PA 510 EXECUTIVE LEADERSHIP & DECISION-MAKING
SYLLABUS

COURSE BASICS
Instructor: Scott Lazenby, Ph.D. Public Administration & Policy; M.S. Public Management & Policy; and City Manager for Lake Oswego, Oregon.
Contact: slazenby@pdx.edu or D2L mail. 503/668-6927 (work), 503/894-1448 (personal cell). Office Hours: By arrangement.
Class Meets: ___

TEXTS
Fisher & Ury, Getting to Yes (Penguin, 2011 - other editions OK)
Buckingham & Coffman, First, Break All the Rules (Simon & Schuster, 1999)
Ken Miller, Extreme Government Makeover (Governing Management Series, 2011)
Note: most of these books are readily available on the used market at low prices, as well as in e-book format. Some are also available through local public libraries.

COURSE GOALS
Executive decisions in the public sector often require balancing issues of ethics, law, politics, organizational dynamics, and human relations. Skill in navigating these turbulent waters comes with experience, but there is also much to learn from current management theory. This course draws on public management literature, case studies, and extensive interaction with practitioners to build the student’s competency in executive leadership. The context is executive management of local government, but the lessons learned have broad application to all levels of government as well as public service nonprofits.

MPA Core Competencies and Related Course Elements
Students in the MPA program will master the following competencies by graduation, as evident through their demonstrated ability to:

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession. Applied throughout the course.

2. Identify and apply economic, financial, legal, organizational, political, social, and ethical theories and frameworks to the practice of public service leadership, management and policy. Applied throughout the course.

4. Identify and engage with the key elements of the public policy process. Case 14.
5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage human, fiscal, technological, information, physical, and other resource use. *Cases 4, 14.*


10. Think critically and self-reflectively about emerging issues concerning public service management and policy. *Applied throughout the course.*

**ASSIGNMENTS.** Rather than writing assignments, this course will emphasize a heavy reading load and extensive class interaction. Quizzes (completed through D2L) will test the student’s ability to apply the reading material to each of the five cases. Teams will be assigned to introduce and prepare interview questions for each of the guest speakers. The teams will also complete the process analysis exercise that makes up the final case.

**OFFICE HOURS AND E-MAIL.** Individual questions can be submitted via D2L mail. If, however, you are not getting a response to an e-mail question quickly, you can also send an e-mail directly to slazenby@pdx.edu, putting PA510 somewhere in the subject line. You can also call me on the numbers listed above.

**COLLABORATION.** Reading quizzes must be done individually; no exceptions. Quizzes are open book. All other assignments will be done as teams (team members will be assigned randomly). The text for the first week focuses on how to work effectively as a team.

**EVALUATION AND GRADING.** D2L will provide immediate feedback on the score for each reading quiz. Late quizzes will be accepted only by permission of the instructor and will be downgraded a full letter grade. Team members will grade each other based on quality and quantity of the contribution to the team. The class as a whole will grade the final presentations on process improvements. The course grade will be determined by the following weightings: Quizzes--75%; team grade (interview)--10%; team grade (process exercise)--10%; class grade (process exercise)--5%.

**SESSIONS AND ASSIGNMENTS.**

**Session 1.** Assignment: read (before class, if possible) *The Five Dysfunctions of Teams.* Skim the “leadership fable” that makes up the first part of the book (a quick read). Read carefully pp. 187-227, “The Model.” Course introduction and overview, establishment of work teams and team assignments. Discussion of team effectiveness.

Prior to next session, complete the D2L quiz on the reading assignment (Five Dysfunctions text). Read Case 9, “The Chief vs. the Council Member” in *Managing Local Government.*

**Session 2.** Class discussion on the case: what would you do? Introduction and interview of guest speaker.

Assignment to be completed prior to next session: read Fisher & Ury, *Getting to Yes,* Parts 1 and 2 (“The Problem” and “The Method”). Take the D2L reading quiz.

**Session 3.** Negotiation role play.
Assignment to be completed prior to next session: read Case 4, “The Fire File.”

**Session 4.** Case discussion and guest speaker interview.


Assignment for next session: read Case 3, “Cartgate.”

**Session 6.** Case discussion and guest speaker interview.

Assignment to be completed prior to next session: read Buckingham & Coffman, *First, Break All the Rules* Chapters 1-6. **Take the D2L reading quiz.**

**Session 7.** Build on strengths, work around weaknesses. What are the “rules,” what does it mean to break them, and what do we do instead? Concepts from Jim Collins: hire and promote based on fit with organizational values (*Built to Last*), and “get the right people on the bus” (*From Good to Great*).

Assignment: read Case 14, “County Prison Overtime.”

**Session 8.** Case discussion and guest speaker interview.


**Session 9.** Process improvements. Identifying owners, stakeholders, and customers in government services. Lean (paper airplane) exercise. Guest speaker -- setting up the final case (process improvement exercise).

Assignment: team meets to discuss the case, develop recommendations for improving the process, and preparing a brief presentation of the recommendations.

**Session 10.** Group presentations.