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**LPS 425:601**  
**Spring 2010**  
**Special Topics: Leadership in the Public Sector**

**Syllabus**

**Course Description**

Leadership is a critical topic in public, nonprofit, and business administration. Leadership is what we expect of presidents, governors, public administrators, association directors, and CEOs, as well as of mid-level and frontline supervisors. Leaders are accorded superior status, salary, and responsibility in all organizations. When an organization succeeds we attribute the success to the "quality of leadership." When an organization fails, we typically engage in attributions focused on a "failure of leadership." Leaders are awarded the accolades when the organization succeeds and given the blame for its failures. But organizations succeed not just because of the top leader's actions; a positive leadership climate that pervades the organization helps it to learn, adapt, and perform at a high level.

**Course Objectives**

- Enable you to understand prevailing leadership theories and practices in public and nonprofit organizations.
- Enable you to understand public vs. private leadership models.
- Provide you with an overview of leadership in the context of external and global forces.
- You leave the class with a basic understanding of leadership concepts, theories, and approaches and a sense of your own actual or potential strengths and weaknesses as a leader.

**Course Requirements**

1. Be prepared for class activities by completing reading and other assignments prior to assigned dates.
2. Participate actively in class online discussions (share ideas, experiences, comments, etc.).
3. Complete and turn in all written assignments, including self assessment paper, on time.
4. Complete midterm and final exam.

**Number of credits: 3**

**Course Prerequisites/Co-requisites: None**

**Required Course Materials:**

Peter G. Northouse, *Leadership: Theory and Practice*, 4<sup>th</sup> ed. (Thousand Oaks, CA: Sage Publications, 2007).

Selected articles on electronic reserve at D.H. Hill Library

Materials that are listed by URL and topic area.

**Grading Scale:** 100 total course points

A+ (97-100), A (94-96), A- (90-93), B+ (87-89), B (84-86), B- (80-83)

C+ (77-79), C (74-76), C- (70-73), D+ (67-69), D (64-66), D- (60-63), F (59 or less)

**Grade Distribution:**

Mid-Term Exam: 20 points

Final Exam: 30 points

Book Review 20 points

Self Assessment: 20 points

Case Studies, exercises, and participation: 10 points

**Additional Information**

*Academic Regulations:* A complete list of reminders for the beginning of the semester can be found at:

[http://www.ncsu.edu/provost/academic\\_regulations/beg\\_of\\_semester.html](http://www.ncsu.edu/provost/academic_regulations/beg_of_semester.html)

*Academic Integrity:* Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation:

[http://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)

*University Non-Discrimination Policies:* It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Accordingly, the university does not practice or condone unlawful discrimination in any form against students, employees or applicants on the grounds of race, color, religion, creed, sex, national origin, age, disability, or veteran status. North Carolina State University regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing a welcoming environment in which all its students, faculty, and staff may learn and work up to their full potential. The University values the benefits of cultural diversity and pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

*Reasonable accommodations* will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with

Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. [http://www.ncsu.edu/provost/offices/affirm\\_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/)

For more information on NC State's policy on working with students with disabilities, please see [://www.ncsu. http  
edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.1.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php)

## TOPICAL OUTLINE

### **Jan. 8**

#### **Introduction and Overview**

Learn: Definitions of leadership. Leadership: art or science? Leadership trait approach. Can leadership be learned? Theories of leadership.

Read. <http://www.nwlink.com/~donclark/leader/leader.html> Cut and paste URL into your syllabus under Leadership Guide for relevant chapter. *Concepts of Leadership*

<http://www.nwlink.com/~donclark/leader/leader.html>. *Leadership and Human Behavior*, (see list of topics on right of Clark's page)

<http://www.nwlink.com/~donclark/leader/leader.html> *Motivation, Character*

Northouse, Chapters 1-2.

### **Jan. 13**

#### **The Environment of Public Sector Leadership**

Learn: The political and organizational context of leading public organizations.

Read: Meier, K.J. & Bohte, J. (2003) Span of Control and Organizations: Implementing Luther Gulicks's Research Design. *Public Administration Review*, 63 (1), 61-70.

