

CHRISTOPHER NEWPORT UNIVERSITY
DEPARTMENT OF GOVERNMENT AND PUBLIC AFFAIRS
Course Syllabus GOVT 401-01
LEADERSHIP IN PUBLIC ORGANIZATIONS

I. **Three credit hours - lecture. Spring 2003. Thur 1900-2145 RATC 100**

II. **Professor: Dr. Bob Colvin** (<http://www.cnu.edu/academics/govt>)

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Office Hours: Posted on WebCT support site.

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III. Course description:

An examination of leadership in public, private, for profit, nonprofit, and international career fields. The course concentrates upon developing leadership knowledge and skills essential for successful managerial performance. Students interview professionals, critique leader performance, analyze case studies, and prepare technical reports/presentations. Subjects of investigation include trust, risk taking, values, reinventing government, diversity, employee motivation, leadership theories and strategies, coalition building, strategies to gain power and influence, decision bases, mediation, leadership styles, and strategic planning systems.

IV. Required Text:

Denhardt, R. B., Denhardt, J. V., and Aristigueta, M. P. (2002) Managing Human Behavior in Public and Nonprofit Organizations. Thousand Oaks: Sage.

The professor will provide and assign supplemental readings during the semester. See <http://www.cnu.edu/academics/govt/newsearch.html> for research links.

See also <http://LeadershipInfo.net>

V. Learning Objectives:

- Develop a foundation of knowledge in the topic area (terminology, methods, and trends).
- Develop an understanding of fundamental principles in leadership and managing human behavior in public and nonprofit organizations.
- Learn to apply course material to improve thinking, problem solving, and decisions.
- Develop skill in written expression

VI. General Course Requirements:

Academic Expectations: Written assignments and class discussions should consistently demonstrate critical thought, be related to the topic of discussion, focus on understanding relationships and concepts, demonstrate an ability to work with others, and display civility and recognition of diverse opinions. It is important to encourage an atmosphere of professionalism, mutual respect, and intellectual inquiry where all students become comfortable in asking questions and raising issues for meaningful discussion that will positively contribute to their learning experience.

WebCT Lecture Support Site: Students are expected to use the lecture support site for this course, and

check the site for new information (and to check grades) once weekly at minimum. Students are expected to check the WebCT calendar, in addition to the syllabus, for due dates and deadlines. Such information posted by the professor to the WebCT site is considered formal notice to students.

VII. Specific Course Assignments:

Midterm and Final Examination (22% each): Readings and lecture will serve as the cognitive base for evaluation. Questions will be in objective format. Students will need a Scantron response card and sharpened No. 2 lead pencils for each exam. Exams are open book and open notes, but the responses are to be the students alone. Students may not give or receive assistance in responding to the exam questions.

Formal Paper (22%): Before writing the paper, study the course instruction sheet on critiquing and writing a term paper along with the instructions on properly citing sources. Use the Professional Writing Model and use formal citations for reference materials. The formal paper should be in standard 12 point font, double-spaced with one-inch margins, and six FULL pages in length. Six full pages equates to 1700-1800 words; use the word count feature on your word processing software to ensure adequate length. Careful proofing is imperative. The final version of the paper will be worth 22% of the course grade.

The student must complete independent study within the area of assigned readings in the text. **External research MUST be evidenced** in the formal paper. BE CERTAIN TO DEMONSTRATE IN YOUR PAPER THAT YOU HAVE STUDIED AND UNDERSTAND THE ASSIGNED READINGS. INCORPORATE CONCEPTS FROM YOUR ASSIGNED READINGS IN YOUR PAPER. As with any academic paper, content reflecting critical thinking and analysis is imperative. An electronic copy of the paper may be required. The topic will be assigned by the professor.

Homework-informal writing (22%) The primary focus will be on depth of analysis and expression; informal assignments do not need to be "perfect" in terms of proofing. These are two or three-page typed, double-spaced, responses to the assignment. (Caution: a single page is insufficient.) Assignments may include case studies, exercises, or completion of assessments and introspection. Assignments will be listed on WebCT, in addition to being shown in the syllabus agenda.

