

# PUBA 711: Public Service Leadership

Master of Public Administration Program

UNC School of Government

Instructor: [Dr. Rick Morse](#)

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## Course Objectives

The mission of the UNC MPA program is to prepare *public service leaders*. While all 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) in your communities or “across boundaries.”

Leadership in public service can be thought of as taking place across four overlapping or nested domains. The four domains are: 1) *Personal leadership*, which has to do with cultivating self-awareness and a clear sense of direction in your life and moving in that direction purposefully and consistently. Personal leadership is about authenticity, self-mastery, and being guided by clear values. 2) *Interpersonal leadership*, which involves working across differences, thinking and acting in terms of win/win in personal and professional relationships and in group/team environments. 3) *Organizational leadership* is what most focus on when thinking about leadership. It is about mobilizing others within an organizational setting to work together toward shared goals. 4) But public leadership often transcends organizational, jurisdictional, and sectoral boundaries. Thus,

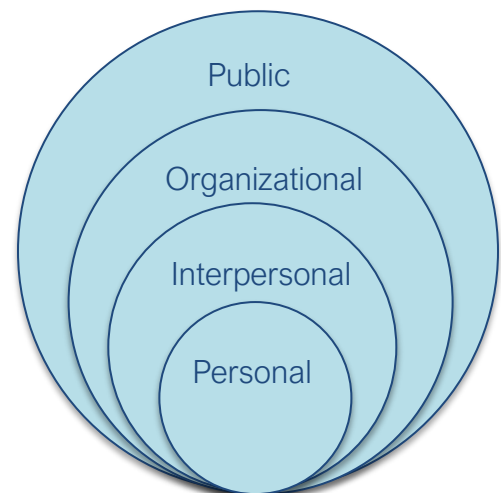


Figure 1 - Domains of Public Leadership

the domain of *public leadership* is about mobilizing others *across boundaries*, where no one is “in charge,” where organizing occurs through networks rather than hierarchies; and the leader-follower dynamic gives way to power through partnership. Other terms for this kind of leadership include integrative, collaborative, or community leadership. *Public service leadership* involves leading within and across all these levels or domains.

Leadership development for public service can be thought of as an **inside-out** process that begins with yourself (your values, your goals, and your ability to consistently work toward them), and works outward (see Figure 1). In other words, one’s ability to lead oneself becomes the foundation for effective interpersonal leadership. Personal and interpersonal leadership serves as the foundation for leading organizations. And those that successfully lead “across boundaries” (collaborative or integrative leaders) do so due to their ability to effectively lead in other domains.

This course follows an inside-out approach, rooted in transformational leadership theory, which is arguably the predominant model of leadership development (and research) today. We will be utilizing the research-based, widely utilized model of transformational leadership developed by Kouzes and Posner (2017) as presented in East (2019), plus many other supplementary readings, aimed to not just inform you about leadership practices, but hopefully stimulate serious self-reflection and purposive action. Leadership development is a lifelong endeavor. Therefore, the purpose of this course is to be a catalyst for your development and offer critical conceptual building blocks for your continued development for the future.

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 work with colleagues in a team project that provides opportunities to try out ideas and practices from the readings. It may sound cliché, but it is nevertheless 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. East, Jean F. *Transformational Leadership for the Helping Professions: Engaging Head, Heart, and Soul*. Oxford University Press, 2019.

2. Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations (6<sup>th</sup> ed.)*. Jossey-Bass, 2017.

Note: As of August 2021, UNC Libraries carries this title as a (free) e-book. Go to: <https://search.lib.unc.edu/search?R=UNCb9240063> then follow the link for full-text access (requires onyen authentication).

3. Newell, Terry, Grant Reeher, and Peter Ronayne. *The Trusted Leader: Building Relationships That Make Government Work (2<sup>nd</sup> ed.)*. CQ Press, 2012.

Note: We will be reading several selected chapters from this text, and downloading individual chapters is fine. As of August 2021, UNC Libraries carries this title as a

(free) e-book. Go to: <http://search.lib.unc.edu/search?R=UNCb8443747> then follow the link for full-text access (requires onyen authentication).

4. You will also read one additional “Book Club” book from [this list](#). Do not purchase until book clubs have been finalized though.

## Activities and Assignments

### Readings

There is one primary textbook for the course (East 2019), along with additional required readings (book chapters and articles) available on the course Sakai site. Additionally, you will select one more book from a [pre-selected list](#) to read and discuss with three of your colleagues. In all cases, 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 class sessions is [collaborative learning](#). Class time together is an opportunity for everyone (instructor *and* students) to *mutually engage in the process of creating knowledge*. This means that we strive to be [fully present](#)\* in class, that we come prepared, having read the material, completed any assignments 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 more than two class sessions it is your responsibility to arrange for a make-up assignment.

### Weekly (Graded) 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 in order to truly engage the material and have something to offer in our class sessions together. Regular assignments must be turned in on their due date (by class time). *Late assignments will only be accepted if there are extenuating circumstances (which, if you have them, contact Professor Morse ASAP)*. You will also have a turn (once) during the semester to be a discussion leader for one of the readings which will also count as one of these assignments. Altogether these assignments will account for **60%** of your final grade. You are strongly encouraged to keep a course journal of some kind, made up of all these short writing assignments, the handouts prepared for readings throughout the semester (as part of the discussion leader assignment), and your notes from readings and class discussion.

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\*Please do not text, chat, browse social media, surf the internet or otherwise engage in activities during class that prevent you from being fully present. The overriding principle for any in-class device usage is to be here, now, and be respectful of others.

## Leadership Book Club

As noted above, you will read and discuss one additional book in a group made up of (usually) four students. Think of this as your own leadership book discussion club. Your group will read the book concurrently and meet *at least two times* (preferably more) to discuss it. 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 concepts from this course (roughly about 2/3 summary, 1/3 analysis). Your colleagues should be able to read your report and have a good handle on what the book is about. The reports should be *no more* than 2,000 words. Your group will also prepare a short presentation and lead a class discussion of your book. The reports are worth up to 40 points and presentations up to 10 points (combined 20% of your final grade).

## Your Leadership Development Plan

As noted above, 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're encouraged to compile your work in a 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 an ongoing process, requiring *reflective practice*. With this in mind, you will put together a leadership development plan that includes short and long-term actions you will take to develop some of the leadership competencies 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 up to [50 points](#), or about 20% of your final grade.

## Grading

The homework assignments will be graded on P/F scale and transformed numerically on the back end to arrive at an overall class grade. The book report (w/ class presentation) and leadership development plan are worth up to 100 points (50 each). It is important to note that [points are earned](#) (i.e., you don't start with the maximum then take deductions; rather, points are earned to reflect meeting expectations, exceeding expectations, and so on). The grading scale generally follows 94% and above as “High-Pass,” meaning your work exceeds expectations. Points in the 80-93% range reflect Passing work that meets expectations. Work that is deficient (incomplete or sloppy work, for example) but still acceptable is in the 60-79% range, which is a “Low-Pass.” Anything under 60% is a failing grade.

