Public Leadership
90-844    Spring, 2010

Instructor

Name:        Bob Webb (Adjunct)

Course Objective

The course will examine the elements of public leadership with a focus on evaluating policy decision making in the face of challenges, resistance and crisis. It will highlight the practical elements of public leadership. A wide variety of case studies, including some developed by the students, will be used to examine the effectiveness of leaders in light of the multiple, conflicting forces they face.

Students will explore the need to communicate effectively, identify opportunities, evaluate constraints, and adapt to changing circumstances in the exercise of authority. They will be called upon to demonstrate leadership skills in various collaborative and competitive exercises.

The goal of the course is to have students learn principles of effective public leadership, practice their application, work effectively as a member of a team, and enhance the understanding of their own leadership potential.

Course Organization

Each class session will have extensive discussion of case studies and the texts, group exercises and a review of completed assignments. Lecture portions of the class will focus on the essential principles of public leadership, and their practical application.

Course Requirements

1.   Regular attendance; active, vigorous and effective participation in discussions.

The class is designed to be interactive so it is crucial that class members attend all sessions and be thoroughly prepared. To be excused, an absence must be cleared in advance with the Instructor. An unexcused absence will result in a reduction from the final class participation grade. In addition, quizzes that are missed as a
result of unexcused absences will not be repeated and thus result in a score of zero. Participation in the class will be evaluated on the basis of both individual and, when applicable, team contribution.

2 Extensive preparation of reading assignments.

Case studies will be employed to examine leaders in a wide variety of challenging circumstances. In order to prepare effectively, students will need to read each case study at least twice. In the first reading, a general understanding of the factual situation and the steps undertaken by leader(s) to address the challenges of the case should occur. During subsequent readings the student should critically examine the paths chosen by the leader(s) and develop alternative strategies at various points in the timeline. Students are encouraged to take extensive notes during their preparation so that they can fully participate in the discussions that will take place in class. Students are also expected to conduct their own independent research to supplement the information they obtain in the texts and case studies. For example, the student will find it valuable to understand events that occurred prior and subsequent to the time period of the assigned case study to prepare for discussions.

A Prayer for the City will function as a semester long case study and should receive the same focus as the weekly cases.

On Leadership will provide the conceptual underpinnings of our discussions. Students will be expected to be thoroughly prepared by reading the assigned chapters, considering the author's perspective, and incorporating the principles of the text in their contribution to the discussions.

3. Written Assignments:

There will be several written assignments and a Final Paper that relate to the text, case studies, challenges and other material covered in class. The specific assignments will be made during class and, unless otherwise designated, due prior to the next class sessions. Deadlines for submission will be strictly enforced.

4. Participation in group exercises

The class will periodically be organized into teams. Each team will be assigned challenges presented by the Instructor in class. It will be the responsibility of the team to evaluate the challenge, organize a response and advocate and defend its decisions. In addition to its main task, each team will have observer status on the work of the other teams. In that capacity they will be expected to interject additional components to the challenge scenario, analyze, evaluate and critique the reports of the assigned team. Rules and timetables will vary depending on the
exercise. The team will be evaluated on their analytical and communication skills and will be rewarded for incorporating with imagination and initiative the principles learned in the course.

5. **Quizzes**

Quizzes will be unannounced and may cover material from lectures, case studies, texts or other material covered in the class. They are structured to be opportunities for students rather than pitfalls. Poor preparation can foil this intent.

6. **Student Leadership**

During the semester each student will be assigned a leadership role for at least one class session. The student will be responsible for leading discussions relating to a case study and delivering a summation.

**Texts**

- **Book:** On Leadership  
  **Author:** John W. Gardner

- **Book:** A Prayer for the City  
  **Author:** Buzz Bissinger

Both books are required and are available at the CMU Bookstore.

**Case studies:**

- Packets will be distributed in class.

**Course Schedule:**

The assignments for each class are for general guidance and are **subject to change**.

Most writing assignments, with the exception of the Final Paper, are designed to be accomplished prior to the next class. They will be given periodically throughout the semester during class and posted on the Blackboard site.

**January 12**

- Introductions
- Review of Syllabus
- Course Overview
January 19  How do you define Public Leadership?

