

~~Course Syllabus – Summer 2008 ~~**PA 517: Leadership Development in the Public Sector****Three (3) credits**

Instructor: Dr. Marcus Ingle mingle@pdx.edu

Office Location: Urban 670F

Course Overview:

This course should be likened to a journey characterized by the learning and practice of responsible public sector leadership. The PA 517 Leadership Development course emphasizes those elements of leadership that depend heavily on self-knowledge and self-awareness for the effective leadership of one's self and other group settings. This ExMPA course links the growing body of leadership literature with several select leadership assessment instruments. The individual leadership development component begins early in the ExMPA program, thus providing an opportunity for individual and group leadership competencies to be integrated into the knowledge and skills necessary to function successfully within the larger organizational and external environment.

Course Objectives:

The goal of the course is to assist participants in understanding their own individual leadership styles and to further develop their capacities to successfully lead at an individual and team/group levels of a public sector organization. More specifically, the course has three primary learning objectives:

1. To gain a deeper appreciation of public sector leadership theory and practice in at the beginning of the 21st century.
2. To become more self-aware of your own leadership style(s), strengths and emotional intelligence.
3. To generate a personalized leadership portfolio as a guide for further development of your executive leadership capacity.

To achieve these objectives, the course will focus on:

- Leading one's self, with an emphasis on self-assessment, leadership knowledge, and the development of an individual leadership portfolio.
- Leading groups and teams, with an emphasis on interpersonal and facilitative skills to manage interdisciplinary work teams.

Course participants will meet in several intense sessions over a several month period with assigned readings, individual and team exercises, and writing assignments.

Course Premises:

1. The course will follow the principle of structured flexibility; that is, the course is planned and organized but the intent is to modify the design as required to address special executive leadership requirements and additional issues as they arise.
2. Throughout the course, different ideas and positions will be discussed openly and candidly from a solid foundation of empirical evidence and global experience.
3. Students are viewed as the primary producers as well as consumers of course learning, so priority is given to careful preparation, interactive dialogue, and reflective practice.
4. The course will be viewed as one important step – but neither the first nor the last – of acquiring the knowledge and skills necessary for responsible individual leadership in the public sector.

Learning Approach

The course will use the *performance-learning approach* which is based on a Confucian adage that:

What I hear, I forget...

What I see, I remember...

What I do, I understand...

It is recognized that students bring with them a rich background of life and academic experience. This experience forms a valuable input to the learning process. Since this course aims at increasing both individual *learning* and leadership *performance*, each student will be expected to become fully engaged in assignments and exercises designed to accelerate competence and confidence. Mini lectures, team exercises, guest presentations and case illustrations will be used throughout the course in order to enhance the mastery of conceptual and process skills.

Students are expected to take responsibility for their own learning throughout the course. The minimum requirements include: reading assigned and supplemental materials; actively participating in all class sessions, and completing a high quality final writing assignment. It is a fundamental premise of the course that adult learning involves hard work for students and the instructor, but that adult learning is also very enriching and can be lots of fun.

Preliminary Course Schedule:

May 31, Saturday (1:30 to 5:00 pm): Urban Center Building, Room 270 (506 SW Mill St.)

“Opening, Overview and Individual Leadership Framework”

- Icebreaker with Introductions and Expectations
- Overview of PA 517 including the Individual Leadership Framework
- Individual Leadership Public Sector Values Self-Assessment
- Homework Assignments

June 16, Monday (8:15am – 5:00pm): School of Business, Room 190 (615 SW Harrison St.)

“Trends and Impacts on Personal and Organizational Leadership”

- Special Institute for ExMPA cohort and Oregon Performance Interns
- Instructors include George Beard, Douglas Morgan and Marcus Ingle

June 17, Tuesday (8:15am – 5:00pm):

8:15am – 9:30am: School of Business, Room 190 (615 SW Harrison St.)

10:00am – 5:00pm: School of Business, Room 130 (615 SW Harrison St.)

“Trends and Impacts on Personal and Organizational Leadership”

- AM – Strengths Finder Assessment and Applications (George Beard and Marcus Ingle)
- PM – Leadership Implications for Executives (Douglas Morgan and Marcus Ingle)

June 18, Wednesday (9:00am to 11:30am): School of Business, Room 130 (615 SW Harrison St.)

“Public Leadership and Teams”

- Executive Leadership: Challenge and Response
- Leading Teams when Nobody is in Control
- Homework Writing Assignments

July 26, Saturday (9:00am – 5:00pm): School of Business, Room 140 (615 SW Harrison St.)

