

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> School of Public Administration  <b>College</b> Dorothy F. Schmidt College of Arts and Letters		
<b>Current Course Prefix and Number</b> PAD 6063		<b>Current Course Title</b> Managerial Leadership in State and Local Government	
Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Guidelines</a> . Please consult and list departments that may be affected by the changes; attach documentation.			
<b>Change title to:</b> Public Leadership  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b> Please see attached  <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>	
* Review <a href="#">Provost Memorandum</a> ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> Spring 2022		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Robin Larson rlarsen2@fau.edu 561-297-4569			
<b>Approved by</b> Department Chair <u>A. Sapat</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>Eric Berlatsky</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> 10/13/2021 10/13/21 10/13/2021 _____ _____ _____ _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



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**PAD 6063 Public Leadership**

**Course Description (Catalog):**

Covers fundamental managerial and leadership aspects of public service. Explores personal, ethical, organizational, political, and legal dimensions of governance in the public interest. MPA core course.

**PAD 6063-001 | Public Leadership | CRN XXXXX**  
**3 credit hours**  
**Summer 202X Course Syllabus**  
**\*Distance Learning (DL) Course**

**FAU Catalog Description:**

Covers fundamental managerial and leadership aspects of public service. Explores personal, ethical, organizational, political, and legal dimensions of governance in the public interest. MPA core course

**Expanded description:**

**This is a fully online course--with both synchronous (real time set by the instructor for all class members) and asynchronous (you set the time you work on the material) components--utilizing the Canvas course platform.**

This course is also a scholarly exploration of the complex concept of leadership. We will consider leadership theories and approaches, delve into research on leadership, examine leadership themes in historical and modern texts, and consider how all of this applies to real world situations – including and especially your own life. As **leadership** is also interconnected with the concepts of **ethics** and **management**, these two areas will be examined during the course at various points.

The course is built on the foundational principle that **leadership is a process**. With that in mind, we will study various definitions, theories and approaches to leadership, especially as they relate to public administration at state and local government levels. Along the way, you will analyze your own leadership style(s) and engage in online group discussions of real world scenarios.

By the end of this course, you will be able to assess your style, and strengths and weaknesses as a leader, understand the process of leadership, and evaluate others' leadership in a much more nuanced fashion. Additionally, your work in the course will enable you to understand how great leadership skills are always enhanced with the practice of ethical behavior and good management skills.

*COVID-19 Statement*

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>.

In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.

Vaccinated students have much lower chances of needing to quarantine and a much

### **Instructor contact information:**

TBA

E-mail: [TBA](#)

Phone and text: TBA

Online office hours in the Canvas course meeting area, TBA (in synchronous or real time), or by appointment.

### **The required text books:**

[Northouse, Peter \(2015\). Leadership: Theory and Practice, 7<sup>th</sup> Edition. Thousand Oaks: Sage Publications, Inc. \(ISBN-13: 978-1483317533\)](#)

[Blackburn, Simon. \(2001\). Ethics: A Very Short Introduction. New York: Oxford University Press, Inc. \(ISBN-13: 978-0192804426\)](#)

[Grint, Keith \(2010\). Leadership: A Very Short Introduction. New York: Oxford University Press, Inc. \(ISBN-13: 978-0199569915\)](#)

[Hendry, John. \(2013\). Management: A Very Short Introduction. New York: Oxford University Press, Inc. \(ISBN-13: 978-0199656981\)](#)

The main course text book above is available in e-format on Kindle and can be rented for the semester. Click the text title hotlink above for more information.

### **Course Objectives**

By the end of the semester, students should be able to:

- sketch the historical development of leadership theories and provide examples of public sector leaders to demonstrate differences in theoretical perspectives,
- demonstrate a fundamental understanding of the prevailing leadership theories and establish the relevance of leadership concepts and principles for those who manage, administer, and lead public or nonprofit organizations,
- distinguish scholarly from popular leadership literature,
- demonstrate through online projects and discussion that leadership is a process, rather than a person or position,
- distinguish the roles and responsibilities of leadership versus management in public organizations,

- understand the critical connections between good leadership skills and the practice of ethical behavior,
- assess the impact of gender and culture on the exercise of public sector leadership,
- develop a capacity for self-reflection and the ability to discern their own leadership related predispositions, strengths and weaknesses, and
- further develop their critical thinking, writing and communications skills.

