LEADERSHIP SKILLS FOR THE 21ST CENTURY
PUAD 679 - Spring 2017
Instructor: Judy England-Joseph
jenglandjoseph@gmail.com 703.505.3571 (mobile)

George Mason University
Class Meeting: Tuesday, 7:20 – 10:00PM
Classroom: Arlington – Founders’ Hall Room 322

Course Objective
This course will introduce students to leadership theories, concepts and practices, the challenges facing leaders today and the characteristics and behaviors that set exemplary leaders a part from others. Students will be asked to take a look at their personality type and assess their leadership strengths as well as areas needing attention.

Readings
• Montgomery Van Wart, Leadership in Public Organizations. 2nd ed. M.E. Sharpe, Inc. (hereafter referred to as Leadership)
Other readings will be made available on-line or via email from the instructor.

Grading
Participation (40%): Students are expected to come to class having read the required reading. Active participation will encourage an exchange of ideas and expand learning especially if specific examples from one’s workplace, experience or readings are shared. Also, students will add value to the work of classmates by providing suggestions and comments during presentations.

In-Class Presentation (30%): Each participant will make two oral presentations.
1. Critique of a charismatic or transformational leader of the student’s choosing. Provide background and brief history of the leader, their noteworthy characteristics that make them charismatic or transformational, and give specific examples of the actions they took or the behaviors they demonstrated that either positively or negative impacted outcomes. Lead the class discussion. Encourage class participation and two-way communication. Powerpoint or other materials may be used to enhance the presentation. Time limit: 10 minutes. **Students sign up, on a first-come, first-served basis, to present on February 14, 21, 28, or March 7, 2017.**
You should design your presentation to engage the class participants and may use PowerPoint or other materials to enhance your presentation. Classmates will ask questions and critique your assessment and quality of the oral presentation. Time limit: 10 minutes. **Students sign up, on a first-come, first-served basis, to present on March 28, April 4, 11 or 18, 2017.**

**Final Paper (30%)**: Throughout the semester, each class member will observe leadership in their workplace and retain notes of their observations. Applicable approaches to leadership should be identified, along with your own reactions and any actions you subsequently took as a leader, recipient or observer. If you were not the leader, what actions would you have taken, had you been the leader that might be different from the behaviors and actions you observed? The report (5-7 pages) should address: what you observed; how you reacted; what actions you may have taken, and how you saw the situations in relation to the approaches to leadership we have been studying, including relevant theories/models. In addition to your personal experiences, identify and discuss in some detail the impact of the leadership styles you observed in your workplace on the work unit and other co-workers. Conclude with a set of actions you believe can be taken to improve or enhance the leadership behaviors you took or observed. The report should maintain anonymity of the people in your workplace. **Due May 2, 2017.**

**Course Outline (subject to revision)**

The instructor will add relevant articles and other reading material during the course. Students will be asked at the first class to share a personal email address that can be used by the instructor to share additional reading materials. The instructor will not share the email address with others and will only use it to communicate with the student outside of the classroom regarding the course, relevant leadership information and materials, and to provide performance feedback.

**Session One: Tuesday, January 24, 2017**

Introduction to the Course – **Why Focus on Leadership? What can we gain by understanding theories of leadership and leadership styles?**

**Required reading**: Introduction, Chapters 1 and 2 in *Leadership*

Please take the on-line Myer-Briggs Personality test and send your four-letter personality type and percentage score for each personality type to me by **February 2, 2017**. This is the reduced version of the test. If you have taken Myers-Briggs before this class, it is fine to send me the result of the prior test but please make sure you have the percentages, too. ([http://www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp))

**Session Two: Tuesday, January 31, 2017**

Early Management, Trait, Stratified Systems and Transactional Theories of Leadership – **What can we learn from classical management theory of the early 20th Century and how can it be applied in today’s environment?**

**Session Three: Tuesday, February 7, 2017**
Charismatic and Transformational Leadership Approaches – When is charisma important? When is transformational leadership essential and when is it not? AND

Using Myers Briggs to help us be better leaders and team players.

**Required reading:** Chapter 4 in *Leadership*

**Session Four: Tuesday, February 14, 2017**
Students must come to this class prepared to lead a 10-minute discussion critiquing a charismatic or transformational leader of their choosing. **8 students will be selected to present.** The rest of the class will present the following three weeks, **students will present their 10-minute discussion critiquing a charismatic or transformational leader of their choosing.**

**Session Five: Tuesday, February 21, 2017**
Leadership Approaches Focusing on Influence, Attribution, and a Changing Environment – How important is diversity of thought and a contextual understanding of the world we live in if one aspires to be a good leader? What is your personality type and how might that affect your leadership style?


