 **Public Sector Leadership Theories**

**Course Description** - This course will focus on the examination of leadership theories with application to specific public leadership situations. Students will complete a series of leadership assessments to develop an understanding of their leadership styles and the behaviors associated with leading at the group, organizational, and community levels.

Students will also be encouraged to monitor and examine the current coverage of public and nonprofit sector leadership by the print and electronic media to support discussion of leadership concepts and principles.

**Pre-requisites**: None

**Course Objectives -**

By the end of the semester, students should be able to:

* sketch the historical development of leadership theories and provide examples of public

sector leaders to demonstrate differences in theoretical perspectives,

* demonstrate a fundamental understanding of the prevailing leadership theories and establish the relevance of leadership concepts and principles for those who manage, administer, and lead public or nonprofit organizations,
* distinguish scholarly from popular leadership literature,
* demonstrate through projects and discussion that leadership is a process, rather than a person or position,
* distinguish the roles and responsibilities of leadership versus management in public organizations,
* assess the impact of gender and culture on the exercise of public sector leadership,
* develop a capacity for self-reflection and the ability to discern their own leadership related predispositions, strengths and weaknesses, and
* further develop their critical thinking, writing and communications skills.

**Required Books –**

Day, David V. and Antonakis, John (2011). *The Nature of Leadership*, 2nd Edition. Thousand Oaks, CA: Sage Publications. (ISBN-13**:** 978-1412980203)

Northouse, Peter (2015). *Leadership: Theory and Practice*, 7th Edition. Thousand Oaks: Sage Publications, Inc. (ISBN-13: 978-1483317533)

**Supplemental Readings -**

Denning, Stephen (2004). *Squirrel, Inc,* 2nd Edition*.* San Francisco, CA: Jossey-Bass.

(ISBN-13: 978-0470548677)

Hickman, Craig R. (1992). *Mind of a Manager, Soul of a Leader.* John Wiley & Son, Inc. (ISBN-13: 978-0471569343)

Greenstein, Fred I. (2009). *The Presidential Difference,* 3rd Edition*.* Princeton, NJ: Princeton University Press. (ISBN-13: 978-0691143835)

Johnson, Craig E. (2013). *Meeting the Ethical Challenges of Leadership Casting Light or Shadow,* 5th Edition. Thousand Oaks, CA: Sage Publications. (ISBN-13: 978- 1452259185)

**Course Requirements -**

All students will be required to complete a series of projects, prepare for, attend, and actively participate in class discussions. All students are expected to attend class on a regular basis and meet all project deadlines. All papers must be submitted in printed form unless specifically noted by the instructor.

The final grade for the course will be comprised of the following:

Class Participation 20%

Reflective Essays 20%

Presentation - Personal Leadership Story 15%

Leadership Assessment Portfolio 15%

Leadership Case Study 30%

Total: 100%

**Class Participation (20%)**

The interactive nature of this course on a weekly basis warrants that a significant portion of the final grade be attributed to class participation. In those instances when being absent is unavoidable, students are expected to contact the instructor by e-mail [mail to:](mailto:mjk@iup.edu) XXXX@XXXX or telephone prior to class. In addition, all students are expected to monitor current news stories for their public leadership implications and the insight they offer to our study of public sector leadership.

**Reflective Essay Parts 1 and 2 (20%)**

Successful leaders are self-reflective. During the first class, to encourage the practice of self-reflection, all students will complete a short essay (500-750 words) in response to three questions. This essay will be revised at the end of the semester. The essay and revision will constitute 20% of your course grade. The first asks you to consider your leadership impact. The second and third will give me insight about the group and what should be considered as we proceed this semester.

✓Why should anyone be led by you?

✓What would you like to gain from this course?

✓What are your greatest concerns about this course?

**A note about self-reflection** -

The development of the capacity for self-reflection is listed as an objective for this course. Students are strongly encouraged to take the time to think seriously about leadership theories and concepts and their application before writing or responding. To be self-reflective, we must be willing to look objectively at what we say and do. We must be willing to write or discuss what we believe is true, given our understanding and circumstances. We must also be willing to be open and adaptable to gain the most benefit from the learning opportunities we encounter. With self-reflection, there are no absolute or “right” answers but an expectation that you will make a compelling case and present arguments in a logical manner to support your response. In the past, students have reported that they were able to solve difficult professional and personal problems because we have been able to create an open and honest environment for thought and discussion. To foster an open and honest discussion environment, the discussion in class will be treated in confidence. — The content of the discussion will be kept among those in the class.