Overall grades of P, HP, LP, or F will be based on the total points earned for all assignments submitted for the semester, with added consideration given to participation (which can move a final grade that is on the margin up or down). 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 your work. 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.

## Students with Disabilities

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

## Diversity Statement

The MPA Program, and I personally, value the perspectives of individuals from all backgrounds, reflecting the diversity of our student body. Diversity includes race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political ideology, and physical and learning ability. My desire is to make this classroom an inclusive space for all students, and I ask that we all work together to ensure that everyone feels like they belong and are valued for who they are.

## Mask Use Statement

This semester, per university community standards, all students are required to wear a mask, always covering your mouth and nose, while indoors, on campus. This requirement is to protect our educational community — your classmates and me – as we learn together. Students who have an authorized accommodation from Accessibility Resources and Service will be the only exceptions. For additional information, see [Carolina Together](#).

## Readings and Assignments, by Week (Overview)

### Week 1 (August 19) Introduction and Orienteering

#### Required Readings

- Syllabus
- Preface, Introduction, and chapter 1 (pp. ix – 13) of *Transformational Leadership for the Helping Professions* (East 2019).

#### Related Recommended (Not Required) Readings

- ✓ Introduction (pp. 1-14) of *Leading Through Conflict* (Gerzon 2006)
- ✓ Day, David V. "Training and Developing Leaders: Theory and Research." In *The Oxford Handbook of Leadership* (2013): 76-93.
- ✓ Kouzes, James M., and Barry Z. Posner. *Learning Leadership: The Five Fundamentals of Becoming an Exemplary Leader*. Wiley, 2016.
- ✓ Roberts, Laura Morgan, Gretchen Spreitzer, Jane Dutton, Robert Quinn, Emily Heaphy, and Brianna Barker. "How to Play to Your Strengths." *Harvard Business Review* 83, January (2005): 74-80.
- ✓ Wheatley, Margaret J. *Who Do We Choose to Be? Facing Reality, Claiming Leadership, Restoring Sanity*. Berrett-Koehler Publishers, 2017.

#### Assignments

- Get going on your book clubs
- Sign up for your [discussion leader](#) by end of this week
- [Reflected Best Self Exercise](#) (RBSE) – Need to **start** (send emails) this week (due week 4)

### Week 2 (August 24 & 26) Leadership Theory, Model the Way

#### Required Readings/Activities

- Chapters 2 and 3 (pp. 14-57) of *Transformational Leadership for the Helping Professions* (East 2019).
- Introduction and chapters 1 and 2 (pp. xi–44) of [The Leadership Challenge](#), 6th Edition (Kouzes and Posner 2017).
- Chapter 3 (pp. 45–70) of [The Leadership Challenge](#), 6th Edition (Kouzes and Posner 2017).
- [Value sort](#) exercise

#### Related Recommended (Not Required) Readings

- ✓ Chapters 1-3 (pp. 17-58) of *Leading Through Conflict* (Gerzon 2006)
- ✓ Bolman, Lee G., and Terrence E. Deal. "Reframing Leadership," chapter 17 in [Reframing Organizations: Artistry, Choice, and Leadership](#), 6th Edition. Jossey-Bass. 2017.
- ✓ Walumbwa, Fred O., and Tara Wernsing. "From Transactional and Transformational Leadership to Authentic Leadership." In *The Oxford Handbook of Leadership* (2013): 392-400.

#### Assignments

- [Personal Best](#) (by class time, 8/24)

- [Core Personal Values essay](#) (by class time, 8/26)
- Continue work on [Reflected Best Self Exercise](#) (RBSE) – Due week 4

### Week 3 (August 31 & September 2) Self-Awareness, Personality Assessments

#### Required Readings/Activities

- Chapter 4 (pp. 58-76) of *Transformational Leadership for the Helping Professions* (East 2019).
- Chapter 2 (pp. 53–81) of [The Trusted Leader](#), 2nd edition (Newell, Reeher, and Ronayne 2012).
- Lake, Chris, and Jennifer King. "[Understanding Yourself as Leader](#)." In *ABC of Clinical Leadership, 2<sup>nd</sup> edition* (pp. 158-170). Wiley Blackwell, 2017.
- Bono, Joyce E., Winny Shen, David J. Yoon, and D. Day. "Personality and Leadership: Looking Back, Looking Ahead." In [Oxford Handbook of Leadership and Organizations](#). Oxford University Press, 2014.
- Take [Five Factor](#) and/or [HEXACO](#) instruments
- [Optional] Conduct [Core Self Examination](#) (CSE)
- [Optional] Explore MBTI

#### Related Recommended (Not Required) Readings

- ✓ [MBTI Basics](#), from [www.myersbriggs.org](http://www.myersbriggs.org).
- ✓ [About the MBTI Assessment](#), from [www.capt.org](http://www.capt.org).
- ✓ Cain, Susan. *Quiet: The Power of Introverts in a World That Can't Stop Talking*. Broadway Books, 2013.
- ✓ Hogan, Robert, and Timothy Judge. "[Personality and Leadership](#)." In *Oxford Handbook of Leadership*, ed. Michael G. Rumsey. Oxford University Press, 2013. Full text available via UNC Library.
- ✓ Richmond, Sharon Lebovitz. [Introduction to Type and Leadership](#), 2nd Edition. CPP, 2015.

#### Assignments

- [Personality & Leadership Reflection Essay](#) (EBD 9/3)
- Continue working on [Reflected Best Self Portrait](#) (due early next week)

### Week 4 (September 7 & 9) Strengths & Purpose

#### Required Reading

- Morris, Danny, and Jill Garrett. "Strengths: Your Leading Edge." In [Oxford Handbook of Positive Psychology and Work](#), eds. Nicola Garcea, Susan Harrington, and P. Alex Linley. Oxford University Press, 2009. Full text available via UNC Library.
- Roberts, Laura Morgan, Gretchen Spreitzer, Jane Dutton, Robert Quinn, Emily Heaphy, and Brianna Barker. "How to Play to Your Strengths." *Harvard Business Review* 83, January (2005): 74-80.
- [Unlock the Power of Purpose](#): A Guide to Writing Your Purpose Statement. Online article by Richard Leider.

- Chapter 4 (pp. 71–92) of [The Leadership Challenge](#), 6th edition (Kouzes and Posner 2017).
- [VIA Character](#) self-assessment
- [Optional] Explore other strengths/talents assessments

#### Related Recommended (Not Required) Readings

- ✓ Cashman, Kevin. *Leadership from the Inside Out: Becoming a Leader for Life*, 2nd edition. Berrett-Koehler, 2008.
- ✓ George, Bill. *Discover Your True North*. Wiley, 2015.
- ✓ Henry, Todd. *Louder Than Words: Harness the Power of Your Authentic Voice*. Portfolio, 2015.
- ✓ McKeown, Greg. *Essentialism: The Disciplined Pursuit of Less*. Random House, 2014.
- ✓ Palmer, Parker J. *Let Your Life Speak: Listening for the Voice of Vocation*. Wiley, 1999.
- ✓ Rath, Tom, and Barry Conchie. *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow*. Simon and Schuster, 2008.
- ✓ Rath, Tom. *Are You Fully Charged? The 3 Keys to Energizing Your Work and Life*. Silicon Guild, 2015.
- ✓ Roberts, Laura Morgan, Jane E. Dutton, Gretchen M. Spreitzer, Emily D. Heaphy, and Robert E. Quinn. “Composing the Reflected Best-self Portrait: Building Pathways for Becoming Extraordinary in Work Organizations.” *Academy of Management Review* 30, no. 4 (2005): 712-736.
- ✓ Thompson, Jeffery A., and Robert K. Christensen. “Bridging the Public Service Motivation and Calling Literatures.” *Public Administration Review* 78, no. 3 (2018): 444-456.