Case: Aung San Suu Kyi: Icon of Hope in Burma

Gardner: Introduction
Chapter 1: The Nature of Leadership
Chapter 2: The Tasks of Leadership
Chapter 3: The Heart of the Matter: Leader- Constituent Interaction

Bissinger: Prologue
Chapter 1: Ego and Id
Chapter 2: The Number

January 26 How is one "called" to Public Leadership?

Case: Aung San Suu Kyi: Icon of Hope in Burma

Gardner: Chapter 4: Contexts
Chapter 5: Attributes

Bissinger: Chapter 3: The Yard
Chapter 4: The Racial Trifecta

February 2  To what standards should leaders be held in a world of constant communication?

Case: Big Media Meets the Bloggers: Coverage of Trent Lott's Remarks at Strom Thurmond's Birthday Party

Gardner: Chapter 6: Power
Chapter 7: The Moral Dimension

Bissinger: Chapter 5: Watch Out
Chapter 6: Fast Eddie, We Are Ready

February 9  What do you do when a crisis moves faster than your preparation and expectations?

Case: When Imperatives Collide: The 2003 San Diego Firestorm

Gardner: Chapter 8: Large-Scale Organized Systems

Bissinger Chapter 7: Crisis of Faith
Chapter 8: Profiles in Courage

February 16  How do you fashion solutions to apparently insolvable problems?

Case: Muhammad Yunus and the Grameen Bank
Gardner: Chapter 9: Fragmentation and the Common Good
Bissinger: Chapter 9: Tidbits of Urban Wisdom
          Chapter 10: Getting Paid

February 23  How do you know if "new" is reform or reckless misadventure?

Case: Winning Hearts and Minds: Reforming the Providence School District
Gardner: Chapter 10: The Knitting Together
Bissinger: Chapter 11: Urban Sacrifice

March 2    When the pressure of leadership is at its greatest, how will you perform?

Case: Charting a Course in the Storm: U.S. Postal Service and the Anthrax Crisis
Gardner: Chapter 11: Community
Bissinger: Chapter 12: The Last Sermon

March 9   Spring Break

March 16  How do you regain the momentum to restore past success?

Case: The Challenge of Drastically Changing Times: The Urban League Adjusts To a Post-Civil Rights Landscape
Gardner: Chapter 12: Renewing
Bissinger: Chapter 13: Hot Dog Day
March 23  What risks are you willing to take to achieve your goals and those of others?
Case:  From Protest to Power: The Education of Martin McGuinness
Gardner:  Chapter 13: Sharing Leadership Tasks
Bissinger  Chapter 14: We Hardly Knew Ye

March 30  How do you recover from a potentially mortal blow?
Case:  Hurricane Katrina: Responding to an Ultra-Catastrophe New Orleans
Gardner:  Chapter 14: Leadership Development: The Early Years
Bissinger  Chapter 15: Vision for the City

April 6  How do you adjust to the challenges of new or evolving structure?
Case:  Upwardly Global: Building a Model for Assisting Immigrant Professionals
Gardner:  Chapter 15: Leadership Development: Lifelong Growth
Bissinger  Chapter 16: Inappropriate Conduct

April 13  When your core values are called into question, do you compromise?
Case:  Taking Charge: Rose Washington and Spofford Juvenile Detention Center
Gardner:  Chapter 16: Motivating
Bissinger  Chapter 17: Don't Mess with Ed

April 20  Resolved and Unresolved Questions of Public Leadership
Gardner:  Chapter 17: The Release of Human Possibilities
Bissinger  Chapter 18: A Prayer for the City
April 27  

**Summation**

**Grading**

During the semester students will be evaluated on the following:

1) Participation in class discussions and exercises (including class leadership)
2) Written assignments
3) Quizzes
4) Final Paper

**Participation in class discussions and exercises:**

Students will periodically receive interim grades relating to participation during the semester. The final grade in these areas will be the Instructor's evaluation of the overall participation and contribution of the student during the semester rather than a mathematical calculation of the interim grades. In other words poor early performance can be improved; good early results can be lost. The evaluations will be based on these criteria:

**Exemplary:** (A+ or A)
Original thought, communicated with conviction.

**Proficient:** (A- or B+)
Building upon other's ideas; adding measurably to the effort of the group.

**Acceptable:** (B or B-)
Active participation based on solid preparation.

**Poor:** (C+ or C or C-)
Distracted, disinterested, disheveled.

**Unacceptable:** (F)
No vital signs - the medics would be called but all cell phones are off.

**Written assignments:**

Assignments will be given in class. Unless otherwise designated, they will be due before, and graded by, the next class session. They will be graded based on the following standards:

**Exemplary:** (A+ or A)
Unique ideas with convincing arguments, based on superior research.

**Proficient:** (A- or B+)
Well formulated ideas with persuasive reasoning and solid structure.

Acceptable: (B or B-)
Clear, easily understood, no factual, syntax or punctuation errors.

