Course Description
Leadership is a critical topic in public, nonprofit, and business administration. Leadership is what we expect of presidents, governors, public administrators, association directors, and CEOs, as well as of mid-level and frontline supervisors. Leaders are accorded superior status, salary, and responsibility in all organizations. When an organization succeeds we attribute the success to the "quality of leadership." When an organization fails, we typically engage in attributions focused on a "failure of leadership." Leaders are awarded the accolades when the organization succeeds and given the blame for its failures. But organizations succeed not just because of the top leader's actions; a positive leadership climate that pervades the organization helps it to learn, adapt, and perform at a high level.

Course Objectives
- Enable you to understand prevailing leadership theories and practices in public and nonprofit organizations.
- Enable you to understand public vs. private leadership models.
- Provide you with an overview of leadership in the context of external and global forces.
- You leave the class with a basic understanding of leadership concepts, theories, and approaches and a sense of your own actual or potential strengths and weaknesses as a leader.

Course Requirements
1. Be prepared for class activities by completing reading and other assignments prior to assigned dates.
2. Participate actively in class online discussions (share ideas, experiences, comments, etc.).
3. Complete and turn in all written assignments, including self assessment paper, on time.
4. Complete midterm and final exam.

Number of credits: 3
Course Prerequisites/Co-requisites: None

Required Course Materials:

Selected articles on electronic reserve at D.H. Hill Library

Materials that are listed by URL and topic area.

**Grading Scale:** 100 total course points
A+ (97-100), A (94-96), A- (90-93), B+ (87-89), B (84-86), B- (80-83)
C+ (77-79), C (74-76), C- (70-73), D+ (67-69), D (64-66), D- (60-63), F (59 or less)

**Grade Distribution:**
- Mid-Term Exam: 20 points
- Final Exam: 30 points
- Book Review 20 points
- Self Assessment: 20 points
- Case Studies, exercises, and participation: 10 points

**Additional Information**

*Academic Regulations:* A complete list of reminders for the beginning of the semester can be found at:
http://www.ncsu.edu/provost/academic_regulations/beg_of_semester.html

*Academic Integrity:* Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation:
http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

*University Non-Discrimination Policies:* It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Accordingly, the university does not practice or condone unlawful discrimination in any form against students, employees or applicants on the grounds of race, color, religion, creed, sex, national origin, age, disability, or veteran status. North Carolina State University regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing a welcoming environment in which all its students, faculty, and staff may learn and work up to their full potential. The University values the benefits of cultural diversity and pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

*Reasonable accommodations* will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with
TOPICAL OUTLINE

Jan. 8
Introduction and Overview

Learn: Definitions of leadership. Leadership: art or science? Leadership trait approach. Can leadership be learned? Theories of leadership.


http://www.nwlink.com/~donclark/leader/leader.html, Leadership and Human Behavior, (see list of topics on right of Clark’s page)

http://www.nwlink.com/~donclark/leader/leader.html, Motivation, Character

Northouse, Chapters 1-2.

Jan. 13
The Environment of Public Sector Leadership

Learn: The political and organizational context of leading public organizations.


Jan. 15, 20
Nonprofit Leadership

Learn: Principles and special challenges of nonprofit leadership and management.

Read: http://www.ecofoc.org/media/web_speaker_on_nonprofits.pdf

Watch: Interview with Dan Moore
Jan. 22  
Skills Approach  
Learn: Skills and abilities that leaders can learn and use  
Read: Northouse, Chapter 3  

Jan. 27  
Style Approach  
Learn: What leaders do, how they act; task behaviors and relationship behaviors  
Read: Northouse, Chapter 4  
Watch: Interview with Elaine Marshall

Jan. 29, Feb. 3  
Situational and Contingency Theory  
Learn: How effective leadership is contingent on matching a leader’s style to the right setting  
Read: Northouse, Chapters 5, 6  
Read: M. Watkins, “ADVICE+DISSENT: Viewpoint Taking Charge”  
www.govexec.com/story_page_pf.cfm?articleid=28309&print

Feb. 5  
Path-Goal Theory  
Learn: How leaders motivate subordinates to accomplish objectives  
Read: Northouse, Chapter 7.  
Bennis, “The End of Leadership” (library url from Rosenbach and Taylor book)  
C. McCauley, “Making the Most of Developmental Assignments”  
www.govleaders.org/development_print.htm

Feb. 10, 12  
Leader-Member Exchange Theory  
Learn: How leadership is a process involving interactions between leaders and followers

