Course Syllabus – Fall 2013

ExMPA 517: Leadership Development for Public Organizations
Three (3) Credits

Saturdays -- November 16, December 7 and December 14, 2012

-- A hybrid (both in-class and on-line) intensive learning experience --

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“When your journey takes you to the foot of a mountain, a path will appear.”
-- An old Asian saying

“Are you a leader?” Think about it for a while... Well..., of course you are. Being a leader, after all, is really about “...taking others (we call these others ‘followers’) on a journey to some desirable place”. We all do that! Maybe its going on a hike with family or friends. Or maybe its collaborating with colleagues to improve something in the workplace. We all lead, albeit in different ways, from where we find ourselves in our personal and professional lives.

Given this, a core premise of the EMPA 517 course is that “we can all become better leaders” by learning more about ourselves and our talents, by exploring leadership lessons from masters who have gone before, and by actually practicing leadership in interpersonal and team settings, and then reflecting on those experiences. My role in this “leadership learning journey” is one of a facilitator and mentor. There is lots to experience and learn, so let’s get started!!

Course Overview:

This course continues and extends your learning and practice of effective and ethical public service leadership from EMPA 518 by focusing on the roles and relationships of individuals and teams in the leadership development process. This course is specially tailored for Executive MPA cohort members. The course draws upon, and integrates, several breakthrouugh leadership perspectives and tools from the Hatfield School’s new public leadership curricula for “wicked challenges”, referred to as the EMERGE Public Leadership framework. The acronym EMERGE reminds us that “shared and feasible pathways forward for resolving complex public sector challenges typically ‘emerge’ during the course of a leadership journey; there are no prior best practice solutions since every situation is different and adaptation is required for success”. The EMERGE is
global in its orientation and multi-cultural by design. The curriculum was co-produced by the Mark O. Hatfield School of Government and the Ho Chi Minh National Political Academy of Politics and Public Administration in Vietnam, and it is being continuously updated and refined. Professor Ingle just returned from a working consultancy in Vietnam with the 2012 EMPA cohort to further the cross-cultural policy and cultural characteristics of the EMERGE public leadership approach.

This EMPA 517 course links the growing body of leadership development literature with several select assessment instruments for leading one’s self, leading followers and leading teams in organizational and inter-organizational settings. The leadership development component begins early in the EMPA program, thus providing you with an opportunity to learn and integrate individual and team leadership competencies and practices into your various courses, into your Leadership Development Portfolios and into your capstone projects.

This course represents “a highly intensive learning journey” over a relatively short 6 week period of time. In addition to three Saturday face-to-face class sessions, students are required to complete and post assignments on D2L during the weeks with no in-class sessions (with the exception of the Thanksgiving holiday break). Mastering the readings, postings, critiques and related leadership practice session will require a high level of dedication and discipline by each student, and by the Professor.

Course Objectives:

The goal of the PA 517 course is to assist EMPA cohort members in understanding their individual leadership strengths and to further develop sensibilities and practices to successfully lead at the interpersonal and at team/group levels in the public sector – both in vertical systems of authority and in horizontal networked settings. More specifically, the course has three primary learning objectives for EMPA cohort members:

1. To gain a deeper appreciation of public sector leadership development theory and practice in at the beginning of the second decade of the 21st century.
2. To become more self-aware of leadership strengths, public service values, emotional intelligence and applications of public leadership power.
3. To initiate the development a personalized leadership portfolio as a guide for further improvement of effective and ethical executive leadership competencies and practices.

The course objectives address the following MPA and EMPA program competencies:

1. Articulate and exemplify the values, responsibilities and social roles as a member of the public service.
2. Identify and apply organizational, political, social and ethical frameworks to the practice of public service leadership, and management.
10. Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy.
To achieve the course objectives and acquire the intended competencies, the course will focus on:

- Leading interpersonally with an emphasis on self-assessment, leadership knowledge, and the development of a living individual leadership portfolio.
- Leading groups and teams with an emphasis on followership and facilitative skills for resolving “wicked” public sector problems within and across public systems of action.

Course participants will meet in several intense in-class sessions and will engage in assigned readings, D2L interactions, individual/team exercises, and academic writing assignments.

