

Final 6-4-09

Department of Public Administration
The Maxwell School of Syracuse University

PPA 753: EXECUTIVE LEADERSHIP

JUNE 8 – JUNE 25, 2009

COURSE SYLLABUS

Core Teaching Team

Walter Broadnax, Distinguished Professor of Public Administration, 309 Eggers Hall, 315-443-9707, broadnax@maxwell.syr.edu

Rosemary O'Leary, Distinguished Professor of Public Administration, 400 Eggers Hall, 315-443-4991, roleary@maxwell.syr.edu

Lance Cooper, Public Administration Doctoral Candidate, lcooper@maxwell.syr.edu

Anya Stanger, Social Science Doctoral Student, aestange@maxwell.syr.edu

On most days, members of the core teaching team will have office hours at the end of class.

Additional Members of Teaching Team

Howard Phanstiel, CEO Phanstiel Enterprises

Sean O'Keefe, Vice President, General Electric; former Secretary of the Navy; former Administrator of NASA

Jacque Williams-Bridgers, Director, International Affairs and Trade, U.S. Government Accountability Office

Chris Merchant, Professor of Practice – 30 year career in interest-based problem solving

Neil Katz, Adjunct Professor - 30 year career in interest-based problem solving and executive training

Catherine Gerard, Associate Director, Executive Education and PARC Co-Director - 30 year career in executive education

Tina Nabatchi, Assistant Professor – Expert in deliberative democracy and collaborative problem solving

Tim Mahar, graduate of Second City Improv – Expert in conflict resolution and improv

Rob Alexander, Public Administration Ph.D. Candidate

Rachel Fleishman, Public Administration Ph.D. Candidate

Ryan Yeung, Public Administration Ph.D. Candidate

Clorise Harvey, Public Administration Ph.D. Student

Naomi Aoki, Public Administration Ph.D. Candidate

David Berlan, Public Administration Ph.D. Student

Jung Eun Kim, Public Administration Ph.D. Student

Vadym Pyrozhenko, Public Administration Ph.D. Candidate

Course Objective

Executive Leadership is about YOU. It is about analyzing and cultivating your own leadership style (and followership style when appropriate). It is your time to reflect on and process your year at Maxwell. It is about transitioning from student to professional. Topics covered include: analyzing and developing your own leadership style, interest based collaborative problem solving, negotiating in networks, and what it means to be an effective leader.

Course Meeting Times

Monday June 8 - 9:00 to 1:00

Tuesday June 9 – 9:00 to 5:00

Wednesday June 10 – 9:00 to 5:00

Thursday June 11 – 9:00 to 1:00

Friday June 12 – Day Off – No Class

Monday June 15 – 9:00 to 1:00

Tuesday June 16 – 9:00 to 1:00

Wednesday June 17 – 9:00 to 5:00

Thursday June 18 – 9:00 to 5:00

Friday June 19 – Day Off- No Class

Monday June 22 – 9:00 to 1:00

Tuesday June 23 – 9:00 to 1:00

Wednesday June 24 – 9:00 to 1:00

Thursday June 25 – 9:00 to Noon – Last Day of Class

Course Description

Executive Leadership seeks to both compliment and synthesize the material learned over the course of the program into an experience that prepares MPA graduates for their professional careers. You already have some sense of the challenges with which this course will grapple. Over the past year, you have been exposed to a wide range of public administration and policy issues. You have learned about the inherent tensions between public administration and democracy, and the organizational dynamics that are prevalent in public bureaucracies. You have learned how to apply the tools of economics and statistics in analyzing public policies and programs. You have also learned management skills that are useful in a broad range of organizational settings, including non-profit organizations and private consulting. Though many of you came with work experience and others have gained some practical knowledge through internships, the bulk of your formal training in public management during this program has been theoretical. Our goal is to give life to the abstract principles of public administration by unleashing your beliefs and passions not only as students, but as citizens and leaders. In this course, perhaps for the first time all year, your personal skills and values will be front and center as we wrestle with difficult situational leadership requirements that call upon analytical and personal skills alike.

