

AMERICAN UNIVERSITY
Department of Public Administration and Policy
PUAD-650 - Leadership for a Changing Workplace

Semester: Spring 2015
Meeting Time: Tuesday – 5:30-8:00, Ward 102

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Office Hours: Tuesday 8:00-10:00 pm or by appointment

Course Description

Multiple authors over the years have agreed that Martin Luther King was not successful because he stood up somewhere and said “*I have a plan!*” Yet how many times have we seen this annoying proclamation made by individuals assuming leadership roles?

Leadership is not about having a plan, or for that matter, having the answers. It’s far more complex.

An internet article once posed the question “*If you were stripped of your title – the politics of leadership, the power to punish and reward people – would people still follow you? Would you still get results from them?*” When we view these questions through the unique lens of the public sector, we begin to understand the significant challenges inherent in leading in a changing workplace.

This course is about letting go, letting go of ingrained perceptions of leadership and problem solving – psychic prisons that we’ve built over the years that limit our mind’s ability to see and solve. This course is not so much about taking a step away and viewing a leadership challenge from the outside. Oh, we’ll cover the theories, the models, etc..... But we’ll do more. We’ll learn to observe ourselves observing leadership challenges. We’ll embrace unlearning, undiscussables, questioning – all in pursuit of discovering the leader within us. But wait, there’s more.

In keeping with the tenets of adult learning theory, we will use a variety of modalities including lecture, readings, discussions, debate, experiential activities, team projects, individual projects, written assignments, film, peer---review, and of course, instructor feedback. As a result, you will discover and expand your own leadership style through individual and collective learning:

- Foundational learning – knowing the history and development of leadership theories, understanding the components of each leadership model or approach, and identifying the strengths and weaknesses of each model.
- Application learning - critical and creative thinking about case studies and debates, identifying practical uses of leadership theory in other contexts, and recognition of one’s own skills relative to the leadership approach being studied.
- Integration learning - the ability to connect leadership concepts and behaviors to other ideas, people and realms of life. For example, in conducting interviews, how are leaders different from other people? In what ways, if any, are all leaders the same? How does the context of leadership (such as medicine, music or sports) affect the expectations and behaviors of leaders?

- Experiential learning – learning through exercises that will fuel individual and class discussion—raising issues about the practicality of your own leadership style when you are in a position of influence over others.
- Reflective learning – learning about how we view leadership and followership through our own world view. You will explore how your own perspective shapes your view and enactment of leadership, and what—if anything—could be enhanced.

I may, on occasion, introduce an additional required reading for a given class but I will try to keep this to a minimum. You may expect many in-class exercises and discussion as a normal course of events.

Upon successful completion of this course you will be able to:

- Understand and recognize various approaches and theoretical bases of leadership.
- Identify the unique challenges posed in leading and in learning to lead public sector organizations, especially in technical versus adaptive contexts.
- Understand various phases of human intellectual development along with strategies for leading followers at each phase.
- Conceptualize, self-evaluate, and apply the major components of emotional intelligence in a leadership capacity.
- Recognize and evaluate your VABEs, prisms, perception, and your willingness to unlearn.
- Explore and apply tools for: surfacing taken-for-granted VABEs; inquiring about and unpacking an ill-structured organizational problem; acting to resolve the problem; learning, unlearning and relearning from your actions; and increasing your headroom.
- Analyze and understand your personal authenticity along with your preferred approaches to leadership.
- Identify and practice skills to assist in building commitment; diagnosing and creating change in a diverse organizational culture; managing conflict for positive results; leading change efforts; and understanding organizational power and politics.
- Recognize and discuss real-life experiences that will provide opportunities to deal with a variety of leadership problems.

Required Books

- Harvard Business Review. 2011. *On Leadership*. Harvard Business Review Press.
- Hammond, S. and A. Mayfield. 2004. *The Thin Book of Naming Elephants: How to Surface Undiscussables for Greater Organizational Success*. Thin Book Publishing.

