



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 2130

Leadership in the Public and Nonprofit Sectors

Autumn 2018

Tuesday and Thursday 9:35 am - 10:55 am

Mendenhall Lab 185

Credit hours: 3

Dr. John M. Horack

210V Page Hall, E342 Scott Laboratory, and 230 Bolz Hall

Phone: 256.665.3356 (please use SMS first)

Email: horack.1@osu.edu

Office hours: TBD

Teaching Assistant: Ms. Rebecca Smith, MPA

110L Page Hall

Email: smith.11906@osu.edu

Phone:

Office Hours: TBD

COURSE DESCRIPTION

This is an introductory course in leadership studies for undergraduate students, to help them understand and succeed in leadership and management environments which they will encounter in the future. Leadership and management are vast and complex topics. While these concepts are difficult to define, we all intuitively have an idea of what leadership and management are. The purpose of this course is to help students make these notions explicit. This class takes a parallel track to 1) learn about leadership and management, and 2) develop the student's leadership potential. To do this, we will explore leadership and management through theory, concepts, and applications. We will use multiple learning methods including lectures, case studies, group exercises, interviews, speakers, and in and out-of-class assignments to provide students with a robust understanding of leadership, particularly within the public and nonprofit sectors. We will also provide students with a pathway for how to become an effective leader in the context of public and nonprofit organizations.

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all John Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an intermediate level:

- 1) Students can recognize and interpret human behavior—individual, group, and organizational—in the context of the public and nonprofit sectors.
- 2) Students can analyze and navigate different behavioral situations in the public and/or nonprofit sectors.
- 3) Students possess the skills to become effective leaders in the public and/or nonprofit sectors.
- 4) Students have an appreciation for individual and group differences in perspectives, backgrounds, interest, and needs.

COURSE LEARNING OBJECTIVES

By the end of the semester, the instructor expects students to:

- 1) Understand elements of leadership and management from a theoretical and practical perspective
- 2) Apply their knowledge of leadership and management by analyzing others' as well as their own leadership styles
- 3) Develop skills to become an effective leader in the public and nonprofit sectors

CLASSROOM CONDUCT

Advance reading and active participation is critical to the success of this course. As you are studying *professional leadership and management*, this course will be conducted according to the professional standards of the workplace. The course will begin and end on time. Mobile devices will be turned off. Laptop computers, tablets and other devices are only allowed by the permission of the instructor. Students may not record audio or video in class without explicit permission by the instructor.

COURSE REQUIREMENTS

Readings

There are two required texts for this course:

1. Northouse, P. G. 2018. *Introduction to Leadership*. (4th Ed.) Thousand Oaks, CA: Sage.
2. Patrick Lencioni: *Five Temptations of a CEO*, <https://www.amazon.com/Five-Temptations-CEO-Anniversary-Leadership/dp/0470267585> Available for as low as \$3.75.

Other texts we will reference:

1.) *Columbia Accident Investigation Report*: http://s3.amazonaws.com/akamai.netstorage/anon.nasa-global/CAIB/CAIB_lowres_full.pdf

2.) *How NASA Builds Teams*: Charles J. Pellerin: <http://onlinelibrary.wiley.com/book/10.1002/9781119198277>

3.) *The World We Want*: Peter Karoff, https://www.amazon.com/gp/offer-listing/0759110484/ref=dp_olp_all_mbc?ie=UTF8&condition=all

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

Students will find readings online posted to the Canvas website for this course. Students are expected to read all of the readings in advance of the session. Students will be assessed on their ability to demonstrate knowledge of the material through their in-class contribution and strategy document assignment. Students are welcome to draw from material in other classes to support course work.

Supplemental exercises, self-assessments, and guest speakers

The course incorporates the use of case studies, self-assessments, and other in-class exercises. These are an integral, applied component of the course. In order for the in-class discussion to be effective, students must carefully prepare before class and actively participate during class. Guest speakers will also generously share their time and talents with the class. Be good hosts. Do this by preparing for their visit, engaging in discussion, and giving them full, respectful attention.

Assignments

Students will undertake a series of tasks throughout the semester. In addition to actively participating in the course, students will also take exams, present a leader profile, engage in online forums, and write original papers.