By achieving these learning objectives, students will improve their abilities to:

- 1) lead and manage in public governance;
- 2) participate in and contribute to the public policy process; and
- 3) analyze, synthesize, think critically, solve problems, and make decisions.

**Caution about expectations:**

To succeed in learning to understand the concepts covered in this course, you must invest substantial time and mental energy in a way that is likely to be different than what has been asked of you in other classes. The class requires complex reasoning and critical analysis. Studying leadership and management theories involve delving into unfamiliar concepts and dissecting and absorbing unfamiliar ideas. You must call upon more than the skills with which you can find a quick and superficial answer. You must engage in an evolving dialogue in which you are probing your assumptions, looking for contradictions, and finding new connections and patterns. This requires that you apply sustained, unbroken attention, and that you question others' and your own conclusions. Any real learning of this sort takes serious time and effort. If you can engage in the kind of imperishable analytical thinking expected in this course, you will become better not only at understanding leadership and managerial skills, but also in your broader understanding of the practice of public administration at all levels of government.

As this is an online course, to achieve the aspirations described in the sections above you need to read and reflect on the course material assigned, read and reflect on the discussion postings of other class members, and post thoughtful and reflective comments incorporating your own personal and professional experience. All written assignments submitted for the course should meet these same expectations.

<b>Week</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
Module 1/Week 1	Introduction to leadership;	*Northouse Ch. 1 *Grint, Chs. 1,2 *Hendry, Chs. 1,2 (Note: Even though we discuss one case study, you should read them all for each week)	*Readings in text and online materials on course pages *Introductions posted *Syllabus Quiz
Module 2/Week 2	Trait approach to leadership	*Northouse Ch. 2 *Grint, Chs. 4, 5 *Hendry, Ch. 3	*Readings in text and online materials on course pages *Hand in Leadership Instrument Assessments from Ch. 2 *Discuss case 2.1 in Northouse
Module 3/Week 3	Skills approach to leadership	*Northouse Ch. 3 *Blackburn, Part Two *Hendry, Ch. 10	*Readings in text and online materials on course pages *Hand in Leadership Instrument Assessments from Ch. 3 *Discuss case 3.2 in Northouse
Module 4/Week 4	Behavioral approach to leadership	*Northouse Ch. 4 *Grint, Ch. 6 *Hendry, Chs. 5, 6	*Readings in text and online materials on course pages *Hand in Leadership Instrument Assessments from Ch. 4 *Discuss case 4.3 in Northouse
Module 5/Week 5	The situational approach to leadership	*Northouse Ch. 5	*Readings in text and online materials on course pages *Hand in Leadership Instrument from Ch. 5 *Discuss case 5.1 in Northouse

Module 6/Week 6	Gender and Leadership	*Northouse Ch. 15 *Hendry, Ch. 7	*Readings in text and online materials on course pages  *Hand in Leadership Instrument from Ch. 15  <b><u>*COMPLETE MID TERM EXAM</u></b>
Module 7/Week 7	The path-goal theory of leadership	*Northouse Ch. 6	*Readings in text and online materials on course pages  *Hand in Leadership Instrument from Ch. 6  *Discuss case 6.3 in Northouse
Module 8/Week 8	The leader-member exchange theory	*Northouse Ch. 7	*Readings in text and online materials on course pages  *Hand in Leadership Instrument from Ch. 7  *Discuss case 7.3 in Northouse
Module 9/Week 9	Transformational leadership	*Northouse Ch. 8	*Readings in text and online materials on course pages  *Hand in Leadership Instrument from Ch. 8  *Discuss case 8.1 in Northouse
Module 10/Week 10	Authentic leadership	*Northouse Ch. 9	*Readings in text and online materials on course pages  *Hand in Leadership Instrument from Ch. 9  *Discuss case 9.2 in Northouse
Module 11/Week 11	Servant leadership	*Northouse Ch. 10 *Grint, Ch. 7	*Readings in text and online materials on course pages

