

**Public Administration 510**  
**Effective Leadership: Practical Leadership in Public Service Organizations**  
**Dr. John Gordon (gordonj@pdx.edu)**

Skills, styles and attributes of those who lead public service organizations will be examined to enhance the leadership abilities of those in the class. Each class member will analyze presentations by current leaders, prepare a leadership prescription for an organization with which they are familiar, and design a leadership learning program. The course is intended for all those concerned with leadership in public service organizations, regardless of background. Considerable time will be devoted to exchange of information among those in the class to take advantage of the substantial professional experience of participants.

**Instructor:** Dr. John C. Gordon, former Dean and Pinchot Professor Emeritus of Forestry and Environmental Studies, Yale University, School of Forestry and Environmental Studies. Dr. Gordon is a national and international leader in environmental and natural resource policy. He is widely respected in policy circles in the northwest, in the northeast and in the nation's capital. He has coauthored two books with Dr. Joyce Berry on leadership with particular attention to environmental management, a domain with some of the most challenging and yet most common public policy contexts for leading change. Dr. Gordon is currently living in Oregon and an affiliated faculty member of the Hatfield School of Government.

**Assignments:** 1) read Environmental Leadership Equals Essential Leadership, J. Gordon and J. Berry, Yale Univ. Press, 2006. This book presents the authors' approach to learning leadership and gives public policy related examples. 2) Derivation of a profile of leadership characteristics based on the reading and the individual experience of class members. 3) Application of the leadership profile through listening to and questioning Visiting Leaders followed by a written evaluation of their leadership skills and styles as revealed by their presentations. 4) Prepare and present orally to the class and in writing to the instructor a leadership prescription for an organization with which you are familiar. 5) Prepare and present orally to the class and in writing to the instructor a leadership learning plan, based on self-analysis. **All assignments are due at the meeting of the last session.**

**Class Schedule:** three all-day sessions with reading and writing before and in between sessions.

Saturday, August 23 (9:00am – 5:00pm)  
Saturday, September 6 (9:00am – 5:00pm)  
Saturday, September 20 (9:00am – 5:00pm)

Location: Smith Memorial Student Union, Room 238

**Pre-work:** before the first class read the assigned text, think about organizations for which you wish to do a leadership prescription

### **Day 1**

Course goals and assignments

Introductions: leadership perspective from each class member

Leadership learning overview by the instructor.

Derive a leadership profile

Discuss the leadership prescription assignment

Visiting Leader 1

Discussion

### **Day 2**

Review and discussion of assignments

Visiting Leader 2

Discussion

Visiting Leader 3

Discussion

Leadership learning plan work

Preparation for presentation of Leadership Prescriptions

### **Day 3**

Presentation and discussion of Leadership Prescriptions

Presentation and discussion of Leadership Learning Plans

Course summary and evaluation

### **Post-work**

Six month report on Leadership Learning Plan progress.

**EMPA at PSU**  
**Effective Leadership**  
**Assignment 1**  
**Reading**

**Text: Gordon, J. and J. Berry. 2006. Environmental Leadership Equals Essential Leadership. Yale University Press, New Haven & London**

Bennis, Warren. 1976. The Unconscious Conspiracy: Why Leaders Can't Lead. AMACOM: 36-48.

Carothers, L. 1993. "Leadership in State Agencies." Chapter 9. In: Berry, J. and J. Gordon, eds. Environmental Leadership: Developing Effective Skills and Styles. Island Press, Washington, DC and Covelo, CA.

Chertow, Marian R. and Daniel C. Esty, Eds. 1997. Thinking Ecologically: the Next Generation of Environmental Policy. Yale University Press, New Haven.

Clark, J.N. and D. McCool. 1985. Staking Out the Terrain: Power Differentials among Natural Resource Management Agencies. State University of New York Press, Albany.

Collins, Jim. 2001. Good to Great. Why Some Companies Make the Leap...and Others Don't. Harper Business, New York.

Crowfoot, James E. 1993. "Academic Leadership". Pages 223-251. In: Berry, J. and J. Gordon, eds. "Environmental Leadership: Developing Effective Skills and Styles". Island Press, Washington, DC and Covelo, CA

Crowfoot, James E. and J.M. Wendolleck. 1991. Environmental Disputes, Community Involvement and Conflict Resolution. Island Press, Washington, DC and Covelo, CA.

Gerstner, Louis V. Jr. 2002. Who Says Elephants Can't Dance? Inside IBM's Historic Turnaround. Harper Business, New York.