#### Assignments

- [Reflected Best Self Portrait](#) (by class time, 9/7)

### Week 5 (September 14 & 16) Considering the “Public” in Public Leadership + Leading with Heart and Soul

#### Required Reading

- Introduction and Chapter 1 (pp. 1–52) of [The Trusted Leader](#), 2nd edition (Newell, Reeher, and Ronayne 2012).
- Chapter 5 (pp. 77-92) of *Transformational Leadership for the Helping Professions* (East 2019).
- Chapters 11–12 (pp. 245-294) of [The Leadership Challenge](#), 6th edition (Kouzes and Posner 2017).

#### Related Recommended (Not Required) Readings

- ✓ Chapter 6 (pp. 97-117) of *Leading Through Conflict* (Gerzon 2006)
- ✓ Box, Richard C. *Public Service Values*. Routledge, 2015.
- ✓ Cameron, Kim. *Positive Leadership: Strategies for Extraordinary Performance*, 2nd edition. Berrett-Koehler, 2012.

- ✓ Cameron, Kim. *Practicing Positive Leadership: Tools and Techniques That Create Extraordinary Results*. Berrett-Koehler, 2013.
- ✓ Clifton, Donald O., and Tom Rath. *How Full Is Your Bucket? Positive Strategies for Work and Life (Expanded Anniversary Edition)*. Gallup Press, 2004.
- ✓ Eva, Nathan, Mulyadi Robin, Sen Sendjaya, Dirk van Dierendonck, and Robert C. Liden. "Servant leadership: A systematic review and call for future research." *The Leadership Quarterly* 30, no. 1 (2019): 111-132.
- ✓ Fredrickson, Barbara. *Positivity: Top-Notch Research Reveals the Upward Spiral That Will Change Your Life*. Harmony, 2009
- ✓ Kouzes, James M., and Barry Z. Posner. *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*. Wiley, 1999.

#### Assignments

- [Personal Mission Statement](#) (by class time, 9/16)
- [Most Meaningful Recognition](#) (by class time, 9/16)

### Week 6 (September 21 & 23) Leading Change and Innovation

#### Required Reading

- Chapter 7 (pp. 120-150) of *Transformational Leadership for the Helping Professions* (East 2019).
- Chapters 7 and 8 (pp. 143–192) of [The Leadership Challenge](#), 6th edition (Kouzes and Posner 2017).

#### Online Resources to Be Familiar with (Bookmark These as They May Be Helpful in Completing This Week's Assignment)

- ✓ [Government Innovators Network: A Forum for Innovation in the Public Sector](#) (Harvard)
- ✓ [Alliance for Innovation: Transforming Local Government \(ICMA\)](#)

#### Related Recommended (Not Required) Readings

- ✓ Chapter 11 (pp. 207-224) of *Leading Through Conflict* (Gerzon 2006)
- ✓ Boris, Sanford. [The Persistence of Innovation in Government](#). IBM Center for the Business of Government, 2014.
- ✓ Brown, Tim. *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*. HarperBusiness, 2009.
- ✓ Brown, Tim, and Jocelyn Wyatt. "[Design Thinking for Social Innovation](#)." *Stanford Social Innovation Review*, Winter, 2010.
- ✓ Johansson, Frans. *The Medici Effect: What Elephants and Epidemics Can Teach Us about Innovation* (with a New Preface and Discussion Guide). Harvard Business Review Press, 2017.
- ✓ Julnes, Patria De Lancer, and Ed Gibson, eds. *Innovation in the Public and Nonprofit Sectors: A Public Solutions Handbook*. Routledge, 2015.
- ✓ Weick, Karl E. "Small Wins: Redefining the Scale of Social Problems." *American Psychologist* 39, no. 1 (1984): 40.

#### Assignments

- [Case Study of Public Service Innovation](#) (by class time, 9/23)

## Week 7 (September 28 & 30) Leadership Vision

### Required Reading

- ❑ Chapter 8 (pp. 151-170) of *Transformational Leadership for the Helping Professions* (East 2019).
- ❑ Chapters 5–6 (pp. 93–141) of [The Leadership Challenge](#), 6th edition (Kouzes and Posner 2017).

### Related Recommended (Not Required) Readings

- ✓ Chapters 4-5 (pp. 61-95) of *Leading Through Conflict* (Gerzon 2006)
- ✓ Follett, Mary Parker. "The Essentials of Leadership," essay in *Freedom and Coordination*. Pittman, 1949.
- ✓ Gallo, Carmine. *The Storyteller's Secret: From TED Speakers to Business Legends, Why Some Ideas Catch on and Others Don't*. St. Martin's Press, 2016.
- ✓ Sinek, Simon. *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Penguin, 2011.
- ✓ Strickland, Bill. *Make the Impossible Possible: One Man's Crusade to Inspire Others to Dream Bigger and Achieve the Extraordinary*. Crown Business, 2007.

### Assignments

- ❑ [Vision Assignment](#) (by class time, 9/30)

## Week 8 (October 5 & 7) Catalyzing Collaboration

### Required Reading

- ❑ Chapter 9 (pp. 171-194) of *Transformational Leadership for the Helping Professions* (East 2019).
- ❑ Chapter 9 (pp. 195–218) of [The Leadership Challenge](#), 6th edition (Kouzes and Posner 2017).
- ❑ Chapter 3 (pp. 82–111) of [The Trusted Leader](#), 2nd edition (Newell, Reeher, and Ronayne 2012).

### Related Recommended (Not Required) Readings

- ✓ Chapters 7-8 (pp. 119-165) of *Leading Through Conflict* (Gerzon 2006)
- ✓ Halvorson, Heidi Grant. *No One Understands You and What to Do About It*. Harvard Business Review Press, 2015.
- ✓ Schwarz, Roger M. *The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Coaches, and Trainers*, 3rd edition. Jossey-Bass, 2016.
- ✓ Schuman, Sandy, ed. *Creating a Culture of Collaboration: The International Association of Facilitators Handbook*. Jossey-Bass, 2006.

### Assignments

- ❑ [Left Hand Column Exercise](#) (by class time, 10/7)

## Week 9 (October 12 & 14) Collaboration & Empowerment

### Required Reading

- ❑ Chapter 10 (pp. 219–244) of [The Leadership Challenge](#), 6th edition (Kouzes and Posner 2017).