			*Hand in Leadership Instrument from Ch. 10  *Discuss case 10.2 in Northouse
Module 12/Week 12	Leadership Ethics	*Northouse Ch. 13	*Readings in text and online course materials on course pages  <b>COMPLETE FINAL EXAM</b>

**This course outline is subject to change for reasonable purposes, unforeseen circumstances or if there are errors.**

#### **How course modules work:**

Each Module (1-12) consists of a seven-day period. Each module opens and closes based on the dates assigned on the syllabus. All course work assigned for a module week **MUST** be completed and submitted during that week, otherwise it is considered late work and subject to a grade reduction. Each course module opens at 12:01am on a Monday and closes at 11:59pm on the following Sunday. Course module availability is timed in sequence so that the class can remain together as a group without students working too far ahead or falling too far behind. Students can choose when to log in and work if all assigned work is submitted on time for grading.

#### **Grading scale:**

Final course grades will be based on a plus/minus system. The scale listed below shall be applicable for this course:

A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-82	D	66-63
B-	81-80	D-	62-60
C+	79-77	F	Below 60

Total possible course points (500) for the assignments below will be converted to the 100-point system above before the final letter grade is assigned.



### **Course grade components:**

Weekly discussion postings: (10 @ 10 points each=100 max possible)

Leadership Instrument Assessment short papers (10 @ 10 points each=100 max possible)

Midterm Exam (1 @ 150 points)

Final Exam (1 @ 150 points)

Total possible course points=500

### **Leadership Instrument Assessments Short Papers**

Northouse provides a leadership assessment at the end of each of 10 chapters that are assigned for reading. These instruments allow you to assess your leadership, based upon various techniques. You will complete each assessment after reading that textbook chapter and then you will provide an approximately 500-word (with an allowance of 20 words) short paper summary for each assessment assigned that contains what you learned about yourself after you took the assessment. This should not only acquaint you with various ways of measuring leadership, but also help you chart your growth. You can submit these 10 assessment short papers in the Assignments section on the course pages. The short papers need to be in APA format (double spaced, of course) and cited with a minimum of two sources. The chapter containing the assessment is one source. I would encourage you to add any additional relevant sources from other readings too.

### **Exams**

There will be two tests in the course administered during the Module weeks indicated in the course outline. These tests are taken individually online during the Module week. You can choose the day and time to take the tests, but they must be completed within the week they are assigned. The mid-term exam will cover material up through Module 6. The final exam will cover material from Module 7 through the end of the course.

The tests are timed by the Canvas course software. The tests consist of objective questions. You can log in only **ONE** time for each test and you must complete it before the test timer ends. More information on the test taking process will be provided in the course Modules.

### **Weekly discussions:**

You will be asked to participate in 10 class discussions that will require you to post your answer to the discussion questions and reply to one or more classmate 's posts. Dates for the discussions due are indicated in the specific course module. Every module has discussion questions, **EXCEPT** for the Midterm and Final Exam weeks.

The Discussion Questions will be based on the case study assigned from the Northouse text listed on the course outline above.

The goal of online discussions is to enhance learning in an interactive manner. To ensure productive posts, **please review basic discussion etiquette provided below.**

Students are expected to post:

- A **minimum of two posts** per module discussion thread.
  - one post in response to the instructor's question by *End Of Day Wednesday*
  - one post in response to classmates by *EOD Sunday, end of module week*

Students can post more than two times per week, but two is the minimum expected.