GRADING AND ASSIGNMENT DETAILS

- Me as a Leader: Personal Initial Leadership Assessment: 15%
- In-class participation: 15%
- Online discussion forum: 20%
- Leader Profile Presentation: 15%
- Final examination/paper: 35%

In-Class Participation

Students are expected to attend and participate in class as meaningful discussion of topics and case studies hinge on both preparation and participation. Missing class, not being prepared, and not contributing to course discussion or group activities will adversely affect a student's participation grade.* Participation includes not only discussion of course concepts, but also careful listening and respect for others in the classroom. Furthermore, active participation is based on preparation and includes providing good, solid answers to questions. Good answers indicate that you are actively listening to your colleagues and providing comments relative to ongoing discussion. Relevant comments add to the group's understanding of the material, challenge and/or clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion.

It is good professional practice to advise the instructor prior to class if you are to be absent for any reason.

Students may find it helpful to bring the Northouse text to class as the instructor will discuss self-assessment results found at the end of the chapter.

Note: The instructor reserves the right to reallocate a portion of students' participation grade to unannounced quizzes if it appears that students are not doing the reading before class. Up to 50% of the participation grade may be reallocated to unannounced quizzes.

Online Forum Discussion

During Not all students are equally comfortable sharing "on the fly" in class, and valuable contributions to discussions are also found through thought and written communications. Therefore, we will also pursue online discourse in addition to activities in our classroom. Students will be graded for their participation in the online forums. Postings are expected to contain college-level thought and analysis and to maintain OSU's standards for student conduct and online civility. ***Students are required to post one personal posting and one response postings per week.***

Guidance for acceptable personal posting and response postings:

Personal postings - one per week

- 200-400 words
- Use complete well-written sentences, in English.

* Arrangements will be made on a case-by-case basis to accommodate absences due to illness. It is important that everyone stay healthy, so please do not come to class if you are ill and contact me *before class* to make accommodations.

- Stay focused and concise

Response postings - one per week

- 100-200 words
- Address the key points and evidence presented in the student's posting
- Can be supportive or respectfully critical
- Use complete well-written sentences, in English
- Stay focused and concise

Forum discussion will be graded on the following criteria:

- Substance - appropriate and effective incorporation of leadership and management concepts
- Argument - ability to communicate clearly and persuasively
- Style - grammar, spelling, structure of postings

Leader Profile Presentation

Students will profile a nonprofit or public leader - current or historical - by preparing a 5-minute presentation of their leader profile. To do this, students will (1) explain why this leader was selected to profile, (2) highlight key accomplishments as a leader; (3) identify who or what may have shaped their leadership style; (4) discuss leadership challenges the individual has faced. Students should utilize course concepts to discuss these attributes. At least five (5) external references should be used to support your profile, unless one can conduct an in-person interview (by Skype, etc., is ok). The assignment is also designed to hone students' individual research skills and provide oral presentation experience. Leaders can only be selected once for presentation. Students will select both their leader to profile and presentation dates by **1 October 2018**.

The presentation will be graded on the following criteria:

- Substance - appropriate treatment of key management concepts
- Argument - ability to communicate clearly and persuasively
- Style - grammar, spelling, structure of slides
- Timing - demonstrate capacity to manage time appropriately

Powerpoint, Keynote, Prezi, or other presentation tool will be used to present the findings. Students will submit a copy of their presentation via Carmen-upload on the day of their presentation.

Self-Reflection Papers

You are required to write a two self-reflection papers focusing on 1.) your initial leadership assessment of yourself, and 2.) an updated/revised view of yourself, based on your learnings from class and other inventories. The purpose of a reflection paper is to encourage you to consider your leadership capacities, and to think deeply about how you will approach leadership. Consider your strengths, weaknesses, areas for

improvement, and ultimately how the concepts learned in this course have advanced your understanding of *your own* personal leadership ability. Incorporate examples (personal experience in leadership roles) that illustrate traits/skills that help or hinder your leadership capacity. Each reflection paper should be five pages.

