



October 7, 2016

Professor John Buford
Chair, CAA
203 Bricker Hall
190 North Oval Mall

Dear Professor Buford:

Enclosed for your review is a proposal for a new Certificate in Public Leadership from the John Glenn College of Public Affairs. This certificate falls into the category of a "Workforce Development Certificate of Completion Program," and as such seeks to serve mid-career professionals who occupy supervisory positions in their organizations. This certificate is in line with our College's mission to develop leadership through "preparing leaders for the public and non-profit sectors by means of curricular and extra-curricular programs."

The 5000-level courses in this certificate are also designed to encourage these leaders to pursue a graduate degree by offering graduate credit to those who already have a Bachelor's degree, some of which (4 credits) may be counted toward MA or MPA degree requirements should a student apply and be accepted to a degree program. For those professionals who have not attained a Bachelor's degree, this certificate program is designed to aid them in beginning or finishing that degree by giving them undergraduate credit. This structure was also specifically designed in the spirit of inclusivity and diversity by allowing both college graduates and those without a higher education degree to further their education.

We hope to enroll two 30-member cohorts per year and the certificate program will be administered by the Management development Programs unit of the College in conjunction with the faculty involved in content delivery. We are excited to bring both on-line and in-person delivery methods to this certificate program in ways we feel will best benefit student learning, retention and completion. Admissions will be based on applicants' work experience and level of supervisory responsibility. If a student chooses to continue their studies in one of our Master's programs, s/he/they will be able to count 4 credits from PUBAFRS 5060 and 5061 toward our PUBAFRS 6060 requirement; the courses are directly aligned. The faculty has decided that at this time, current Master's students may not take 5060 and 5061 in lieu of 6060 due to the distinct cohort which the certificate is aimed at building.

The Certificate in Public Leadership has passed all levels of curricular approval in our college and our faculty voted 20/1 to approve the certificate. I am happy to answer any questions you might have about the proposal. Please feel free to email me at brown.2296@osu.edu or call me at 2-4533. Thank you for your consideration.

Kind Regards,

Trevor Brown, Dean
Enclosure

TB/kh



PUBLIC LEADERSHIP CERTIFICATE PROGRAM PROPOSAL

Overview

The Glenn College Leadership Certificate Program is a four-course, six-credit program specifically designed for mid-career professionals in public and nonprofit organizations who aspire to further develop their management and leadership skills. The program closely aligns with the College's mission of educating and engaging public and non-profit officials to improve both individual performance and the performance of democratic governance. It is targeted to a population of mid-career professionals who occupy a supervisory position in their organizations. The motivation for such a program stems from the desire to encourage leaders to pursue a college graduate degree, and this program is designed as a stepping stone toward that objective.

Rationale

The rationale for this program contains two elements. The pedagogical rationale concerns the approach to teaching, in this case an audience of highly trained and experienced mid-career professionals. The substantive rationale regards the content of this program.

As far as the pedagogical rationale is concerned, this certificate operates upon a philosophy of **experiential learning**. This is a highly fitting pedagogical approach for an audience of mid-career professionals with either a high school degree or a college degree. Thus, participants in this program can be either undergraduate or graduate, as is expressed in the expectations: graduates will have more reading and a larger written assignment to complete. However, whether taking the undergraduate or the graduate version of this program, students seek to increase their understanding of leadership and organization so that they can grow in their careers. **Experiential learning** combines propositional or theoretical knowledge with personal experiences and background. That is, the student will learn how theoretical and conceptual lenses can be applied to better understand the real world situations that they face, and how that knowledge can be applied when faced with leadership challenges.

Evidence of need and opportunities regarding employment

The College has for more than 40 years, offered a series of one or two day professional development seminars for mid-career professionals in the public and nonprofit sectors (MAPS program). Through its network of MAPS participants and other agency partners the College has identified a need for more in depth, credit bearing training in public management and leadership. The leadership certificate was designed to meet this need and to serve both as a bridge for individuals interested in pursuing a college graduate degree, and for those looking to advance in their current positions.

