

Leadership
PA 762
San Francisco State University
Public Administration Program
Semester: Fall 2005

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Description

The behavior of leaders and the development of good leaders is more important today than at any other time in history. Decentralization of both government and private organizations has spread decision making responsibilities across all levels of the organization. Rapid change and greater environmental uncertainty means that the role of leaders and the choices they face are even more ambiguous. As Michael Useem (1996) notes, "Leadership matters most when it is least clear what course should be followed." (p. 8) However, popular media articles and even prominent scholars in leadership studies, lead us to question whether our society is experiencing a crisis in leadership.

In this course, we'll tackle that question. To do so we'll begin with the basic questions of *what* is leadership, and move on to *how* do leaders lead and *why* do followers follow. Along the way, we'll address the "what" of leadership -what do leaders do. A particular focus of the course will be applying these concepts to our own life: "how" -how can each of us become leaders in our own communities or places of work. To address these questions we will supplement our traditional leadership textbook with a variety of case studies drawn from traditional case studies, as well as public documents, literature and movies.

Objectives

The objectives of the course are to: help students develop an understanding of the diverse theories and perspectives of leadership; explore the functions of leaders in public settings; and gain exposure to the ethics of leadership. In doing so, we will continually explore how the responsibilities of leadership in 21st public serving organizations may be changing. However, the ultimate goal of the class is to encourage students to engage in the self-reflection necessary to become effective leaders in their communities and places of work.

Assumptions about leadership

As we work through the concepts and practice of leadership development, we will assume that:

- o Leaders are not extraordinary individuals—they look like us;
- o Leadership requires vision, action and continual learning;
- o Leaders are made and not born; and
- o Leaders are found in all roles, at all levels of every organization and every community.

Texts: Available at the SFSU bookstore

Van Wart, Montgomery. *Dynamics of Leadership in Public Service*

Lipman-Blurnen. *The Allure of Toxic Leadership*

Cases: selected cases from the Hartwick Management Case collection.

Class Expectations and evaluation:

This is a course about leadership. Throughout the entire course, students will have the multiple opportunities to be both leaders and followers in small groups and within the larger class room setting. I expect students to be on time for each class session, to thoroughly prepare for class by reading all required readings and video. I also expect students to actively participate in class discussions and activities.

I will evaluate each student's performance based upon:

- o **Participation (10 pts)**
 - o Attendance
 - o ~~Quality-not quantity-participation in class discussions~~
 - o Leadership of one class session
- o **Review of a Contemporary Leadership Book (25): Due 10/18**
- o **Personal Leadership Development Plan (25 pts): Due 11/15**
- o **Prepare a Case Study of a leader for the 21st century (40 pts)**
 - o Group Products and Final Case Presentation (35 pts)
 - o Reflection on the Process (5pts)

On-line component:

As the semester progresses, we will gradually increase our use of on-line tools to add to your learning experience.

Class Schedule

Week 1:	<i>Welcome to PA 762</i>
August 30	<i>What is leadership?</i> <i>Our leaders in the 21st century?</i>

Objectives:

- o Develop an understanding of the goals and expectations of this course
- o Introduce ourselves and get to know each other
- o Take care of numerous "housekeeping issues" for the course
- o Work toward a beginning definition of leadership.
- o Develop an understanding of how leadership is different from management.

Class Lecture: will be based upon the following readings

Thomas E. Cronin. Thinking and Learning About Leadership. *Presidential Studies Quarterly*. 1984.

Class Activity: Who are our leaders? (in class)

Week 2:	<i>Are all leaders the same?</i>
September 6	<i>Theoretical Building Blocks: Contingency Factors and</i>

Leaders Styles

Objectives:

- o Understand how the situation, context or environment influences the complex relationship between leadership style and outcomes.
- o Explore conceptual differences in leadership style.

Required readings and activities:

Van Wart: Chapter 9: Theoretical Building Blocks: Contingency Factors and Leadership Style

Movie: Norma Rae

This classic film characterizes the leadership skills of a New York male labor organizer and a southern female textile factory worker. In this movie, we observe different styles of leadership and how different contexts might affect leadership styles and outcomes. These difference may be related to not only gender, race, and life experience, but also the environment in which action is occurring.

- o Which of these characters appear to be leaders? Why?
- o What are the differences in their styles and to what do you attribute these differences?