Expectations and Evaluations

Leadership is a journey and requires continuous self-assessment and learning. Not surprisingly, this course requires active involvement and a high level of commitment. This course offers learning in concordance with your life experiences and it will prepare you to work with and through others. Simply completing the reading assignments is insufficient to fully develop your leadership capacity and will fall far short on earning an 'A'. The course requires you to authentically focus on your personal, interpersonal, and group skills, and that you participate in class exercises and activities. Each of these dimensions echoes elements known to be important in effective leadership. Class participation and preparation are expected, and missing more than one class will have a negative effect on your grade. You must let me know, in advance, if you must miss class. Late assignments cost one grade per day.

Class Participation (20%)

This is a reading and participation intensive course. Students are expected to attend all classes and arrive prepared. Criteria for preparation include completion of reading assignments, active listening, contribution to the discussion, and enthusiastic participation in class exercises. Your contribution is not based solely on how frequently you speak, but rather on the quality and thoughtfulness of your comments. Your class participation grade will be based on the above, along with your successful completion of the “*Am I a Leader?*” essay, and a final “*Leadership Philosophy Essay.*”

Midterm Exam (25%)

You will be given an opportunity to demonstrate your understanding of basic concepts and theories of this course through a comprehensive midterm examination. The examination will consist of short answer and essay question(s) in which you will be expected to incorporate current events, assigned readings, and class discussion. You must be able to make connections across the course literature and present reasoned analysis, along with in-depth self-assessment, in your answers.

Exam date is Mar 10.

Public Leadership Profile (25%)

Each student will identify, research, and interview an executive-level leader in the public sector. The agency, department, organization is your choice but it must be someone from a public sector entity (non-profits and private organizations are allowed only as exceptions). No politicians allowed. This should be a comprehensive interview examining their leadership philosophy, style, and practice. The subject of this interview may not be the same as the one you chose for the Public Leadership Case Study. Sorry!

After completion of the interview, prepare a 4-5 page, single-spaced, written report along with appendices outlining the questions asked. Your report should provide a detailed overview of the leader and should cite relevant course literature. We will discuss this in more depth in class including interview techniques, ideas, and format of the report. Guidelines for the interview and written report are on Blackboard.

Public Leadership Profile Paper due Mar 24.

Final Exam - Public Leadership Case Study (30%)

The final exam will take the form of a case study of public leadership failure (or success). It is very important that the failure or success be clearly attributed to an individual, and not to an organization or agency. Once again, no politicians allowed. Sources for this case study may include popular media, academic literature, or even personal experience. Please clear your idea with me before Spring Break and prior to beginning your work.

In grading this assignment I will place special emphasis on your ability to write a coherent case study, incorporate meaningful connections to course literature, and provide lessons-learned. I will ask that you provide a brief presentation (2-3 minutes) beginning Apr 7. No powerpoints, nothing fancy, just a short description of your case. Paper length is 5-7 pages single-spaced. As you might expect, you will be expected to make connections across the course literature and present reasoned analysis.

Public Leadership Case Study Subject cleared by March 10.

Case Study Presentations begin April 7.

Papers due May 5.

Course Schedule

Leadership and You

Jan 13 – Leadership? Yeah, I've heard of it

HBR - Kotter, J. 1990. "What Leaders Really Do." p37-55

Goffee, R. and Jones, G. 2009. "Authentic Leadership - 3 Tenets and 4 Practices." *Leadership Excellence*. p17-18

Goffee, R. and James, G. 2010. "What Makes a Leader." *Business Strategy Review*. 3rd Quarter: p64-68

Rosenbloom, D. 1983. "Public Administrative Theory and the Separation of Powers." *Public Administration Review* 43: 219-27

Stewart, Matthew. 2006. "The Management Myth." *Atlantic Monthly*. June.

***Pre-class Essay due – Am I a Leader?

Jan 20 – Who am I? Diagnosis of the Leadership Self

HBR – Goleman, D. 1996. "What Makes a Leader?" p1-21

Langer, Ellen. 2014. "Mindfulness in the Age of Complexity." *Harvard Business Review*. p1-7

Bush, Mirabai. 2013. "Knowing Every Breath You Take." *The New York Times*. January 5

Vigoda-Gadot, Eran and Meisler, Galit. 2010. "Emotions in Management and the Management of Emotions: The Impact of Emotional Intelligence and Organizational Politics on Public Sector Employees." *Public Administration Review* 70(1): 72