Read: Northouse, Chapter 8

M. Roberto, “Why Great Leaders Don’t Take Yes for an Answer: The Leadership Challenge” www.govleaders.org/no_yes_men_print.htm


Watch: Principles of Value-Based Leadership

Feb. 17, 19
Transformational Leadership

Learn: The charismatic and inspirational elements of leadership

Read: Northouse, Chapter 9


J. Kouzes and B. Posner, “What Leaders Do and What Constituents Expect” (library)

Watch: Kouzes video

Feb. 24: MID TERM EXAM

Feb. 26
Leadership and Organizational Change

Learn: Inspiring and leading organizational change


March 2-6: Spring Break

March 10
Team Leadership

Learn: Leadership in organizational groups and work teams

Read: Northouse, Chapter 10
March 12

Psychodynamic Approach

Learn: Elements of personality and leadership

Read: Northouse, Chapter 11

March 17, 19

Leadership, Empowerment, and Negotiations

Learn: Empowering Your People


R. Blunt, “Getting Ahead without Tooting Your Own Horn”
www.govleaders.org/getting_ahead_print.htm

Handouts on negotiations skills and getting to yes

March 24

Leadership and Performance

Learn: The importance of leading for high performance


J. Swiss, “Information as a Facilitator of Results-Based Management.” (library)

March 24, 26

Crisis Leadership

Learn: Effective crisis management and leadership

Read: M. Valle, “Crisis, Culture, and Charisma” (library)
March 31, April 2
Leadership, Diversity, and Globalization


Northouse, Chapters 12 and 13

http://www.nwlink.com/~donclark/leader/leader.html Diversity

Watch: Howard Lee interview

April 7, 9
Leadership Succession

Learn: Establishing and leaving a leadership legacy

S de Janasz, S Sullivan, V. Whiting, “Mentor Networks and Career Success: Lessons for Turbulent Times” (library)

Watch: video: John Maxwell

April 14
Leadership Ethics

Learn: the meanings of ethical leadership

Read: Northouse, Chapter 14

Due: Book reviews due on April 14

April 16, 21

April 23
Self Assessment due
Course Review
April 28: FINAL EXAM  

**Book Review**

With consent of the professor, you will select a popular leadership book, write a review of 8-10 pages, and make a 10-15 minute presentation to the class.

Your review should employ the following format:

1. What is the author’s point of view? For what audience is the book intended?
2. What is the book’s major theme or thesis?
3. Describe the author’s approach.
5. What are the author’s biases?
6. Does the author make a convincing case for his/her approach? Does he/she achieve his goals or objectives?
7. Identify the strengths and weaknesses of the book. Is it useful for leaders in the public or nonprofit sectors?
8. Would you recommend it to others in the class? Why or why not?

**Suggested Books:**

Michael Abrashoff, *It’s Your Ship: Management Techniques from the Best Damn Ship in the Navy*

Warren G. Bennis, *On Becoming a Leader*

James McGregor Burns, *Leadership*

Kevin Cashman, *Leadership from Inside Out: Becoming a Leader for Life*

Steven Covey, *The 7 Habits of Highly Effective People*

Jim Collins, *Good to Great.....*


Ben W. Heinem, Jr., *High Performance with High Integrity*

Barbara Kellerman, *Bad Leadership: What it is; How it Happens; Why it Matters*

Robert Klitgaard and Paul Light, *High-Performance Government: Structure, Leadership, Incentives*

James M. Kouzes and Barry Z. Posner, *The Leadership Challenge*
John Kotter, *Leading Change*
John Kotter, *John P. Kotter on What Leaders Really Do*


John C. Maxwell, *The 21 Irrefutable Laws of Leadership...*

Thomas J. Peters and Robert H. waterman, *In Search of Excellence: Lessons from America’s Best-Run Companies*

Umesh Ramakrishnan, *There’s No Elevator at the Top*

*Note: There are several dozens of contemporary leadership books available in local libraries, bookstores or on Amazon. Identify some possibilities and email a brief description of the book for my approval.*

**Self Assessment:**

Based on your readings, questionnaires, and class, thoughtfully assess your potential as an effective leader in a paper of 5 pages. Consider the following:

1. What have you learned about yourself, and about your leadership potential?
2. What are your identified strengths and weaknesses? How might you build on those strengths and improve on those weaknesses?
3. In what types of leadership situations are you most likely to be successful? Why?
4. In what ways do you intend to apply the leadership lessons learned in this class?