- Chapter 4 (pp. 112–136) of [The Trusted Leader](#), 2nd edition (Newell, Reeher, and Ronayne 2012).
- [Co-Active Leadership Book Report \(for 10/14\)](#)

#### Related Recommended (Not Required) Readings

- ✓ Asplund, Jim, and Nikki Blacksmith. “[Productivity through Strengths](#).” In [The Oxford Handbook of Positive Organizational Scholarship](#). Oxford University Press, 2011.
- ✓ Csikszentmihalyi, Mihaly. *Flow: The Psychology of Discovery and Invention*. Harper Collins, 1996.
- ✓ Pink, Daniel H. *Drive: The Surprising Truth about What Motivates Us*. Penguin, 2011.
- ✓ Stanier, Michael Bungay. *The Coaching Habit: Say Less, Ask More, and Change the Way You Lead Forever*. Box of Crayons Press, 2016.

#### Assignments

- [Empowerment Reflection](#) (by class time, 10/12)
- [Book Reports](#) (EBD 10/12 – email directly to instructor)

### Week 10 (October 19) Inclusive Leadership

#### Required Reading

- Chapter 6 (pp. 94-119) of *Transformational Leadership for the Helping Professions* (East 2019).
- Ferdman, Bernardo M. “The Practice of Inclusion in Diverse Organizations.” Chapter 1 in [Diversity at Work: The Practice of Inclusion](#), edited by Bernardo M. Ferdman, pp. 3–54. Wiley, 2014. Full text available via UNC Library.

#### 10/19 Related Recommended (Not Required) Readings

- ✓ Chapter 7 (pp. 201–238) of [The Trusted Leader](#), 2nd edition (Newell, Reeher, and Ronayne 2012).
- ✓ Davidson, Martin N. *The End of Diversity as We Know It: What Diversity Efforts Fail and How Leveraging Difference Can Succeed*. Berrett-Koehler, 2011.

### Week 11 (October 26 & 28) Inclusive Leadership (continued)

#### Required Reading/Activities

- [Erasing Institutional Bias Book Report \(10/26\)](#)
- [Inclusive Conversations Book Report \(10/28\)](#)
- Experiment w/ [Implicit Association Tests](#) & [Demo “\(Don’t\) Guess My Race”](#) module

#### Related Recommended (Not Required) Readings

- ✓ Ashikali, Tanachia, Sandra Groeneveld, and Ben Kuipers. “The Role of Inclusive Leadership in Supporting an Inclusive Climate in Diverse Public Sector Teams.” *Review of Public Personnel Administration* (2020): <https://doi.org/10.1177/0734371X19899722>
- ✓ Downey, Stephanie N., Lisa Werff, Kecia M. Thomas, and Victoria C. Plaut. “The Role of Diversity Practices and Inclusion in Promoting Trust and Employee Engagement.” *Journal of Applied Social Psychology* 45, no. 1 (2015): 35–44.

- ✓ Jana, Tiffany, and Matthew Freeman. *Overcoming Bias: Building Authentic Relationships across Differences*. Berrett-Koehler, 2016.
- ✓ Ospina, Sonia., Waad El Hadidy, Grisel Caicedo, and Amanda Jones. "Leadership, Diversity and Inclusion: Insights from Scholarship." *Research Center for Leadership in Action*. NYU Wagner School, 2011.
- ✓ Sabharwal, Meghna. "Is Diversity Management Sufficient? Organizational Inclusion to Further Performance." *Public Personnel Management* 43, no. 2 (2014): 197–217.

#### Assignments

- Collect notes, start outlining inclusive leadership essay (due next week)

### Week 12 (November 2 & 4) Inclusive Leadership (continued)

#### Required Reading

- [Becoming an Inclusive Leader Book Report \(11/2\)](#)
- [Humility is the New Smart Book Report \(11/4\)](#)

#### Related Recommended (Not Required) Readings

- ✓ Brimhall, Kim C., Michàlle E. Mor Barak, Michael Hurlburt, John J. McArdle, Lawrence Palinkas, and Benjamin Henwood. "Increasing Workplace Inclusion: The Promise of Leader-Member Exchange." *Human Service Organizations: Management, Leadership & Governance* 41, no. 3 (2017): 222-239.
- ✓ Burnette, Krys. "Belonging: A Conversation about Equity, Diversity, and Inclusion." *Medium* (2019). Accessible at <https://medium.com/@krysburnette/its-2019-and-we-are-still-talking-about-equity-diversity-and-inclusion-dd00c9a66113>

#### Assignments

- [Inclusive Leadership Essay](#) (EBD 11/5)

### Week 13 (November 9 & 11) Leading Across Boundaries

#### Required Reading

- Ansell, Chris, and Alison Gash. "Stewards, Mediators, and Catalysts: Toward a Model of Collaborative Leadership." *The Innovation Journal* 17, no. 1 (2012).
- O'Leary, Rosemary. "Becoming and Being an Effective Collaborator." In Perry, James L., and Robert K. Christensen (ch. 29). *Handbook of Public Administration*. John Wiley & Sons, 2015.
- Ospina, Sonia M. and Erica Gabrielle Foldy. "Enacting Collective Leadership in a Shared-Power World." In Perry, James L., and Robert K. Christensen (ch. 27). *Handbook of Public Administration*. John Wiley & Sons, 2015.

#### Related Recommended (Not Required) Readings

- ✓ Chapter 8 (pp. 239–264) of [The Trusted Leader](#), 2nd edition (Newell, Reeher, and Ronayne 2012).
- ✓ Chapters 9-10 (pp. 167-206) of *Leading Through Conflict* (Gerzon 2006)
- ✓ Crosby, Barbara C., and John M. Bryson. *Leadership for the Common Good: Tackling Public Problems in a Shared-Power World*, 2nd edition. Jossey-Bass, 2005.
- ✓ Crosby, Barbara C., and John M. Bryson. "Public Integrative Leadership." In the *Oxford Handbook of Leadership and Organizations*. Oxford University Press, 2014.

- ✓ Emerson, Kirk, and L. Steven Smutko. *UNCG Guide to Collaborative Competencies*. Policy Consensus Initiative and University Network for Collaborative Governance, 2011.
- ✓ Linden, Russell M. *Leading across Boundaries: Creating Collaborative Agencies in a Networked World*. Wiley, 2010.
- ✓ Luke, Jeffery S. *Catalytic Leadership: Strategies for an Interconnected World*. Jossey-Bass, 1997.
- ✓ Morse, Ricardo S. "Integrative Public Leadership: Catalyzing Collaboration to Create Public Value." *The Leadership Quarterly* 21, no. 2 (2010): 231–45.
- ✓ O'Leary, Rosemary, and Catherine Gerard. *Collaboration Across Boundaries: Insights and Tips from Federal Senior Executives*. IBM Center for the Business of Government, 2012.
- ✓ Sullivan, Helen, Paul Williams, and Stephen Jeffares. "Leadership for Collaboration: Situated Agency in Practice." *Public Management Review* 14, no. 1 (2012): 41-66.