Leadership Approaches

Jan 27 – Enough about me, let's talk about me! Traits and Skills Approaches to Leadership

Wynn, Susan R. 2006. "Trait Theory." *Encyclopedia of Educational Leadership and Administration*. Thousand Oaks, CA: SAGE: p1029-30

Spinks, Nigel. 2007. "Skill." *International Encyclopedia of Organization Studies*. Thousand Oaks, CA: SAGE: p1415-19

Feb 3 – Isn't that necktie rather wide? The Style Approach to Leadership

HBR - Heifetz and Laurie. 1997. "The Work of Leadership." p57-78

Leadership Style. 2014. *Community Toolbox*. University of Kansas.
<http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/leadership-styles/main>

Cherry, K. A. 2006. Leadership styles. Retrieved from <http://psychology.about.com/od/leadership/a/leadstyles.htm>

Feb 10 – I guess it sort of depends! The Situational Approach to Leadership

HBR – Bennis, W. and Thomas, R. J. 2002. "Crucibles of Leadership." p97-113

Tannenbaum, R. and Schmidt, W. 1958. "How to Choose a Leadership Pattern." In *Leadership Classics* ed. J. Timothy McMahon. Waveland Press. p276-286

Reddin, W. J. 1970. "3D Theory of Managerial Effectiveness." In *Leadership Classics* ed. J. Timothy McMahon. Waveland Press. p306-312

**** Leadership Panel

Leadership Theories

Feb 17 – Fiedler on the roof. The Contingency Theory of Leadership

Seyranian, Viviane. 2009. "Contingency Theories of Leadership." *Encyclopedia of Group Processes & Intergroup Relations*. Thousand Oaks, CA: SAGE: p152-56

Schriesheim, Chester A., and Linda L. Neider. 2006. "Least Preferred Coworker Theory." *Encyclopedia of Industrial and Organizational Psychology*. Thousand Oaks, CA: SAGE: p451-53

Feb 24 – How we get there from here, with commitment! The Path-Goal Theory of Leadership

HBR - Goffee, R and G. Jones. "Why Should Anyone be Led by You?" p79-95

Perry, J. and Wise, L. 1990. "The Motivational Bases of Public Service." *Public Administration Review* 50(3): 367-373

House, R. 1996. "Path Goal Theory of Leadership – Lessons, Legacy, and a Reformulated Theory." *Leadership Quarterly* 7(3): 323-352

Coget, J. (2011). "Does managerial motivation spill over to subordinates?" *Academy of Management Perspectives* 25: 84-85

Mar 3 – Midterm Exam

Mar 10 – Spring Break – Use Sunscreen!

***Public Leadership Case Study Subject clearance required.

Mar 17 – Communication is the problem to the answer. Leader-Member Exchange Theory

HBR – Drucker, Peter. 2004. "What Makes an Effective Executive." p23-36

Long, Shawn D., and Laura Vaughan. 2006. "Interpersonal Communication." *Encyclopedia of Industrial and Organizational Psychology*. Thousand Oaks, CA: SAGE: p363-67

Cooper, James Fenimore., and John Nirenberg. 2004. "Leadership Effectiveness." *Encyclopedia of Leadership*. Thousand Oaks, CA: SAGE: p845-54

Contemporary Issues in Leadership

Mar 24 – I have three daughters, a wife, and two female dogs. Women and Leadership

Benko, C. & Pelster, B. 2013. "How Women Decide." *Harvard Business Review* 91(9): 78-86

Ibarra, H., Ely, R., & Kolb, D. 2013. "Women Rising: The Unseen Barriers." *Harvard Business Review* 91(9): 60-66

"Women in the Workplace: A Research Roundup." 2013. *Harvard Business Review* 91(9): p 86-91

Woolley, A., & Malone, T. 2011. "What makes a team smarter – More women." *Harvard Business Review* 89(6): 32-33

Bellou, V. 2011. "Do Women Followers Prefer A Different Leadership Style Than Men?" *The International Journal of Human Resource Management* 22(13): 2818–2833

*** Leadership Panel

***Public Leadership Profile Paper due

Mar 31 – What was that? Leadership and the Art of the Question

Hammond and Mayfield – entire book

Marquardt, M. 2000. "Action Learning and Leadership." *The Learning Organization* 7(5): 33-240

Sofo, F., Yeo, R. 2010. "Optimizing the Learning in Action Learning: Reflective Questions, Levels of Learning and Coaching" *Advances in Developing Human Resources* (12): 205

Leonard, S., Lang, F. 2010. "Leadership Development via Action Learning" *Advances in Developing Human Resources* (12): 225

Pre-class Exercise – Come to class with two challenges or issues that you would like to solve. They must be of importance to you, involve others, and have consequences.