The reflection papers will be graded on the following criteria:

- Substance - effective incorporation of course concepts, readings, and exercises; demonstrate ability to think critically about the application of course concepts to one’s leadership capacity
- Argument - ability to communicate clearly and persuasively about your self-reflection
- Style - grammar, spelling, structure, and “the basics” of good writing

Grading scale

93 - 100	A	80 - 82	B-	68 - 69	D+
90 - 92	A-	78 - 79	C+	64 - 67	D
88 - 89	B+	73 - 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

GUEST LECTURERS (Invited):

I will be inviting several practitioners of leadership in the public and non-profit sectors to attend our class, and to provide a guest lecture. These may be among the most useful times we have together, as far as investiture in actually becoming a leader, vis-a-vis ‘learning about leadership.’ I encourage you all to be prepared for these lectures by researching the backgrounds of those invited, and coming to class with significant questions to ask. Among the most valuable things I can give you in this class, an entree into my network may be the most valuable in the long-run, and this is an opportunity to leverage that network for yourself, your learning, and your future. These individuals spoke to the Spring 2018 section of this course.

- Ms. Nancy Shepard (CONFIRMED)- Nancy Shepard is the Founder and Executive Director of the non-profit Indiana Women In Need Foundation (www.iwinfoundation.org), which provides free-of-charge domestic and personal services to women recovering from breast cancer treatment and surgery. Established in 2000, IWIN provides over \$1.5M of services annually to women and men, lowering the financial, emotional, and physical burdens of recovery, placing patients on the road to survival.
- Ms. Laurie Provin (CONFIRMED) - Laurie Provin is currently at Booz-Allen, working program management and stakeholder relationship management at the National Geospatial Intelligence Agency. Formerly COO of the SciQuest Hands-

On Science Museum in Huntsville, AL, she has significant non-profit management and leadership experience. Laurie served as an elementary school teacher for nearly two decades, and also has worked in leadership capacities across Academia, in strategic planning for government and non-profit agencies, and in public education.

- Mr. Sonnie Hereford IV (CONFIRMED) - Mr. Sonnie Hereford is currently working as an Aerospace Engineer at the Northrop Grumman Corporation, supporting NASA's Marshall Space Flight Center. Shown here with his father in September 1963, Mr. Hereford was the first child to integrate the public schools in Huntsville, Alabama as a first-grader. Sonnie has written about his experiences in elementary school, and how leading in difficult public situations can be thrust upon individuals even at a very young age. Sonnie's father was a prominent medical doctor in the Huntsville community and Civil Rights Leader who welcomed Dr. Martin Luther King to Huntsville in 1962. Sonnie will share his experiences as a witness to many leadership challenges in promoting Civil Rights, into what it means to be thrust into the role of 'leader' even at the tender age of 7 years old, and how today's leadership challenges in seeking equal rights for all people have met with success and failure. He is an avid University of Notre Dame, St. Louis Cardinals, and Montreal Canadiens fan, and one of the most compelling speakers you will ever have a chance to hear.
- Mr. Gregory Kulacki - Gregory Kulacki is China Project Manager at the Union of Concerned Scientists. He is an expert on cross-cultural communication between the United States and China. Since joining UCS in 2002, he has promoted dialogue between experts from both countries on nuclear arms control and space security and has consulted with Chinese and U.S. governmental and non-governmental organizations, including the U.S. House China Working Group, the Senate Armed Services Committee, the U.S. National Academies, NASA, and the Office of Science and Technology Policy. Over the last decade, Kulacki has been cited by a number of U.S. and Chinese news organizations, including the Christian Science Monitor, Nature, New York Times, NPR, Washington Post, and Washington Times. Dr. Kulacki, who is fluent in Mandarin Chinese, has lived and worked in China for more than 20 years. Prior to joining UCS, he served as an associate professor of government at Green Mountain College, director of external studies at Pitzer College, and director of academic programs in China for the Council on International Educational Exchange. Dr. Kulacki earned a doctorate degree in political theory and a master's degree in international relations from the University of Maryland in College Park. He also completed graduate certificates in Chinese economic history and international politics at Fudan University in Shanghai.