### **Discussion Board Participation Rubric:**

Discussion posts will be graded per the rubric provided below:

First Post:

1. **Appropriate attention to topic or problem and appropriate selection of outside resource, when required:** Does the posting address the question consistent with the assignment and are outside resources selected appropriate, when called for?
2. **Application of concepts:** Does the posting attempt to take ideas from the text and other readings and module materials and put them into play?
3. **Depth of insight, observation, or analysis:** Does the posting offer something worthwhile to think about?
4. **Use of evidence and support:** Your opinion will **not** be judged but it must be clearly articulated and supported. Does the posting seek to make a rational argument instead of merely offering opinion (or does the posting examine opinion by way of making a rational argument)? When outside sources are cited as evidence, sufficient information should be included that a reader could find the item referred to. We do not want to 'clog up' the discussions with excessive citations, but we still need to be careful to give credit for ideas. In discussion posts, we can use shortened citation format. For assigned readings to which we all have access, citing the author (and maybe the page if it is a specific point), is sufficient. For other readings that someone in the group has reported on, you can use something like "The point cited by Beth (date of posting) from the Blake article is...." This way, we know to go to Beth's posting for the article information if we wish. Use common sense here—our objectives are: 1) not to claim ideas as our own that are not our own; and 2) make it possible for others to find the source of the idea we are citing.
5. **Expression:** Does the posting use correct grammar, word choice, logic, and style to appropriately convey ideas?

Reply Post: Responses will be evaluated for:

1. **Number and length of responses:** Does the number of responses fulfill the minimal requirement for the discussion and are they within the allowed length?
2. **Application of concepts:** Does the posting attempt to take ideas from the text and other readings and module materials and put them into play?
3. **Substance of the response:** Does the response offer something new or an alternative point of view?
4. **Use of evidence and support:** Your opinion will **not** be judged but it must be clearly articulated and supported. Does the posting seek to make a rational argument instead of merely offering opinion (or does the posting examine opinion by way of making a rational argument)? When outside sources are cited as evidence, sufficient information should be included that a reader could find the item referred to. Failure to give appropriate credit to others is plagiarism and can result in a failing grade.
5. **Expression:** Does the posting use correct grammar, word choice, logic, and style to appropriately convey ideas?

### **Grade of Incomplete:**

The grade of incomplete will only be given in the case of a serious, unanticipated, and documented emergency that prevents the student from finishing a small part of the course. A failing grade will not be grounds for an incomplete. An incomplete automatically becomes an F within one year, if not changed by the completion of course work.

### **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **Attendance Policy Statement**

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **Disability Policy Statement:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/)

### **FAU Code of Academic Integrity policy statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

### **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

### *Support Services and Resources:*

Office of Information Technology Online Help Desk:	<a href="http://helpdesk.fau.edu">http://helpdesk.fau.edu</a>
FAU Libraries Website:	<a href="http://www.fau.edu/library">http://www.fau.edu/library</a>
Center for Learning and Student Success Website:	<a href="http://www.fau.edu/class">http://www.fau.edu/class</a>
University Center for Excellence in Writing:	<a href="http://www.fau.edu/UCEW">http://www.fau.edu/UCEW</a>
Math Learning Center:	<a href="http://www.math.fau.edu/MLC">http://www.math.fau.edu/MLC</a>
Office of Undergraduate Research and Inquiry:	<a href="http://www.fau.edu/ouri">http://www.fau.edu/ouri</a>
Office for Students with Disabilities Website:	<a href="http://osd.fau.edu/">http://osd.fau.edu/</a>
Office of International Programs and Study-abroad:	<a href="http://www.fau.edu/goabroad">www.fau.edu/goabroad</a>
Freshman Academic Advising Services:	<a href="http://www.fau.edu/freshmanadvising">http://www.fau.edu/freshmanadvising</a>

*Faculty Rights and Responsibilities:* Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

### **Netiquette:**

Interactions in an online classroom are primarily in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online.

The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. As a graduate student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

- Wait to respond to a message that upsets you and be careful of what you say and how you say it.
- Be considerate. Rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication will not be tolerated.
- Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING! Use boldface and italics sparingly, as they can denote sarcasm.
- Keep messages short and to the point.
- Always practice good grammar, punctuation, and composition. This shows that you've taken the time to craft your response and that you respect your work.
- Keep in mind that threaded discussions are meant to be constructive exchanges. Be respectful and treat everyone as you would want to be treated yourself.