From an operational perspective, you should speak and write in the first person and use specific, examples to illustrate your contributions to link theory and practice. It is appropriate to use statements beginning with “Based on my observations...” or “I have seen that most of my peers....” Use the course readings as touchstones as you make your case with your audience. For papers, give yourself time to review and refine your writing before submitting them–scholars do this. Make time to think about what you will write about before you begin. Once you have developed a draft, allow time for your brain to process what you have written—consciously and unconsciously–then edit before drafting your final version.

**Leadership Assessment Portfolio (15%)**  (5 - 8 pages)

The Northouse book presents assessment tools and conceptual models which foster self-awareness and reflection and the creation of personal development strategies. Students are encouraged to complete the assessments in Northouse coincidental to the discussions of leadership theories*.*

For this project, you will create a portfolio of (1) the results of those assessments and (2) draft a personal development strategy. The section of the paper related to results of the assessments should provide a summary of the overall outcome you had for the **six** (6) assessments which are most meaningful to you from the Northouse book. The personal development strategy should consider your assessment results as they relate to your approach to leadership, your interactions with followers, maintaining your areas of strength, and addressing areas where change would be beneficial.

**Presentation - Personal Leadership Story (15%)**

Each student during the semester will be allocated 10 minutes for a class presentation. The goal for this assignment is for you to reflect on your learning about leadership theories and your leadership experiences and communicate your message in an effective manner to the rest of class. We will rely on resources related to *Squirrel, Inc.*  to guide this assignment. The questions you should address in your presentation are:

(1) Which leadership theory(ies) is/are most relevant to your exercise of leadership?

(2) From the leadership assessments you have completed, what areas will you pursue/have you pursued to develop your leadership capacity?

(3) Has a mentor/model from your discipline helped establish your leadership perspective/approach? What did that mentor/model lend to you?

This time in class should be interesting and exciting for all involved! ☺

**Leadership Case Study** (**30%)**

The principal project for this course will be the development of a leadership case study. In a review of over forty course syllabi, I found that many leadership theory courses require students to complete a major project in the form of a case study. Essentially, a case study is a story which describes and analyzes events and circumstances and illustrates a particular point or has a definite teaching purpose in mind. Effective storytelling and effective leadership have been linked by leadership experts who believe that communications through storytelling helps the leader motivate followers and gain support for the organization’s vision by relating examples and analyzing activities.

Potential outcomes for students who successfully complete a leadership case study include:

--The process of choosing the story makes the student “converse” with the leadership ideas to make sure it really illustrates leadership.

--The process of writing the case study makes the student integrate many of the components of the course.

--The activity of identifying different leadership perspectives makes the student clarify his or her understanding of various ways of seeing leadership in action.

For this case study, then, each student will select someone who is recognized as a leader of or within a public organization who demonstrates high level leadership performance. To gather information for the case study, students are expected to conduct research of secondary sources and interview the individual selected. You may find it helpful to interview a few individuals who are associated with the leader — the followers, higher level leaders or board members.

All of the case studies should cover the same elements. The areas with suggested questions follow:

**Biographical sketch/description of the public leader**:

Who is the leader? Why did you choose this person?

What is the leader’s educational and professional background?

What was the leader’s path to his/her current leadership position?

How long has the leader been in this position?

What education or life experiences best prepared the leader to serve in his/her current position?

What were the two or three key events in this person’s life that truly indicate to you that the person has exhibited leadership (versus good management or strong character)? Describe the situation, the dilemma, and what the person did and why you think it demonstrated leadership.

How did this person learn to lead?

**Public Sector Organization**:

What organization does the person lead?

What is the leader’s vision for this organization?

What is the organization’s mission?

In the last five years, what are the three most significant leadership challenges s/he has faced? (Provide detail about the situations and how they were handled, what would the leader do if a similar situation were to arise today? Were the leader’s choices effective? What leadership theory does this leader model?)

**Public Leadership:**

How does this person view him/herself-self as a leader?

How does this person define leadership?

What is his/her leadership philosophy?

What does he/she think is most important in order to influence others and have people follow him/her?

Why is this person an successful/effective leader?

What is this leader’s approach to leadership and management?

Where did his/her leadership approach come from?

What did the leader do to build his/her leadership skills?

How does the leader motivate his/her followers?

What individual skills and abilities does it take to be successful in a leadership position?

What were the person’s key leadership strengths and vulnerabilities?

How would you assess the leader’s emotional intelligence?