Attendance (12%) Discussion is an important part of this course. Therefore, grade credit is awarded for punctual, prepared, and participative attendance at the rate of one point for each class session for a maximum of 12 points for the semester. The first week of class, and the two weeks for exams are not included in this provision.

- Punctual: on time and ready to participate, and stays the length of the class session
- Prepared: able to respond to questions on the assigned readings for that class
- Participative: makes positive contributions to the class discussions and learning environment

If you experience absences, I add up to one point at semester's end. Thus, you can miss the equivalent of one week of class and still get the maximum of 12 points. This recognizes that nearly everyone will experience an illness or conflicting demands at some point during the semester. Accordingly, an explanation for being absent is **NOT** needed, requested, or desired. The professor will assume that students absent from class have a reason to be elsewhere! Missing class does NOT waive the due dates for assignments.

VIII. Grading:

Assignment Items	Percent of Grade (totals 100)
<u>Midterm and Final Examination</u> (22%, 22%)	44%
<u>Formal paper:</u>	22%
<u>Homework- Informal writing</u>	22%
<u>Attendance</u>	12%

Grading Scale: Please read the following carefully, this is how your work will be evaluated.

93-100= A 90-92 = A -	"A" grades reflect the "wow" factor. This shows exceptional, extraordinary effort and results. "A" grades reward work that achieves the highest level of excellence.
87-89 = B+ 84-86 = B 81-83 = B -	"B" grades reflect the "very good" factor. This shows effort exceeding average and work that is of high quality, but short of excellence.
78-80 = C+ 75-77 = C 72-74 = C -	"C" grades reflect average work and satisfactory results. This is the AVERAGE grade for the course.
69-71 = D+ 66-68 = D 63-65 = D -	"D" grades reflect less than sufficient effort and less than adequate results.
62 and below= F.	"F" grades reflect far less than sufficient effort and results, or may be given in response to violation of academic integrity.

IX. Administrative Details:

Tracking Grades: If a student does not receive a graded assignment back when others in the class receive theirs, the student should contact the professor without delay to determine the status of the assignment evaluation. Thus, the student is responsible for tracking that he or she has submitted and received in return graded assignments. Do NOT wait for weeks to report that a grade is missing; the professor will not respond to delayed requests for correction. *Each student is required to track his or her grades using the Web CT lecture support site for this course.* This means taking personal responsibility.

Punctual attendance: Discussion and sharing information in the classroom is an important learning modality in this class. Students should attend classes, on time. Students in this class are adults and attendance is a matter of personal responsibility. Accordingly, an explanation for being absent is **NOT** needed, requested, or expected. The professor will assume that students absent from class have a reason to be elsewhere! Missing class does NOT waive the due dates for assignments.

Submission of Work: Students **may submit written assignments after the due date** (prior to also) and need **NOT offer an explanation** (except in the case of a medical **emergency**). A medical **emergency**

involves serious, incapacitating injury or illness and emergency treatment by a physician. All work submitted after the due date will be penalized 35 points for the first week or portion thereof and 21 points for subsequent weeks. Except a medical **emergency**, it does NOT matter why the item is late; the late penalty applies. To avoid late penalties, take personal responsibility to get the work submitted before the due date.

Except for students receiving a grade of incomplete (I) for the course, written work **WILL NOT BE ACCEPTED FOR GRADING AFTER 10:00 p.m., Thursday, April 17, 2003**. Except as noted below, it does NOT matter why work could not be submitted by the deadline; the deadline is absolute. You now know these deadlines months in advance, so take personal responsibility and plan ahead.

Incomplete (I) grades are given only in cases of documented medical **emergencies** specifically related to the non-completion of a particular assignment or assignments. The professor must be notified of the medical **emergency** within one week (before or after) the assignment is due.