Week 3: *What's up with followers?*
 September *Leadership Theories: Early Managerial and Transactional*
 13 *Approaches*

Objectives:

- o Understand how early theories of the relationship between leaders and followers in narrow organizational contexts.
- o Identify the strengths and weaknesses of these approaches.

Required readings:

Van Wart: Chapter 10: Early Managerial and Transactional Approaches

Case: Cleopatra, Queen of Egypt (Hartwick Management Cases)

This case, primarily based upon excerpts from *Plutarch's Lives*, describes how Cleopatra became one of the most famous women in history by making herself into a leader in a world dominated by men. One of the important issues in this case is how Cleopatra exercised her leadership by connecting with the needs and desires of both Caesar and Anthony.

- o What kinds of challenges to her leadership did Cleopatra face?
- o What did Cleopatra do to inspire loyalty in her constituency?
- o How did Cleopatra justify her use of seduction and sex to continue leading her nation?
- o How were the worlds and leadership strategies of Cleopatra, Mary Kay Ash, and Joan T Bok similar? Different?

In class activity: Leadership Assessment Inventory (Bennis)

Week 4: *Leadership Theories: Charismatic and Transformational*
 September 20 *Approaches*

Objectives:

- o To understand the difference between transactional and transformational leadership
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Required readings:

Van Wart: Chapter 11: *Leadership Theories: Charismatic and Transformational Approaches*

Movie: *Dead Poets Society*

This film portrays a teacher's efforts to bring change into a New England boarding school and the resistance he meets from colleagues and administrators. The case portrays differences between transactional and transformational leadership.

- o In your opinion, which of the characters appear to be leaders? Why?
- o How does each of the leaders exert their control over the boys?
- o How are the leadership styles of the various leaders different?
- o When do you think that leadership is exercised successfully and when does it fail?

In Class Activity: Group Project Time

Week 5: *The new leadership paradigm?*

September 27 *Alternative ways to think about leadership*

Objectives:

- o Develop a better understanding of how "emerging" concepts of organizations and their management influence our understanding of leadership
- o Develop an understanding of how new approaches to leadership differ from "traditional approaches".

Required readings:

Van Wart: Chapter 11: *Leadership Theories: Distributed, Specialized, and Integrated Approaches*

Case: *Chief Joseph*

This case presents multiple types of leadership and the types of organizations that they are associated with, examining the problems and benefits of each structure and leadership type.

- o What were the causes of conflict among the three groups of actors in this case?
- o What kinds of leadership styles were exhibited by General Howard, By Chief Joseph? The Young Braves?
- o What was General Howard unsuccessful in his attempts to get the Nez Perces onto a reservation? Why were the Nez Perces so successful on the battlefield?
- o What are the implications of these differences for contemporary management?
- o Do you think that the Chief Joseph model is ever appropriate for government leaders?

THE BEHAVIOR OF LEADERS: WHAT DO LEADERS DO?

Week 6 *Leader Assessments and Leader Formulation and*

October 4 *Prioritization of Goals*

Required Readings:

Van Wart: Chapter 2: *Leadership Assessments* & Van Wart: Chapter 3: *Leader Formulation and Prioritization of Goals*

Kouzes and Posner. "Envisioning Your Future: Imagining Ideal

Scenarios." *The Futurist*. May/June 1996. 30(3). Pp. 14.

Movie: Hoosiers

This movie is the classic story of a down and out organization, in this case a sports team, that with the help of "new blood" turns itself around. The success of this organizations' new leader is his ability to articulate and communicate a a vision for the team, to analyze the situation and develop a plan of action and to set measurable goals.

- o What challenges did the new coach face when he assumed leadership of the team?
- o How did he learn about the team's strengths and limitations?
- o What goals did he set for the team? Were these goals reasonable?
- o How or why do you think this goal orientation influenced the performance of the team?

Class Activity: Visualizing Ourselves as Leaders in 2015

Week 7: *Task Oriented Behaviors of Leaders within Organizations*
October 11

Objectives:

- o Develop a basic understanding of the tasks of leaders within organizations.
- o Differentiate between the responsibilities of top managers and supervisors.
- o Explore the typologies of task oriented behavior and how these typologies may vary across leadership positions.
- o Explore the appropriateness of those differentiations in 21st century organizations.

