

**Management, Leadership, and Policy**  
Indiana University School of Public and Environment Affairs  
SPEA V473  
Spring 2007  
**Tuesday 5:30 – 8:00 p.m.**

**Instructor:** Dee Kayalar

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**Email:** dkayalar@indiana.edu

**IU Mailbox:** SPEA Room 341 (*You must speak with Jennifer Mitchner if you are picking-up an assignment.*)

**Office Hours:** Mondays 9:30am-11:30am (Room TBA)

**Course Description**

This course is a study in the practice of leadership and policy making. We will explore the essentials and best practices of leadership to understand the importance of quality leadership for career success and public policy. Students should leave the class with a better idea of their own leadership skills and an understanding of how leaders use their traits, skills and knowledge to confront the challenges within their political and task environment in order to create both personal and public value.

**Required Textbooks**

The two textbooks below are required for the course, and there will be other readings placed on reserve. Please carefully read the weekly assignments to locate any additional readings that are posted on electronic reserve.

Moore, Mark H. (1995). Creating Public Value: Strategic Management in Government. Cambridge: Harvard University Press. ISBN# - 0674175581.

Kouzes, James M. and Barry Z. Posner. (2002). The Leadership Challenge (Third Edition). San Francisco: Jossey-Bass. ISBN# - 0787956783.

IU Electronic Reserve (ERROL) – Additional readings will be available on the IU library website. I will provide the password to access the contents on reserve.

**Course Policies**

The Indiana University ethical code and terms of academic misconduct as stated in the Student Handbook and Schedule of Classes will be adhered to in this course. Ethical violation and academic dishonesty – including cheating and plagiarism – will be strongly penalized in accordance with university guidelines. Additionally, students are expected to arrive on time, be prepared for class, to participate in class activities, and to respect the opinions of others during class debates and discussion. Note that this syllabus is preliminary and subject to change.

### **Course Assignments and Grading**

Your final grade is based on your achievement and fulfillment of all course expectations, which include meaningful participation in class exercises and discussion, as well as demonstrating understanding in written assignments and midterm. All written assignments should be typed, double-spaced, and in 12-point font, using 1-inch margins, so everyone has similar length to make their arguments. Note that I will not accept late assignments. In the rare case of medical emergency you should contact me immediately to make arrangements.

<b>Assignment</b>	<b>Percentage</b>
Leadership Journal	15%
Personal Credo	10%
Midterm	20%
Leader Project	15%
Class Project	40%
	<b>100</b>

#### **Leadership Journal (15%)**

You will be required to keep a leadership journal where you will document moments of leadership that you encounter. These may include instances where you inspire a certain change or vision in your family/work/college environment, situations where you influence or mobilize others towards a certain goal or moments where you use your abilities to build support for a cause that is important to you. As you prepare your entries, I would like you to think about the things you have done well and the things you might have done differently if you had a chance to do them again and why. You may also include other people's leadership examples that you encounter which may either be successful or the reverse. In these cases, demonstrate why you selected the leadership example/issue you did and if it was handled in a good way. If you disagree with how the leadership issue was handled explain why and offer alternative choices that could have been made.

This exercise is intended to encourage you to apply the concepts learned in this class to your leadership cases and help you think about the importance of leadership for both personal and community success. I will check your entries on a regular basis and answer any questions you may have. You will be expected to discuss stories from your journal to the class.

At least one entry every two weeks is required.

#### **Personal Values Statement (10%)**

You will be required to write a one-page personal values statement or credo where you articulate your life goals and strategies. Good leadership has much to do with self awareness and grounded and positive reactions to triggers in the workplace. This assignment is intended to

help you think about the values and principles that are most important to you and the role they play in your decisions. As you write your statement, I want you to imagine that you are in a leadership position in an organization but need to leave work temporarily to attend to an urgent matter. What set of values would drive the message you would want to share with your staff before you leave. Make sure to clarify and prioritize your values and express yourself in such a way so that although you are absent people know how to work towards a shared end you have helped define. The credo should reflect your passion about your work and what your ideal organization looks like. We will discuss and evaluate your credos in class and examine your values, their consequences and alternatives to help each of you form a leadership philosophy that is clear and congruent with your values.

### Midterm (20%)

The midterm will be a combination of short-answer and essay questions to test your understanding of the material we cover in the first half of the course.

