COURSE DESCRIPTION
Executive decisions in the public sector often require balancing issues of ethics, law, politics, organizational dynamics, and human relations. Skill in navigating these turbulent waters comes with experience, but there is also much to learn from current management theory. This course draws on public management literature, case studies, and extensive interaction with practitioners to build students’ competence in executive leadership. Students will be introduced to leaders from a variety of backgrounds who have led organizations/departments in the business, nonprofit, and public sectors. Each leader will share his/her perspective on leading an organization through policy changes. Course lectures and assignments offer students the opportunity for reflection on both theoretical and practical information and aids them in developing their own capacity to lead and manage effectively.

COURSE & LEARNING OBJECTIVES
The objective of the course is to build students’ understanding and application of policy leadership theories by examining organizations and leaders from a structural, human resource, political and symbolic framework. Upon successful completion of this course, students should be able to:

- Develop a framework for viewing leadership from various perspectives
- Apply fundamental and theoretical concepts of leadership to practice
- Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public policy, leadership and management
- Think critically and self-reflectively about emerging issues concerning public service management and policy

REQUIRED READING
Textbook

The links to additional readings and empirical research can be found on BrightSpace.

METHOD OF INSTRUCTION
The course will be taught in a combination lecture and discussion format that draws on political biographies and classic works on public leadership and management as well as case studies and scenarios. An important part of the course will be presentations and conversations with public
leaders regarding practical ways in which they have succeeded (and sometimes failed) in their pursuit of particular policy or management objectives.

COURSE REQUIREMENTS

Attendance & Participation

Class attendance and participation are important to accomplishing the learning objectives of this course. When we have guest speakers in class, it is crucial to attend because their presentations on policy leadership cannot be duplicated. Students are also expected to be on time for class and remain in class until it ends; this indicates an understanding of the significance of cultivating a respect for 'time' in the classroom and the workplace.

A sign-in sheet will be circulated each session and students will receive a maximum of 10 points for attendance for the semester which equates to one point for each lecture-based class attended. No points will be given for class attendance on the following dates: October 9 & 16, November 6, December 4 & 15.

Make-up Policy

Assignments and exams are to be completed on dates indicated in the syllabus, unless otherwise noted by the professor. Assignments submitted after the due date will receive a 1 point deduction for each week it is late. If extenuating circumstances prevent taking the exams, alternative plans must be negotiated with the instructor prior to the exam dates.

Cell phones/electronic devises.

Please be sure to have cell phones and electronic devices off during class. It is unacceptable to use a phone to talk or text during the class session. Likewise, use of other electronic devices (e.g., laptops) must be cleared with me for approval within class sessions. Please let me know beforehand if you intend to use iPads, laptops, etc. If you are using an electronic device without approval, I will assume that you are not paying attention in class and you will not receive attendance credit for that session.

Academic Honesty

All students at Georgia State University are expected to engage in academic pursuits on their own with complete honesty and integrity. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Students should review the “Academic Honesty” section in the GSU catalog (hardcopy or on GSU website). We will discuss this in class.

Accommodations for Students with Disabilities

Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations must first take appropriate documentation to the Office of Disability Services located in the Student Center and then provide the Professor with the Accommodation Letter. If you have any questions, contact the Office of Disability Services at 404-413-1560.
GRADING/STUDENT EVALUATION

Grading
Final Course Letter Grade and associated point values:
- A⁺ = 98 - 100
- A  = 93 - 97
- A  = 90 - 92
- B⁺ = 88 - 89
- B  = 83 - 87
- B  = 80 - 82
- C⁺ = 78 - 79
- C  = 73 - 77
- C  = 70 - 72
- D  = 60 - 69
- F  = 59 and below

Student Evaluation
Maximum points for the class is 100

<table>
<thead>
<tr>
<th>Activity/ Assignments</th>
<th>Maximum Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Case Study</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes (2)</td>
<td>20</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
</tbody>
</table>

Quizzes
Three announced quizzes will be given during the semester. The lowest quiz grade will be excluded from the final course grade. Please be aware that there will be information on the quiz from the textbook that may have not been covered in class, therefore, it is very important to read the assigned chapters.

Exams
There will be two exams; midterm (20 points) and a final (25 points). The exams will be in-class and require answering essay questions that test your understanding of the information from the assigned reading and lectures.

