

LEADERSHIP IN A CHANGING WORKPLACE – PUAD 650 – SUMMER 2011

<u>Professor:</u>	Jason A. Wolf, Ph.D.	<u>Class Schedule:</u>	July 8-10, 10-5
<u>Office Hours:</u>	By appointment		July 29-31, 10-5
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COURSE DESCRIPTION

Students discover and develop their leadership style and capacity. Includes supervision, motivation, team-building, group dynamics, communication skills, conflict resolution, effective work relationships, employee development, and diversity. (From University Catalogue)

Leadership is both an integral and complex topic for students of organizations. It has been the topic of many important business discussions, the subject of many significant academic studies, and a central component in the day-to-day operations of modern day organizations. Much of this comes down to the underlying and ongoing debate of what leadership truly “is”, whether it is a natural trait or a developed skill, and what its true value and impact is on organizational systems.

The purpose of this course is not to provide one perspective of leadership. Rather we will engage in an extensive dialogue among course participants on what we believe leadership to be. Through our work, you will dig into the ideas beneath key leadership theories, identify their strengths and uncover their weaknesses, and look to the ways in which these ideas can be practically applied. In addition, you will be challenged to not only understand key theories, but also to explore how these concepts are applied in everyday settings. You will also begin to develop your own individual theories of leadership that best align with your philosophy and experience.

Leadership is a vast and complex phenomenon that encompasses a broad set of ideas. As we delve into some of the specific areas of leadership - including facilitation and team development dynamics, managing diversity, organization diagnosis and change, managing conflict, and project management - in other courses in the Department of Public Administration, we will purposefully bypass some of this material in order to explore the essence of leadership. To support your leadership skill set, you are encouraged to look into these and other organizational behavior and leadership courses.

Through this course you will determine how leadership truly influences your actions and how you make choices that influence others as well. Be ready to inquire, discuss, explore, and create as you prepare to both work with leaders and develop the type of leader you look to be as you progress in your career.

COURSE OBJECTIVES

- Understand the foundational theories and concepts of leadership and their applicability in today’s organizations.
- Identify and analyze examples of leadership in action, determining effective leadership styles and reflecting on your personal leadership style in action.
- Formulate new ideas for leadership to expand current theory as leadership best relates to today’s organizational environment.

COURSE EXPECTATIONS

There are central expectations in any Masters level course that are critical to our learning process:

- All students should be prepared to discuss the readings for each weekend
- Assignments are due as specified, late papers will not be accepted unless there are extenuating circumstances and with prior approval. *Papers turned in late without prior approval will lose one point for each day past due.*
- As a course on Leadership you will be expected to reach out to current leaders in your respective fields. Part of this process will also be your ability to work effectively in a team situation of shared leadership. You will be grouped for team presentations on Weekend I. Group presentation grades will be the same for all members of the team.
- Be open to new ideas and be willing to challenge current thinking...and of course have fun.

COURSE MATERIALS

Northouse, Peter G. (4th Addition, 2007), *Leadership: Theory and Practice*, Sage, Thousand Oaks, CA.

Morse, Ricardo S., Buss, Terry F., Kinghorn, C. Morgan (Eds) *Transforming Public Leadership for the 21st Century* (2007), M.E. Sharpe, Armonk, NY

[NOTE: Select chapters will be placed on Blackboard. See Weekend II Assignments for more information]

Buckingham, Marcus & Clifton, Donald O. (2001), *Now Discover Your Strengths*, The Free Press, New York

[NOTE: Do not buy this book used as you will be completing assessment provided in this book and used books will already have expired survey key]

Selection of chapters/articles found on Blackboard (see below for article information and assignments based on weekend)

Other Recommended Reading

- Block, Peter (1996). *Stewardship: Choosing Service over Self-Interest* (Second Edition). San Francisco, CA: Berrett-Kohler.
- Greenleaf, Robert (2002) *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Mahwah, NJ: Paulist Press.
- Levine, Stuart R. and Crom, Michael A (1993). *The Leader in You*. New York: Simon & Schuster.
- Wren, J. Thomas (1995). *The Leader's Companion: Insights on Leadership through the Ages*, New York: The Free Press.