Boyne, G.A Public and Private Management: What is the Difference? *Journal of Management Studies*, 39 (1)

### **Jan. 15, 20**

#### **Nonprofit Leadership**

Learn: Principles and special challenges of nonprofit leadership and management.

Read : [http://www.ecofoc.org/media/web\\_speaker\\_on\\_nonprofits.pdf](http://www.ecofoc.org/media/web_speaker_on_nonprofits.pdf)

Watch: Interview with Dan Moore

**Jan. 22**  
**Skills Approach**

Learn: Skills and abilities that leaders can learn and use

Read: Northouse, Chapter 3

<http://www.nwlink.com/~donclark/leader/leader.html>. *Communication and Leadership*

**Jan. 27**  
**Style Approach**

Learn: What leaders do, how they act; task behaviors and relationship behaviors

Read: Northouse, Chapter 4

Watch: Interview with Elaine Marshall

**Jan. 29, Feb. 3**  
**Situational and Contingency Theory**

Learn: How effective leadership is contingent on matching a leader's style to the right setting

Read: Northouse, Chapters 5, 6

Read: M. Watkins, "ADVICE+DISSENT: Viewpoint Taking Charge"  
[www.govexec.com/story\\_page\\_pf.cfm?articleid=28309&print](http://www.govexec.com/story_page_pf.cfm?articleid=28309&print)

**Feb. 5**  
**Path-Goal Theory**

Learn: How leaders motivate subordinates to accomplish objectives

Read: Northouse, Chapter 7.

Bennis, "The End of Leadership" (library url from Rosenbach and Taylor book)

C. McCauley, "Making the Most of Developmental Assignments"  
[www.govleaders.org/development\\_print.htm](http://www.govleaders.org/development_print.htm)

**Feb. 10, 12**  
**Leader-Member Exchange Theory**

Learn: How leadership is a process involving interactions between leaders and followers

Read: Northouse, Chapter 8

M. Roberto, “Why Great Leaders Don’t Take Yes for an Answer: The Leadership Challenge” [www.govleaders.org/no\\_yes\\_men\\_print.htm](http://www.govleaders.org/no_yes_men_print.htm)

D. Abrashoff, “Build Up Your People” ([www.icma.org/pm/8609/public/abrashoff.cfm](http://www.icma.org/pm/8609/public/abrashoff.cfm)).

Watch: Principles of Value-Based Leadership

**Feb. 17, 19**

### **Transformational Leadership**

Learn: The charismatic and inspirational elements of leadership

Read: Northouse, Chapter 9

Javiidan M & Waldman D.A. (2003) “Exploring the charismatic leader the public sector: Management and Consequences”. *Public Administration Review*, 63 (2) 229-242 (library)

J. Kouzes and B. Posner, “What Leaders Do and What Constituents Expect” (library)

Watch: Kouzes video

**Feb. 24: MID TERM EXAM**

**Feb. 26**

### **Leadership and Organizational Change**

Learn: Inspiring and leading organizational change

Read: H. G. Rainey and J. Thompson, “Leadership and the Transformation of a major Institution: Charles Rossotti and the Internal Revenue Service” *Public Administration Review* (July/August, 2006): 596-604. (library)

S. Fernandez and R.G. Rainey, “Managing Successful Organizational Change in the Public Sector,” *Public Administration Review* (March/April 2006): 168-176. (library)

**March 2-6: Spring Break**

**March 10**

### **Team Leadership**

Learn: Leadership in organizational groups and work teams

Read: Northouse, Chapter 10

<http://www.nwlink.com/~donclark/leader/leader.html> *Growing a Team, Matrix Teams*

**March 12**  
**Psychodynamic Approach**

Learn: Elements of personality and leadership

Read: Northouse, Chapter 11  
Newman, Guy, and Mastracci, “Beyond Cognition: Affective Leadership and Emotional Labor”

**March 17, 19**  
**Leadership, Empowerment , and Negotiations**

Learn: Empowering Your People

Read: <http://www.nwlink.com/~donclark/leader/leader.html> *Leading*

R. Blunt, “Getting Ahead without Tooting Your Own Horn”  
[www.govleaders.org/getting\\_ahead\\_print.htm](http://www.govleaders.org/getting_ahead_print.htm)

Handouts on negotiations skills and getting to yes

**March 24**  
**Leadership and Performance**

Learn The importance of leading for high performance

Read <http://www.nwlink.com/~donclark/leader/leader.htm> *Performance*

J. Swiss, “Information as a Facilitator of Results-Based Management.” (library)

**March 24, 26**  
**Crisis Leadership**

Learn: Effective crisis management and leadership

Read: M. Valle, “Crisis, Culture, and Charisma” (library)  
Menzel, “The Katrina Aftermath: A Failure of Federalism or Leadership?” *PAR*  
66 (6), 2006.

