

The Foundations of Public Administration Series is a collection of articles written by experts in 20 content areas, providing introductory essays and recommending top articles in those subjects.

Sample Syllabus Administrative Leadership

Notes:

1. *This syllabus represents a balance of theoretical material and applications.*
2. *This is for a quarter system so there are 10 weeks plus finals.*
3. *This is for a fully online class in which students have weekly videos, audios, written lectures, etc. in Blackboard. Students have 9 separate graded activities excluding participation.*

Course Description:

This course provides the foundation of theory and practice of administrative leadership. While students will learn about all the major theoretical frameworks, they will focus on an applied action research model that is useful in analyzing and developing oneself and others in organizational settings.

Goals and Methods:

There are four major goals of the course.

- First, the course should ensure that students move beyond unanalyzed intuitive notions of leadership. Leadership is an important and complex concept that is worthy of substantial study. Exploring different theories of leadership aids in understanding the myriad aspects of the subject.
- Second, this conceptual sophistication should have a practical effect on students. For example, what are the general competencies of leaders in organizations? What are your leadership strengths and weaknesses? What can you do to correct your weaknesses? How can you cultivate your followers? Like all university courses this class should provide you with opportunities to hone (refine) your analytic skills. Although casual commentators often make superficial observations and simplistic analyses, this class will provide an opportunity for more probing observations and sophisticated analyses. Students will not only be expected to make astute observations, but also be expected to discuss leadership situations from multiple perspectives.
- Third, students' communication skills should be improved. In this case the course focuses on written communication. The quality of written communication will be a major focus of the class. Of course, strong analytic and communication skills are among the most important competencies for leaders.
- Finally, the class should be not only provide theoretical grounding, practical insights, and skill development, but should provide the opportunity to enjoy a topic that is widely viewed as one of the most fascinating in the social sciences. It is my hope that the lectures, your postings, the papers, and even the essay final exam will provide opportunities to have fun with this dynamic topic.

Electronic lecture involves reviewing the written, audio, and video presentations. The methods are relatively straightforward. Participation includes “practice” mock quizzes (to give you the quiz prototype) and miscellaneous assignments. Postings allow for in-depth discussions with fellow students on specific topics. Two quizzes will provide an opportunity to rehearse the technical nomenclature (names and language), concepts, history, etc. of the field as well as in-depth review of concepts through case study analyses. A short paper provides the opportunity to use the action research model of leadership in a practical setting. The final exam will have summative questions including a question asking you to apply your conceptual skills to a contemporary or historical leader.

Please note that the electronic learning environment has many desirable features: geographic convenience, temporal flexibility, and opportunities for enhanced interaction. However, several things should be kept in mind. First, it is a myth that web-based classes take less time or work (for either the students or instructor). The “seat time” equivalent is used in reviewing the instructor’s electronic lectures and artifacts (e.g., video and audio clips), and in weekly postings or worksheets. Second, while the flexibility to do assignments is enhanced on a weekly basis, *productive* group interaction requires discipline and timeliness. While there is some flexibility on a weekly basis, it is your responsibility to keep up every week. Students not following timelines automatically lose *substantial or all* points.

Also note that the electronic lectures are not meant to replace the text or vice versa. Careful reading of the text is required. As with face-to-face lectures, electronic lectures may perform the following functions: rapid review of the text, rephrasing of the material, and the addition of new material (especially examples). Test questions may be derived from either the text or the electronic lectures.

Course Text and Materials:

Dynamics of Leadership in Public Service: Theory and Practice by Montgomery Van Wart (Sharpe: 2005)

Various readings assigned online as a part of the class (embedded in the modules) including weekly readings from PAR

One leadership book of your selection from an approved list: see Appendix B in the syllabus

Grading System for Course

Course Assignments and Weights:

There are 500 total points for the course.

▪ Participation	50
▪ Postings (four)	100 (25 each)
▪ Two quizzes:	150 (100 each)
▪ Short papers:	100 (50 each)
▪ Final essay exam:	100

Total points = 500

450 and above is the A range (475 for a full A)
400 and above is the B range (B from 410 to 440)
350 and above is the C range
325 and above is the D range

The instructor does use pluses and minuses.