Withdrawal: see (<http://www.cnu.edu>).

Method of Instruction: The assigned text is comprehensive. Students are required to study the assigned material and are responsible for understanding the material. This suggests coming to class with questions regarding the material. The professor will provide clarification of material and focus student learning and efforts as needed and appropriate. Students are invited to meet with the professor to discuss progress, to share concerns, questions, etc.

Petition for Grade Reconsideration: If a student receives a grade for any item in this course that he or she thinks does not properly reflect the quality of the work, the student is invited to WRITE to the professor thoroughly explaining, documenting, and supporting his or her position. Every serious and objective consideration will be accorded to any written request, but no grade changes will be granted absent a WRITTEN request that is submitted within ten calendar days of grade receipt.

Statement on Disability and Course Access: Any student who believes that he or she has a qualifying disability should contact the professor as soon as possible to discuss needs. To receive a reasonable accommodation under the provisions of the Americans with Disabilities Act (ADA), the individual's disability must be recorded with CNU's Disability Services, located in the Academic Advising Center, Room 125, Administration Building (594-8763).

X. Academic Integrity

Overview: Many students taking this class soon will be, or currently are, public administrators; civic, religious, or business leaders; lawyers; or politicians. Our nation must re-establish a requirement for honesty, integrity, and honor among persons holding positions of public trust. There is no substitute for these qualities. This requires a proactive commitment to truth and a willingness to take a stand.

Accordingly, the CNU Honor Code is enforced in this class aggressively, to the fullest extent, without exception, without hesitation, and without apology. Every student in this class is expected to model ethical behavior and lead by example. Be the change you want to see in the world, and be it every day. The path you take today is where you will be tomorrow.

The CNU Honor Code: *"On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."*

All work subject to Honor Code: All work submitted in this course for a grade is subject to the CNU Honor Code. All work is to be solely that of the individual student, except for projects explicitly designated as group work. Having another person proof your written assignment for errors in punctuation, spelling, grammar, and readability does NOT violate the Honor Code in this course; this practice is expected in the professional workplace.

Avoiding Plagiarism - **THIS IS EXTREMELY IMPORTANT.** The professor compares student papers with cited and other possible source documents, and subscribes to a search service that compares written material (student papers) with papers, articles, and other information available electronically on the Internet. Regardless of repeated written and oral warnings and guidance on how to avoid plagiarism, nearly every semester some students chose to earn an F in my courses and face potential disciplinary action for deliberately and falsely presenting the writing of others as their own.

To avoid such unpleasant complications STUDY the guides provided and follow these rules:

1. All direct quotes of others' words must be enclosed in "quotation marks" and the source immediately cited;
2. All indirect quotes must be immediately cited. To indirectly quote means to paraphrase or summarize the words or ideas of another.
3. Immediately cited means at the end of the sentence where the borrowed material is presented.
4. All cited works are to be shown in a list of references at the end of the paper.
5. **If you do NOT cite a source, you are presenting the writing as your original thought.**

The professor does not care if you use APA, MLA, Chicago, or any other standard "style" of citing at the end of the sentence and in drafting the bibliography as long as you use a style and use that style consistently.

Willful plagiarism or any other willful violation of the CNU Honor Code will result immediately in a grade of "F" for the course and disciplinary action. The professor aggressively enforces the CNU honor code.

XI. A NOTE FROM THE PROFESSOR:

I am very interested in providing the best quality learning experience possible for you and your fellow students, and in helping students develop and grow professionally by virtue of taking this class and attending CNU.

I regret that the syllabus is so "rule-heavy." I take this approach – based on multiple unfortunate and time-wasting experiences- to avoid complications that will interfere with a positive experience for the majority of students. The strict parameters allow me to **invest my time helping those students who want to learn the material.**

These various "rules" and "requirements" clarify expectations up front; it is often unclear expectations that are the cause of disappointment, stress, and conflict. Hopefully, with the expectations set forth in definite terms, we can then move on to enjoy interacting and engaging the material in a meaningful and productive manner.