#### Assignments

- [Collaborative Leadership Case Study](#) (by class time, 11/11)

#### Week 14 (November 16 & 18) Leading Engagement; Complexity Leadership

##### Required Reading

- [Core Principles for Public Engagement](#). National Coalition for Dialogue & Deliberation (NCDD), the International Association for Public Participation, 2009.
- Feldman, Martha S., and Anne M. Khademian. "The Role of the Public Manager in Inclusion: Creating Communities of Participation." *Governance* 20, no. 2 (2007): 305–324.
- Toms, Forrest D. and Zakiya L. Toms. "Community Engagement: A Multifaceted Framework and Process." In *Lead the Way: Principles and Practices in Community and Civic Engagement*. Cognella Publishing (2014): 7-24.
- Uhl-Bien, Mary, and Michael Arena. "Leadership for Organizational Adaptability: A Theoretical Synthesis and Integrative Framework." *The Leadership Quarterly* 29, no. 1 (2018): 89-104.

##### Related Recommended (Not Required) Readings

- ✓ Chapters 9–12 (pp. 265–370) of [The Trusted Leader](#), 2nd edition (Newell, Reeher, and Ronayne 2012). Full text available via UNC Library.
- ✓ Block, Peter. *Community: The Structure of Belonging* (2<sup>nd</sup> edition). Berrett-Koehler, 2018.
- ✓ Bryson, John M., Kathryn S. Quick, Carissa Schively Slotterback, and Barbara C. Crosby. "Designing Public Participation Processes." *Public Administration Review* 73, no. 1 (2013): 23–34.
- ✓ Lukensmeyer, Carolyn J., and Lars Hasselblad Torres. [Public Deliberation: A Manager's Guide to Citizen Engagement](#). IBM Center for the Business of Government, 2006.
- ✓ Nabatchi, Tina, and Matt Leighninger. *Public Participation for 21st-Century Democracy*. Wiley, 2015.

- ✓ Nalbandian, John, Robert O'Neill, J. Michael Wilkes, and Amanda Kaufman. "Contemporary Challenges in Local Government: Evolving Roles and Responsibilities, Structures, and Processes." *Public Administration Review* 73, no. 4 (2013): 567–74.
- ✓ Svava, James H., and Janet Denhardt. "[Connected Communities: Local Governments as a Partner in Citizen Engagement and Community Building.](#)" Alliance for Innovation, 2010.

#### Assignments

- [Peer Evaluation of Book Club Work](#)

#### Week 15 (November 23) Flex Date

##### Required Reading

- TBD

#### Week 16 (November 30) The Leadership Journey

- Chapter 10 (pp. 195-203) of *Transformational Leadership for the Helping Professions* (East 2019).
- Chapter 13 (pp. 295–313) of [The Leadership Challenge](#), 6th edition (Kouzes and Posner 2017).

##### Related Recommended (Not Required) Readings

- ✓ Conclusion (pp. 225-234) of *Leading Through Conflict* (Gerzon 2006)
- ✓ Chapter 13 and Conclusion (pp. 371–414) of [The Trusted Leader](#), 2nd edition (Newell, Reeher, and Ronayne, 2012).
- ✓ Day, David V., John W. Fleenor, Leanne E. Atwater, Rachel E. Sturm, and Rob A. McKee. "Advances in leader and leadership development: A review of 25 years of research and theory." *The Leadership Quarterly* 25, no. 1 (2014): 63-82.
- ✓ Brown, Brené. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.* Random House, 2018.
- ✓ Christensen, Clayton M. "How Will You Measure Your Life." *Harvard Business Review* 88, no. 7/8 (2010): 46-51.
- ✓ Pausch, Randy. *The Last Lecture.* Hachette UK, 2008.

#### Assignments

- [Leadership Development Plan](#) (due no later than December 9 at 12:00pm EST)

*Important Disclaimer: This syllabus is our itinerary for the semester. Sometimes (for a variety of circumstances) plans need to be modified. And sometimes there are mistakes that need to be corrected. If/when there are any modifications to the plan, all students will be notified and the syllabus updated accordingly. The most current version of the syllabus will be on the course Sakai page.*

## Assignment Details

### My Personal Best

The purpose of this assignment is to help you prepare to tell the story of a time when you did your very best as a leader and to begin the process of learning from your own experience. You will turn in a hard copy of the assignment but also be prepared to share in class.

#### *How to Prepare Your Personal Best Story*

Please prepare your personal best story before the second class session and have it on hand during the session. Be prepared to share your experience with some of your colleagues in an informal discussion; you will not be reading aloud from your document.

You should set aside about 30 to 60 minutes to use the following questions to help you think about your personal best leadership experience and what kind of story it tells.

Recall a time when, in your opinion, you did your very best as a leader. Your personal best leadership experience might have taken place recently or long ago; while you were the “official” leader or manager of a team or group, or when you emerged as an informal leader; when you were working for pay or as a volunteer. The experience might have taken place in the workplace, when you were part of a community group or professional organization, or when you were a student.

Use the following questions as a guide as you do a free-write on your experience (think of it like a journal entry).

1. Set the stage. Provide the context by briefly describing the situation: the organization(s), the people involved, the nature of the project or undertaking, and the challenges you faced. Also describe how you felt at the beginning of the experience.
2. Describe what happened. Be specific. What did you do? What actions did you take to address the challenge? To engage others? To keep others motivated, especially when things did not go as planned? What were the results?
3. Describe how you felt at the end of this experience and the two or three major lessons about leadership that you learned.

Now read over what you have written. Have you used concrete, specific details? Is there anything important missing? Is there anything that is unnecessary? Make whatever revisions are needed so that you will be able to relate your story to your colleagues in five minutes or less.

Again, bring your story with you to class, and be prepared to share it with a few of your colleagues.

## Personality and Leadership Reflection

Write a short (up to 500 words) reflection paper reacting to the readings on personality theory and incorporating insights from the instruments you engaged with (Five Factor, HEXACO, CSE, MBTI, etc.). What are you learning about yourself? How might this inform how you lead? What are your overall observations about personality traits and leadership?

## Discussion Leader (Handout + Facilitate Discussion)

Everyone in class will have the opportunity to take one of the required readings and become an “expert” on that particular reading. You will read it very carefully and prepare a handout (no more than one page) for your classmates that summarizes the key take-aways from that chapter or article. You will then lead a discussion (15-20 minutes) in class of that reading. While everyone in class is expected to have read that chapter or article, you will have put extra effort into it, distilling key points and identifying key questions. During your class time, do not spend much time “presenting.” Rather, hit a few highlights from your handout, then *facilitate a conversation* based on key questions the reading raises for you. This (one time during the semester) assignment will count the same as other weekly assignments. Sign up sheet [HERE](#)

## Book Club Assignment

The mission of the MPA program is to develop public service leaders. As you know by now, this course is focused specifically on *your personal leadership development*. Other courses in the program have important leadership content, including PUBA 709, 710, and 723. Organization Theory (PUBA 710), in particular, provides a lot of baseline knowledge on various leadership theories. As you (should) recall, the Bolman and Deal text includes an extensive review of the leadership literature (see chapter 17 in the 6th edition of *Reframing Organizations*) and touches upon leadership in other chapters. This class, therefore, does not do a broad survey of leadership theories. For those wishing to situate the main texts/frameworks of this course into schools of leadership thought though, it should be noted that *The Leadership Challenge* is widely viewed as a variant of transformational leadership theory (arguably the dominant model or school of thought in leadership studies today). Furthermore, Newell’s values-based approach should be viewed as complementary to Kouzes and Posner’s and East’s works, adding a specific public-sector dimension. Both approaches also resonate in significant ways with “authentic” and “servant” leadership models.