Leadership implicates skills and competencies not easily taught, particularly in a traditional classroom setting. One reason for this is that lessons in leadership are as often about ethics and values as they are about collaborating, directing and managing. Another reason is that leadership skills include strong inter-personal skills and a firm understanding of one's own strengths and weaknesses. This requires a level of self-reflection that classroom exercises can only encourage. Finally, leadership requirements vary and are likely dependent on the situation at hand, requiring creativity and ingenuity from those thrust into such positions.

A recent study (Getha-Taylor, 2007) of the best leaders in the U.S. federal government found the following common dimensions:

- ✓ Partnering (e.g., collaboration)
- ✓ Interpersonal Skills and Communication Skills (including negotiation)
- ✓ Persuasiveness
- ✓ Integrity (e.g., ethics)
- ✓ External Awareness
- ✓ Learning (including self learning)
- ✓ Resilience

These are the lenses through which we will learn about leadership in this course.



Warning!!! *Executive Leadership* is a course with a unique blend of traditional readings and lectures, mixed with nontraditional role playing, simulations, student participation, interest-based collaborative problem solving, network negotiations, and discussion groups. Please see the attached “learning pyramid” for our teaching philosophy which includes lectures, readings, audio-visual, demonstration, discussion groups, practicing by doing, and teaching others/immediate use of learning. Class sessions will be interactive with high quality, thoughtful, open-minded and respectful class discussion expected. We look forward to a great course!

**Executive Leadership is a Laptop
and Cell Phone-Free Zone.
No personal electronics of any kind please.**

Course Requirements and Grading

Required Books:

To Buy (Available at the SU Bookstore):

- (1) Fisher, Ury and Patton, GETTING TO YES: Negotiating Agreement without Giving In. (Paperback 1991, Penguin Press).
- (2) Sample, THE CONTRARIAN'S GUIDE TO LEADERSHIP. (Paperback 2003, Wiley/Jossey Bass).

Handed Out in Class:

- (3) Rosemary O'Leary and Lisa Blomgren Bingham, "A MANAGER'S GUIDE TO RESOLVING CONFLICTS IN NETWORKS" (Paperback 2007, IBM Center for the Business of Government) – *Handed out in class on Day 1* [also downloadable free of charge at www.businessofgovernment.com]
- (4) Jim Collins, GOOD TO GREAT AND THE SOCIAL SECTORS (Paperback 2005) purchased for you by alum Howie Phanstiel and *Handed out in class on Day 1*.

Additional Readings May Be Added Throughout the Course

Grading and Course Requirements:

Personal Leadership Case Study and Friendly Style Profile: 25%

Participation: 50%

Core Learnings Paper: 25%

✓ **Leadership Case Study, Part One and Part Two; Friendly Style Profile**

The *Leadership Case Study, Parts One and Two*, are designed to give you an opportunity for self assessment. They are the first of several sessions and exercises that will afford you a venue for some serious reflection as well as looking ahead. Professor Walter Broadnax used the Leadership Case Study to train federal executives at the highest level of the U.S. government at the Federal Executive Institute.

You will be able to look at your life and experiences. Then, you will have the opportunity to share some of this information with others in small groups of approximately ten persons. You will also be able to receive some feedback from members of your group regarding areas of interest and opportunity emerging from your presentation of self. The major objective here is to give you an opportunity to know yourself better, as well as providing you time to reflect upon how you may use that knowledge as a leader.

Specific instructions on how to compose your Leadership Case Study will be emailed to you and handed out in class on Monday, June 8.

The Leadership Case Study, Part One and Part Two, must be completed by Tuesday, June 9 at the beginning of class.

Complementing the Leadership Case Study is the *Friendly Style Profile* which will assist you in understanding your own unique style under calm and stress. The Profile will be handed out in class on Monday, June 8. We ask that you report your results to your small group TA on Wednesday, June 10. (This will help Neil Katz prepare for class the next day.)