Apr 7 – Am I a Learning Leader? Organizational Culture and Leadership

HBR - Ancona, D, Malone, T, Orlikowski, W., and Senge, P. "In Praise of the Incomplete Leader" p179-196

Aitken, P. 2007. "Walking the Talk – The Nature and Role of Leadership Culture within Organization Culture." *Journal of General Management* 32(4): 17-37

Schein, E. 1996. "Three Cultures of Management: The Key to Organizational Learning." *Sloan Management Review*. Fall 38(1): 9-12

Malone, P. 2013. "Enhance Your Leadership by Tapping into Staff Attitudes." *Public Management* November: 17-19

***Public Leadership Case Study Presentations begin

Apr 14 – The Machiavellians among us! The Dark Side of Leadership

Long, N. 1949. "The Concept of Administrative Power." *Public Administration Review* 9(4): 257-264

Zauderer, D. 2002. "Workplace Incivility and the Management of Human Capital." *The Public Manager*, Spring: 36-42.

Malone, P. 2014 "Dealing With Selfies – Narcissists and the Public Manager." *Public Management* 14-18

Lubit, R. 2002. "The Long-Term Organizational Impact of Destructively Narcissistic Managers." *The Academy of Management Executive*, 16(1):127-138

Raven, Bertram H. 2004. "Six Bases of Power." *Encyclopedia of Leadership*. Thousand Oaks, CA: SAGE: p1242-49

Apr 28 – They left something off my bill! Values and Ethics in Public Leadership

Conger, Jay, and Robert Hooijberg. 2008. "Organizational Ethics—Acting Wisely While Facing Ethical Dilemmas in Leadership." *Handbook of Organizational and Managerial Wisdom*. Thousand Oaks, CA: SAGE: p133-51

Zauderer, Donald. 1994. "Winning With Integrity." *The Public Manager*. Summer 57-60

Malone, P. 2011 "Keeping Your Lens Clean Amidst Ethical Challenges." *The Public Manager*. Winter.

Kim, Daniel. 2002. "Foresight as a Central Ethic of Leadership." *The Greenleaf Center for Servant Leadership*

Allison, Graham T. 1979. "Public and Private Management: Are They Fundamentally Alike in all Unimportant Respects?" in *Classics of Public Administration*. Boston. Wadsworth.

Mar 24 – Let's be real. Authentic Leadership

HBR - George, B., Sims, P., McLean, A.N., & Mayer, D. "Discovering Your Authentic Leadership." p163-178

Goysberg, B. & Slind, M. 2012. Leadership is a Conversation." *Harvard Business Review*. June 90(6): 76-84

Fernandez, S., Cho, Y., Perry, J., 2010. "Exploring the Link Between Integrated Leadership and Public Sector Performance." *The Leadership Quarterly* 21(2), 308-323

Wright, B.E. Pandey, S.K. 2010. "Transformational Leadership in the Public Sector: Does Structure Really Matter?" *Journal of Public Administration Research and Theory* 20(1): 75-89

Goffee, R. 2005. "Managing Authenticity - The Paradox of Great Leadership." *Harvard Business Review*. p86-96

May 5 – Final exam – Nothing funny about that!

****Leadership Philosophy Essay due*

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.

