

# PUBA 667: Leadership Seminar

Course Syllabus and Information: Summer 1 2013

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## *Meeting Place and Time*

Meeting Place: Saunders 637

Meeting Times: Mondays and Wednesdays 5:20-9 PM, May 29-July 3

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## *Your Professor*

Dr. Jeffrey Ady, Associate Professor

Public Administration Program

Office: Saunders 409      Office Hours: By appointment

Office telephone: 956-7010

Cell number: 753-1893

Email: [jady@hawaii.edu](mailto:jady@hawaii.edu)

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## *Required Materials*

- ❖ Text: Leadership: Theory and Practice, 6th Edition, by Peter G. Northouse. Sage Publications. Available online at Amazon, for example, for \$25-60. Please consult the Laulima website for more information.
  - ❖ Use of the [Laulima website for this course](#); if you are registered for this course you can login with your UH-provided username and password:
    - Familiarize yourself with this website; use it often.
    - Discussion lists, and file uploads will be important, so be prepared to use them.
  - ❖ Various sources and readings, both online and print, as assigned:
    - Print resources will be provided to you in the session before which I expect you to read them.
    - Online links will be provided to you via the Laulima website mail facility.
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## *Attendance*

Regular attendance is expected. Missing just one meeting means that the equivalent of an entire week is missed—so try to avoid missing class. The nature of our course is such that your absence will make it impossible for you to participate as the rest of us need you to. **But you will be allowed three absences for the session**; with more than three, for any reason, you will fail the course. You will not be able to make up missed opportunities for presentations, etc. So please give careful thought to your attendance. However, I am not completely heartless: If you are under special circumstances that require you to be absent for an extended period, we can work together on how you may make up “time,” “effort” or “outcomes” as needed. Some in the course will need to miss one or more sessions during the first week due to travel, work or other commitments made before registering for the course. If this describes your circumstances, let me know before the course begins and I will count that absence[s] toward the “3 free” that you have.

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## *Class Participation*

This is a participation-intensive class in that (1) everyone will be asked to take part in regular group discussions of the readings, (2) everyone will be asked to conduct and participate in varied and important activities. These activities will most often involve:

- Self-assessment and self-disclosure;
- Small group discussion, interviewing, summarizing and debriefing;
- Small group sharing and public speaking; and
- Structured experiences and simulations.

If you cannot support a commitment to attend class regularly and fully participate in class activities you will not pass this course. If, on the other hand, you will track with us in this endeavor, you will not only pass the course but will also be transformed by it.

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### *Consultations*

Talk with me about a matter *before* it becomes a problem—one of the most frequent binds students get into with professors is that a problem is brought up after it is too late to do anything. The very best way for us to set up a conversation is to begin with email. Alternatively we can just visit before or after our course sessions after planning ahead via email.

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### *A Word About Consent*

Your continued enrollment in this class beyond the first meeting will be taken as an indication that you fully understand and agree to the terms set forth in this course description and syllabus. So study this document carefully. If you discover something that will become a problem for your particular situation as a student (i.e., special needs or challenges that you face), you should notify me immediately. Saying “X is not fair” will not get you out of a bad grade situation. If you find something with which you cannot live, drop the class immediately. Otherwise I will do my utmost to help you succeed in this course. And the rest is up to you.

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### *Goals of the Course*

I am focusing this course on **leadership development**. We must therefore frame the course by aiming our time and energies toward achieving these goals:

1. To **create a team environment** in which we can honestly say that we are valuing, respecting, developing and challenging each other, no matter what happens. This environment will be a safe and respectful one.
2. Within that environment, to **interact with and develop our understanding of leadership concepts, theory and practice**.
3. To **articulate our views of course concepts and stimulate each other to critical and pragmatic thinking** regarding leadership.
4. As we engage in this series of discussions, structured experiences and guided discovery processes, **this course is designed to transform you** as a participant into someone who better understands leadership, who knows yourself more as a leader, and who can engage in strategic thought and conversation regarding leadership and organizations.

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### *Graded Assignments*

**Class Participation**: This is an advanced graduate seminar course, and my expectations for all students include professional behavior that is respectful of me, of your fellow students, and of our collective endeavor in this course. The reason for my high standards is that we must create an environment where people know they are safe and valued. Everyone plays a critical part on our team. You will succeed or fail in this course by your degree of and attitude toward participation.