Program Competencies

The certificate program provides content in nine competency areas as well as a capstone activity. The program is delivered in an intensive pedagogical format with content in the areas of:

- *Developing Self*: actively works to strengthen individual and organizational effectiveness by developing and deploying strengths as well as managing weaknesses and limitations.
- *Developing Others*: is aware individual strengths, weaknesses, performance and career goals, and provides relevant developmental opportunities that benefit both the individual and the organization.
- *Managing and Cultivating Cultural Diversity*: recognizes the value of diversity and consistently uses the knowledge and skills needed to work effectively with a diverse population.
- *Making Effective Decisions*: uses sound judgment to solve problems and make decisions in a timely manner, sometimes with limited information and under tight deadlines.
- *Thinking Strategically*: anticipates and plans for future events, problems and opportunities, and creates plans and strategies that lead to desired results.
- *Cultivating Vision and Purpose*: communicates a sense of organizational vision, purpose, and values in a way that inspires others to translate them into action.
- *Building Productive Relationships*: relates well and builds rapport with a wide range of personalities at all levels, both internal and external to the organization, even in high tension situations.
- *Directing and Measuring Work*: sets clear objectives and measures, assigns responsibilities for tasks and decisions, and assesses progress of work accordingly.
- *Informing*: consistently shares the information necessary for persons to do their jobs, make sound decisions, and to feel valued as members of the organization.

Prospective enrollment

The College expects to enroll 60 students (two 30 member cohorts) annually in each of the four courses that make up the certificate program.

Diversity and Inclusion

The College will work to attract a diverse cohort of mid-career professionals by marketing the certificate to a broad audience of public and nonprofit professionals, including underrepresented groups.

Administrative Arrangement for Proposed Program

The leadership certificate program will be administered by the Management Development Programs (MDP) unit of the College whose focus is providing continuing education to Ohio's public and nonprofit professionals.

Framework

Substantively this program has four components or modules relevant to anyone working in modern public and nonprofit organizations, namely self-development, managing people in public and nonprofit organizations, leading people in public and nonprofit organizations, and leadership development application. The program includes a blend of theoretical knowledge and practical skills with approximately 30% lecture and 70% group problem solving exercises and activities, including scenario and case discussion. The total number of contact hours is 78. Student reading assignments, exercises and additional content to complement in-class learning will be on Carmen to optimize class time for application and problem solving. In addition to the instructor of record, other subject matter experts and instructors will provide knowledge and will share in the delivery of course content.

PA 5059: Leadership Self-Development (1 credit)

PA 5060: Managing People in Public and Nonprofit Organizations (2 credits)

PA 5061: Leading People in Public and Nonprofit Organizations (2 credits)

PA 5062: Leadership Development Application (1 credit)

Advising Sheet for Leadership Certificate Program

Total Credits: 6

Program is a total of 14 weeks over 9-12 months

Successful completion of PA 5060 and 5061 will equate to PA 6060

Date _____ Advisor _____

Name _____ Email _____

Courses (must be completed in this sequence)	Credit Hours	# Weeks or full-day Sessions	Cohort	Grade
PUBAFRS 5059: Leadership Development	1	2		
PUBAFRS 5060: Managing People in Public and Nonprofit Organizations	2	5		
PUBAFRS 5061: Leading People in Public and Nonprofit Organizations	2	5		
PUBAFRS 5062: Leadership Development Application	2	2		

Detailed Structural Overview

The proposed Glenn College Leadership Certificate Program is a four course, six credit program specifically designed for mid-career professionals in public and nonprofit organizations who aspire to further develop their management and leadership skills. It is therefore targeted to a population of mid-career professionals who already occupy a supervisory position in their organizations. The motivation for such a program stems from the desire to encourage leaders to pursue a college graduate degree, and this program is designed as a stepping stone toward that objective.

Framework:

- Four courses (5,000 level)/modules
- Cohort-based
- Serves as bridge to the MA degree (equivalent to PA 6060)
- 14 weeks
- 6 credits
- 78 contact hours

MODULE 1: DEVELOPING SELF

PA 5059 Leadership Development (one credit)

Two weeks, 13 contact HRS

Week 1

- Orientation – overview and expectations
- Group exercise building on DISC assessment
- 360 degree assessment prep
- Introduction to journaling

Week 2

- Leadership development planning and goal setting

Assignments

- Self-assessment instruments and activities - 30%
- Class exercises and activities – 30%
- leadership development self-reflection paper -40%

MODULE 2: MANAGING PEOPLE

PA 5060 Managing People in Public and Nonprofit Organizations (two credits) five weeks, 27 contact HRS

Week 3

- Building quality relationships (3 HR)
- Social influence (3 HR)

Week 4

- Motivation (public service motivation) (3HR)

- Performance and appraisal (3 HR)

Week 5

- Conflict Management (3 HR)
- Negotiation (3 HR)