Required readings:

Van Wart: Chapter 6 and 8: Organizational-Oriented Behaviors
Michael Useem (1996). *The Leadership Moment*. Chpts. 2 and 3.

Cases: Mann Gulch and Apollo 13 (Useem above...)

- o What actions did Eugene Kranz take that facilitated the successful return of Apollo 13?
- o Not all of the success of the rescue effort can be attributed to behavior during the crisis. Much of the success is due to his everyday actions as leader. What everyday management factors were ultimately related to the success of the mission?
- o How was the leadership of the Mann Gulch disaster different or similar to the leadership response to Apollo 13?

Class Activity: Task activity assessment

Week 8: *Are Leaders Born? Am I Leader?*
October 18 *Book Review Due*

Objectives:

- o Develop an understanding of the literature regarding leadership traits.
- o Determine whether leadership traits exist and how they are acquired.
- o Develop a list of characteristics of effective leaders.

Required Readings:

Van Wart: Chapter 4: Traits that Contribute to Leadership Effectiveness**Case: Malcom X**

Drawing upon the vast writings and speeches of Churchill this case allows us to begin to explore the question of the importance of communication to leadership.

- o **What personal characteristics of Churchill made him a great leader?**

Week 9: Skills that Contribute to Leader Effectiveness

October 25

Objectives:

Identify the "skills" of great leaderships.

Explore the personal and organizational preparation that is involved in developing those skills.

Required Readings:

Van Wart: Chapter 5: Skills that Contribute to Leadership Effectiveness

In class video: Mayor Guilliani (Kennedy School of Government)

In the aftermath of the 9/11 terrorist attacks on NYC, Mayor Guilliani, who was previously a controversial figure in NYC, was transformed in the public eyes.

- o What do people need from leaders in times of crisis?
- o What did Mayor Guilliani do that caused many Americans to view him as a true leader in the aftermath of 9/11?
- o What institutional and personal experiences prepared Guilliani to assume a leadership role on 9/11?

Week 10: People Oriented Behaviors

November 1

Objectives:

- o Identify the people oriented behaviors involved in effective leadership.
- o Explore the importance of people oriented behaviors in efforts to organize movements and initiate change.

Required readings:

Van Wart: Chapter 7: People Oriented Behaviors

In class video: The Fight in the Fields: Cesar Chavez and the Farmworkers Struggle

Week 11: Leadership and Power

November 8

Objectives:

- o Explore the relationships between power and leadership.
- o Understand the sources of power.

Required Readings:

Martin Luther King, JR. "Letter from Birmingham Jail"

- o What is power?
- o How would you describe Martin Luther King's leadership?

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- o Where does Martin Luther King's power come from?
 - o What instruments of persuasion does King use in trying to convince southern white religious leaders to support him?

In Class activity: Creating an Individual Leadership Strategy Map

Week 12: *Challenges in Ethical Leadership*

November 15

Objectives:

- o Understand why some leaders harm their "followers" or their organizations.
- o Explore why individuals follow toxic leaders.

Required readings:

Lipman-Blurnen: Parts I,II,III

Case: Hitler/ (TBA)

Week 13: *Fostering Healthy Leadership*

November 22 *On-line discussion*

Objectives:

- o Based upon our readings, identify ways to foster the development of healthy leadership in ourselves and in others.
- o Problem solve ways that we can be "healthy followers".

Required readings:

Lipman-Blurnen: Parts IV

Week 14: *Servant Leadership /Dharmic Leadership*

November 29

Required readings:

Movie: Gandhi (Movie)

This film biography describes the life of the former Indian leader. Gandhi has been described as a model of leadership in which the ability to translate an idea into reality is crucial. Viewing the film provides students with an opportunity to "consider the importance of absolute values, the need to reconcile power with service, and the necessity to make decisions and take actions that are bounded by moral principles".

- o *How would you describe Gandhi's leadership style?*
 - o *How did his leadership change through while he was in South Africa?*
 - o *What leadership vision guided Gandhi throughout his life?*
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Week 15: *Developing Leaders*

December 5

Required readings:

Van Wart: Chapter 13: Leadership Development

Presentation of our individual plans for becoming more effective leaders

Week 15: *Final Projects: Leadership Presentations*

December 12