Case Study & Group Presentation
The Case Study and Group Presentation are interrelated in that students will select from five pre-identified topics, which represent current challenges/ policies facing public and/or non-profit organizations in Georgia as an assignment. The five topics are:

<table>
<thead>
<tr>
<th>Date</th>
<th>Group #</th>
<th>Topic</th>
<th>Websites</th>
</tr>
</thead>
</table>
| 11/13 | 1       | Commercial Sexual Exploitation of Children (CSEC)  
 [http://janefondacenter.emory.edu/Projects/CSEC.html](http://janefondacenter.emory.edu/Projects/CSEC.html)  
 Improving quality of life for individuals | [http://www.accessiblesociety.org/topics/ada/olmsteadoverview.htm](http://www.accessiblesociety.org/topics/ada/olmsteadoverview.htm)  
 [http://dbhdd.georgia.gov/csh-services](http://dbhdd.georgia.gov/csh-services) |
| 11/20  | 3       | Child Fatality Review Process in Georgia  
Criminal Justice Reform
- HB 242: Juvenile Code Reform

Education
- School Climate
- Positive Behavioral Interventions & Supports (PBIS)

Case Study
Students will work in teams to analyze a challenge/policy currently facing a public or non-profit organization in Georgia and develop a Case Study. Because the challenges are drawn from actual events, they are complex and explore diverse perspectives of multiple stakeholders and are full of ambiguity. The goals for the Case Study are as follows:

1. Work effectively in a team to analyze the case and present recommendations for future action.
2. Identify in each case the core problems presented (there will always be multiple problems), isolate the leadership challenge (who is the leader and what challenge of leadership is s/he facing), present several possible courses of action, and make final recommendations for action.
3. Write up your case study in no more than five, single-spaced pages.

Detailed instructions, including the grading rubric, will be discussed in class and posted on BrightSpace. The Case Study must be submitted on or before December 4, 2015.

Group Presentation
Teams of five to six students will present information on their particular Case Study and possible solutions. Presentations should be 25-30 minutes and will be evaluated based on content and creativity. Detailed instructions, including the grading rubric, will be discussed in class and posted on BrightSpace.

Working effectively on a team is a core skill that students will exercise and develop while preparing their case analyses. At the outset of the course, we will talk specifically about team dynamics, and students will be asked to reflect on and assess their teams’ performance, as well as their own performance, at regular intervals. The purpose of teamwork in this class is to allow students to enhance their skills in this area.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE/ DAY</th>
<th>COURSE TOPIC, ASSIGNED READING &amp; ACTIVITY</th>
</tr>
</thead>
</table>
| 8/28      | Course Overview: Expectations & Requirements  
Making Sense of Organizations  
Required reading: Bolman and Deal, Chapters 1 and 2 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4</td>
<td><strong>The Structural Frame</strong></td>
<td>Structuring &amp; Re-engineering and Organizing Groups &amp; Teams</td>
<td>Required reading: Bolman and Deal, Chapters 3, 4, and 5</td>
</tr>
<tr>
<td>9/11</td>
<td><strong>The Human Resource Frame</strong></td>
<td>People &amp; Organizations and Improving Human Resource Management</td>
<td>Required reading: Bolman and Deal, Chapters 6 and 7</td>
</tr>
<tr>
<td>9/18</td>
<td><strong>The Human Resource Frame</strong></td>
<td>Interpersonal and Group Dynamics</td>
<td>Required reading: Bolman and Deal, Chapter 8</td>
</tr>
<tr>
<td>9/25</td>
<td><strong>The Political Frame</strong></td>
<td>Power, Conflict, &amp; Coalitions and The Manager as Politician</td>
<td>Required reading: Bolman and Deal, Chapters 9 and 10</td>
</tr>
<tr>
<td>10/2</td>
<td><strong>The Political Frame</strong></td>
<td>Organizations as Political Arenas and Political Agents</td>
<td>Required reading: Bolman and Deal, Chapter 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Presentation Assignment</td>
</tr>
<tr>
<td>10/9</td>
<td>REVIEW FOR MIDTERM EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>MIDTERM EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td>Special Topic: Career Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/30</td>
<td><strong>The Symbolic Frame</strong></td>
<td>Organizational Culture &amp; Symbols and Organizational Culture in Action</td>
<td>Required reading: Bolman and Deal, Chapters 12 and 13</td>
</tr>
<tr>
<td>11/6</td>
<td>Group Presentation Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>Improving Leadership Practice</td>
<td>Reframing Leadership &amp; Reframing Change</td>
<td>Required reading: Bolman and Deal, Chapters 17 and 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Presentations</td>
</tr>
<tr>
<td>11/20</td>
<td>Improving Leadership Practice</td>
<td>Bringing it All Together</td>
<td>Required reading: Bolman and Deal, Chapter 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Presentations</td>
</tr>
<tr>
<td>11/27</td>
<td>THANKSGIVING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/4</td>
<td>FINAL EXAM REVIEW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/15</td>
<td><strong>FINAL EXAM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Study &amp; Group PowerPoint due by 9:00 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The professor reserves the right to modify this syllabus as needed; students will be informed of any changes made.