Giuliani, Rudolf with Ken Kurson. 2002. Leadership. Hyperion, New York.

Gordon, John C. and Joyce K. Berry. 1993. Chapters 1,16. In: Berry, J. and J. Gordon, eds. "Environmental Leadership: Developing Effective Skills and Styles". Island Press, Washington, DC and Covelo, CA.

Gunderson, Lance H. (Editor), Stephen S. Light, and C.S. Holling. 1995. Barriers and Bridges to the Renewal of Ecosystems and Institutions. Columbia University Press, New York

Johnson, K. Norman, F. Swanson, M. Herring, and S. Greene. 1999. Bioregional Assessments: Science at the Crossroads of Management and Policy. Island Press, Washington, DC and Covelo, CA.

- Magill, A.W. 1988. Natural Resource Professionals: the Reluctant Public Servants. *Environmental Professional* 10: 295-303.
- McKibben, Bill. 1990. The End of Nature. Knopf Publishing Group. New York.
- Perry, Carol R. 1993. The Environment of Words: A Communications Primer for Leaders. In: Berry, J. and J. Gordon, eds. "Environmental Leadership: Developing Effective Skills and Styles". Island Press, Washington, DC and Covelo, CA.
- Sirmon, Jeff M. 1993. "National Leadership." Pages 165-184. In: Berry, J. and J. Gordon, eds. Environmental Leadership: Developing Effective Skills and Styles. Island Press, Washington, DC and Covelo, CA.
- Snow, Donald. 1991. Inside the Environmental Movement: Meeting the Leadership Challenge. Island Press, Washington, DC and Covelo, CA.
- Thomas, Jack Ward. 1993. "Ethics for Leaders." Pages 31-45. In: Berry, J. and J. Gordon, eds. Environmental Leadership: Developing Effective Skills and Styles. Island Press, Washington, DC and Covelo, CA.
- Webster, Henry H. 1993. "Lessons from State and Regional Resource management." Pages 104-122 In: Berry, J. and J. Gordon, eds. Environmental Leadership: Developing Effective Skills and Styles. Island Press, Washington, DC and Covelo, CA.
- Yin, R.K. 1984. Case Study Research, Design and Methods. Applied Sociology Research Methods series, Volume 5. Sage Publications, San Francisco.

**EMPA at PSU**  
**Visiting Leader Analysis**  
**Assignment 2**

**Objective:** to identify key leadership characteristics from the reading, personal experience and class discussion; to prepare a list to use in subsequent assignments.

**Method:** Prepare, for each leader a one or two page summary covering the points above and any other observations relating to leadership characteristics. Compare the VLs in terms of the leadership characteristics identified earlier in class and in the reading in a further one to two pages.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Think carefully about the meaning of each attribute in a leader, and be prepared to discuss why each contributes to successful leadership. Think of specific examples from your own experience.

**EMPA at PSU**  
**Effective Leadership**  
**Visiting Leader Analysis**  
**Assignment 3**

**Objective:** to learn about leadership by observing people who lead; practice in viewing leadership characteristics in addition to disciplinary or occupational information.

**Method:** Listen to and observe VLs, noting:

- **Evident leadership characteristics**
- **Leadership characteristics not in evidence**
- **Evident leadership skills**
- **Placement on old to new leadership continuum**
- **Probable leadership strengths and weaknesses**

Prepare, for each leader, a one or two page summary covering the points above and any other observations relating to leadership characteristics. Compare the VLs in terms of the leadership characteristics identified earlier in class and in the reading in a further one to two pages.

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**Assignment 4**

**Case Study Assignment: Organizational Leadership Analysis and Prescription**

**Objective:** Develop and present to the class a leadership analysis (current state of the organization with respect to leadership) and prescription (leadership improvements needed in the future) for an organization you know well and to which you have data access. Using your knowledge of leadership attributes, skills and styles, convince the class of the potential effectiveness of your prescription.