Incompletes are only given at the discretion of the instructor and with documented circumstances. They are very rare; students who see personal or professional issues evolving need to drop the class by the census date.

Participation:

Participation is made up of four elements. First, there are two “ungraded” postings at the very beginning and end of the class. Second, there is a mock quiz for you to practice. I recommend that you use it as a real learning experience. Although I care that you use the opportunity, I do not assess how well or poorly you do on the mock quiz. Third, I note compliance with miscellaneous assignments and postings on the general discussion board. I also note any assistance that you provide other students. Fourth and perhaps most importantly, I look at your class usage statistics, especially your non-small group participation (since that is graded separately).

Postings: (graded: modules 2, 4, 6, 9)

The content of weekly postings will vary somewhat, but the class will follow a regular format. Students will be placed in small groups of approximately 7-8 for the quarter. This will keep your level of reading manageable and will provide a good team environment. All students will respond to a general question or set of questions by Thursday at midnight. In the second half of the week all students will comment on the responses of their group colleagues. You must follow this format for postings:

- The postings are open starting Sunday and close Saturday at 5:00 p.m. (I generally grade posting Sunday morning so after that they do not count). (go to: small groups → your group → group discussion board)
- Your initial posting should be provided as a “new thread” and is your substantial statement on the subject. It is due by Thursday at midnight.
- Comment on *at least* two group members’ postings by Saturday at 5:00 p.m. Be sure to use the respond button, not the new thread button.

Please take heed of the following tips:

- I grade postings scrupulously and rigorously.
- Timing counts—a lot in some cases. This is a discussion so even if you are technically on time, but you tend to respond late, you will get average credit, not full credit. Another no-no: doing all your postings at one time to “get it over with” (it is a discussion after all).
- Quality matters—a lot. Do not think of postings as emails because they are not. The quality of writing for full credit should equal that of formal papers (formal rules of grammar), even if a somewhat more conversational tone prevails. Students with postings that show any signs of haste or sloppiness will receive a D or lower. Think about what you want to say, craft it, edit it, reread it, *before* you send it. I strongly recommend writing the initial statement in Word or another program that has a spell-check function, and then copying it to Blackboard which does not have a good spell-check or grammar-check function.
- Better initial statements may have some or many of the following elements, depending on the nature of the questions: (a) references to the text, electronic lectures, guest speakers, other sources, (b) examples from one’s personal life, or public examples, and /or (c) elements of high-quality writing such as metaphors, stories, or humor.
- Good responses to colleagues should be more than breezy statements of agreement. Why do you agree? I am also looking for you to provide insights, critique, and questions to your colleagues, as well as agreement.
- Group members who summarize parts or the whole discussion make a major contribution to the discussion.
- Courteousness is always a given so be sure that you critique arguments or perspectives, *not the person*.
Examples.
 - Wrong approach: I think you are wrong when you say that leaders are born and not made. (too personal).
 - Right approach: I think that your argument that leaders are born and not made is flawed. Let me provide the reasons and several examples to support my position. (takes issue with a perspective)
- Two responses to other group members is the *minimum*.

Quizzes:

The two quizzes (75 points each) will test technical understanding of the textbook and electronic lectures. The format will use true/false, multiple choice, and essays (sometimes responding to short scenarios). The quizzes are open book. However, the questions will be detailed and the tests are timed (120 minutes), so most students will not have the time to look up more than a few questions. Questions will not cover specific researchers (e.g., Bhatta) unless specifically referenced in the electronic lectures as major figures (e.g., Burns, Bass, Hersey and Blanchard, etc.). Questions will be based on the text, exhibits, electronic lectures and electronic artifacts embedded in lectures. Articles labeled “supplemental” will not be included on quizzes. Quizzes may be taken only once (*do not submit your quiz twice because that will be computed as a retake (sometimes it takes a minute for the quiz to load—do not be impatient), you will erase your response*) and cannot be made up after the quiz window has closed. Should the class average for a quiz be low, the instructor may raise all grades (curve the quiz).

Tips on taking online, date-specific, timed quizzes.