**Guest Speaker:** Beth Schill, Program Manager, Partnership for Public Service, formerly of Deloitte.

**6 students will present their 10-minute discussion critiquing a charismatic or transformational leader of their choosing.**

**Session Six: Tuesday, February 28, 2017**
Assessments by Leaders and the Goals to Which They Lead – What is the key role of performance measurement in management and organizational leadership? What are
some of the methods, concepts and practices used by managers to systematically assess organizational performance?


6 students will present their 10-minute discussion critiquing a charismatic or transformational leader of their choosing.

**Session Seven: Tuesday, March 7, 2017**

*Organization-Oriented Behaviors* – What is the power and influence of organizationally focused behaviors?


6 students will present their 10-minute discussion critiquing a charismatic or transformational leader of their choosing.

**March 15-19, 2017 SPRING BREAK**

**Session Eight: Tuesday, March 21, 2017**

*Traits, Skills, Task and People-Oriented Behaviors that Contribute to Leader Effectiveness* – What are the attributes of exemplary government leaders?


**Guest Speaker** – Sally Jaggar, Consultant and Strategic Advisor at National Academy for Public Administration, Department of Housing and Urban Development, Nuclear Regulatory Commission, and the Partnership for Public Service. She is also a retired Government Accountability Office Senior Executive.

**Session Nine: Tuesday, March 28, 2017**

*Ethics-Based Leadership Theories* – How important are character and values in the workplace?

**Required reading:** Chapter 6 in *Leadership* and audio interview with Carol Coletta, Leading Urban Thinker and Community Builder, [https://www.gagenmacdonald.com/lgl-leader/carol-coletta/](https://www.gagenmacdonald.com/lgl-leader/carol-coletta/).
Come to class prepared to discuss situations you have observed where the character of the leader or the values of the leader or the followers impacted the workplace either positively or negatively. What happened and what affect did it have on the performance of the organization and the behaviors of the staff?

6 students will make their 10-minute presentations.

Session Ten: Tuesday, April 4, 2017
Distributed Approaches to Leadership – How can a leader be empowering rather than overpowering? When is it important to use a distributed leadership approach to achieve results?

8 students will make their 10-minute presentations

Session Eleven: Tuesday, April 11, 2017
Employee Feedback – How important is it? What role can it play in driving leadership improvement?
Beneath the Surface: Understanding Attrition at Your Agency and Why it Matters ([https://ourpublicservice.org/publications/viewcontentdetails.php?id=102])

Guest speaker: Amanda Blotnik, Associate Manager, Partnership for Public Service

6 students will make their 10-minute presentations.

Session Twelve: Tuesday, April 18, 2017
Leadership Development and Evaluation – What actions can one take to enhance one’s own development and growth?
Required reading: Chapter 15 in Leadership, audio interview with Meg Wheatley, Author, and Co-Founder of Berkana Institute, ([https://www.gagenmacdonald.com/lgl-leader/meg-wheatley/])
Remaining students will make their 10-minute presentations.

**Session Thirteen: Tuesday, April 25, 2017**

**Session Fourteen: Tuesday, May 2, 2017**
We will not have an in-class session unless we have to make up a snow day.

**FINAL PAPER IS DUE**

**GMU Honor Code:**

The Honor Code policy endorsed by the members of the School of Policy, Government and International Affairs relative to the type of academic work indicated below is set out in the appropriate paragraphs:

1. Quizzes, test, and examination. No help may be given or received by students when taking quizzes, tests, or examinations, whatever the type or whenever taken, unless the instructor specifically permits deviation from this standard.

2. Course requirements. All work submitted to fulfill course requirements is to be solely the product of the individual(s) whose name(s) appears on it. Except with permission of the instructor, no recourse is to be had for projects, papers, lab reports, or any other written work previously prepared by another student, and except with permission of the instructor, no paper or work of any type submitted in partial fulfillment of the requirements of another course may be used a second time to satisfy a requirement of any course in the Department of Public and International Affairs. No assistance is to be obtained from commercial organizations that sell or lease research help or written papers. With respect to all written work, as appropriate, proper footnotes and attribution are required.