series No. 3, GPPi.
- Ebrahim, A., (2010) *The Many Faces of Nonprofit Accountability*, Working Paper 10-069.

6.3 Financing

Core Reading

- Foster, W., Kim, P. and Christiansen, B., (2009), *Ten Non-profit funding models*, Stanford Social Innovation Review.
- Hailey, J., (2014) *Models of INGO sustainability: balancing restricted and unrestricted funding*, INTRAC Briefing Paper 41.

Other Resources

- [Dawkins. T., \(2017\) *Entrepreneurial approaches to social change and funding innovation*, \(video, 33m\), Making Change Happen, Institute for Human Security and Social Change, La Trobe University.](#)

6.4 Implications for Donor Agencies

Core Reading

- Wild L., Booth, D. and Valters, C., (2017) *Putting Theory into Practice: how DFID is doing development differently*, ODI Research Report.
- Valters, C. and Whitty, B., (2017) *The politics of the results agenda in DFID: 1997-2017*, Research Report and Studies, ODI.
- Honig, D., (2018), *When Reporting Undermines Performance: The Costs of Politically Constrained Organizational Autonomy in Foreign Aid Implementation*. International Organization, Forthcoming Winter 2019.