

PUBA 711: Public Service Leadership

MPA@UNC

UNC School of Government

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Leadership has been defined as...

“bringing people together to make something different happen” (Harlan Cleveland)

“the art of mobilizing others to want to struggle for shared aspirations” (Jim Kouzes & Barry Posner)

“the process of persuasion or example by which an individual (or team) induces a group to pursue objectives held by the leader or shared by the leaders and their followers” (John W. Gardner)

“communicating to people their worth and potential so clearly that they come to see it in themselves” (Stephen R. Covey)

“the ability to organize all the forces there are in an enterprise and make them serve a common purpose...creat[ing] a group power rather than express[ing] a personal power....Leader and followers are both following the invisible leader—the common purpose. The best [leaders] put this common purpose clearly before their group...then that common purpose becomes the leader.” (Mary Parker Follett)

“the inspiration and mobilization of others to undertake collective action in pursuit of the common good” (Barbara Crosby & John Bryson, speaking of leadership for the common good)

What is your definition of leadership? How do you differentiate leadership from management? Does putting *public* or *public service* in front of the word leadership make any difference to you? What kind of leader are you? What kind of leader do you want to be?

Course Objectives

The mission of the UNC MPA program is to prepare *public service leaders*. While all of your coursework is aimed at cultivating management and leadership competencies, this course is focused specifically on *your development* as a public service leader. You ought to think of this course less as a traditional class and more like an extended leadership development workshop. The focus is not so much on the material as it is on YOU—your personal vision or model of leadership and honing leadership competencies that will help you become a better leader: 1) of yourself; 2) of groups or teams you might find yourself working with; 3) of organizations; and 4) within boundary-crossing or community contexts.

This course emphasizes [experiential learning](#), meaning you will be asked to look for ways to apply what you've learned in your real life, outside the classroom, and reflect on what that experience teaches you. You will also have the opportunity to work with colleagues in a team project that will also provide opportunities to try out ideas and practices from the readings. It may sound cliché, but it is very true that *what you get out of this course will be a direct reflection of what you choose to put into it.*

Course Materials

1. Myers-Briggs Type Indicator – “MBTI Complete” assessment. Available only through SOG Bookstore (instructions available LMS). \$39.95
Note: If you have recently (within last three years) attended an MBTI workshop and still have your report (and any notes or other relevant materials) from that workshop on-hand, you may waive this requirement (still must complete MBTI-related assignments).
2. Leadership Practices Inventory (LPI) – “Student LPI 360.” Available only through Pfeiffer (be sure to follow instructions on LMS). \$14
3. Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge: How to Make Eextraordinary Things Happen in Organizations (5th ed.)*. San Francisco: Jossey-Bass, 2012.
Note: As of 12/2014, UNC Libraries carries this title as a (free) e-book. Go to: <http://search.lib.unc.edu/search?R=UNCb7237260> then click “Online Access” (requires onyen authentication)
4. Newell, Terry, Grant Reeher, and Peter Ronayne. *The Trusted Leader: Building relationships that make government work (2nd ed.)*. Washington, D.C.: CQ Press, 2012.
Note: Be sure you obtain the **2nd edition** (published in 2012).
5. Koehn, Nancy F., Erica Helms, and Phillip Mead. *Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the Endurance*. Harvard Case Study, 2003. Available for download at: <http://hbr.org/product/leadership-in-crisis-ernest-shackleton-and-the-epic-voyage-of-the-endurance/an/803127-PDF-ENG>
6. You will also read one additional “Book Club” book from the list here: <http://tinyurl.com/PUBA711> (Do not purchase until book clubs have been finalized though)

Activities and Assignments

Readings

There are two core textbooks for the course, along with additional required and recommended articles that will be available on the LMS. Additionally, you will select one more book from the list (above) that you will read and discuss with two or three of your colleagues (i.e. groups of 3-4). In all cases, I expect you to read carefully, take

notes, and be prepared to discuss what you read in class. Look for connections across different readings and be particularly on the lookout for ‘big ideas’ as well as practical ‘take-aways’ that resonate with you.

Class Sessions

The focus of classroom time is [collaborative learning](#). Live sessions are an opportunity for everyone (instructor *and* students) to *mutually engage in the process of creating knowledge*. This means that you are expected to be fully present* in class, that you come prepared, having read the material and *worked through all the asynchronous material** for the week*, and hopefully have some questions. There is no “participation grade” per se, but your instructor reserves the right to adjust final grades upward (high pass) or downward (low pass) based on exceptional participation or for poor participation, excessive tardiness, and/or unexcused (or un-made-up-for) absences. In other words, *participation is mandatory*. If you must miss a live session it is your responsibility to watch the recorded version then submit a short reaction paper to the instructor.