Study the syllabus, know the requirements, plan ahead and meet the deadlines, give a solid effort, and ask for all the help you need to learn the material. I will bend over backwards and gladly spend the time, including substantial time outside of class if necessary, to help students understand the material, but I will not waste valuable time dealing with otherwise avoidable problems created by procrastination and lack of effort and personal responsibility.

XII. Spring 2003 "Proposed" Agenda (Thursdays, 7:00 p.m., RATC 100)

This detailed agenda is provided so students can plan their work throughout the semester. Exams and assignments for the semester are presented below. Please take personal responsibility and plan ahead.

<u>Week</u>	<u>Reading - Topic</u>	<u>Assignment due</u>
Jan 16	(orientation)	none
Jan 23	Preface Ch 1 Thinking and Acting	
	Ch 2 Knowing Yourself	Appendix 2 C, p. 47
Jan 30	Ch 3 Foster Creativity	Mindmapping, p. 82
Feb 6	Ch 4 Managing Stress	Distress at DES, p. 114 (Q2 & Q3 only)
Feb 13	Ch 5 Decision Making	Community Health, p. 146
Feb 20	Ch 6 Motivating	SOS in DHS, p. 174 (Q4 & Q5 only)
Feb 27	Midterm Exam (first half of class)	
Mar 2-9	Spring Break - No class meeting	
Mar 13	Ch 7 Leadership	Transactional, p. 214
MARCH 14	Last day to Withdraw w/Pass	
Mar 20	Ch 7 Leadership (con't)	Paper Due! Discuss papers
Mar 27	Ch 8 Power and Politics	Org. Politics, p. 251 (Q1 & Q2 only)
Apr 3	Ch 9 Communicating	Supportive Comm, p. 287 (note correction)
Apr 10	Ch 10 Groups and Teams	Guard Uniforms, p. 322 (all four questions)
(4/17) LAST DAY TO SUBMIT ALL WORK (10 P.M.)		
Apr 17	Ch 12 Organizational Change	Leading Change, p. 385-387
Apr 24	Semester Seminar	
May 1	Final Exam Time TBA	
May 10	Spring Commencement	

WHEN TO CITE THE WORK OF OTHERS IN YOUR ACADEMIC WORK by Dr. Bob Colvin, CNU, 1999

Put cites at the end of sentence where the material is used. A direct quote (word for word) requires "quotation marks" around those words. An indirect quote is where you summarize or paraphrase the words OR IDEAS of another. In that case, you still cite the material, but do not need to use "quotation marks" unless you are using the exact words; which becomes a direct quote.

Richmond is the capital of Virginia. This is common knowledge. You do not need to cite the source.

There are 50 states in the US. Common knowledge, no cite needed.

There are four basic lenses for looking at delinquency causation: rational choice, social ecology, neurology, and biosocial (Smith, 1992). Here, Smith had the idea of using these four lenses, and you are summarizing his idea. You MUST give credit, unless you can show this was your idea first and Smith stole it.

Juvenile delinquency has increased from three to four percent each year since 1995 (OJJDP, 1998). This is a statement you could not know to be true unless you personally collected and analyzed the data. Since you did not, and since you cannot personally prove the statement, you must cite the source of the information.

A noted philosopher said, "he who shall, so shall he who" (Jones, 1995, p. 422). The latter part of this sentence is a direct quote, it is word for word. You must use the "quotation marks" and put the page number in the cite.

Please read the paragraph below:

Is there a difference between leading and managing? Some scholars see a substantial distinction. For example, Bennis and Nanus (1985, p. 7) say, "Managers do things right, leaders do the right thing." In contrast, other writers think that there may be a difference, but a great deal of commonality is overlooked. Some posit that, "in organizations, leadership builds upon management, and both are necessary" (Bass, 1990, p. 213). In fact, a landmark study in 1972 identified ten basic functions of management, and leadership was interwoven among most of those (Mintzberg, 1972). On balance, I think that leadership is different from, but complementary to, management.