**Course Premises:**

- The course will follow the principle of “structured-flexibility”; that is, the course is carefully planned and organized along with the expressed intent to modify the design as required to address special executive leadership requirements and additional issues as they arise.
- Throughout the course, different ideas and positions will be discussed openly and candidly from a solid foundation of empirical evidence and public sector experience.
- Students are viewed as the primary producers as well as consumers of course learning, so priority is given to careful preparation, active listening, interactive dialogue, and reflective practice.
- The course will be viewed as one important step – neither the first nor the last – of acquiring the competencies and practices necessary for effective and ethical leadership in the public sector.

Students are expected to be accountable for the mastery of learning and leadership practices throughout the course. Another course premise, as stated by D. Pink (2009) in *Drive,* is “It presumes that people want to be accountable – and that making sure they have the control over their task, their time, their technique, and their team is the most effective pathway to that destination.” At minimum, students will want to set aside regular blocks of time: for using D2L, for reading the assigned texts and electronic materials, for actively participating in the on-line class exercises, for attending all regularly scheduled class sessions, and for completing the required writing assignments.

It is a fundamental premise of this course that adult learning for both the students and the instructor involves energy, patience and persistence. My professional experience is that when learning is done with autonomy, enthusiasm and passion, it can also be very enriching, and actually enjoyable.

Let’s try to do everything possible to enjoy the journey and laugh a lot along the way!! The Professor is open to creative and feasible suggestions on how to better accomplish the learning objectives for this course.
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 EMPA cohort members bring with them a rich background of life and public sector experience. This experience forms a valuable input to the learning process. Since this course aims at enhancing both leadership *knowledge & practice*, each student will be expected to become fully engaged in assignments and exercises designed to accelerate competence and confidence. Mini lectures, team exercises, and case illustrations will be used throughout the course in order to enhance the mastery of leadership concepts and skills. Special presentations will also be considered as appropriate.

Course Schedule (Proposed):

**November 16, Saturday (9:00 am to 5:00 pm)**

“Cohort Talents, Course Overview and Leadership Practice”  
Talents Icebreaker with Introductions and Expectations  
Overview of PA 517 including Objectives and Assignments  
Strengths and Leadership: Assessment, Implications and Applications  
Leadership and Followership: What Followers Need for Engagement  
Exemplary Leadership Practices  
Look Ahead Learning Assignments

**December 7, Saturday (9:00 am – 5:00 pm) -- Location TBD**

“Executive Leadership: Challenge and Pathways Forward”  
EMERGE Leadership Tools and Applications  
Contextual and Emotional Intelligence: Concepts, Assessment Results and Applications  
Learning Assignments (including Leadership Development Portfolio)

**December 14, Saturday (9:00 am to 5:00 pm) -- Location TBD**

“Public Leadership, Teamwork and Persuasion ”  
Icebreaker with Team Leadership Role Play  
Leading Teams with Smart Power  
Final Course Writing Assignments
Course Requirements:

Session Preparation
Each class session presupposes that EMPA cohort members have carefully read the required assignments and arrive at class prepared to engage in active discussion and practice 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 capabilities to read reflectively, to listen deeply, and to communicate precisely. To aid you in this task, the instructor will provide a list of assigned course readings and study questions during the first Saturday class session. Students are required to upload their responses to the study questions into the web-based learning system (the “D2L” course management system) that will be used during this course. Each response should take the form of a one page, single-spaced narrative text with sources of information cited as References. Please type or paste your responses into the D2L 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 tools in web-based interaction with other cohort members and the instructor, and during the day-long 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 before and during the in-class performance-learning sessions, and since the learning will occur in a step-wise and cumulative manner from session to session, it is essential that enrolled EMPA cohort members actively interact with each other both during and between all class sessions. A substantial part of the grade for the course will be based upon your demonstrated level of engagement and spirited learning. Learners should visit the D2L web site frequently both to interact with other students and to post supplemental course-related items of interest. The instructor will monitor the frequency and quality of D2L use, and participate in interactive discussions.