LEARNING METHODS

As a course on leadership, it is critical to understand that each individual brings his or her own style of learning and behavior to organizations. Through this course we will explore the foundations of leadership and its applications across organizational settings. The course is designed as a journey from foundations, to exploration and finally to application. It will be based on a variety of interactive processes and shared learning experiences. Participants will draw on individual reflection, team presentations, and group activities mixed with lecture/discussion, case studies, and experiential exercises.

COURSE REQUIREMENTS, EVALUATION & DUE DATES

Learners will be evaluated on the major components of the course which include:

Assignment	Due	Weight
▪ Article Review and Dialogue	Weekend I	25%
▪ Leadership Interview and Presentation	Weekend II	25%
▪ Final Course Paper – Leadership Analysis and Reflection	August 8	30%
▪ Class participation and reading discussions		20%

What is a reading discussion? At times during the class students will be broken into groups and assigned at least one chapter which they will review, present key issues and ideas to the group and lead a class discussion. No preparation prior to class time is necessary outside of completing the required readings.

Presentation/paper guidelines are included below.

GRADING

Assignments will be graded up to the maximum number of points allotted (e.g. 20% = 20 points). When your final paper is returned you will receive a score sheet showing your scores on each assignment and your final course grade. On group projects/presentations all members will receive the same grade. Final grades will be determined on the following scale (numbers equate to total points accumulated):

100-95	A	89-87	B+	79-70	C
94-90	A-	86-84	B	< 70	F
		83-80	B-		

Grading templates for both presentation assignments will be provided on the course Blackboard site and review on the first class weekend. The final paper will be evaluated based on its clarity, depth of reflection and thoughtfulness, application of learning from the course and use of appropriate sources.

See the American University Handbook for the policy on incomplete grades.

REVISIONS TO SYLLABUS

I reserve the right to alter the syllabus as class situation or other circumstances dictate.

COURSE SCHEDULE, READING & ASSIGNMENTS

WEEKEND I

FOUNDATIONS OF LEADERSHIP

Northouse, Peter G. (2007), *Leadership: Theory and Practice*. Sage, Thousand Oaks, CA.

LEADERSHIP IN ACTION, PART I

Presentation Articles – To be assigned Friday, Weekend I

- George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering Your Authentic Leadership. *Harvard Business Review*, 85(2), 129-138.
- Ancona, D., Malone, T. W., Orlikowski, W. J., & Senge, P. M. (2007). In Praise of the Incomplete Leader. *Harvard Business Review*, 85(2), 92-100.
- Ulrich, D., & Smallwood, N. (2007). Building a Leadership Brand. (Cover story). *Harvard Business Review*, 85(7/8), 92-100.
- Fernandez, S., Cho, Y. J., & Perry, J. L. Exploring the link between integrated leadership and public sector performance. *The Leadership Quarterly*, 21(2), 308-323.
- Silvia, C., & McGuire, M. Leading public sector networks: An empirical examination of integrative leadership behaviors. *The Leadership Quarterly*, 21(2), 264-277.
- Wright, B. E., & Pandey, S. K. Transformational Leadership in the Public Sector: Does Structure Matter? *Journal of Public Administration Research and Theory*, 20(1), 75-89.

- Montgomery Van Wart (2003). Public-sector leadership theory: An assessment. *Public Administration Review*, 63(2), 214.

Weekend I In-Class Assignment - Article Presentation and Dialogue Facilitation

- Each team will be responsible for presenting an overview of the key concepts contained in their assigned articles and leading a dialog with class members on the content. Teams for this assignment will be determined on Friday during Weekend I of class. Presentations will be Sunday afternoon.
- Presentation requirements/guidelines:
 - Presentations and the follow-up dialog should take no more than 40 minutes. (30 minutes for your article and 10 minutes for discussion with the class)
 - Your presentations (again feel free to be creative) should delve into the following:
 - Understanding: What are the key themes of the article? What is the author(s) trying to convey? Summarize and highlight these areas so we have an understanding of your article.
 - Inquiry: What questions does this raise for you? What parts of the article (if any) do you support? With what parts do you disagree? (What do you see as its strengths & weaknesses?)
 - Reflection: How would this apply to an organization you have worked in or with (or if no example, how can you see this applying to organizations today?)
 - Research: What topics/issues does the article motivate you to want to investigate further?
 - Dialog: What questions would you propose to the class to generate discussion on the topic?
- Please note that having assigned facilitators does *not* remove the responsibility for others to also be prepared to discuss the readings. We are all responsible for the value gained through our discussion.