Let's look closely at those sentences.

Is there a difference between leading and managing? {your idea and words; no cite needed}

Some scholars see a substantial distinction. {common knowledge in this field; no cite needed}

For example, Bennis and Nanus (1985, p. 7) say, "managers do things right, leaders do the right thing." {part of the sentence is a word for word direct quote, need full cite, page number, and " "}

In contrast, other writers think that there may be a difference, but a great deal of commonality is overlooked. {common knowledge in this field; no cite needed}.

Some posit that, "in organizations, leadership builds upon management and both are necessary" (Bass, 1990, p. 213). {a word for word direct quote; need full cite, page number, and " "}

In fact, a landmark study in 1972 identified ten basic functions of management, and leadership was interwoven among most of those (Mintzberg, 1972). {This is an indirect quote, you are paraphrasing or summarizing what Mintzberg found; you need a cite, but the page number is not required under APA style}

On balance, I think that leadership is different from, but complementary to, management. {No cite is required. These are your original thoughts and words}

IMPORTANT: Limit the use of directly quoted material. The reader wants to read your writing, not that of someone else. Use a direct quote when it strengthens a point you are making. Assume that you have written several sentences building your case for a certain viewpoint. You could support your writing in this way: *Some scholars agree with my viewpoint. For example, Smith (1999) said, "It is clear to me that the best interpretation of this phenomena is . . ."* You should also use a direct quote when the statement would lose its impact if paraphrased. For example, President Kennedy said, "Ask not what your country can do for you . . ." To paraphrase that statement would diminish its importance and impact. **If most of your paper comprises direct quotes, the professor is left to evaluate your ability to cut and paste rather than your ability to discuss the topic in writing.**

CRITERIA FOR WRITING OR CRITIQUING AN ACADEMIC PAPER

1. Did the writer comply with the assignment? Is the paper the assigned length? Is the topic acceptable; and, if required, was it approved by the professor in advance?
2. Is the paper well written and does it coherently convey its intended message? Or, do you have to guess the message or pick from among many possible messages?
3. Does the paper show that the author understands the topic? Or does it contain factual errors; and does it appear that a lot of filler and "fast talking" is replacing careful reading and thoughtful writing?
4. Does the paper show comprehension of assigned material? Does the writer draw intelligently from important, relevant concepts?
5. Is the material organized in a logical manner and does the paper flow smoothly from one idea to another? Are headers used to provide a roadmap to the reader? Or, does it ramble from one marginally related subtopic to the next?
6. Are paragraphs constructed around a single idea or message to the reader? Or, are paragraphs used merely to make the pages look less cluttered? Do all the sentences in the paragraph relate to the message?
7. Limit the use of directly quoted material. The reader wants to read your writing, not that of someone else. If most of your paper comprises direct quotes, the professor is left to evaluate your ability to cut and paste rather than your ability to discuss the topic in writing (which will result in a very poor grade).
8. Is there evidence of critical thinking, or does the paper just mix and repeat the thoughts of other writers. Worse yet, does the paper simply reword another writer's description of a topic? An academic paper needs to be more than just transferring some statistics and statements from several published works and compiling them into a basic description of a topic. The writer must add "intellectual" value to the paper by identifying and explaining relationships, by suggesting a particular interpretation, and/or by telling the reader the "so what" of his or her findings. This task is much more elaborate and formalized in research papers.
9. Are the conclusions logically derived from and reasonably supported by the findings? Is the writer consistent in interpreting the information throughout the paper?
10. Is there evidence of appropriate selection and usage of journal articles.
11. Does the paper properly cite sources of information? Or, is the writer presenting the work of others without giving credit, which is PLAGIARISM. A list of references is required, but is no substitute for honest, accurate, and properly placed citations in the text portion of the paper (line, foot, or endnotes).
12. Is the paper well-proofed and free of punctuation, spelling, grammar, and language-usage errors?

