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Course Description

This course will teach the principles and skills of strategically managing agencies and communities. Strategic planning, community visioning, and organizational assessments will be covered. Leadership roles and responsibilities in organizing community planning and change will be covered.

Learning Objectives

Students are expected to:

1. Identify and explain current leadership theories and practices useful for influencing and changing agencies and communities.

2. Explain and distinguish differences between transformational and transactional forms of leadership.

3. Compose a written paper that uses analysis and reflection to generate a personal philosophy of leadership.

4. Define forms and bases for power in organizations, including soft and hard power; and tactics for influencing others in a power relationship.

5. Analyze examples of strategic leadership and community development.

6. Given ethical dilemmas, select choices that honor personal integrity and democratic values.
**Student Outcomes**

Having completed PAD 4332/PAD 5335, students are better prepared to:

1. Given agency and community settings, make effective choices on how to ethically influence community leaders, stakeholder groups, and elected or appointed officials.

2. Demonstrate effective leadership and change-agent behaviors in a variety of agency and community settings.

3. Given a relationship defined by power, select the most effective tactic to influence the situation.

4. Provide a 5 minute “stump” or “elevator” speech to a community leader, stakeholder group, elected or appointed officials regarding the student’s philosophy of leadership.

**Required Texts and Instructional Materials**


Myers-Briggs Type Indicator (MBTI) Form M self-scoring survey ($11.00 available from the instructor first night of class, pay by check, sold at cost to instructor).

Student Leadership Challenge survey available online $17.95 with access code provided by instructor.

On Reserve in Strozier Library


### Letter Grade Percentage Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
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<tr>
<td>A-</td>
<td>90 - 92.99%</td>
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<tr>
<td>B+</td>
<td>87 – 89.99%</td>
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<tr>
<td>B</td>
<td>80 – 82.99%</td>
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<tr>
<td>B-</td>
<td>77 – 79.99%</td>
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<td>C+</td>
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<td>C</td>
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<td>D</td>
<td>63 – 66.99%</td>
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<td>F</td>
<td>59.99 or below</td>
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### Points for Assignments

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td><strong>Philosophy of Leadership paper</strong>. Undergraduate and graduate students will complete survey questionnaires on five leadership related theories and interpret the feedback as an essential part of this project. (10 points per section X 5 sections = 50 points)</td>
<td>50 points</td>
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<tr>
<td>A final section titled “This I Believe” is part of this written paper that summarizes the student’s philosophy of leadership. Students will make a five minute leadership presentation using their “This I Believe” summary to other students.</td>
<td>5 points</td>
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<td><strong>Opportunities to Practice Leadership and Facilitation</strong>. Students will lead and facilitate on two occasions in their assigned group that meets on Tuesday nights. Students will use feedback from others in the group to self-assign up to 5 points. (2 facilitations X 5 points = 10 points)</td>
<td>10 points</td>
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<tr>
<td><strong>Blackboard Discussion Group</strong>. Students are assigned to a discussion board group that meets online beginning week 3 through week 12. Each student will facilitate on two occasions in their assigned group. Students will use feedback from others in the group to self-assign up to 5 points. (2 facilitations X 5 points = 10 points)</td>
<td>10 points</td>
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<tr>
<td>All students in an assigned discussion board group will receive up to 5 points per week for authentic participation. Discussion groups begin week three through week 12. (5 points X 10 weeks = 50 points)</td>
<td>50 points</td>
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<td><strong>Participation</strong> Students will earn up to 10 points during the semester for authentic participation. Points will be taken for excessive absences, failure to complete make-up assignments due to absences, and failure to contribute in assigned groups.</td>
<td>10 points</td>
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**Total Points** 135 points
Philosophy of Leadership Project

Students will utilize the semester to generate information about his or her philosophy of leadership. Two products will evolve from this experience: (1) an analysis of information generated during the semester from a variety of sources that is summarized in a written project, and (2) a five minute presentation on your philosophy of leadership, a “This I Believe” presentation.

The instructor has developed a template for writing the Philosophy of Leadership paper. The template will be found in the students’ Journal on Balckboard. Only the student and the instructor have access to a student’s Journal. The template is designed to assist the student in organizing the data that will be generated over the semester. Students are advised to incorporate feedback on a regular basis into the template. In other words, do not wait until the end of the semester to write this particular project.

Undergraduate students will incorporate feedback from five sources:

1. Myers-Briggs Type Indicator (MBTI) Form M (self-scoring version). The MBTI is a reliable and valid inventory of personality indicators useful for exploring approaches to leadership, communication, group dynamics, and organizational behavior. Students who have completed the long-form (not short forms available from the Internet) of the MBTI within the past 12 months may use those results for this paper.

2. Online version of Student Leadership Practices Inventory (SLPI Self and SLPI Observer). Students will receive a password key to access the SLPI via the Internet. Upon paying the access fee, students will complete the SLPI Self and a leadership profile will be generated for the student. The student will select a minimum of three people who knows the him or her and requests that they complete the SLPI Observer. Suggestions for Observers include current or recent supervisors and employees, peers in student or professional organizations, church, and community organizations. Students may have more than three observers.

3. Wang/s Power and Influence and Tactics Scale. Students will recall at least three previous situations in which there was a differential in power and status between the student and the other person. The exercise results in how to select tactics in a variety of situations when there are power differentials between people.