- Do not stress out because of the technology. It will only depress the quality of your response.
- Know that I monitor the quiz virtually and check my email every ten minutes during the quiz. If you have a problem, email me immediately and I will generally respond within ten to fifteen minutes.
- I am responsible for Blackboard outages during an exam (which would affect the entire class and require a makeup exam for everyone. It has never happened to me.)
- You are responsible for reporting glitches to me promptly by email (mvanwart@csusb.edu). I handle them—and potential penalties—on a case by case basis.
- *You are responsible for your computer and internet service provider.* If either crashes entirely, you are responsible for finding another computer in the window provided. If you are the nervous or cautious type (these are extremely rare experiences), then think through an alternative location before the exams, such as the university itself. If you do not take the exam in the window provided, you will receive a zero—*no excuses accepted.*

PAR

Papers: (Label your submission: Name, Paper Assignment)

Two, 50-point papers are required in the course. Neither is not a research paper but can be enhanced with references.

The first paper is a live analysis of the leadership competencies of a leader or leaders (who you must identify by name and position) using the action research model provided in the class. It is your responsibility to identify the subject (leader). Your subject can be a supervisor, midlevel manager, or executive but you cannot critique yourself for this assignment. Your relationship to the individual does not matter; the person can be your supervisor, a subordinate, a commander in a different area, or even a leader in a different organization. However, it is critical that you: (1) can be candid/fair in your assessments expressing both positive and negative observations, and (2) have sufficient access. At a minimum, the leader must complete a copy of the Assessment of Organizational Conditions and Leader Performance (self-analysis) and an interview with you (ideally in person but the interview can be by phone). You are encouraged to enhance your analysis with data from the subject's followers, supervisor, and/or clients. *Before procuring this type of data, you must secure the subject's permission.* You have a lot of latitude about how you approach the paper in terms of organization. Know that I am not only looking for *succinct* description of the leader using the concepts and terms developed during the class, but analysis as well. Students often ask what good questions to use for their interview. Some potential questions are:

- What does the leader think is their biggest organizational challenge?
- What is the biggest challenge today, in general, for leaders?
- What does s/he think that they excel at?
- What is a leadership career highlight?
- What does the leader think are their weaknesses?
- Could they describe a recent leadership learning experience?
- What advice does the person have for aspiring leaders?
- What does the person enjoy doing as a leader? (What don't they enjoy?)

Additional tips: Minimum requirements are just that: minimums. Better papers will exceed the minimums. This is an analytic exercise which requires the depth perception that arises of ample data and reflection time. Without depth perception you will merely be reporting on the subject's perceptions in an orderly way. This is not without its merits, but certainly does not constitute a high-quality paper. Be careful of reporting on someone that you feel strongly about. Because this is an analytic exercise, I will deduct heavily for any affective (emotional/personal/ideological) bias that I detect. In other words, do not use this exercise for therapy or as an opportunity to write a tribute to a mentor.

The second paper is a book review. See Appendix B for a list of approved books. You can request an alternate book that you will be reading for the first time in this class.

Important: Each paper must be a minimum of six pages, use Times/Roman 12-pt. font, be double-spaced, and use a paragraph indent style without inter-paragraph spacing. Grammar and presentation are very important for these assignments. Innovation and creativity in your analyses are encouraged. The instructor will keep the papers confidential.

Final Exam:

(Label your submission: Name, Final)

The final is an open-book, essay exam with 3 questions. Two questions will focus on the last third of the class. One question will require a critique of a famous leader of the student's choosing (not necessarily an organizational leader) but specifically utilizing the leadership action cycle as an analytic tool. It is worthwhile to be thinking about this before the final exam since it is 50 points! Because the exam is open book, the essays are expected to be organized, detailed, and well written. Due XXX at 5:00 p.m. No extensions.

Functions of Blackboard Used:

Announcements: I will regularly post announcements and general results. It is critical that you read all announcements.

Syllabus: If the schedule changes (which would be announced), I will update this and label it accordingly.

Discussion Board: If you have a question for me or the class about the class, this is where you ask it so all can see the question and the answer. This is our classroom space for technical issues. Use email for personal issues or individual grade issues.