Week 6

- Decision making - Simulation (3 HR)
- Intervention plan due

Week 7

- Managing and cultivating diversity (3 HR)
- Work life balance (3 HR)

Assignments

- Class participation (active participation in online and in-class discussion, journaling) 20%
- Group case studies: analysis and presentation – 30%
- Two individual case analysis memos – 50%

MODULE 3: LEADING PEOPLE

PA 5061 Leading People in Public and Nonprofit Organizations (two credits) Five weeks, 25 contact HRS

Week 8

- Leading teams (3.5 HR)

Week 9

- Leadership with and without authority (3.5 HR)

Week 10

- Vision, mission, inspiring people (3 HR)
- Learning, Innovation, and creativity (3HR)

Week 11

- Leadership ethics (3 HR)
- Leading change (3 HR)

Week 12

- Leading in times of crisis – simulation (6 HR)

Assignments

- Class participation (active participation in online and in-class discussion, journaling)— 20%
- Group case studies: analysis and presentation – 30%
- Two individual case analysis memos – 50%

MODULE 4: LEADERSHIP DEVELOPMENT APPLICATION

PA 5062 Leadership Development Application

Two weeks – 13 HRS

Week 13

- Leadership Intervention presentations/ Feedback on 360 degree assessment (6.5)

Week 14

- Leadership Intervention presentations/ Feedback on 360 degree assessment (6.5)

Assignments

- One page intervention plan – 25%
 - Implementation of intervention plan and in-class case presentation – 25%
 - 3-5 page analysis of intervention (results and reflection) – 50%
-

- Graduation



October 7, 2016

Dr. Kathleen M. Hallihan
John Glenn College of Public Affairs
Page Hall
1810 College Road
Columbus, OH 43210

RE: Concurrence for Public Leadership Certificate Program

Dear Kate:

The College of Social Work has reviewed the proposed Public Leadership Certificate Program and we are pleased to support its development. The six-credit-hour certificate program will complement Social Work's continuing education certificate program, Leadership in Human Service Management. The proposed program appears to fit within the scope of a Workforce Development *Certificate of Completion* Program as described in the draft report of the OAA ad hoc Certificate Committee, Ver.8, 04/19/16, and may serve to recruit students into master's level programs of study.

Thank you for the opportunity to review the proposal.

Sincerely,

Tamara S. Davis, Ph.D., MSSW
Associate Dean for Academic Affairs
davis.2304@osu.edu
Office: 614-247-5025

cc: Tom Gregoire, Dean
Trevor Brown, Dean
Robert Greenbaum, Associate Dean
Maria Mone, Director, Management Development Programs



THE OHIO STATE UNIVERSITY

FISHER COLLEGE OF BUSINESS

Office of the Dean
2100 Neil Avenue
Columbus, OH 43210-1144
614-292-2666 Phone
614-292-7999 Fax

October 7, 2016

Trevor Brown
Dean
John Glenn College of Public Affairs
350A Page Hall, 1810 College Road
Columbus, OH 43210

Dear Trevor,

I would like to express my support for the proposed certificate in public leadership that you will be offering to mid-career public sector professionals.

As we have discussed previously, there is a timely and vital need for a focus on leadership in industry, government and academic settings and your program will help to develop a strong pipeline of future leaders.

I give the proposed certificate program my fullest support. Please contact me if I can be of further assistance.

Sincerely,

Anil K. Makhija
Dean and John W. Berry, Sr. Chair in Business

From: Neal, Steve
Sent: Tuesday, September 27, 2016 9:58 AM
To: Hallihan, Kathleen
Cc: Martin, Linda
Subject: RE: Concurrence Request: Glenn College Certificate in Public Leadership

Kate,

I shared your original inquiry with the Department of Agricultural Communication, Education, and Leadership for consideration and no concerns were raised. The College of Food, Agricultural, and Environmental Sciences is supportive of the proposed Public Leadership Certificate. Let me know if you need any additional information.

Steve

Steven M. Neal, Ph.D.
Professor and Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd. Columbus, OH 43210
Office: 614-292-1734
Fax: 614-292-1218
neal.2@osu.edu

From: Hallihan, Kathleen
Sent: Tuesday, September 13, 2016 8:46 AM
To: Neal, Steve <neal.2@osu.edu>
Cc: Brown, Trevor <brown.2296@osu.edu>; Greenbaum, Robert <greenbaum.3@osu.edu>; Mone, Maria <mone.1@osu.edu>
Subject: FW: Concurrence Request: Glenn College Certificate in Public Leadership

Hi Steve,
I just got Linda's away message and was hoping you could take a look at this to at least get the ball rolling on a concurrence.