Watch: Katrina Video ([http://media.nclive.org/play\\_video.php?vid=185](http://media.nclive.org/play_video.php?vid=185))  
“Team Perspective on Crisis Response”

**March 31, April 2**  
**Leadership, Diversity, and Globalization**

Learn: Leadership and globalization. Cultures, genders, and ethnicity colliding. Building a diverse leadership culture.

Read: Friedman, T. L. (2000). *The Lexus and the Olive Tree: Understanding Globalization*, Chapter 3. (library)

Northouse, Chapters 12 and 13

<http://www.nwlink.com/~donclark/leader/leader.html> Diversity

Watch: Howard Lee interview

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**April 7, 9**  
**Leadership Succession**

Learn: Establishing and leaving a leadership legacy

S de Janasz, S Sullivan, V. Whiting, “Mentor Networks and Career Success: Lessons for Turbulent Times” (library)

Watch: video: John Maxwell

**April 14**  
**Leadership Ethics**

Learn: the meanings of ethical leadership

Read: Northouse, Chapter 14

**Due: Book reviews due on April 14**

**April 16, 21**

**April 23**  
**Self Assessment due**  
**Course Review**

## April 28: FINAL EXAM

### Book Review

With consent of the professor, you will select a popular leadership book, write a review of 8-10 pages, and make a 10-15 minute presentation to the class.

Your review should employ the following format:

1. What is the author's point of view? For what audience is the book intended?
2. What is the book's major theme or thesis?
3. Describe the author's approach.
4. What leadership theories covered in class are reflected in the book? Explain how, using examples.
5. What are the author's biases?
6. Does the author make a convincing case for his/her approach? Does he/she achieve his goals or objectives?
7. Identify the strengths and weaknesses of the book. Is it useful for leaders in the public or nonprofit sectors?
8. Would you recommend it to others in the class? Why or why not?

#### Suggested Books:

Michael Abrashoff, *It's Your Ship: Management Techniques from the Best Damn Ship in the Navy*

Warren G. Bennis, *On Becoming a Leader*

James McGregor Burns, *Leadership*

Kevin Cashman, *Leadership from Inside Out: Becoming a Leader for Life*

Steven Covey, *The 7 Habits of Highly Effective People*

Jim Collins, *Good to Great.....*

Marshall Goldsmith, *Are You Ready?*

Ben W. Heinem, Jr., *High Performance with High Integrity*

Barbara Kellerman, *Bad Leadership: What it is; How it Happens; Why it Matters*

Robert Klitgaard and Paul Light, *High-Performance Government: Structure, Leadership, Incentives*

James M. Kouzes and Barry Z. Posner, *The Leadership Challenge*

John Kotter, *Leading Change*  
John Kotter, *John P. Kotter on What Leaders Really Do*

Leslie Kossoff, *Executive Thinking: The Dream, The Vision, The Mission Achieved*

John C. Maxwell, *The 21 Irrefutable Laws of Leadership...*

Thomas J. Peters and Robert H. waterman, *In Search of Excellence: Lessons from America's Best-Run Companies*

Umesh Ramakrishnan, *There's No Elevator at the Top*

*Note: There are several dozens of contemporary leadership books available in local libraries, bookstores or on Amazon. Identify some possibilities and email a brief description of the book for my approval.*

### **Self Assessment:**

Based on your readings, questionnaires, and class, thoughtfully assess your potential as an effective leader in a paper of 5 pages. Consider the following:

1. What have you learned about yourself, and about your leadership potential?
2. What are your identified strengths and weaknesses? How might you build on those strengths and improve on those weaknesses?
3. In what types of leadership situations are you most likely to be successful? Why?
4. In what ways do you intend to apply the leadership lessons learned in this class?