- ✓ **Participation:** Critical assessment of the readings, as well as full participation in every aspect of this course, constitute a major portion of class activity. Careful preparation is essential; this includes the written preparation for the Interest-Based Problem Solving (IBPS) component of the simulation (which will be handed in and graded). Students are expected to participate fully in class sessions, especially break out groups and simulations.

Attendance Policy: No-Fault Point System: The goal of this attendance policy is to reward good attendance. It uses a point system, and does not excuse or “unexcuse” absences.

- Each student starts fresh, with no points
- Each absence = 1 point
- Each simulation day absence (June 17 and 18) = 2 points
- Each late in (tardy) or early out = 1/2 point
- Arriving more than ½ hour late is considered a full absence; leaving more than ½ prior to end of class is considered a full absence

So What?

- 1 point = no consequences
- 2 points = participation grade lowered by 10%
- 3 points = participation grade lowered by 20%
- 4 points or more = Grade of “F” in participation

Attendance will be taken by passing around a sign-up sheet daily. Look for the bright colored folder. It is your responsibility to locate the folder and sign in.

- ✓ **Core Learnings Paper:** Write a 3 page (single-spaced, 12 inch font, one-inch margins) paper that captures your core learnings about yourself from your capstone experience and your Executive Leadership class, as well as your year as an MPA student at the Maxwell School. At a minimum, the paper should include reference to following:

1. Your capstone experience
2. Your Leadership Case Study and Friendly Style Profile
3. Your Executive Leadership collaborative problem-solving simulation
4. Executive Leadership course readings
5. Experiences in other courses this year
6. Any other discoveries and applications about which you would like to write

This assignment is due in hard (paper) copy on Thursday, June 25 at 9:00am
Penalty for late papers: 5% of grade for that paper for every 24 hours late.

- ✓ *Writing assistance* is available at the S.U. Writing Center. See their web page at: <http://wrt.syr.edu/>
- ✓ *Cheating/Plagiarism:* We expect students to abide by the academic rules and regulations established by Syracuse University. These require students to "exhibit honesty in all academic endeavors. Cheating in any form is not tolerated, nor is assisting another person to cheat. The submission of any work by a student is taken as a guarantee that the thoughts and expressions in it are the student's own except when properly credited to another. Violations of this principle include giving or receiving aid in an exam or where otherwise prohibited, fraud, plagiarism, or any other deceptive act in connection with academic work. Plagiarism is the representation of another's words, ideas, programs, formulae, opinions, or other products of work as one's own, either overtly or by failing to attribute them to their true source" (*Syracuse University Bulletin* 2003-2004: p. 2).

We take this extremely seriously. It is your responsibility as a student to understand what plagiarism is and how correctly to reference documents and attributes other peoples' arguments that you are citing. If you have any questions about what constitutes plagiarism, or how to make references in papers, see:

http://www.essex.ac.uk/sociology/course_materials/doc_down/PhD_handbook.pdf.

See also any of the standard references on writing, such as *The Elements of Style*.

Schedule (subject to change)

Week 1

Monday 6/8 Introduction to Course; Introduction of Professors and Students; Course Requirements and Expectations (9-1)

Location of class today: Maxwell Auditorium

Prior to class: Begin filling out Leadership Case Study, Parts One and Part Two

To be read prior to class: Syllabus

Distribute: Syllabus, O'Leary and Bingham IBM Monograph, Collins Monograph, Leadership Case Study Forms for Part One and Part Two (already emailed out), Friendly Style Profile, Simulation

Tuesday 6/9 Small Group Presentations and Discussions of Leadership Case Studies (9-5)

Location of class today: Meet first in the Maxwell Auditorium, then break into small groups as assigned

(Lunch on your own – Noon to 1:00.)

You should be reading: Sample, THE CONTRARIAN'S GUIDE TO LEADERSHIP

Bring to class: Completed Leadership Case Study, Parts One and Two, Forms

Wednesday 6/10 Small Group Presentations and Discussions of Leadership Case Studies (9-5)

Location of class today: Meet first in the Maxwell Auditorium, then break into small groups as assigned

(Lunch on your own – Noon to 1:00.)

