# PBPL 869 & URST 369/869 - Leadership in the Policy Arena

Fall Semester 2024

Time:  Thursdays, 6:30-9:15 pm                Classroom:  Seabury N128
Instructor: Sean Fitzpatrick
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## Syllabus

**Course Description:**

What is "Leadership?"  To what extent can it be defined and practiced according to fundamental general principles?  How must the application of such principles be adapted to differing institutional, organizational, and community settings, and to varying situations?  Can anyone lead effectively with sufficient opportunity and, if so, to what degree must leadership be "personalized" by each individual?  This course will explore leadership principles through readings from a broad spectrum of fields and historical periods and seek to identify the key lessons to be applied to leadership in the current public policy sphere.  We will complement our study of leadership theory with historical reflections on successful civic and political leaders.

Course Textbooks:[1]

1.  Peter G. Northouse, *Leadership: Theory and Practice* (8th ed. 2019) ("Northouse")
2.  Harvard Business Review, *On Leadership* (2011) ("HBR")
3.  Doris Kearns Goodwin, *Leadership: In Turbulent Times* (2018) ("Kearns Goodwin")
4.  Susan Cain, *Quiet:  The Power of Introverts in a World That Can't Stop Talking* (2012) ("Cain")

Additional short readings will be posted on Moodle.

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[1] The Northouse textbook is available at the Trinity College bookstore.  All other required books are available more inexpensively at Amazon.com.

8.14.24 ed.

Class Ground Rules:

Intellectual honesty is the obligation of all students to their classmates and the entire Trinity College community. The *Student Handbook* lays out the College's policy on cheating and plagiarism. You are responsible for knowing and following all College policies, including the *nine rules of intellectual honesty* found on pages 13-14 of the Handbook. Also, in order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide our work:

- Treat every member of the class with respect, even if you disagree with their opinion;
- Reasonable minds can differ on any number of perspectives, opinions, and conclusions;
- Because constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights, it is not just encouraged, it is expected;
- All viewpoints are welcome;
- No ideas are immune from scrutiny and debate; and
- You will not be graded on your opinions.

Written Assignments:

There will be two writing assignments for this course: a 3-5 page midterm paper (see below) and a 5-8 page final paper. Both papers should be (i) submitted on Moodle in Word [.docx] format and (ii) formatted using the "Public Policy Memorandum" ("PPM") format, as memoranda from the student to the instructor.[2]

Grading:

Course grades[3] will be based 40% on class participation; 20% on the midterm paper, and 40% on the final paper.

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[2] See full PPM instructions, attached as Appendix 1. For any assistance you may require with these assignments, you are encouraged to use the College's Writing Center, staffed by specially trained Writing Associates, to improve your writing, no matter your skill level. The main Writing Center is in Room 109 of the English House at 115 Vernon St., and satellite locations with limited hours are located at the Nutter Center, Room 183, and at the Library in the 24-hour area, Level A. To make an appointment using the online scheduling system, use https://trincoll.mywconline.com. Be sure to note the location of your appointment. Appointments begin on the hour and half-hour and drop-ins are welcome.

[3] The grading scale that I will use for the term is based on the 100 total points possible from the above percentages:

A+ = 97.5-100       A = 93.5-97.49  A- = 89.5-93.49
B+ = 87.5-89.49     B = 83.5-87.49  B- = 79.5-83.49
C+ = 77.5-79.49     C = 73.5-77.49  C- = 69.5-73.49
D+ = 67.5-69.49     D = 63.5-67.49  D- = 59.5-63.49
F = 0-59.49

**Written assignments turned in late will be subject to a 5-point deduction in grade for each day late, absent an extension granted by the Instructor *prior* to the due date.**

**Class Schedule & Readings**

Class 1—What is Leadership?

Are leaders born or made?  Do all leaders exhibit the same qualities, or use the same techniques?  Our first class will explore what we mean by the word "leadership."

Reading:  E. Pankhurst, *Freedom or Death* (Address to the Women of Hartford, CT) (1913); W.S. Churchill, *We Will Fight on the Beaches* (1940); J.F. Kennedy, *Inaugural Address* (1961); M.L. King, Jr., *Letter from Birmingham Jail* (1963).

Class 2—What Makes a Leader?

Is leadership an innate personal trait or set of traits?  What qualities have been identified as integral to a leader?

Reading:  Northouse, Chapters 1-2, pp. 1-42; HBR, pp. 1-21 [D. Goleman, "What Makes a Leader" (1996)]; Kearns Goodwin, Foreword & Ch. 1-2.

Class 3—Leadership as an Acquired Skill or Set of Behaviors

If Leadership is a set of skills that can be studied and developed, what are those skills?  Are they universal and applicable to all situations?

Reading:  Northouse, Chapter 3-4, pp. 43-93; HBR, pp. 23-36 [P. Drucker, "What Makes an Effective Executive" (2004)]; HBR pp. 37-51 [J. Kotter, "What Leaders Really Do" (1990)]; Kearns Goodwin, Ch. 3-4.

Class 4—Other Approaches to the Study of Leadership; Introverts & Extroverts, Part 1.

What do Situational and Path-Goal Theories of Leadership add to our understanding of Leadership?  Can Introverts be effective leaders?

Reading:  Northouse, Chapters 5-6, pp. 95-138; Cain, Introduction & Ch. 1-3, pp. 1-94.

Class 5—Leadership as Interaction; Introverts & Extroverts, Part 2

The Leadership theories we have discussed up to now have focused on the leader, or on the followers and context in which leadership is observed.  The "Leader-Member Exchange Theory" instead views Leadership as a set of *interactions* among leaders and followers.  What can recent insights into the role of Extroversion and Introversion in Leadership tell us about both leaders and followers?