EXPECTATIONS FOR UNIVERSITY-LEVEL LEARNING

What is expected of students:

University-level learning requires student commitment to scholarship, to professionalism, and to changing how one thinks.

A liberal arts, university education is intended to be more of a transformation than a transaction. It embodies reaching for an important, transcendental, higher level of understanding.

University-level learning **is hard work**, and learning for competency and understanding is even more challenging.

Some say that law school teaches future lawyers the law, but not as much as it teaches them how to think like a lawyer. The same concept applies to university-level learning, which develops intellectual skills and habits; it is not merely the transfer of information, although that part is important.

The university experience is based on higher-level learning, which shifts considerable responsibility, accountability, and consequences to the learner. YOU, not your professors, are responsible for **your** education.

Higher-level learning requires hard work, inconvenience, and frustration; it also is an invaluable investment. It requires taking individual responsibility. It is unlikely in life that one will be remembered favorably for the quality of one's excuses.

Higher-level learning requires developing the skills of deliberate concentration and focus; which often are not well developed in the current "image-a-second" television era. We inadvertently become trained to focus only for a few seconds and then expect a new stimulus. This is fine for entertainment; but it will not facilitate the depth of learning necessary to grapple with the complexities of knowledge. Learning complex material can be very frustrating. If it were easy, colleges could hand out degrees on street corners.

In each course, read the syllabus carefully, know the requirements, plan ahead, meet the deadlines, give your best effort, study hard, and ask for the help you need to learn the material.

College educated individuals should exemplify and model the highest ethical standards for our society. Do it.

Receiving a university degree is an important goal; but the journey is what makes the destination worth reaching. Focus on both.

Life is like a bicycle. One can sit on it and watch the world pass by; or one can pump the pedals and gain new experiences. Bikes were made to ride, but it takes energy. It's a choice we make as individuals.

What is expected of faculty:

Faculty members have responsibilities in the "university-level learning" exchange. They are expected to be active in research and scholarship, and to be challenged as learners themselves. University faculty members must be critical consumers of contributions to their field and be engaged in the discovery of new understanding. Because the collective knowledge base of nearly any subject is dynamic, faculty scholarship is necessary to bring the most current knowledge to the classroom and to colleagues.

University faculty members must explore the most effective ways of helping students experience the subject matter being taught, and help students in their quest to understand the information. However, it does **not** involve a modality of spoon-feeding information.

University faculty members must establish clear expectations and maintain standards of higher-level

learning for students, and evaluate student performance fairly. Solid effort and good performance must be nurtured, recognized, and rewarded. Inadequate effort and poor performance must be awarded the grade it deserves, in fairness to those who strive toward higher-level learning.

Faculty members must establish and consistently enforce norms and expectations for civil decorum and meaningful academic exchange.

By maintaining standards of higher-level learning, faculty members protect the integrity of the degrees awarded by CNU.

Faculty members share with others in the duty to ensure the wise, efficient, and frugal expenditure of tax and tuition dollars to support learning at the university. This duty is undertaken, in part, by faculty members maintaining a high level of individual productivity.

Students First: My Commitment:

At Christopher Newport University, we support and enact the principle of "Students First." Students may interpret this to mean that I will:

- encourage students to be the best they can be
- help students get the maximum academic benefit from their CNU experience
- recognize that the university exists for student learning and growth
- focus my best efforts on student learning and growth
- hold students to expectations for "university-level learning"
- nurture, value, and reward student effort and accomplishments
- do my part to ensure that CNU graduates have acquired a quality education
- stay current in my discipline, ensuring quality course content
- maintain a high level of individual productivity as a professional
- model and reinforce good community and academic citizenship
- be available to students for consultation and counseling
- treat students with respect, and expect the same
- recognize that students pay for classes; but they must earn what they learn
- uphold the CNU Honor Code by personal example and by strict enforcement.

Dr. Bob Colvin; CNU