Reading and Writing Standards

I highly recommend that you take the American University Library's Information Literacy Tutorial, <http://www.library.american.edu/tutorial/index.html>, if you have not already done so in your academic career. It is an excellent introduction to researching and writing. Throughout this and every other course careful attention should be given to writing style, source citations, and proper listing of references, and the library's tutorial is very helpful. For questions, please refer to the library website on citations, http://www.library.american.edu/e_ref/citation.html or a college writing text such as Hacker, *A Writer's Reference*, www.bedfordstmartins.com/hacker/writersref. In addition, Davis, *The Rowman and Littlefield Guide to Writing with Sources* (2nd ed., 2004) is an extremely useful text. If you are more comfortable with a style manual not mentioned here, please contact me so that we can determine the best reference for you to use. The key point is appropriateness and consistency. In addition, you should evaluate websites carefully for academic quality and reputation. For guidance on website evaluation, please contact a site such as <http://www.library.cornell.edu/okuref/research/webeval.html>. I would also be happy to answer any questions you have on this topic.

Academic Integrity Code

Standards of academic conduct are set forth in the University's Academic Integrity Code, <http://www.american.edu/academics/integrity/code01.htm>. All examinations, tests, written papers, and other assignments are required to be completed according to the standards set forth in this code.

All work must be entirely your own. When you quote from others' work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others' ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another class are all examples of violations of the academic integrity code and will result in sanctions.

By registering in this class, 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 action 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. Failure to comply with the requirements of the Academic Integrity Code can result in failure in the course, as well as more serious academic sanctions.

Academic support

If you experience difficulty in this course for any reason, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services is available at the university to support you in your efforts to be successful in this course.

Academic Support Center (202-885-3360, MGC 243, asc@american.edu, www.American.edu/ocl/asc) offers study skills materials and workshops, individual academic assistance, tutor referrals, and services for students with learning disabilities and ADHD. Writing support is available in the Academic Support Center (ASC) Writing Lab or in the Writing Center, Battelle-Tompkins 228, 885-2991.

Counseling Center (202-885-3500, MGC 214, www.american.edu/ocl/counseling) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (202-885-4415, MGC 206, dss@american.edu, www.american.edu/ocl/dss) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities. If you have a disability and might require accommodations in this course, please notify me via Disability Support Services (DSS) or the Academic Support Center (ASC) early in the semester so that I can make arrangements to address your needs.

Additional Suggested Readings:

Fairholm, M. R. (2004). "Different Perspectives on the Practice of Leadership." *Public Administration Review* 64(5).

Thomas, D., Ely, R. "Making Differences Matter: A New paradigm for Managing Diversity" *Harvard Business Review*, Sept/Oct 1996, 74(5) p. 79-90 Reprint 96510

Hooijberg, R. & Hunt, J., "Leadership Complexity and Development of the Leaderplex Model", *Journal of Management* (1997), 23(3) p. 375-408

Nicholas, C. "Model of complexity leadership development", *Human Resource Development International*, (2013) 16(2), 135-150, DOI: 10.1080/13678868.2012.756155
To link to this article: <http://dx.doi.org/10.1080/13678868.2012.756155>

Corporate Executive Board (CEB). "The Rise of the Networked Leader: Reframing Leadership in the New Work Environment" *Executive Guidance* for 2014.

Davidson, A. and Cuellar, G. (2002). "Using Creative and Survival Cycles to See and Shift Mental Models." *In The Skilled Facilitator Field book: Tips, Tools, and Tested Methods for Consultants, Facilitators, Managers, Trainers and Coaches*. Jossey-Bass.

Lewis, C. (2011). "The Ethics Challenge in Public Service" in *Classics of Public Administration*. Boston. Wadsworth.

Terry, L. (1995). "Bureaucratic Leadership in a Democratic Republic." In *Leadership of Public Bureaucracies*. Thousand Oaks. Sage.

Andersen, J.A. (2010). "Public versus Private Managers: How Public and Private Managers Differ in Leadership Behavior" *PAR* 70(1):131-141.

Arnone, Maria and Stumpf, Stephen A. (2010). "Shared leadership: From Rivals to Co-CEOs" *Strategy & Leadership* 38(2):15-21.

Katzenbach, J.R. and Smith, D.K. (2005). "The Discipline of Teams" *Harvard Business Review* 71(2):111-120.

Arnone, M., Stumpf, S.A., (2010). "Shared leadership: From Rivals to Co-CEO's". *Strategy & Leadership* 38(2), p.15-21

Munley, A., "Cultural Difference in Leadership". *The IUP Journal of Soft Skills*, (2011) Vol.5(1) p. 16-30