Introduction: There is an introductory video and the self assessment form here. (Be sure to copy the self assessment for your own records before submitting).

Modules: This is where your electronic lectures are.

Small groups: Use this for small group discussions. Go to your group (only your group will be available to you), then to Group Discussion Board, and then to the appropriate assignment (listed by module). Use New Thread at the top for your initial major statement; use reply buttons at the bottom to respond to colleagues.

Assignments, Quizzes: This is where the practice quiz and regular quizzes are located. These activities are time stamped and only appear in the appropriate module and are automatically withdrawn at the appropriate time.

Tools: the grade book function is here. So is the digital dropbox which you will use for the paper and the final. Be sure to hit the submit button on the digital dropbox. I do not have access to your saved work.

Schedule of Readings and Assignments: (online materials and linked associated readings assumed)

Module 1:

Introduction (see Introduction and Module 1)

Reading: Chapter 1 in *Dynamics of Leadership in Public Service* (hereafter referred to as *Dynamics*)

Assignments:

- Read syllabus and review Blackboard lecture, materials and readings.
- Ungraded posting (meet and greet your group)
- Assessment of Organizational Conditions and Leader Performance (print copy for yourself before submitting)

Module 2:

Major theories of leadership

Reading: Chapters 10 and 11 in *Dynamics*

Assignments:

- Blackboard lecture, materials and readings.
- Postings (Thursday by midnight, Saturday by 5:00 p.m.)
- worksheet (mock quiz; in quizzes)

Module 3:

Additional perspectives: distributed, specialized and integrated approaches to leadership

Readings: Chapter 12 in *Dynamics* (excl. pp. 389-392 on Chemers, Hunt)

Assignments:

- Blackboard lecture, materials and readings.
- quiz 1: XX from 9-11 a.m.

[withdrawal deadline]

Module 4:
Leader traits

Readings: Chapter 4 in *Dynamics*

Assignments:

- Blackboard lecture, materials and readings.
- Postings (Th/Sat)

Module 5:
Leader skills

Reading: Chapter 5 in *Dynamics*

Assignments:

- Blackboard lecture, materials and readings.
- Second paper due: book review

Module 6:
Leader assessments, priorities, and styles

Reading: Chapters 2, 3 and 9 (pp. 286-303 on styles only) in *Dynamics*

Assignments:

- Blackboard lecture, materials and readings.
- Postings (Th/Sat)

Module 7:

Task-oriented behaviors of leaders

Reading: Chapter 6 in *Dynamics*

Assignments:

- Blackboard lecture, materials and readings.
- **Quiz 2: XX from 9-11 a.m.**

Module 8:

People-oriented behaviors of leaders

Reading: Chapter 7 in *Dynamics*

Assignments:

- Blackboard lecture, materials and readings.
- Paper (use digital dropbox in tools to deliver)

Module 9:

Organization-oriented behaviors of leaders

Reading: Chapter 8 in *Dynamics*

Assignments:

- Blackboard lecture, materials and readings.
- Postings

Module 10:

Evaluation and development of leaders

Reading: Chapters 13 (398-407) and 14 in *Dynamics*

Assignments:

- Blackboard lecture, materials and readings.
- Closure with your small group (“ungraded” posting) by ____ at 5:00 p.m.
- Final exam (use digital dropbox in tools to deliver) ____ at 5:00 p.m.

PAR

Foundations of Public Administration

Leadership – Syllabus

Montgomery Van Wart

Academic Honesty

Any violations of academic honesty will result in a failing grade in the class, and a request to have the student dropped from the program. Any indication of academic dishonesty will be vigorously investigated. Unresolved questions relating to test honesty may result in a retest in a proctored environment.

Using any material from another source must be cited (e.g., Van Wart 2005, 345). If it is a direct quotation, quotation marks must be used. Paraphrased ideas must still be cited. Copying another student's posting for your posting is forbidden. Group responses are not allowed in either the papers or final exam in this class.

Accommodation Needs

Students with documented learning disabilities or special needs must clearly identify those accommodation requirements at the beginning of the class. Students with personal/work-related needs should contact the instructor before the class or during the first week to see if they are resolvable.