Reading:  Northouse, Chapter 7, pp. 139-162; Cain, Ch. 4-6, pp. 97-154; HBR, pp. 115-136 [J. Collins, "Level 5 Leadership" (2001).

Class 6—Transformational Leadership

One of the most influential developments in the study of Leadership in recent decades is the concept of "Transformational Leadership," which focuses on the process by which certain leaders can inspire followers to accomplish extraordinary results through a combination of charisma, a strong ethical compass, and keen attention to the needs and aspirations of individual followers.

Reading:  Northhouse, Chapter 8, pp. 163-196; Kearns Goodwin, Ch. 5-8, pp. 97-207.  Additional Reading:  B. Bass, et al., "Ethics, character, and authentic transformational leadership behavior" (1999).

Class 7—Authentic Leadership and Servant Leadership

Does facing challenges in one's own life build leadership capabilities?  Can a person "lead by serving?"

Reading:  Northhouse, Chapters 9-10, pp. 197-256; HBR, pp. 97-113 [W. Bennis & R. Thomas, "Crucibles of Leadership" (2002); HBR, pp. 163-77 [B. George, *et al.*, "Discovering Your Authentic Leadership" (2007)]; Kearns Goodwin, Ch. 9-10.

**Midterm papers due on Thursday, Friday, Oct. 13, 2023 at 11:00 p.m.**

*Choose a leader who has impressed you (it may be a public figure or someone you have encountered in your own life) and write a 1500-word memorandum analyzing their leadership through the lens of two or more of the approaches we have studied so far in the Northhouse textbook.  Use examples. Based on your analysis, which of the approaches seems best suited to capturing the essence of this person's leadership?  Do you believe this person's leadership attributes can be adopted successfully by other leaders?*

Class 8—Adaptive Leadership

Can a leader succeed by focusing on enabling followers to adapt effectively to challenging circumstances?

Reading:  Northhouse, Chapter 11, pp. 257-292; HBR, pp. 57-78 [R. Heifetz & D. Laurie, "The Work of Leadership" (1997)]; Kearns Goodwin, Ch. 11.

Class 9—Leadership Ethics

From Machiavelli to Madison and beyond, political theorists have grappled with the question: Do ethics matter in leadership? Is an ethical character essential to a true leader or, conversely, a barrier to political success?

**There will be no class session this week. Instead, students should view Steven Spielberg's 2003 film *Lincoln*, which can be streamed here or accessed in the Media Gallery for this course.**

Reading: Northouse, Ch. 13; Kearns Goodwin, Ch. 12; Machiavelli, *The Prince* (1514), excerpts; James Madison, *Federalist No. 51* (1788).

Class 10—Followership and "Leaderless" Movements; Introverts & Extroverts, Part 3

Recently, scholars have begun to appreciate the importance of willing and motivated *followers* in successful Leadership. We have also experienced in recent years the rise of "leaderless" movements, turning the whole "leader-follower" model on its head. What are the implications for "followers," including those who participate in a "leaderless" movement?

Reading: Northouse, Ch. 12; Cain, Ch. 7; Kearns Goodwin, Ch. 12.; Martin Gurri, *The Revolt of the Public* (2018), Ch. 6, pp. 172-223.

Class 11—Gender and Leadership

While debate continues over the degree to which gender is a matter of biology or, alternatively, social construction, there is no question that gender differences impact both leaders and followers, creating both opportunities and challenges. What can the careers of great female civic and political leaders, from Harriet Tubman to Margaret Thatcher, teach us about the role of gender in Leadership?

Reading: Northouse, Ch. 15, pp. 403-431. Additional Reading: S. McChrystal, *Leaders: Myth and Reality* (2018), pp. 222-241 (Harriet Tubman); pp. 265-297 (Margaret Thatcher); S. Appelbaum & B. Shapiro, "Why Can't Men Lead Like Women?" 14 (7) *Leadership & Organization Development J.* 28 (1993). Suggested Additional Reading: P. Abbott; "Leadership by Exemplar: Reagan's FDR and Thatcher's Churchill (1997); P. Sykes, "Gendering Prime Ministerial Leadership in Anglo-American Systems" (2011).

Class 12—Culture and Leadership; Introverts & Extroverts, Part 4

In the increasingly global business and public policy realms, attention to cultural differences and interactions has become a key to successful Leadership.

Reading: Northouse, Ch. 16, pp. 433-72; Cain, Ch. 8, pp. 181-202; J. Haidt, *The Righteous Mind* (2012), Ch. 5.

<u>Class 13—Reflections On Being a Leader</u>

Reading:  Cain; Ch. 9-10, pp. 205-240; HBR, pp. 137-61 [D. Rooke & W. Torbert, "Seven Transformations of Leadership" (2005)]; HBR, pp. 179-96 [D. Ancona, *et al.*, "In Praise of the Incomplete Leader" (2007)].

**<u>Final Papers are due by Friday, Dec. 15, 2023 at 11:00 p.m.</u>**

*Choose a public policy issue that interests you and write a 3500-word memorandum analyzing the issue from the perspective of the leadership challenges it presents and the approaches leaders involved in the issue have taken.  Have some leaders involved in this issue been more effective than others in advancing their policy goals and, if so, why?  How have the interactions of leaders and followers shaped responses to the issue thus far?  Do one or more of the analytical approaches to leadership that we have studied provide useful insights into these leaders, the results they have achieved, and steps they might take to make their leadership more effective in addressing the issue?*