Thanks!
Kate

From: Hallihan, Kathleen
Sent: Tuesday, September 13, 2016 8:41 AM
To: Martin, Linda
Cc: Greenbaum, Robert; 'Brown, Trevor'; Mone, Maria
Subject: Concurrence Request: Glenn College Certificate in Public Leadership

Dear Linda,
The Glenn College is requesting your concurrence on our proposal for a Certificate in Public Leadership. This is not a graduate certificate, but would carry credit for those mid-career professionals outside of existing degree programs, who would potentially enroll in the certificate program. Please see the attached program description and rationale.

If you have any questions regarding this proposal, please feel free to contact us.

Thank you for your consideration of this request.

Sincerely,
Kate

Kathleen M. Hallihan, Ph.D.
Director, Admissions and Student Services
College Diversity Officer
The John Glenn College of Public Affairs
110C Page Hall, 1810 College Road, Columbus, OH 43210-1336
614-292-8696 Office / 614-292-2548 Fax
hallihan.3@osu.edu glenn.osu.edu



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**Public Affairs 5059
Public Leadership Self-Development
1 credit hour**

Instructor: Associate Professor Russell S. Hassan
Office: Page Hall 310A
Email: hassan.125@osu.edu
Office hours: By appointment

COURSE OVERVIEW

Public Affairs 5059 is the first component of a four-course, six-credit, certificate program specifically designed for mid-career professionals in public and nonprofit organizations who aspire to further develop their management and leadership skills. It is, therefore, targeted to a population of mid-career professionals who already occupy a supervisory position in their organizations. The class will meet twice, for 6.5 hours each time; students are required to attend both sessions in addition to meeting the other course requirements.

The program includes a blend of theoretical knowledge and practical skills with approximately 30% lecture and 70% group problem solving exercises and activities, including scenario and case discussion. The total number of contact hours is 78. Student reading assignments, exercises and additional content to complement in-class learning will be on Carmen to optimize class time for application and problem solving. In addition to the instructor of record, other subject matter experts and instructors will provide knowledge and will share in the delivery of course content.

Increasing self-awareness and being open to feedback are critical to becoming a more effective leader. The goal of PA 5059 is to help students deepen their self-awareness and to develop strategies and actions for improving leadership and management competencies. Through assessments, feedback, personal reflection, readings, discussion, and written assignments; students will explore where they are in their leadership development and where they would like to be. Each student will be required to complete a 360 degree assessment, weekly journal entries, and an individual leadership development plan, setting out goals, priorities, and specific actions to ensure his or her continued learning and development.



LEARNING GOALS AND OBJECTIVES

By the end of the course, students will have:

1. Identified and developed an understanding of his or her leadership strengths, gaps, and personal style;
2. Created specific action steps to leverage strengths and close gaps;
3. Articulated personal and professional career aspirations and development goals;
4. Demonstrated understanding and competence with regard to self-awareness in leadership development.

COURSE SCHEDULE AND READINGS

Each of the two class meetings for this course will be 6.5 hours in-person. This format satisfies requirements regarding contact time and credit hours.

Week 1:

- Orientation – Program and course overview and expectations
- Group exercise
- Introduction to 360 degree assessment
- Introduction to journaling

Readings:

- Goleman, D. (1998) What Makes a Leader? Harvard Business Review

Week 2:

- Leadership development planning and goal setting

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) on line.

GRADING AND ASSIGNMENTS

The graded components in this course include:

- a) Timely completion of all self-assessment instruments and self-reflection activities (30%)
- b) Participation in class discussion, exercises and activities (20%)



c) Leadership development self-reflection paper (3 pages) (50%)

1. Self-Assessment Instruments and Self Reflection Activities (25 points)

In this course students will be expected to complete self-assessment instruments that will provide insight into individual styles, strengths, and areas for improvement. In addition, students will be required to keep an individual journal to help capture thoughts, set personal goals, and record experiences. Weekly journal entries will be required. See extended syllabus for detail about this assignment.

2. Participation in Class Discussion, Exercises and Activities (25 points)

Active participation in class discussions and activities is expected. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class. Voluntary participation is preferred, but you should expect to be called upon at any time. Effective class contribution entails providing good answers to questions. Effective comments add to our understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from other courses and experience, and show evidence of analysis rather than mere opinion or "gut feeling". Effective responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort.