The critical question regarding class participation for you to ask is, “Do I value developing our leadership potential enough to give 100% to my classmates, this professor and this course?” If the answer is “no,” you should exit the course immediately.

Depending on the makeup and total enrollment in our course, **I will be asking all students to rotate duties as Team Leaders [TLs]**. TLs assist with group processing by encouraging discussion, gatekeeping, keeping the group on topic/task, monitoring individual and group progress through our processes, and assisting in debriefing. This will give you valuable experience in managing group experiences.

Participation will be evaluated on two dimensions, **and is worth a total of 100 points**.

- ❖ *In-class participation* includes attendance and giving yourself actively to every process we engage in, taking responsibility when it is your turn to act as a Team Leader, and respecting the viewpoints and experiences others are having in our sessions.
- ❖ *Outside-class participation* includes the submittal of homework, self-assessment and research projects on the days and times they are due. Assignments must be completed/turned in on the date/time they are due; thereafter, your grade for class participation will drop the equivalent of one letter grade per each calendar day the assignment is late. The burden for communicating with me in the case of such difficulties will be upon your shoulders.

**Journal Entries.** Journaling will be an important component of your learning this semester. When assigned, each journal entry will be due the following course session. You may be asked to reflect in detail upon a given reading assignment for the following week, a previous session’s discussion and/or activities, and apply what you are experiencing and learning to past, present and future. You will discuss your journal entries in small groups. **50 points are possible for the journals.**

**Field Problems.** Field problems take the form of certain “in the field” scenarios, news reports, or case studies that describe difficulties in leadership. Each field problem will require you to make critical assessments of leadership structures and behaviors, followership patterns, and suggestions for more effective leadership in these practical situations. Field problems will require you to apply concepts, theories and effective patterns of leadership. **50 points are possible for field problems in total.**

**Note:** A minimum of 80% of possible points for every assignment is required for you to obtain a grade of B or better from the course. Your course total will be reduced by one percentage point for each assignment percentage point below the 80% mark.

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***Course Grade Ranges for Letter Grades***

200-180 .....	A
179-160 .....	B
159-140 .....	C
139-120 .....	D
Below 120.....	F

"Plus" and "Minus" grades will be assigned for those on the extreme fringes [within 2 percent] of these ranges if I feel they are warranted. Otherwise, full letter grades will be assigned.

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***Course Schedule***

*Subject to change upon circumstantial necessity. CHANGE IS HIGHLY LIKELY!*

Date	Topic	Prep	Task
<b>5/29</b>	Introduction/Orientation Ethics in Public Service	Show up.	Intro; Self-Assessment; Discussion; Principal-Agent Theory & Problems; Q&A
6/3	Leadership Ethics	Read Chapter 16 of Text	Discuss leadership in a global sense.
<b>6/5</b>	Leadership & Culture	Read Chapter 15 of Text	Presentation, Discussion, Self- Assessment, Debrief, Q&A
6/10	Leadership & Culture	Read Chapter 15 of Text	Presentation, Discussion, Self- Assessment, Debrief, Q&A
<b>6/12</b>	Trait, Skills & Style Approaches	Read Chapters 2,3,4 of Text	Presentation, Discussion, Self- Assessment, Debrief, Q&A
6/17	Trait, Skills & Style Approaches	Read Chapters 2,3,4 of Text	Presentation, Discussion, Self- Assessment, Debrief, Q&A
<b>6/19</b>	Psychodynamics	Read Chapter 13 of Text	Presentation, Discussion, Self- Assessment; Q&A
6/24	Team Leadership	Read Chapter 12 of Text	Presentation, Discussion, Self- Assessment, Debrief, Q&A
<b>6/26</b>	Servant Leadership, Authentic Leadership	Read Chapters 10,11 of Text	Presentation, Discussion, Self- Assessment, Debriefing
6/30	Situational, Contingency, Path-Goal	Read Chapters 5,6,7 of Text	Presentation, Self-Assessment, Debriefing; Q&A
<b>7/1</b>	LMX, Transformational Leadership	Read Chapters 8,9 of Text	Presentation, Discussion, Self- Assessment, Debrief, Q&A
7/3	Followership	Assigned Readings	Presentation on Followership; Discussion; Processing; Q&A; Party