You should be reading: Sample, THE CONTRARIAN'S GUIDE TO LEADERSHIP

Bring to class: Completed Leadership Case Study, Parts One and Two, Forms

Also Bring to class today: Your results from the Friendly Style Profile – give these to your small group TA – no need to put your name on it.

Thursday 6/11 Emotional Intelligence; Friendly Style Profile Under Calm and Stress

Speaker: Neil Katz (9-1)

Location of class today: Maxwell Auditorium

Finish reading: Sample, THE CONTRARIAN'S GUIDE TO LEADERSHIP

Begin preparing for next week's simulation – read common and individual instructions over the 3 day weekend

Week 2

Monday 6/15 Interest-based Collaborative Problem Solving Training

Speaker: Chris Merchant (9-1)

Location of class today: South Campus Goldstein Center

To be read prior to class:

- Fisher, Ury and Patton, GETTING TO YES: Negotiating Agreement without Giving In. (Paperback 1991, Penguin Press).
- O'Leary and Bingham A MANAGER'S GUIDE TO RESOLVING CONFLICTS IN NETWORKS (Paperback 2007, IBM Center for the Business of Government) – *Handed out in class on Day 1* [also downloadable free of charge at www.businessofgovernment.com]

After class: Questions will be answered about the simulation

Tuesday 6/16 Collaborative Leadership; Interest-based Collaborative Problem Solving Training; Negotiating in Networks; Speaker: Chris Merchant (9-1)

Location of class today: South Campus Goldstein Center

To be read prior to class:

- Fisher, Ury and Patton, GETTING TO YES: Negotiating Agreement without Giving In. (Paperback 1991, Penguin Press).
- O'Leary and Bingham A MANAGER'S GUIDE TO RESOLVING CONFLICTS IN NETWORKS (Paperback 2007, IBM Center for the Business of Government)

After class: Questions will be answered about the simulation

Wednesday 6/17 Simulation (9 – 5)

Location of class today: first, Maxwell Auditorium, then move to break out rooms announced in class

To be read prior to class: You should know and understand the simulation scenario and your part *inside and out*

Simulation coaches: Chris Merchant, Neil Katz, Catherine Gerard, Tina Nabatchi, Sue Senecah, Rosemary O'Leary, Walter Broadnax

Lunch will be provided.

Thursday 6/18 Simulation (9 - 5)

Location of class today: first Eggers Hall Public Events Room (2nd floor – across from PA office) for creativity exercise with Second City Improv instructor, then move to break out rooms

Simulation coaches: Chris Merchant, Neil Katz, Catherine Gerard, Tina Nabatchi, Sue Senecah, Rosemary O'Leary, Walter Broadnax

Lunch will be provided.

Week 3

Monday 6/22 Speaker: Howie Phanstiel (9-1)

Location of class today: Maxwell Auditorium

To be read prior to class: Jim Collins, GOOD TO GREAT AND THE SOCIAL SECTORS, handed out first day of class

Lunch will be provided

Tuesday 6/23 **Speaker: Sean O’Keefe (9-1)**

Location of class today: Maxwell Auditorium

To be read prior to class: Nothing. Finish your Core Learnings Paper

Lunch will be provided.

Wednesday 6/25 **Speaker: Jacquie Williams-Bridgers (9-1)**

Location of class today: Maxwell Auditorium

To be read prior to class: Nothing. Finish your Core Learnings Paper

Lunch will be provided.

Thursday 6/26 **Course Conclusion (9 – 12)**

Assignment due at 9:00AM: Core Learnings Paper

Location of class today: Maxwell Auditorium

Class Wrap-Up; Course Evaluation; MPA Evaluation; Optional student slide show

Afternoon: To be announced, MAXPAC Picnic

Core Learnings Paper Evaluation Criteria:

Your core learnings paper will be graded according to the following equally important criteria:

Outstanding paper (A/A-)

Thesis: Clear, plausible, novel, sophisticated, insightful.