WEEKEND II

LEADERSHIP IN ACTION, PART II

Morse et al., (2007) *Transforming Public Leadership for the 21st Century*

- **Chapter 3.** Public Leadership as Gardening, *H. George Frederickson and David S.T. Matkin*
- **Chapter 4.** Twenty-First Century Career Leaders, *Dwight Ink*
- **Chapter 5.** Leadership by Top Administrators in a Changing World: New Challenges in Political-Administrative Relations, *James H. Svara*
- **Chapter 8.** Leading at the Edge of Chaos, *Nanette M. Blandin*
- **Chapter 9.** Transformational Stewardship: Leading Public-Sector Change, *James Edwin Kee, Kathryn Newcomer, and S. Mike Davis*
- **Chapter 10.** Leadership for the Common Good: Creating Regimes of Mutual Gain, *John M. Bryson and Barbara C. Crosby*

HOW WILL I LEAD

Buckingham, M. and Clifton, D. (2001). *Now, Discover your Strengths*. The Free Press, NY, NY.

Weekend II Assignment – Leadership Interview Presentations

Leadership theory is only as effective as it can be applied in practice. This interview provides you an opportunity to explore leadership in practice with a key leader in business, education, community or other roles. You should pick a leader that relates most to your professional area of interest (e.g., Public Sector students should identify, research, and interview an executive-level leader, i.e. an SES, CEO, etc.)

To close the first weekend of class, we will co-generate a leadership interview guide that will serve as the central framework for your leadership interview. This does not preclude you from asking additional questions, but it is important that you use the guide as it will serve as a means to share your analysis with the class on weekend II.

As you conduct your interview, begin to consider the following and be prepared to provide an analysis of the leader you interview, grounded in the theories we explored. Important questions could include:

- What theories did you see this leader using in practice?
- How effective were these leadership practices in achieving desired outcomes?
- What critical leadership challenges did this individual face?
- How did he/she find him/herself in a leadership role?
- What do they like/dislike about their leadership role?

Ultimately, this should be a comprehensive interview examining their leadership philosophy, style, and practice.

For your Weekend II assignment, come prepared to present your interviewee and the key learnings from your discussion. You will be paired with another member from class and on Weekend II compare, contrast and create a 15 minute presentation analyzing the leaders you interviewed.

This interview is a critical exercise as it will become a significant portion of your final class paper as well.

Final Paper - Due **MONDAY, AUGUST 8**. (Should be submitted electronically in Word format via email.)

Part A of the final paper is a comprehensive written analysis of the leader you interviewed for weekend III. After completing the interview you should begin to prepare a written report of 10 pages (maximum), along with appendices outlining the questions asked and other key information gained as necessary (e.g. transcript of interview, etc.).

Your paper should not only report on the interview findings, but should show your knowledge in analyzing the theories you see at use by this leader. You should cite key theories and support your paper with applicable references to key concepts.

Part B of the final paper provides you the chance to reflect on key learnings from the course. What are the most important ideas and insights you have gained about leadership? What have you learned about yourself and your own leadership style? What are any areas of leadership you want to develop further or learn more about? What will you start applying now in the organizations you serve or as a leader/manager in the future? Part B should be no more than 3-5 pages in length and should be written as a document you would be comfortable reviewing in the future.

As a Masters Level paper, you should appropriately cite literature both from our class reading and beyond to support your observations and point. Include references to show your understanding of the material and its application to your experiences.

UNIVERSITY POLICY AND NOTICES

Academic Integrity

Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur.

Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.