COURSE POLICIES

Assignment Submission:

Assignments are to be submitted using Canvas. Assignments are due no later than 11:59 pm of the due-date assigned, otherwise they are considered late. Assignments should have one-inch margins, double-spaced, and typed in 12-point business-acceptable font (Examples include: Garamond, Times New Roman, Arial, Calibri, etc.; unacceptable fonts include Courier, compressed fonts, etc.).

Late Assignment Policy:

Assignments are due at the beginning of class. Students who fail to turn an assignment at the start of class will incur a 5% penalty, and for each day thereafter that it is late (e.g. 94% to 89% to 84%, etc.).

Academic Integrity:

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the [University's Code of Student Conduct](#) may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Glenn College Diversity Values Statement.

“The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.”

COURSE OUTLINE - DRAFT, subject to change with prior notification

Topic	Date	Readings	Activities & Assignments
Course introduction	8/21	-	Overview, Syllabus review, Introduction
Towards a Working Definition of Leadership	8/23	Northouse ch.1	<i>Due: Bio sketch</i>
From Definition to Deepest Me - Characteristics of Leadership	8/28	Northouse ch. 2	A discussion of “The Very Hungry Caterpillar” and other Leadership tomes.
Leadership as Behavior - From Traits to Action	8/30		<i>Due: Initial Self-Reflection Leadership Paper</i>
Five Temptations and a Case Study - The Executive Dining Room	9/4	Lencioni - Part 1	Should we close the dining room to save money?
Harmony, Dissonance, and Denouement	9/6	Lencioni - Part 2	I,IV,I,V7,I - Harmony and Dissonance in Music and Leadership.
The Great Reveal and Stumbling Blocks to Truth	9/11	Lencioni - Part 3	What kind of ship are we running?
It’s ALL about ME. No, really, it is. And that’s not easy.	9/13	-	(How) can one construct an honest leadership narrative and self-appraisal?
Leadership skills & Leader profiles	9/18	Northouse ch. 3	Led by Zhongnan
Where am I? and A Shift of Context	9/20	Pellerin Part 1	Use of “4D” (Visioning, Directing, Including, Cultivating) to find out who we are.

Topic	Date	Readings	Activities & Assignments
From People to Problems - More Shifting of Context	9/25	Northouse ch. 4	Discussion of the Berlin Wall standoff, from both sides of the wall.
It's All HR	9/27	<i>Columbia</i> Part 1	Anyone can dissect a technical challenge. Your challenges as a leader are people challenges.
Rebecca Lecture, Horack in Germany	10/2		
Rebecca Lecture, Horack in Germany	10/4		
Whatcha Gonna Do? More than a spectator sport	10/9		President's budget on NASA has come out, it kills ISS (takes it commercial). Advice?
Fall Break	10/11		NO CLASS
Putting it into practice, and Red/Green Story lines	10/16	Pellerin Part 2	Leadership sets the tone. If you are running red story-lines, your org is in deep trouble.
The Purpose of Leadership	10/18	Karoff Part 1	Why lead? What's it all for? Connections to Philanthropy
4D Colors and Communication	10/23	Northouse Ch 5	What we say as leaders...how we say it. What people hear.
Rebecca Lecture, Horack in Huntsville	10/25		
4D Colors and Communication	10/30	Northouse Ch 8	<i>A question of balance...</i>
Me as a current and future leader	11/1	Karoff Part 2	
<i>Your show!!!</i>	11/6		<i>Student Leader Profile presentations</i>

Topic	Date	Readings	Activities & Assignments
<i>Your show!!!</i>	11/8		<i>Student Leader Profile presentations</i>
<i>Your show!!!</i>	11/13		<i>Student Leader Profile presentations</i>
Guest Lecture	11/15	Preparatory Materials	Ms. Laurie Provin, Center for the Advancement of Science on the International Space Station (Confirmed)
Guest Lecture	11/20	Preparatory Materials	TBD
THANKSGIVING	11/22		NO CLASS
Guest Lecture	11/27	Preparatory Materials	Ms. Nancy Shepard, Founder and Executive Director, Indiana Women in Need Foundation
Guest Lecture	11/29	Preparatory Materials	TBD
Guest Lecture	12/4	Preparatory Materials	TBD
<i>Final exam schedule block</i>	<i>Friday, December 7th, 8:00 am-9:45 am</i>		