- Icebreaker with Team Leadership Role Plays
- Emotional Intelligence: Concepts, Assessment Results and Application
- Executive Leadership Development Portfolio
- Course Summary and Evaluations

Course Requirements:

Session Preparation

Each class session presupposes that you have carefully read the required assignments and that you arrive at class prepared to engage in active discussion and leadership exercises. As we shall be learning and sharing together about questions that are sometimes elusive and almost always have more than one point of view, we shall have to cultivate our capacities to read reflectively, to listen deeply, and to speak both descriptively and precisely. To aid you in this task, the instructor will

provide a list of assigned readings and study questions for the June 17th and July 26th course sessions. Students are required to upload thoughtful responses to the study questions into the web-based learning system (the “Blackboard” course management system) that will be used during this course. Each response should take the form of a one page, single-spaced narrative text. Please type or paste your responses into the Blackboard text box so as to minimize the use of attachments. Reflect on and prepare your answers to the study questions with an eye to further exploring the assigned concepts and techniques during the weekly in-class sessions.

Session Participation

This course makes extensive use of a participatory approach referred to as *performance learning*. Since a major part of the learning from the course will be gained during in-class performance-learning sessions, and since the learning will occur in a step-wise and cumulative manner from week to week, it is essential that enrolled ExMPA cohort members attend and actively participate in all class sessions. Students who cannot commit to participating in all of the sessions should seriously consider enrolling in an alternative course. A substantial part of the grade for the course will be based upon class involvement and spirited learning. In between the class sessions, students should visit the Blackboard web-site frequently, both to interact with other students and to post supplemental leadership items of interest. The instructor will monitor the frequency and quality of Blackboard use.

Writing Assignments

In addition to class preparation and participation, PA 517 students will be required to complete two writing assignments:

1. A 7 to 9 page (double spaced) reflective leadership essay, plus references, is due on July 15th. This essay can be on any important public sector individual or team leadership topic of the student’s choice. The essay should draw on materials (books, articles, and postings) used during the course, and should include at least two additional academic references. The essays should be up-loaded into the Discussion Folder of Blackboard marked “Reflective Leadership Essays” by midnight on July 15th.
2. The final version of each student’s “Executive Leadership Development Portfolio” is due at the beginning of class on July 26th. Students are required to bring a hard copy version of the Portfolio to class with them on July 26th for Dr. Ingle to review. Dr. Ingle will return the Portfolio’s to students at the end of the July 26th session.

Grading the Learning:

Because this course is being taken for academic credit, grading is required. To the extent possible, the grading will be based on the student learning that occurs, and not on what has been taught.

Several learning dimensions will be considered in determining each student’s final grade:

1. *Session preparation* will account for 30% of the grade. The learning from preparation will be measured by assessing the timeliness and quality of the Blackboard postings of answers to the study questions. Learning will also be measured by the frequency of Blackboard interaction with other students including the numbers of responses to other students, and creative

postings of supplemental materials relevant to public sector leadership. The frequency of use of the Blackboard site -- including total usage, items downloaded and items posted -- will also be considered in determining the preparation grade.

2. *Session Participation* will account for 40% of the grade. Participation will be measured by student attendance during all sessions and by active engagement in individual and small group work as reflected in the quality of the products and in the participatory manner by which classroom tasks are approached and completed.
3. *The Writing Assignments* will account for the remaining 30% of the course grade. These assignments include both the Reflective Leadership Essay with references and the Executive Leadership Development Portfolio.

Students who complete the assigned readings, regularly interact with others using the Blackboard website, actively participate in all class sessions, and complete a high quality writing assignments should be able to master the leadership content of this course at a high level of learning proficiency.

Required Course Texts:

Several texts are required for the course -- all will be provided to you on the first day of class.

- Kouzes, James and Posner, Barry, 2002, *The Leadership Challenge*, Third Edition, Jossey-Bass.
- Rath, Tom, 2007, *Strengths Finder 2.0*, Gallup Press.

These readings will be supplemented by other articles and documents assigned throughout the course. **During the first class session, the instructor will hand out (and post on the Blackboard system) a list of session-by-session reading and preparation assignments.**

Office hours and appointments:

Prof. Ingle is generally available on campus throughout the course. You may correspond with Prof. Ingle via the Blackboard mail feature, or e-mail him directly at mingle@pdx.edu. Dr. Ingle would like to meet individually with each PA 517 ExMPA cohort member at least one time to discuss course-related issues.

Dr. Marcus Ingle is a Professor of Public Administration and Director of International Public Service in the Executive Leadership Institute in the Mark O. Hatfield School of Government at Portland State University. Dr. Ingle has extensive local, state, Federal and international experience having recently directed the USAID Regional Infrastructure Program for Water and Sanitation in Budapest Hungary with Booz Allen & Hamilton. Prior to that Dr. Ingle served as the Project Director for the Vietnam Highways Improvement Project in Hanoi financed through the Asian Development Bank. Dr. Ingle is a specialist in capacity building for leadership and management including participatory and sustainability techniques. At PSU, Dr. Ingle teaches graduate courses in Executive Leadership, Strategic Management, Program and Project Management, Policy Implementation and Governance. Dr. Ingle formerly taught graduate seminars at the University of Maryland and at American University. Dr. Ingle holds a Masters of Public Administration from the University of Washington and a Ph.D. in Social Science from the Maxwell School of Public Affairs, Syracuse University.