All that said, there is so much more out there in the field of leadership studies to explore! There are so many relevant and interesting books that could be part of this course. There are easily a dozen other books on leadership that Professor Morse would love to have included on the syllabus, but alas, you all have lives outside of PUBA 711. That is where the book club assignment comes in.

The book club assignment has three primary purposes. One, it is an opportunity to expose the class to several other important and relevant contemporary leadership texts without asking everyone to read four or five more books. Two, it is an opportunity for you to take a deep dive into another leadership book (besides the core texts) that aligns with your

interests. Three, it provides an opportunity to try something out that many great leaders do, that is, participate in a book club or something like it. Thus, at the end of the term, you should have:

- A strong baseline understanding of the prominent schools of thought in leadership studies (mostly from PUBA 710);
- A deep understanding of Kouzes and Posner's Leadership Challenge model, East's model of Transformational Leadership, Newell's values-based leadership model, and, the collaborative leadership approach to "leading across boundaries";
- A deep understanding of one additional leadership approach as presented in the book your book club reads during the term; and
- A familiarity with four other leadership approaches as detailed in the books other book clubs in the class select.

So even though the course is focused primarily on your personal leadership development, the goal for you is to also have a broad knowledge base in leadership studies by the end of the term, and the book club assignment is an important way you will develop that.

The basics of this assignment are, first, you will read and discuss one additional book in a group made up of three or four students. You will all read the book and **meet at least two times (preferably more) to discuss it**. You will then 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 and reflecting on its contribution to leadership theory and practice (roughly about two-thirds summary, one-third analysis)**. Your colleagues are the primary audience for your reports. They 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. Your report will be shared as a PDF document on the course site, *so do consider taking advantage of the electronic format* (i.e., hyperlinks, images, etc.). The reports should be no more than 2,000 words.

Your book club will also be responsible for a class session covering your book that involves a [presentation](#) on your book followed by discussion, Q&A and/or activity related to it. The reports will be the readings for the class session you present in.

Book clubs must each select a different book from a list of books preselected by Professor Morse. Book clubs can and should form as early as possible in the term, and the books will be claimed on a first come, first served basis.

For a concise discussion of why book clubs are beneficial for leadership development, see John Coleman's February 2016 article on the topic on the [Harvard Business Review blog](#).

## Core Personal Values Essay

Do the “Value Sort” activity. [Click here](#) to access the values exploration exercise created by Professor Morse (based on the “values card sort” activity commonly done as part of Kouzes and Posner’s leadership workshops). Then write a short (up to 500 words) reflection essay on what your top values are, what they mean to you, and why you selected them. How do these values “show up” in your day-to-day life? How do they impact your decision-making?

## The Reflected Best Self Exercise (RBSE)

**Why?** Exploring strengths is part of the cultivating greater self-awareness aspect of this course. While the Gallup Organization has developed a popular strengths self-assessment called [CliftonStrengths](#) (formerly StrengthsFinder), Professor Morse is convinced that the Reflected Best Self methodology (as explained in Roberts et al. 2005) is a better tool for discovering and understanding one’s strengths, in much the same way a 360 evaluation is more robust than a self-evaluation. You certainly could do both to triangulate your data. If you would like to try CliftonStrengths to compare results, I encourage you to buy the book [Strengths Based Leadership](#) which will have an access code for CliftonStrengths (cheaper than buying access to the instrument directly, plus you get the book).

**How?** To learn more about this exercise in depth, you can look up and read the *Harvard Business Review* article about the RBSE. Here is the citation:

Roberts, Laura Morgan, Gretchen Spreitzer, Jane Dutton, Robert Quinn, Emily Heaphy, and Brianna Barker. “How to Play to Your Strengths.” *Harvard Business Review* 83, January (2005): 74-80.

The steps are laid out well in the article. 1) The first thing you should do is **identify 10-20 people** whom you will ask to write short paragraphs about when you were at your best. These respondents should come from all walks of your life: work, school, family, friends, teachers, colleagues, etc. The more variety, the better. The only criteria for who (besides variety) is that you should *choose people who have seen you at your best and who will be honest with you*. Respondents can most certainly be classmates by the way.

2) Once you have your list of potential respondents, **write a simple email** and send it to them. And yes, feel free to blame Professor Morse for this! (By the way, you’ll likely be surprised how happy your contacts are to share this information with you. That is one of the “a-ha’s” people often get from this exercise.) Your email could look something like this:

Dear [Name]:

As part of my graduate education I am taking a class on personal leadership development, and I am writing to ask for your help on an assignment called the “Reflected Best Self Exercise” (RBSE for short). The RBSE was developed by researchers at the University of Michigan to help individuals better understand who they are and what they do when they are at their best.

What I am asking you to do is simply reply to this email with a few (2-3) examples of when I was at my best, from your perspective. What was my positive contribution in each case?

The story or stories do not need to be long. A short paragraph would be great. Try to include details so that I can clearly understand the situation and what my positive contribution was. The best-self stories are meant to capture things people say and do that make a difference.

If possible, please send your response to me by [date]. Thank-you very much for doing this for me. Responses will be kept confidential, and if you'd like to know what I learned from the exercise, I'd be happy to share that with you when it is completed.

Warm regards,  
[Your Name]

3) While the responses are coming in, do the exercise yourself. You already have, to some extent, having written one “personal best” story for class. Try writing up some others in your course journal. *Reflect on what patterns you see.*

4) You should treat the stories you get as qualitative data and put them all in a spreadsheet. Use the spreadsheet to analyze the data. Look for common themes. You might create columns in your spreadsheet for **words** (things you say), **behaviors** (things you do), and **attitudes**. Another column could be your interpretations in the form of statements like “I am persistent when obstacles get in the way.” Another could be a broad theme or category that the example fits into. There is no “one best way” to analyze your data, but you are encouraged to *do it systematically*, like a researcher with a wealth of valuable qualitative data.

5) After you have analyzed the data (the stories you received, as well as your own), compose your “Reflected Best Self-Self Portrait.” This is where you summarize and distill the accumulated self-knowledge gained from the stories and analysis of them. Aim for something in the three to four paragraph range. A great way to start it is “When I am at my best...” You are writing a narrative account here of your strengths, what you say, do, think, feel, etc. *when you are at your best*. Finally, after your self-portrait, reflect on what you can do with this knowledge. Also think about what the stories might teach you about contextual aspects that help you be at your best as well as hinder you from being at your best. In other words, what attitudes or beliefs, what relationships, and what kinds of situations enable or facilitate your best self? On the flip side, what attitudes or beliefs, what relationships, and what kinds of situations hinder or block your best self?