Poor: (C+ C or C-)
Scattershot, hurried, thinly researched, and unconvincing.

Unacceptable: (F)
Unreadable.

Quizzes

Quizzes will consist of a series of factual questions seeking specific answers. They are given for the purpose of dividing those who have spent the necessary time preparing from those who have not. A student will earn points for each correctly answered question. At the end of the semester, all of the points accumulated will be graded on a curve which will be generously constructed for the well prepared.

Final Paper

A paper, assigned approximately two weeks in advance, will take the place of a final exam. It will be graded according to the standards of other writing assignments.

The weighting of the various elements of the course is as follows:

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Participation and contribution</td>
<td>40%</td>
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<tr>
<td>during class discussions and</td>
<td></td>
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<tr>
<td>exercises (including</td>
<td></td>
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<tr>
<td>class leadership)</td>
<td></td>
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<tr>
<td>Written assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
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Students should be aware that the Instructor intends to follow the endorsed grading guidelines of the Heinz College Faculty.

General Information:

Audio and Video Recording

In order to ensure a full exchange of ideas and opinions during class, audio and video recordings are prohibited unless specifically authorized by the Instructor.
Cell Phones and other electronic devices

All electronic devices (except laptops - see below) should be muted during class. They may be used in the room during breaks.

Cheating and Plagiarism

This section is included in the Syllabus with the hope and expectation that it will never play a role in the course. Nevertheless, to be clear about these issues, please review the following carefully:

A major component of the course is working within team structures. When engaged in an exercise as part of a team, you may collaborate as necessary in order to successfully complete the assignment. However, most quizzes and writing assignments are designed as individual exercises. Unless you are advised to the contrary, all quizzes and writing assignments must be completed without any collaboration.

Given the structure of the course there are two main areas where difficulties could arise:

1) Attempting to obtain quiz answers from course material or another student
Penalty: A zero for all quizzes during the semester.

2) Submitting written material as the student's work when it has been taken in whole or in major part from another source without citation.
Penalty: A zero for all writing assignments for the semester.

Please note that I have only identified areas that appear the most likely ones for problems to emerge. Any act which compromises the academic integrity of the course will be dealt with consistent with the cheating and plagiarism policies of the Heinz College and Carnegie Mellon University.

If in doubt, ask before taking action.

Class Times

Each class session will begin at the scheduled time and students are requested to consider it a priority to arrive on time.

Deadlines

Deadlines for assignments are strictly enforced. Only a specific authorization from the Instructor prior to the expiration of the deadline will prevent late sanctions. Those sanctions are:
1) A reduction of one grade level (e.g. A- becomes B-) for any assignment submitted beyond the hour of the deadline and within the first 24 hours.

2) A reduction of a second grade level for an assignment submitted between 24-48 hours of the deadline (e.g. A- becomes C-).

3) No credit for assignments submitted more than 48 hours beyond the deadline. Note that all assignments must be completed and returned even if no credit is earned as a result of a late submission.

**Eating/Drinking**

Due to the time of day and length of the class sessions, eating and drinking are permitted but students are advised that the Instructor may "tax" any food brought into the room to deter his own hunger.

**Etiquette**

This class is designed for a wide, free and forceful exchange of ideas. Students are expected to have a high tolerance for contrary opinions and to act in a professional manner throughout.

**Laptops**

Students may use laptops during class sessions for note taking or on the spot research, when appropriate. They may not use them during quizzes, or at any other time that the Instructor designates. The use of a laptop during class should be considered a privilege. Students who use their laptops for matters unrelated to the course will lose the privilege for the balance of the semester.

**Pass/Fail Students**

All students in the course are required to complete individual and group assignments, take quizzes and read the assigned material. Students taking the class pass/fail are not exempted from any requirements.