Academic Writing Assignments
In addition to weekly D2L postings and interactive sessions, the EMPA cohort members will be required to complete two academic quality writing assignments:

- An “in progress hard copy version” of each student’s Executive Leadership Development Portfolio is due at the beginning of class on December 14th. A template for the Leadership Development Portfolio will be located in the Course Materials Folder of D2L before the November 16th class session (Filename: Lead Devel Portfolio 2013).

- An 8 to 10 page (double spaced) reflective leadership essay using the APA format, plus references, is due on December 22 – one week following our last Saturday in-class session. This essay should focus on a public sector individual/interpersonal or team-related leadership topic. Professor Ingle will provide a list of optional topics during the December 7th in-class session. 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 uploaded into the Discussion Folder of D2L marked “Reflective Leadership Essays” before or on December 22nd.

**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 learning that occurs as demonstrated by cohort members, and not on what is being taught by the Professor. Several learning dimensions will be considered in determining each EMPA cohort member’s final grade:

*Session preparation* will account for 35% of the grade. The learning from preparation will be demonstrated by the timeliness and quality of the D2L postings in response to the provided study questions. Learning will also be demonstrated by the frequency of D2L interaction with other cohort members including the numbers of responses to others, and creative postings of supplemental materials relevant to public service leadership. The frequency of use of the D2L site -- including total usage, items downloaded, items posted and on-line interactions with others -- will all be considered in determining the preparation grade.

*Session Participation* will account for 35% of the grade. Participation will be demonstrated 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.

*The Writing Assignments* will account for the remaining 30% of the course grade. These assignments include both the Executive Leadership Development Portfolio and the final Reflective Leadership Essay. Learning will be demonstrated by the quality of the thinking and the academic quality of the submissions.

Cohort members who complete the assigned readings, regularly interact with others using the D2L website, actively participate in all class sessions, and complete high quality writing assignments should be able to demonstrate mastery of leadership development.

**Required Course Texts and Assignments:**

Several academic readings are required for the course -- all are provided as part of the EMPA program:

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 D2L system) a list of session-by-session reading and preparation assignments.

Note on Initial Required Assignments due prior to November 16th. There are two specific assignments due prior to the November 16th in-class session as announced by Prof. Morgan in his last class:

1. By COB on Thursday, November 14th, complete the on-line “Strengths Finder” assessment contained in the Rath and Conchie Strengths Based Leadership textbook (handed out in Dr. Morgan’s class). After completing the assessment and downloading the assessment results and Leadership Guide, please post your “Top Five Talents” from the assessment in the D2L Discussion Folder for Strengths Finder Assessment Results. Also, read the pp 1 to 80 in the Rath and Conchie textbook, and print out the Leadership Guide from the on-line assessment for review and use during class on the 16th.

2. Prior to class on November 16th, read Chapter 1 of the Kouzes and Posner textbook. Be prepared to discuss the practices of exemplary leadership during the class session.

3. Prior to class on November 16th, read the Syllabus and come to class with questions and suggestions for improvement.

About the Professor:

Dr. Marcus Ingle is a Professor of Public Administration and Director of International Public Service in the Center for Public Service (CPS), Mark O. Hatfield School of Government at Portland State University. Dr. Ingle is Senior Advisor for the U.S. State Department's Professional Fellows program with Vietnam. Recently he was Principal Investigator for the Hatfield School’s innovative “Public Leadership for Sustainable Development” program in Oregon and Vietnam and was Co-Principal Director of PSU’s China Urban Sustainability program in collaboration with the School of Urban Studies and Planning and the Ministry of Land and Resources in China. Dr. Ingle has extensive local, state, federal and international experience having worked in more than 80 countries and many states of the U.S. Prior to coming to PSU in 2003, he was Chief of Party for the USAID Regional Infrastructure Program for Water and Sanitation in Budapest, Hungary with Booz Allen & Hamilton, Inc. from 2000 to 20002 and 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 leadership and management development including community-based 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.

Prof. Ingle is generally available on campus throughout of the course to provide guidance and answer questions. To arrange an appointment or address a course-related issue, please correspond with Prof. Ingle via the "D2L mail" feature. This allows the Professor to send responses to all members of the cohort as necessary.