4. Students are expected to complete the leadership surveys in the Northouse text beginning with chapter 4 Style Approach. Students may select any two feedback surveys from the Northouse text to discuss a part of the Philosophy of Leadership paper. Note that graduate students do not have to use any of the surveys from the Northouse text.
Graduate students will incorporate additional survey feedback into his or her Leadership Philosophy paper:

1. Kegan and Lahey analysis of questions from the 4-column exercise. Kegan and Lahey have a process for understanding how people create competing goals that lead to assumptions that maintain our internal immunity to change.


See the Course Library in Blackboard and the Reserves Desk at Strozier Library for readings that cover these sources.

Opportunities to Practice Leadership and Facilitation

Students are expected to be diligent in reading assigned chapters and other materials. Each chapter in the Northouse text has a survey questionnaire designed to provide feedback to the reader. Beginning with week 3, students are expected to complete these end-of-chapter surveys prior to each class and to be prepared to discuss their feedback in their assigned group.

Each group will consist of five to seven students, so each student will have two opportunities during the semester to facilitate a small group on two occasions. Each facilitation by a student will last about 15 minutes with an additional 15 minutes of guided feedback to the facilitator from group members. The facilitator will complete a self-assessment that incorporates feedback from group members. Each facilitation is worth up to 5 points for a total of 10 points. The instructor will provide guidelines for giving and receiving feedback.

Blackboard Discussion Group

The Blackboard discussion groups will consist of the same student groups that meet on Tuesday evenings. The purpose of the Blackboard discussion groups is to explore various topics, ideas, and experiences that students may offer to the group. Students have some latitude as to what they offer to the group. Here are some examples:

- Select an interesting concept from the Northouse text and comment on why you agree or disagree. How might you test the concept as a promising leadership behavior for you to use in the future?
- Share a work or life experience that is consistent with a concept from the Northouse text. In other words, generate an explanation (theory if you will) about your experience. Given your experience and the explanation, can you describe other
similar experiences or use the explanation to predict consequences in the future, or to exert self-control in given similar circumstances. Note that description, prediction and control are the fundamental for explaining organizational behavior and leadership.

Group members earn points for authentic participation, and points for facilitating his or her group on at least two occasions during the semester. Group members earn up to five points each week for participating in group discussion and up to five points for facilitating a discussion board group on two occasions. The instructor will provide criteria during the semester.

Note that these Blackboard discussion groups are a substitute for formal testing. The instructor reserves the right to require formal testing if students do not participate during class or in their online groups.

Class Participation

Students are expected to attend all classes, to participate actively in class discussions, and to complete all assigned readings, questions and instruments ahead of each scheduled meeting. Please notify the instructors of unavoidable absences in advance. Students get one get-out-of-jail card for missing one class. Make up assignments are to be discussed with the instructor.

Written Assignments

Students are expected to present solid content and convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Proper citations will be expected for all material that is taken directly or paraphrased from another source. Papers should be typed, double-spaced, one-inch margins, with 12-point font. All papers must be submitted using Blackboard. Students are expected to submit their written assignments to Safe Assign before submitting to the instructor for review and grading.

Academic Honor System

Academic Honor Code. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community.” The complete Academic Honor Code and Policies may be found in the FSU Student Handbook.

Academic Accommodations

Students with disabilities will be accommodated as needed. Any student with a disability needing academic accommodation should inform the instructor at the beginning of the
semester. Students are encouraged to contact the Student Disability Resource Center (644-9566) for resources and registration of academic accommodations. This syllabus is available in alternative formats.

**Weekly Assignments Schedule**

**Week 1 August 28**  
- Discuss syllabus, course expectations, accessing Blackboard course site  
- Northouse, Ch. 1. Introduction  
- Discuss elements of the leadership philosophy paper  
- Distribute MBTI form M ($11.00 pay by check)

**Week 2 Sept 3**  
- Northouse, Ch. 2 Skills Approach and Ch. 3 Trait Approach  
- Email Dr. Sample individual MBTI feedback scores

**Week 3 Sept 11**  
- Northouse, Ch. 13 Psychodynamic Approach  
- Explain and interpret MBTI feedback  
- Sign-up for Leadership Challenge via Internet

**Week 4 Sept 18**  
- Northouse, Ch. 12 Team Leadership  
- Group decision-making: 12 Angry Men exercise  
- Finish MBTI interpretation

**Week 5 Sept 25**  
- Northouse, Ch. 5 Situational Leadership  
- Northouse, Ch. 6 Contingency Approach  
- Complete Leadership Challenge LPI online prior to week 6

**Week 6 Oct 2**  
- Northouse, Ch. 7 Path-goal Approach  
- Kouzes and Posner, Ch. 1-3  
- Interpret SLP Individual feedback

**Week 7 Oct 9**  
- Northouse, Ch. 8 Leader-Member Exchange Theory  
- Interpret SLP Observer feedback  
- Kouzes and Posner, Ch. 4-6

**Week 8 Oct 16**  
- Northouse, Ch. 9 Transformational Leadership  
- Kouzes and Posner, Ch. 7-8
• Assign Wang’s Power and Influence Tactics survey

Week 9 Oct 23
• Northouse, Ch. 10 Servant Leadership
• Northouse, Ch. 11 Authentic Leadership
• Interpret Wang’s Power and Influence survey feedback

Week 10 Oct 30
• Northhouse, Ch. 14 Women and Leadership

Week 11 Nov 6
• Northhouse, Ch. 15 Culture and Leadership
• Kegan and Lahey, readings and 4-column exercise

Week 12 Nov 13
• Northhouse, Ch. 16 Leader Ethics

Week 13 Nov 20
• Out of class assignment

Week 14 Nov 27
• This I Believe Philosophy of Leadership
• Leadership philosophy paper due

Week 15 Dec 4 December 10-14 Exam Week