Structure: Clear, follows the thesis, good transitions between paragraphs, clear topic sentences.

Evidence: supports the thesis, appropriate examples, excellent integration of quotes and evidence.

Analysis/Logic: Paper flows logically, argument is always clear and consistent

Basics/Style: Grammar and diction excellent, citation and punctuation without errors, no spelling errors, no run-on sentences or comma splices.

Good paper (B+/B)

Thesis: Clear, plausible, but less developed

Structure: Clear, links thesis and evidence, well-written, some unclear transitions and weaker topic sentences.

Evidence: Examples generally support the thesis, may occasionally be out of context.

Analysis/Logic: Paper flows logically, argument is largely clear and consistent

Basics/Style: Grammar and diction good, citation and punctuation with minor errors, occasional spelling errors.

Paper with significant weaknesses (B-/C+)

Thesis: Not fully developed, unoriginal, a bit "all over the place".

Structure: Thesis support is weaker, arguments jump, few compelling transitions and topic sentences.

Evidence: Some claims remain unsubstantiated. Examples may not always support thesis.

Analysis/Logic: Paper doesn't flow easily, argument is not always consistent

Basics/Style: Grammar and diction are ok, but with some flaws; citation, spelling, and punctuation with some errors, run-on sentences or comma splices. Incomplete or no proof-reading.

Paper with major flaws (C/C-)

Thesis: Not developed, difficult to read.

Structure: Unclear, few topic sentences, no clear transitions.

Evidence: General lack of supporting claims, lack of appropriate examples/evidence.

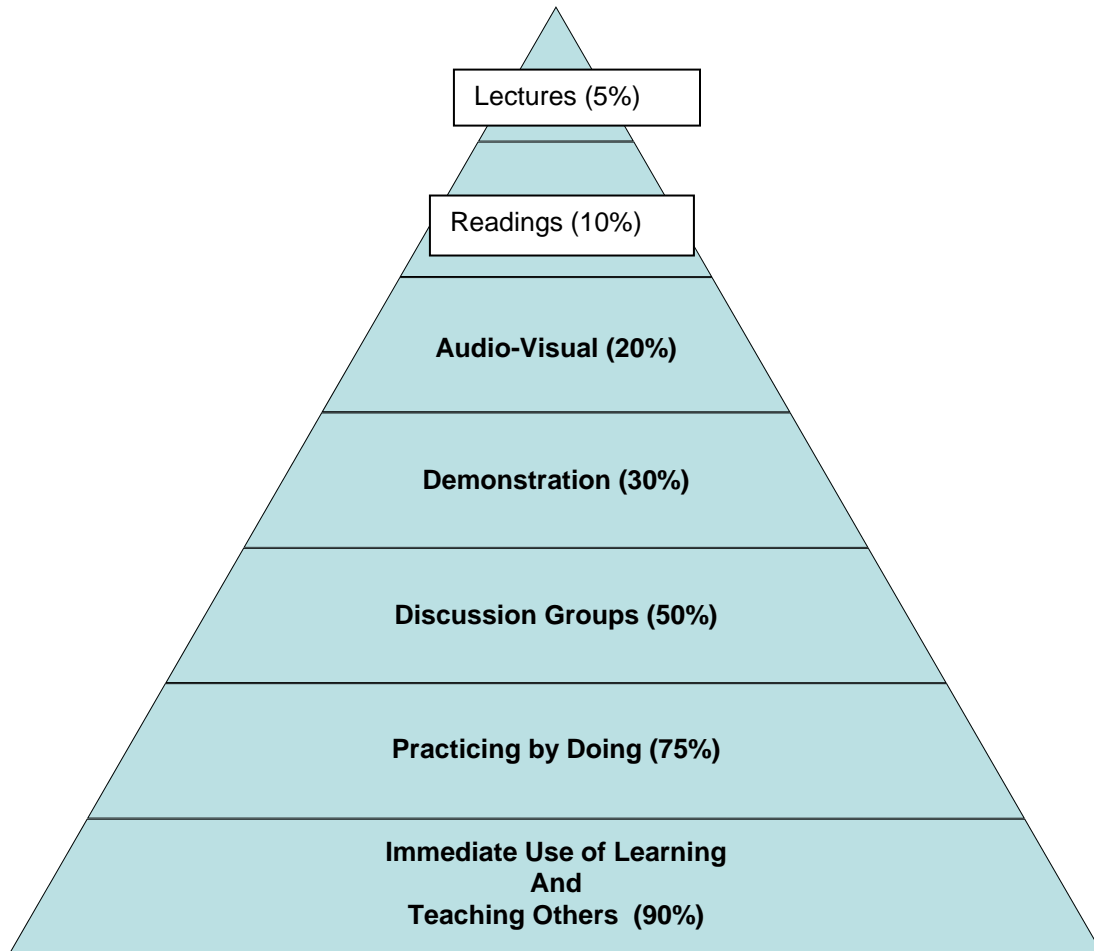
Analysis/Logic: Paper doesn't flow at all, arguments are not consistent, simplistic perspective.