### Selected Leader Project (15%)

This is an individual assignment designed to help you explore leadership in your area of study and learn more about a person you admire. You will be required to make a 5 minute presentation on your project to the class. You will select a prominent person to study with demonstrated leadership ability and experience and will write a 5 page, double-spaced paper that will give the reader an understanding of this person's leadership styles, their successes or failures, and their strengths and weaknesses. The website [www.biography.com](http://www.biography.com) contains bios and videos on many prominent individuals and may be a good starting point for identifying and obtaining background information on your choice of visionary leader. This project will entail some research on your part and you will be expected to include references and citations for your paper. As you write your papers I would like you to pay special attention to the following:

- Reason for choice of this leader
- List of characteristics of the leader
- Contributions of the leader to those she or he has led
- Successes/Failures and strengths/weaknesses of the leader
- How your knowledge of this leader will contribute to your personal agenda, life goals and vision for the future

### Class Project (40%)

We will all work on this project (yes, this includes me as well!). I will give every student a grade 'A' in advance for this assignment. Your goal will be to "keep" your A's by demonstrating hard work, dedication and motivation. This project is an opportunity for us all to identify an important public problem in our immediate area and combine our leadership skills, interpersonal skills and knowledge to find a solution to that problem. The project will entail the following steps:

- Identify our problem
- Define our mission and goal(s)
- Identify different interests and values
  - who is affected by the problem and how

- who are the leaders responsible for handling the problem and what are their interests and values
- what values should guide our activities to deliver meaningful solutions
- Identify opportunities for solving the problem
- Exercise political entrepreneurship and create initiatives
- Mobilize support for our initiatives
- Intervene meaningfully and positively in the problem
- Discuss challenges
- Leave awareness and legacy

The final project will be a written manual that addresses the points above and hopefully a starting point for an effort to make meaningful change in our small community. It is my hope that this will be a good opportunity to exercise leadership within a team and create positive change.

## Syllabus

### January 9: Introduction to course and Self-Assessments

Course overview

#### **Self-assessment worksheet**

### January 16: What Leaders Do and the Expectations of Public Leaders

Readings:

- Moore – Chapter 1
- Kouzes & Posner – Chapters 1-2

### January 23: Identify Values and Lead by Example

Readings:

- Moore – Pages 294 - 304
- Kouzes & Posner – Chapters 3-4

### January 30: Develop Vision for the Standards of Public Work

Readings:

- Moore – Chapter 2
- Kouzes & Posner – Chapters 5-6

#### **Discussion: Journal Stories**

### February 6: Innovate and Create Your Own Opportunities

Readings:

- Kouzes & Posner – Chapter 7
- Jeffries, Elizabeth. "Developing Self-Directed Followers." The Heart of Leadership. pgs. 153-169. (ERROL)

#### **Assignment: Personal Credo Due**

### February 13: Mobilizing Support and Collaboration

#### Readings:

- Moore – Chapter 4
- Kouzes & Posner – Chapter 9

### February 20: Strategy in the Nonprofit Sector

#### Readings:

- Power, Elizabeth. “Leadership, Values, and the Nonprofit Organization.” The Nonprofit Management Handbook. pgs. 101-122. (ERROL)
- Moore – Chapter 3

#### **Discussion: Journal Stories**

### February 27: Political Management to Enable Others

#### Readings:

- Moore – Chapter 5
- Kouzes & Posner – Chapter 10

### March 6: Midterm Examination

### March 13: SPRING BREAK – NO CLASS

#### **Work on our class project**

### March 20: Delivering Public Value

#### Readings:

- Moore – Chapters 6-7

#### **Discussion: Journal Stories**

#### **Assignment: Selected Leader Projects (paper and presentation) Due for Group 1**

### March 27: Learn to Love the Challenges and Manage Your Risks

#### Readings:

- Moore – Pages 305-309
- Kouzes & Posner – Chapter 8
- Stanford-Blair. “Sustaining Strategies.” Leading Coherently: Reflections from Leaders around the World. pgs. 153-170. (ERROL)

#### **Discussion: Class Project**

#### **Assignment: Selected Leader Projects (paper and presentation) Due for Group 2**

### April 3: Encouraging Others through Leadership

Readings:

- Kouzes & Posner – Chapters 11 - 12

**Assignment: Selected Leader Projects (paper and presentation) Due for Group 3**

### April 10: Emotionally Intelligent Leadership

Goleman, D., "Leadership that Gets Results", *Harvard Business Review*, March-April 2000, pp. 78-90

Goleman, D., "What Makes A Leader", *Harvard Business Review*, November-December 1998, pp. 93-102

**Part of the class time will be devoted to writing up the class project manual**

### April 17:

NO Readings

**Class time will be devoted to writing up the class project manual**

### April 24: Leading for Others

Readings:

- Kouzes & Posner – Chapter 13
- Avolio, Bruce J. and Edwin E. Locke. "Should Leaders Be Selfish or Altruistic? Letters on Leader Motivation." Ethics, the Heart of Leadership. pgs. 105-128.
- Greenleaf, Robert. "Servant Leadership." Insights on Leadership. pgs. 15-20. (ERROL)
- Self-assessment and Course wrap-up