The **document you turn in** should include three elements:

- a) A brief description of your research process: how many invitations, how many stories back, how you went about analyzing the data (one paragraph) – clarify the effort you put into this exercise
- b) Your Reflected Best Self-Self Portrait (ideally 2-3 paragraphs)
- c) Your reflection on the RBSE, per the questions above (one or two paragraphs)

Note: Due to the added time and effort required for this assignment, it will count **double** (i.e. equivalent to two of the other homework assignments) in calculating the final grade.

Also note: If you don't mind spending \$20, the Center for Positive Organizations will sell you a nice PDF set of step-by-step instructions for the RBSE, along with more background. See <http://positiveorgs.bus.umich.edu/cpo-tools/rbse/> While this is **not necessary** to complete the activity, you should know that a formal toolkit can be purchased.

## Personal Mission Statement

*“As proactive people, we can begin to give expression to what we want to be and to do in our lives. We can write a personal mission statement, a personal constitution.*

*A mission statement is not something you write overnight. It takes deep introspection, careful analysis, thoughtful expression, and often many rewrites to produce it in final form. It may take you several weeks or even months before you feel really comfortable with it, before you feel it is a complete and concise expression of your innermost values and directions. Even then, you will want to review it regularly and make minor changes as the years bring additional insights or changing circumstances.*

*But fundamentally, your mission statement becomes your constitution, the solid expression of your vision and values. It becomes the criterion by which you measure everything else in your life.*

*I find the process is as important as the product. Writing or reviewing a mission statement changes you because it forces you to think throughout your priorities deeply, carefully, and to align your behavior with your beliefs.” (Stephen R. Covey, [The 7 Habits of Highly Effective People](#), The Free Press, 1989, p. 129)*

One way to begin working on your [personal mission statement](#) is to think (write) about all the (important) roles in your life and contemplate what your best aspirations are for each of those roles. You can also start a collection of notes, quotes, and other inspirational material that you might want to incorporate into your mission statement. Then simply start working on it. Write some rough drafts, and then revise and continue working on it until you feel you have a solid first draft. *For the assignment you turn in, present your (solid first draft) mission statement, followed by a short reflection essay that discusses your thoughts and feelings as you worked on this. How might having a personal mission statement help you Model the Way?*

If you would like more structure and assistance in working on your first draft mission statement, feel free to use the [Personal Mission Statement Builder](#) tool that is free online from FranklinCovey. (Note: You will have to create a user account.)

Another excellent guide for this process is Richard Leider’s book *The Power of Purpose*. Leider focuses on developing a strong sense of purpose for one’s life and career and advocates writing a “purpose statement” in much the same way that Covey talks about mission statements. Leider has summarized the process in the very helpful [online article](#) that is one of your assigned readings.

Other helpful resources:

- ✓ “How Will You Measure Your Life?” Harvard Business Review article. The author has also published [book](#) of the same title.
- ✓ Leadership Development Institute: Personal Mission Statement. Found [here](#).
- ✓ *Forbes* article “What’s Your Personal Mission Statement?” Found [here](#).

## Vision Assignment

Think of a change that you'd like to see, one that you are passionate about helping bring about. Spell it out in visual terms: What does this change look like? Try and boil your description down to one or two sentences, then do a [mind map](#) of it. Write the vision in a circle or box in the middle of the page, then illustrate it using pictures and words associated with that theme (things, sounds, images, feelings, people, places, etc.—whatever comes to your mind).

How can you do a better job than you have so far of talking about real places in your communication of your vision? How can you do a better job of referencing important events or documents? Do you think you can do a better job using descriptive language?

Identify distinctive qualities of your vision that will inspire or move others.

- Describe the perfect realization of your vision.
- What qualities make the future you've envisioned distinctive? What makes it stand out and be different from everything else? What distinctive legacy would you like to leave behind?
- What is your image like? What symbol—metaphor or simile, image, example, or mental picture—most vividly represents your ideal and unique future?
- What long-term trends or other potential future developments relate to your vision?
- Who are the key constituents here? What values and goals do they share? What does your vision offer them? How will you need to share your vision so that it appeals to all your key constituents?

Write out an [elevator speech](#) version of your vision now, based on the additional thought you've given to how you can breathe life into your vision in such a way that it connects with others and inspires them to share that vision.

## Case Study of Innovation in the Public Service Sector

Challenge the Process is about getting beyond the status quo. It is about venturing out and being willing to take some risks and experiment. It is about creativity and innovation.

The public sector is often maligned as being very stuck in the status quo. Some would even say that “public-sector innovation” is an oxymoron. But that is not true. There are many creative and innovative leaders in the public sector that are transforming organizations and communities in positive ways.

To help us think about Challenge the Process for public service leadership, you need to identify an example of what you would consider to be real, meaningful innovation in the public sector (i.e., by a public organization), tell that story, and reflect on lessons learned. Remember to cite any sources you use to write up your case example and try to include as much relevant detail as you can, while also being concise (keep word count in the 500-word range).

Be prepared to share your case example and lessons learned in class.

Note: Ideally your example will be from something you have experienced or witnessed firsthand. But if that is not possible, check out these two websites for ideas:

[Government Innovators Network: A Forum for Innovation in the Public Sector \(Harvard\)](#)

[Alliance for Innovation: Transforming Local Government \(ICMA\)](#)

## Left Hand Column Exercise

Use the template on Sakai to complete the following activities. Bring your completed version of the template (#1&2 below), along with your analysis (#3&4 below) to class.

*Instructions:*

1. Write a paragraph describing a difficult conversation that you've had with a person or people you work with or otherwise interact with regularly. The specific conversation you are analyzing should involve people with whom you want to improve your working relationship. Ideally the conversation would involve someone associated with your current leadership challenge. Write a second paragraph that outlines what your goals for the conversation were and why the conversation was so difficult or challenging (i.e., what was unsatisfying about it).
2. Record, like a transcript, the conversation as close to verbatim as possible in the right-hand column. In the left-hand column, record the thoughts and feelings you had during that conversation, whether they were verbally expressed or not. Line them up with the flow of the actual conversation.
3. Now analyze the conversation based on what you gleaned from the readings on effective conversations.
  - a. Specifically, see if you can apply the model presented in that chapter to your conversation, diagnosing what you did well and what you could have done differently.
  - b. Also consider applying the "ladder of inference" discussion from the chapter on self-awareness to your analysis. Look at your left-hand column. Were you making inferences based on incomplete data? What kinds of questions could you have asked to have a more complete picture?
  - c. After you have analyzed the script of your conversation, write down some questions you could have asked or statements you could have made that would have helped the conversation to be more effective.
4. Finally, what lessons do you draw from this exercise? What do you need to work on in order to have more effective conversations?

## Empowerment Reflection

### Part A: Powerful/Powerless

Think about a time when someone else's words or actions made you feel powerful. What did that person say or do that made you feel powerful—capable, competent, strong, important?

Write down your thoughts on this question in as much detail as you can. What did that person say or do and what effect did it have on your emotional state? Be specific.

Now think about a time when someone else's statement or action made you feel powerless—took the wind out of your sails, made you feel small, insignificant, or weak. What did that person say or do?