**Approach:**

1. **Choose an organization** based on what you know now or can learn quickly. Most often this is one that you work for, have worked for, or have worked with in some significant capacity.
2. **Start with a general hypothesis** about the organization and its leadership, and then make more detailed hypotheses. For example, how well is the organization achieving its stated goals? Are its goals realistic and quantitative? Has the organization slipped from a leading position, or recently gained one? Is the organization having growing pains? Do people think it is becoming obsolete? Is it gaining or losing market share? What is the relationship between these or other characteristics and past and current leadership in the organization? How is the organization led currently? Has a leadership change occurred that seemed to have a major effect on the organization? How do the CEO, the board of directors (if there is one), and the second level of leadership work together? What leadership attributes seem to be most strongly represented by current leadership? Which ones seem less strongly present.
3. Now **seek more detailed information to test your hypotheses**. To begin to describe the organization in leadership terms, gather facts about its:
  - Mission
  - Goals
  - Structure and Size
  - History
  - Financial success
  - Posture toward risk taking
  - Vision
  - Client/customer relations
  - Individual leadership qualities

Pay particular attention to the past and present roles of individuals in leadership positions. Do current leaders use advisory groups effectively? How does information about the internal working of the organization reach its leaders? Where does the organization fall on the continuum between top-down dictatorship and formless “participatory management”? How do clients, customers, employees and publics view those in leadership positions? Is there an accepted, believed and used common vision?

4. **Answer these questions** about the organization, in the form of a leadership prescription:
- Were your hypotheses correct?
  - What characteristics are prominent in past and current leaders?
  - What changes should occur? Why? If none should, why?
  - What do you predict as the long term consequences of change or the lack of it?
  - Is the organization sustainable, particularly in terms of renewed leadership, or not? Why?

### **Presentation**

1. Written: not more than 10 double-spaced typed pages that present in essay form a summary of the four “approach” steps listed above.
2. Oral: a 15 minute summary of your findings, with a 15 minute question period for the class.
3. Each presenter will receive written feed back on the effectiveness of the presentation from each class member.

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**Assignment 5**

**Leadership Learning Plan Work Sheet**

Leadership Tree elements: Self-knowledge

1. **Roots:** values, ethics. What basic principles guide your life? Which concepts, people and activities are central in your life? What ideas and ideals do you pursue? What are your values and/or criteria for personal and career success? Are there any misconnects between your personal and career values?
2. **Trunk:** leadership skills and styles. What leadership experience have you had? What leadership skills have you used or feel that you have? What is your leadership style (old, new, blend)? What leadership skills would you like to develop further? What leadership path do you want to pursue and why? What do you see as the main constraints on your development as a leader?
3. **Branches and leaves:** How have you (do you, will you) apply your skills and styles to solve problems and create opportunities? How do you recognize problems/opportunities? How do you approach their solution?
4. **Fruit:** How do you know when a problem is solved? What key networks and relationships have you built or wish to build? How will you or do you evaluate your leadership progress? What do you need to do next? What seeds have you planted for your leadership future?

Leadership Characteristics: strengths and those that need work

1. Vision, seeing ahead
2. Information, find, understand, transmit needed information
3. Inclusion, listen and attempt to use all ideas and skills
4. Decision, define and cause concrete action
5. Dispatch, do it now
6. Ethics, do it right
7. Humanity, especially humor
8. Persistence
9. (add others)

Leaders to Watch: list, opportunities

1. list at least three

Leadership Reading: add to course bibliography

Leadership Learning Group: gather names, make contacts

Schedule of Activities: dates and times where possible

**PA 564**  
**John Gordon**  
**Final Presentation of Leadership Prescription Cases**

**Feedback Form**

**Presenter** \_\_\_\_\_

**Reviewer** \_\_\_\_\_

|                                    | <b>Excellent</b> | <b>Good</b> | <b>Adequate</b> | <b>Inadequate</b> |
|------------------------------------|------------------|-------------|-----------------|-------------------|
| <b>Description of Organization</b> |                  |             |                 |                   |
| <b>Hypothesis</b>                  |                  |             |                 |                   |
| <b>Prescription</b>                |                  |             |                 |                   |
| <b>Monitoring</b>                  |                  |             |                 |                   |
| <b>Presentation</b>                |                  |             |                 |                   |
| <b>Overall</b>                     |                  |             |                 |                   |

Organizational description: vision/mission; structure; current leadership; problems

Hypothesis: initial view of organization's leadership condition, test of hypothesis, Conclusion

Prescription: future leadership/organizational changes needed; implementation

Monitoring: how will effectiveness of prescribed changes be measured?

Presentation: timing, language, visual aids, clarity

Overall: your total impression of the presentation

Suggestions for improvement, comments:

- 1.
- 2.
- 3.

**Each presentation will be limited to 15 minutes, including set up time, within which at least 15 minutes should be available for questions. Each class member will provide a written feed-back sheet on each presentation by other class members.**