Withdrawal from Class

Official withdrawal must occur directly with the registrar; the instructor cannot withdraw you. Unrestricted withdrawal is normally at the end of the third week of the semester. Students who do not properly withdraw from the class receive an F for the course.

Appendix A: Postings

Module 1:

- Introduce yourself to the group: name, program of study (undergraduate, graduate), and professional background (if any). Approximately where are you in your program of study? Have you had online class experience and if so, how much? Also, ...
- *What do you hope to gain from the class?* (AND/OR Do you have a preliminary comment about leadership that you would like to share?)
- Do you have a suggestion for a more interesting name for your group than a number? (Hint: this is your first leadership exercise.)

(This is part of participation. It is not one of the four substantive postings.)

Module 2:

- Respond to these questions by Thursday midnight: Which behaviors do (did) public sector managers (in your organization if applicable) emphasize more: transactional or transformational? Which behaviors should they emphasize more? If there is a discrepancy, why; if not, why not (i.e., how did the perfect match come about-- luck, good management, etc.)? If you have not had public sector experience but have had private sector experience, reflect on that. If you have had neither, reflect on experiences in voluntary groups or interview someone who has had organizational experiences and who can provide some background.
- Respond to and comment on some of your group members (by Saturday by 5:00 pm). (a) Do you agree or disagree with your colleagues and why? (b) Do any of the following make a difference: situation, level of organization, gender, etc.?

Module 4:

- First posting (Thursday): (a) Briefly identify two of your native strengths as a leader (traits). (b) Because traits are relatively "hard-wired," we cannot generally make more than incremental changes in them. Nonetheless, even incremental improvements can make the difference between success and failure. Discuss how you might either enhance a trait that you are relatively good at (or take more advantage of), or improve a trait that you are weak at (or find ways to mitigate). (c) Comment on how your group (assuming it was a work group in a professional setting) might take advantage of your strengths in a work setting (as either a member or a group leader).
- Additional postings (Saturday): Discuss how the traits of the group do or can complement each other in a team setting. What strengths (and as importantly weaknesses) do you see in your group as a potential work team?

Module 6:

- First posting: Provide a discussion on styles, using some personal examples (from your experience but not necessarily your own style).
- Additional postings (by Saturday): Respond to one, several, or all of your colleagues. Be sure to provide a management insight or epiphany (personal insight).

Module 9:

- Thursday: What observations and recommendations do you have for the manager in exercise 12, page 272 of Dynamics? (Individual responses).
- Saturday: Go back to the case study, "The story of Jim," at the end of chapter 1 and answer the questions in light of the organizational ramifications. After discussion, nominate someone to answer for the group but ensure that all members have reviewed and had a chance to improve the ultimate response.

Module 10:

(This posting is a part of participation.)

- (a) Identify one or two elements of the class that you most *enjoyed*. (b) Identify two or three of the most important *learning insights*. (c) Bring personal closure to your group. Reflect on the process of the virtual team, thank others, commend individuals who helped you or the group, etc.