After reflecting on these two situations, write down your thoughts about what the impact is on your productivity and morale when someone does or says something that makes you feel powerful. What is the impact on your productivity and morale when someone does or says something that makes you feel powerless?

*What are the implications for you as a leader?*

### Part B: Application

Now explore examples of how your behavior enables/empowers or disables/disempowers the people you work with.

Jot down your thoughts and reflections on the questions below. Be as specific as you can. Don't just generally say that you give people latitude; rather, note specifically when you actually did what to enable whom. Cite specific examples.

1. What have you said or done recently to enable/empower someone you work with by making them feel powerful?
2. What have you said or done recently that might have been disabling to someone you work with and possibly made them feel powerless?
3. What barriers get in the way of enabling others? What can you do to remove those barriers?

## Most Meaningful Recognition and Lessons Learned

1. Think about one of the most meaningful recognitions you have ever received. It could be related to any aspect of your life—home, work, community. It could be formal or informal. Be as specific on your reflections as you can.
  - a. What was the recognition?
  - b. Why did you receive it?
  - c. What made it so meaningful to you?
2. Write down your thoughts on the last time you recognized someone for their effort or a job well done.
  - a. What prompted your action?
  - b. What specifically did you say?
3. Also think about a recent time you worked as part of a team (maybe that time is right now with your learning team or a team at work).
  - a. When did you last help your team celebrate accomplishments?
  - b. What did you do to celebrate?
4. What are some of your “takeaways,” based on your experience, about what makes a recognition meaningful?

## Inclusive Leadership Essay

You’ve been exposed to many readings (book chapters and several book reports) on diversity and inclusion and have been asked to try out tools like IAT in order to stimulate learning and reflection on the critical topic of being an *inclusive* leader.

Your assignment is to synthesize your thoughts and reactions into an essay (500-word range) on *what being an inclusive public service leader means to you*. As always, demonstrate your engagement with the literature by bringing it into the discussion, and be sure to properly cite any materials you reference.

## Collaborative Leadership Case Analysis

Write (500-word range) about an example of an exemplary *collaborative* (or *integrative*) leader—one who effectively mobilizes others *across boundaries* (across various groups and/or organizations) to work together to address a public problem or otherwise create public value. This person could be someone you know personally or have observed in some way or could even be someone you’ve read about. Discuss *why* you feel he or she is a good example of collaborative leadership. What did he or she (does he or she) do to facilitate collaboration across boundaries, and what are the outcomes? Identify a few key attributes that seem to explain why he or she is an effective collaborative leader. Make connections between your example and the readings from this week. What does this example teach you about leadership across boundaries? As always, cite your work and demonstrate engagement with the readings in your case profile/analysis.

## Rubric for Book Reports

Element	Maximum Points Available
Summarizes <u>main contributions of the book</u> (including “big ideas,” concepts, specific guidelines, or lessons for practice).	15
Demonstrates <u>critical thinking and mastery of course content</u> by making connections between concepts from book and key literature from the class (especially <i>The Leadership Challenge</i> and <i>Leading Through Conflict</i> , but also, where appropriate, <i>The Trusted Leader</i> and any other materials from class).	15
Writing is <u>clear, concise, and free from ambiguity</u> and is also <u>carefully, properly, and thoroughly cited</u> , including <u>page references</u> (note citations and reference list do not count against <b>2,000-word limit</b> ).	10
Total points possible:	40

### Book Club Presentations

- No longer than 20 minutes (to leave rest of time for discussion and application)
- Be sure to zero-in on the most important take-aways from your book
- Be creative, have fun
- It would be helpful (as part of your presentation) to introduce the class to your author(s)
- What can you do to help your classmates remember the main points of the book?
- How can you “tee-up” conversation around your book?
- Are there any activities that would expand and deepen the learning?

### Peer Evaluation of Book Club Participation

Please fill out and turn in the peer evaluation sheet found on Sakai. This is simply an accountability mechanism for the participation aspect of this group assignment. No one will see your peer evaluation besides your instructor.

## Leadership Development Plan

Personal leadership development is a long-term, ongoing process. The purpose of this public service leadership course has been to either jump-start that process for you, or, if you feel you've already been mindfully developing yourself as a leader before taking this course, provide a boost to those efforts. Either way, your culminating assignment for the course is to write up your own leadership development plan going forward. This plan is meant to be a road map for your leadership development over the next two to three years. It is also meant to be a distillation of the ideas and practices covered in this course that have resonated the most with you. In creating this plan, consider three important components that should inform what you write:

1. Artifacts from this course that have informed your self-awareness, including your self-assessments, RBSE, and other feedback you have received, and your reflections on what you learned from them.
2. Your knowledge of leadership frameworks and competencies from *Transformational Leadership for the Helping Professions*, *The Leadership Challenge*, *The Trusted Leader*, the "book club" books (especially the one you read), and other articles and resources we have utilized in this course.
3. Your sense (based on your self-awareness and vision and goals) of what ideas and competencies are most important to you right now and in the near future.

Your leadership development plan should be like a somewhat extensive memo (three to four pages, single-spaced). Items I recommend you include:

1. Your personal mission statement (if not all of it, at least a portion of or condensed version of it) because it spells out your vision and values, which we know are the foundation of leadership.
2. Discussion of what exemplary public service leadership entails, highlighting the models, ideas, and practices that particularly resonate with you. Spell out your leadership philosophy. If appropriate, illustrate some points with examples from leaders you admire. [Note: This section should take up half to two-thirds of the document. This is where you demonstrate your depth of understanding, engagement with course readings, and ability to synthesize concepts.]
3. Summary of what you feel are your strengths and weaknesses and/or blind spots as a leader.
4. Two or three specific goals for development (as in specific practices or competencies) including time frame, action steps, how you will follow-up, etc. Be specific. What difference (change or outcome) do you expect to see? What will success look like?

These are recommended items, though you are encouraged to not limit yourself strictly to what is listed here. The plan should be truly unique; it should be very specific to you and be a reflection of who you are and aspire to be. As for "specific actions" (number 4 above), note that there are many different and mutually reinforcing ways to develop yourself as a leader, including self-study, utilizing a mentor or coach, and taking advantage of

development opportunities within your organization (e.g., through formal training programs or taking on special tasks) and formal continuing education opportunities.

Your development plan will be assessed in terms of it having a clean, appealing **presentation** (including proper citation where necessary); demonstrated **mastery of course content** (reflected primarily in item 2 above); and overall depth in what you present (i.e., demonstrating engagement with the material and commitment to personal leadership development).

Element	Maximum Points Available
[Mastery] Plan demonstrates mastery of course in terms of <u>breadth of sources utilized</u> and discussed and <u>demonstrated understanding</u> of that material.	20
[Depth] Demonstrates <u>genuine engagement with course concepts</u> , serious <u>self-reflection/self-awareness</u> , and commitment to personal leadership development.	20
[Presentation, writing quality] Writing is <u>clear, concise, and free from ambiguity</u> and is also carefully, properly, and <u>thoroughly cited</u> , if necessary ( <u>including page references</u> ).	10
Total points possible:	50