Basics/Style: Grammar, spelling, and diction with significant flaws; citation and punctuation with errors, run-on sentences or comma splices.

Disaster (F) Student has blown off assignment, clearly disengaged, little to no effort in evidence.

Executive Leadership Course Philosophy of Learning

Amount of Information Retained by Students
Using Different Learning Methods



Source: National Training Labs Learning Retention Project, Bethel Maine

About your professors:

Walter Broadnax is Distinguished Professor of Public Administration. He most recently served as president of Clark Atlanta University; previously he was dean of the school of public affairs at American University and professor of public policy and management at the University of Maryland. Broadnax served from 1993 to 1996 as deputy secretary and chief operating officer of the U.S. Department of Health and Human Services, overseeing a major restructuring of the agency. In prior years, he was president of the New York Civil Service Commission and director of Children, Youth and Adult Services for the state of Kansas. From 1981 to 1987, Broadnax was a faculty member at Harvard University's John F. Kennedy School of Government. He served as chairman of the Massachusetts Executive Development Program and was also the founding director of the Innovations in State and Local Government Program. Broadnax is a trustee emeritus of Syracuse University, a trustee of the CNA Corporation, and a member of the Board of Visitors for Harvard's Taubman Center. He was formerly on the boards of the Metro Atlanta Chamber of Commerce and the Georgia Research Alliance and on the Executive Committee of the Board of Directors of the Atlanta Regional Consortium for Higher Education. Listed as one of *Georgia Trend's* Most Influential Georgians in 2007 and 2008, Broadnax received an M.P.A. degree from the University of Kansas and a Ph.D. in Public Administration from the Maxwell School.

Rosemary O'Leary is Distinguished Professor and Phanstiel Chair in Strategic Management and Leadership. An elected member of the National Academy of Public Administration, she was a senior Fulbright scholar in Malaysia and in the Philippines. O'Leary is the author or editor of ten books and more than 100 articles and book chapters. She has won ten national research awards and eight teaching awards. She is the only person to win three National Association of Schools of Public Affairs and Administration awards for Best Dissertation (1989), Excellence in Teaching (1996) and Distinguished Research (2004). With Walter Broadnax, from 2003 to 2005 O'Leary was a member of the NASA's Return to Flight Task Group assembled in response to the Columbia space shuttle accident. She also has served as a consultant to the U.S. Department of the Interior, the U.S. Environmental Protection Agency, the Indiana Department of Environmental Management, the International City/County Management Association, the National Science Foundation, and the National Academy of Sciences. In the early 1980's, she worked as an environmental attorney and as an administrator for the State of Kansas. O'Leary holds a Ph.D. in Public Administration from the Maxwell School, and MPA, JD, and BA degrees from the University of Kansas.