What does the leader like best about his/her position? What does the leader like least?

Would the leader recommend this position to others? Why/why not?

What advice does this leader have for anyone desiring ro serve in his/her position?

**Ethics:**

How important is ethics? To the leader? To the followers? To the organization?

Outline the leader’s approach to ethics.

Describe a significant ethical dilemma. How was it resolved? What would the leader do differently, if he/she had another opportunity to resolve the dilemma?

What ethical principles are reflected in this leader’s ethical orientation?

**Summary and Reflection:**

How did your focused analysis of this leader enhance your understanding of leadership and the challenges one faces?

What leadership lessons can be learned from your research?

Where do you have the sharpest disagreement with the leader in terms of either an action they took or some aspect of their philosophy of leadership? Elaborate on the nature of your disagreement(s).

In what ways is this person’s story as much a story about other people’s leadership or followers – who else contributed to their leadership....were they aided by a key individual, unique circumstances, a team?

**Grading Scale -**

Grades will be based on the following scale:

A 93-100%

B 83-92

C 73-82

F Less than 73%

**Official E-mail Communications -**

The university recently adopted the university e-mail system as an Official Means of Communication for all students and employees. It states that “\_(school name)\_”provides e-mail services to all students and employees as an official method of communication. Students and employees have a responsibility to read their school provided e-mail accounts and, if responding to or sending e-mail about school business, use their university e-mail accounts to do so.... Users are to check their school e-mail accountsregularly and to use their school e-mail accounts when responding to or sending e-mail to school employees and students about school academic and administrative matters.”

**Consultation -**

To facilitate communication with students in this class, students are encouraged to use the following e-mail address:\_\_\_\_\_\_\_\_\_. I will check my e-mail each day and will respond to student questions and comments on a timely basis. In addition, I encourage students to call me at XXX-XXX-XXXX, if the need arises.

**Writing Guidelines:**

Critical thinking, practice and writing are mutually reinforcing activities for this course. All students are encouraged to review the following guidelines before drafting your papers and projects. Using them as a pre-submission check list should help to strengthen your ability to communicate what you have learned as we move through the session.

1.   Do you have an introduction? Does it clearly describe the context of your paper?

2.   Is your paper logically organized? Does it flow well? Have you used headings and

sub-headings, as appropriate, to direct your reader’s attention?

3.  Are your paragraphs well developed? Have you presented evidence to support your ideas?

4.   Have you incorporated information from other sources without overly relying on quotes? Will your reader clearly hear your own “voice” in your paper?

5.   Have you clearly discussed or referenced course concepts from the textbooks and other articles and have you integrated these concepts with your leadership experiences?

6.  Do you show evidence of critical thinking (i.e., questioning of assumptions, Describing new alternatives, exploration of other perspectives)?

7.  Does your summary pull together the main points of your paper?

8.  Is your paper grammatically correct? (If available, to use your grammar checking software?)

9.  Is your paper free from punctuation and spelling errors? (Did you run your spell check?)

10.    Have you used APA style consistently?

11.    Do you have a References page at the end of your paper?

**Academic Integrity Policy and Procedures (http:// \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)**

Students should review the academic integrity policy via the above link to become familiar with institutional policies, practices and procedures related to academic integrity.

| **COURSE OUTLINE** | | |
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| **SESSION** | **TOPIC(S)** |  |
| **Week 1** | Course Overview  What is public sector leadership?  How does public leadership differ from private sector leadership?  The Crisis of Public Leadership  Methods for studying and assessing leadership  Thinking and Learning About Public Leadership  Leadership and Self-Awareness |  |
| **Week 2** | Historical Views of Public Leadership  Leaders and Followers  Leadership and Self-Awareness Continued. |  |
| **Week 3** | The Leadership Environment  Leadership Traits & Attributes |  |
| **Week 4** | Situational and Contingency Approaches to Leadership |  |
| **Week 5** | Skills and Style Approaches to Leadership |  |
| **Week 6** | Leader - Member Exchange Theory |  |
| **Week 7** | Transformational Leadership |  |
| **Week 8** | Ethics and Public Leadership |  |
| **Week 9** | Storytelling and Leadership (Denning) |  |
| **Week 10** | Leadership Development |  |
| **Week 11** | Military Leadership (Crimson Tide) |  |
| **Week 12** | Team Leadership |  |
| **Week 13** | Women as Public Sector Leaders |  |
| **Week 14** | Public Sector Leadership and Culture |  |