*Please do not chat, text, Facebook, or otherwise engage in activities during the live session that take away from being “fully present.” Side conversations, note-passing, texting, Facebooking, etc. during a face-to-face seminar would be considered disrespectful and distracting. The live sessions should be seen the same.

**The asynchronous material is part of your participation too. Skipping modules can result in a lowering of your final grade.

Weekly (Graded) and ‘Journal’ Assignments

You will do a lot of writing in this class in the form of short assignments (as opposed to one or two big papers). *Writing is thinking*, and given the workshop format of this course it is very important that you keep up with the assignments as a way to truly engage, think about, and reflect on the material. Regular assignments must be turned in on their due-date (before the live session for the week they are due). No late assignments will be accepted. The assignments come in two forms: one per week that is graded (on a 10-point scale), and others that are more journal-like but are still submitted for credit/no-credit. The graded assignments are worth a maximum of 120 points and account nearly 50% of your final grade.

The “journaling” assignments are entries that focus on reflection and personal engagement with the course content. They are less-formal but often will be integral components of live class discussion. In addition to these entries you are encouraged to try out keeping a journal on your own (especially if you have never tried), with a goal of one entry per week. (Any additional entries are not turned in.) At the end of the semester you will write a memo that a) accounts for how you did over the semester (turning in the credit/no-credit assignments on time and also whether you wrote or recorded any additional entries) and b) reflects on what you learned keeping a “journal” in this way. The journaling memo is worth 40 points or about 15% of your final grade.

Leadership Book Club / “Learning Teams”

As noted above, you will read and discuss one additional book in a group made up of three or four of your colleagues. Think of this as your own leadership book discussion

club. Your group will read the book concurrently and meet (online) *at least* two times (preferably more) to discuss it. You can also use a discussion forum to have an ongoing conversation over the term. You will then collaboratively prepare a book report that is *mostly* a careful *summary* of the book's contents, but also includes *analysis* in the form of *connecting* the book with the conceptual threads of this course (roughly about 2/3 summary, 1/3 analysis). Your colleagues should be able to read your report and have a really good handle on what the book is about, what its main points are, why it might be important to read, and so on. The report must be posted *by Friday, 5:00pm, prior to the last live session*, so your colleagues have a chance to read it ahead of time. The reports should be *no more* than 2,000 words. Your group will also make a short presentation on your book during the last class session. The reports (plus presentation) are worth 50 points (20% of your final grade).

Your Leadership Development Plan

Throughout the semester you will be doing a lot of writing and reflecting. You will learn a lot about yourself—your leadership strengths and weaknesses—as you go along. You will compile all your work in your “journal” so that you can capture the “a-ha’s” and key take-aways throughout the course. You also will come to appreciate that leadership development is not a one-time thing. While some leadership skills can be learned in a classroom setting, the reality is that leadership development is an ongoing—even lifelong—endeavor and that it requires *reflective practice* going forward. To assist in that you will put together a leadership development plan that includes short and long term actions you will take to improving some of the leadership practices you have learned about. This plan should demonstrate your *significant engagement with the material* throughout the semester and will be submitted in lieu of a “final” for the course. This assignment is worth 40 points, or about 15% of your final grade.

Grading

The weekly writing assignments are assessed on a 10-point scale. Work that is complete, neat, follows directions, and shows a good-to-very-good level of engagement with course material will receive a Pass (P), which equates to 8-9 points. Work that is *particularly exceptional* will receive a full 10 points to denote a “High-Pass.” Work that is deficient in some way (incomplete or sloppy work, or not demonstrating a minimal amount of effort/engagement, for example) will receive less than 8 points to denote a “Low-Pass” (or lower). Assignments that are not turned in on time will receive zero points. For the leadership development plan and journaling memo, the same criteria applies, except that the maximum points will be 40, with 32-37 representing a P, and 38-40 being an HP. The book report will be graded on a 50-point scale using a rubric included in the assignment description (40-47 P-range, 48+ HP).

Overall grades of P, HP, LP, or F will be based on an assessment of all the assignments submitted for the semester, with added consideration given to participation. Consistent and thoughtful work done throughout the semester along with consistent and thoughtful participation will yield a Passing grade (P). A record of exceptional participation and a significant amount of HP-level work on assignments will result in a High-Pass. A spotty record of work on assignments and/or participation will yield a Low-Pass at best.

Honor Code

The university [Honor Code](#) applies to all of your work. The book reports in particular must be the work of the group and the group only. Whenever someone else's work is quoted, paraphrased, or in any other way reproduced in your (or your group's) work, *it must be carefully cited*. You should err on the side of over-citing rather than under.