Any organized activity needs effective leaders, and we need good leaders at all levels in government and nonprofit organizations. Experts on public administration, however, have argued that government and the nonprofit sector face special challenges in developing excellent leaders. Compared to major business firms, government invests less in leadership development. Many government agencies and nonprofit organizations, however, do devote attention to developing skillful leaders. Many excellent leaders and managers work in government. This course provides opportunities for students to develop their leadership knowledge and skills, and involves students in consideration of how to meet the challenges of improving leadership in the public and nonprofit sectors.

Scholars and practitioners in public administration also face the challenge of deciding how to use the elaborate body of research and theory on leadership. Most of this material has been developed by researchers in management and in industrial/organizational psychology, who devoted little explicit attention to leadership in government and nonprofit settings (although they have often studied leadership in such settings and drawn generic conclusions, as if there is nothing unique about such settings). In addition, the literature ranges from arcane academic research to glib aphorisms and anecdotes from practicing managers or experienced consultants. This diversity arises because there exists no consensus on how to learn about leadership.

This course approaches these challenges in several ways. It covers theories and advice about leadership from the management literature, including the most recent developments in that field. A second section of the course covers biographical analyses of innovative leaders in government and nonprofit organizations, and a book providing practical suggestions for leaders in government. Students will work on a book project of their choosing.

Objectives for the Course:

1. Students will become well informed in leadership theory and research, with a knowledge of all prominent theories and of related research methods and results.
2. Students will learn about advice and guidance for handling practical challenges of leadership in organizations, such as running a meeting effectively, dealing with difficult employees and colleagues, leading teams, leading change, and other challenges.
3. Students will become well informed about leadership development strategies.
4. Students will apply leadership concepts and behaviors through exercises, case studies, and oral reports.
Attendance Policy:

Students in this class display very high levels of conscientiousness about class attendance and participation. Due to some recent misunderstandings on the part of a very few students, however, there is now an attendance policy. Students’ participation grades will be reduced for absences from class. Any student who misses more than two classes should expect to receive a grade no higher than “B” in this course. Major professional obligations or personal emergencies will, of course, not be counted against students under this policy. Students should consult with the professor about such unavoidable absences. For the overwhelming majority of our students, this policy can be regarded as irrelevant, because it will not apply to them. Students who are frequently late to class or who leave early should also expect to have their participation grade reduced.

Books:


Additional readings will be assigned, not to exceed two professional journal articles per class period, with at least two weeks advance notice.

Assignments and Grades:
Course paper: 35%
Final Exam: 40%
Participation: 25% (Participation includes in-class reports and presentations, participation in case exercises, submission of required notes, attendance, and active, well-informed engagement in discussions of cases, exercises, and examples).

These assignments are subject to written revision by the third week of the course. We will discuss having a midterm exam.

Schedule:

PART ONE: LEADERSHIP THEORY, RESEARCH, AND PRACTICE


   Chap. One: Introduction: The Nature of Leadership
   Hal introduces DH, Chapter 1, and Newell, Section 1 (Introduction and Chap. 1)
   Discussion Questions and Case Exercises

January 25: Yukl, Chapters 2 and 3.

   Chap. Two: Leadership Behavior
   Chap. Three: The Leadership Situation and Adaptive Leadership
   Discussion Questions and Case Exercises
   Read DH, Chap. 2 and Newell, Chaps. 2 & 3.

February 1: Yukl, Chapters 4 and 5.

   Chap. Four: Decision-Making and Empowerment by Leaders
   Chap. Five: Leading Change and Innovation
   Discussion Questions and Case Exercises
   Read DH, Chap. 3 and Newell, Chaps. 4 & 5.

February 8: Yukl, Chapter 6 and 7.

   Chap. Six: Power and Influence Tactics
   Chap. Seven: Leader Traits and Skills
   Discussion Questions and Case Exercises
   Read DH, Chap. 4 and Newell, Chaps. 6 & 7.

February 15: Yukl, Chapters 8 and 9.

   Chap. Eight: Charismatic and Transformational Leadership
   Chap. Nine: Values-Based and Ethical Leadership
   Discussion Questions and Case Exercises
   Read DH, Chap. 5 and Newell, Chaps. 8 & 9.

February 22: Yukl, Chapters 10 and 11.

   Chap. Ten: Dyadic Relations and Followers
   Chap. Eleven: Leadership in Teams and Decision Groups
   Discussion Questions and Case Exercises
   Read DH, Chap. 6 and Newell, Chaps. 10 & 11.
February 29: Yukl, Chapter 12, and Group Decision Exercise. The Public and Nonprofit Context of Leadership

Chap. Twelve: Strategic Leadership in Organizations
Union Chemicals Role Play Exercise.

March 7: Spring Break. No class.

March 14: Yukl, Chapter 13, and Group Decision Exercise.

Chap. Thirteen: Cross-cultural Leadership and Diversity Discussion Questions and Case Exercises
Baxter Manufacturing Role Play Exercise.
Read DH, Chap. 7 and Newell, Chaps. 12 & 13.

March 21: Yukl, Chapters 14 and 15.

Chap. Fourteen: Developing Leadership Skills
Chap. Fifteen: Overview and Integration Discussion Questions and Case Exercises.

PART TWO: EFFECTIVE, INNOVATIVE, AND TRUSTED LEADERS IN THE PUBLIC AND NONPROFIT SECTORS

March 28: Biographies of Effective, Innovative Leaders in the Public and Nonprofit Sectors. (Continued)

Doig and Hargrove: *Leadership and Innovation*, entire volume.
Class reports and discussion about leaders profiled in Doig and Hargrove.

April 4: Effective, Innovative, and Trusted Leaders.


April 18: Class reports on individual book projects.

April 25: Class reports on Individual book projects. Final exam distributed.

May 2: Final exam due.
May 7: Book Report Due.
Book Report/Project

Students will submit a ten-to-fifteen page book report by December 7. This will involve reading, reviewing, and critiquing a book concerned with a leadership topic. Guidelines for the book report will be provided in class. Examples of books and topics include the following:

John Bryson and Barbara Crosby, *Leadership for the Common Good.*
Steven Cohen and William Eimicke, *The New Effective Public Manager.*
Terry L. Cooper and Dale Wright, *Exemplary Public Administrators.*
Terry L. Cooper, *The Responsible Administrator.*
Delmer Dunn, *Politics and Administration at the Top.*
Michael Dukakis and John Portz, *Leader-Managers in the Public Sector.*
Mark Moore, *Creating Public Value.*
Ricardo Morse and Terry Buss (Eds.), *Innovations In Public Leadership Development.*
Ricardo Morse, Terry Buss, and C. M. Kinghorn (Eds.), *Transforming Public Leadership.*
Norma Riccucci, *How Management Matters, or Unsung Heroes.*
John Clayton Thomas, *Leading as a Public-Minded Manager.*
Montgomery Van Wart, *Dynamics of Leadership in Public Service.*

One can also choose many related topics, such as specific leaders: Hillary Clinton, Margaret Thatcher, Golda Meier, Harry Truman, Eleanor Roosevelt, Franklin Roosevelt, Lee Kuan Yew, Ho Chi Mihn, Martin Luther King, Mahatma Ghandi, U.S. Grant, Nelson Mandela, George Marshall, Nancy Hanks, Shirley Chisholm, Harriet Tubman, or leadership of organizational change and innovation, leading teams and teamwork, presidential leadership, and many others.