Appendix B: Pre-approved books for the Book Review

- Barnard, C.I. 1938/with later reprints. *The Functions of the Executive*.
- Bass, B.M. 1985. *Leadership and Performance Beyond Expectations*. New York: Free Press.
- Bennis, W., and Nanus, B. 1985. *Leaders: Strategies for Taking Charge*. New York: Harper and Row.
- Bennis, W., Parikh, J., and Lessem, R. 1994. *Beyond Leadership: Balancing Economics, Ethics and Ecology*. Oxford, England: Basil.
- Block, P. 1993. *Stewardship: Choosing Service over Self-Interest*. San Francisco: Berrett-Koehler.
- Bolman, L.G., and Deal, T.E. 2003. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass.
- Crosby, B.C., & Bryson, J.M. 2005. *Leadership for the Common Good: Tackling public problems in a shared-power world*. San Francisco: Jossey-Bass.
- Burns, J.M. 1978. *Leadership*. New York: Harper and Row.
- Conger, J.A., and Kanungo, R.N. 1998. *Charismatic Leadership in Organizations*. Thousand Oaks, CA: Sage.
- Cooper, T.L., and Wright, D.N., eds. 1992. *Exemplary Public Administrators: Character and Leadership in Government*. San Francisco: Jossey-Bass.
- Denhardt, R. B., and Denhardt, J.V. 2005. *The Dance of Leadership: The Art of Leading in Business, Government, and Society*. San Francisco, CA: Jossey-Bass.
- DePree, M. 1989. *Leadership Is an Art*. New York: Doubleday.
- Gardner, J.W. 1989. *On Leadership*. New York: Free Press.
- Greenleaf, R.K. 1977. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. New York: Paulist Press.
- Heifetz, R.A. 1994. *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press.
- Hunt, J.G. 1996. *Leadership: A New Synthesis*. Newbury Park, CA: Sage.
- Kellerman, B. 2008. *Followership: How Followers Are Creating Change and Changing Leaders*. Boston, MA: Harvard Business Press.
- Kotter, J.P. 1990. *A Force for Change: How Leadership Differs from Management*. New York: Free Press.
- Kouzes, J.M., and Posner, B.Z. 1987. *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. San Francisco: Jossey-Bass.
- Maak, T., & Pless, N.M., (eds.). 2006. *Responsible Leadership: A Relational Approach*. London: Routledge.
- Manz, C.C. 1992. *Mastering Self-Leadership: Empowering Yourself for Personal Excellence*. Englewood Cliffs, NJ: Prentice Hall.
- Manz, C.C., and Sims, H.P., Jr. 1989. *Superleadership: Leading Others to Lead Themselves*. Englewood Cliffs, NJ: Prentice Hall.
- McCall, M.; Lombardo, M.M.; and Morrison, A.M. 1988. *The Lessons of Experience: How Successful Executives Develop on the Job*. New York: Lexington Books.
- Mintzberg, H. 1973. *The Nature of Managerial Work*. New York: Harper and Row.
- Morse, R.S., Buss, T.F, and Kinghorn, C.M. 2007. *Transforming Public Leadership for the 21st Century*. San Francisco, CA: Jossey-Bass.
- Newell, T, Reeher, G. and Ronayne, P. 2008. *The Trusted Leader: Building the Relationships that Make Government Work*. Washington, DC: CQ Press.

- Pearce, C.L., & Conger, J.A. 2003. *Shared Leadership: Reframing the Hows and Whys of Leadership*. Thousand Oaks, CA: Sage.
- Riccucci, N.M. 1995. *Unsung Heroes: Federal Execucrats Making a Difference*. Washington, DC: Georgetown Press.
- Rost, J.C. 1990. *Leadership for the Twenty-First Century*. Westport, CT: Praeger.
- Schein, E.H. 1985. *Organizational Culture and Leadership: A Dynamic View*. San Francisco: Jossey-Bass.
- Terry, L.D. 1995. *Leadership of Public Bureaucracies: The Administrator as Conservator*. Thousand Oaks, CA: Sage.
- Tichy, N.M., and Devanna, M.A. 1986. *The Transformational Leader*. New York: Wiley.
- Wageman, R., Nunes, D. N., Burruss, J. A., and Hackman, J. R. 2008. *Senior Leadership Teams: What It Takes to Make Them Great*. Boston, MA: Harvard Business School Press.
- Wheatley, M.J. 1992. *Leadership and the New Science: Learning About Organizations from an Orderly Universe*. San Francisco: Berrett-Koehler.

About the Author

Dr. Montgomery Van Wart is Professor and Chair at the University of California State University San Bernardino. He received his Ph.D. from Arizona State University. As a scholar, Dr. Van Wart has over 60 publications including 7 books and a substantial number of articles in the leading journals. His research areas are administrative leadership, human resource management, training and development, administrative values and ethics, organization behavior, and general management. He is the Associate Editor of *Public Performance and Management Review* and serves on numerous editorial boards including *Public Administration Review*. He has taught leadership classes to public sector managers for all levels of government. His book on leadership, *The Dynamics of Leadership: Theory and Practice* (ME Sharpe, 2005), was highly recommended in *Choice* which stated that it is a “very impressive and successful effort” and was later designated as an Outstanding Academic Title for 2005. He can be reached at mvanwart@csusb.edu.