3. Leadership Development Self- Reflection Paper (50 points)

Students will write a three page reflection paper that describes a personal development plan to improve his or her management and leadership competencies. A completed leadership development plan should serve as the foundation for this paper. Students will describe where they see themselves today as a leader and where they would like to be in the future. Students will discuss why they want to lead and information about the competencies needed to be an effective leader, the strengths and weaknesses they see in themselves, insights gained through self-assessments, feedback received from others, career goals and aspirations. Papers should include specific action steps to attain goals, anticipated challenges in reaching goals and ideas for how to tackle these challenges. Papers will be graded according to the following rubric:

- Clarity and Organization, quality of writing 20% (organization of text, heading/subheadings)
- Substantive content (quality of analysis, supporting data, literature) 80%

Grading will include syntax, grammar, spelling, and punctuation. Typos, inconsistencies, punctuation and apostrophe errors, misspellings (e.g., do to the circumstances, stakeholders,



the write thing to do, weather she is able, this is boaring, I am board, look over hear, proffessor, its really wrong, it's content is wrong, etc., etc.) and the like are not acceptable and will result in a full letter-grade reduction. **For all assignments, late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g., A- to B+).**

GRADING SCALE

Students can earn up to 100 points in this course. Transformation of numerical grade to a letter grade will be according to the schedule below:

A	93-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	D	60-66.9
		B-	80-82.9	C-	70-72.9	E	< 60

IMPORTANT INFORMATION

Academic Integrity (Academic Misconduct)

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.

Grade Appeals

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect



the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the entire assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

Class Participation

Students are expected to have all readings and other assignments (presentations, assessments) completed before the class session where assigned.

ADA Statement

Students who have documented any learning disabilities with the Office of Disability Services are encouraged to meet with the course instructors to discuss arrangements for any approved accommodations. Students requiring modified versions of written materials (large print, Braille, tape, etc.), class modifications (e.g. American Sign Language), or an alternate format for submission of written materials, please privately contact one of the instructors. Every effort will be made to work with you to accommodate your specific learning needs. Please contact the Office of Disability Services at 292-3307 (or ods@osu.edu) if you have any questions. The address is: 150 Pomerene Hall, 1760 Neil Avenue. Weblink at <http://www.ods.ohio-state.edu>.

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 and/or 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 your 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 is suffering from any of these 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.

Religious Holidays

Absence can be excused for religious observances and students can reschedule without penalty required class work that may fall on religious holidays.



Public Affairs 5060

Managing People in Public and Nonprofit Organizations

2 credit hours (undergraduate or graduate)

Instructor: Associate Professor Russell S. Hassan
Office: Page Hall 310A
Email: Hassan.125@osu.edu
Office hours: By appointment

COURSE OVERVIEW

Public Affairs 5060 is the second component of a four course, six credit, certificate program specifically designed for mid-career professionals in public and nonprofit organizations who aspire to further develop their management and leadership skills. It is therefore targeted to a population of mid-career professionals who already occupy a supervisory position in their organizations.

The program includes a blend of theoretical knowledge and practical skills with approximately 30% lecture and 70% group problem solving exercises and activities, including scenario and case discussion. The total number of contact hours is 78. Student reading assignments, exercises and additional content to complement in-class learning will be on Carmen to optimize class time for application and problem solving. In addition to the instructor of record, other subject matter experts and instructors will provide knowledge and will share in the delivery of course content.

The primary goal of PA 5060 is to enhance students' management and leadership skills. The course will prepare students to appropriately diagnose and solve organizational problems, to influence the actions of other individuals, groups, and organizations, and to manage high-performing, successful public and nonprofit service organizations.

LEARNING GOALS AND OBJECTIVES

By the end of the course, students will have:

1. knowledge of the challenges in managing a public or nonprofit organization;
2. understanding of management theory and its application to practice;
3. developed skills in analyzing, synthesizing, critical thinking, problem solving, and decision making relevant to managers in public and nonprofit organizations;
4. the ability to articulate and apply a public service perspective;
5. the ability to communicate and productively interact with a diverse and changing workforce and citizenry.



COURSE SCHEDULE AND READINGS

This class meets 5 times for a total of 27 in-person hours satisfying requirements for contact time and credit hours.

Week 1:

Building Quality Relationships

Readings:

- Dutton, Jane, Emily Healthy (2003). The power of high quality connections at work. In K. Cameron, J. Dutton, R.E. Quinn (eds.), *Positive Organizational Leadership*. San Francisco: Berrett-Koehler

Social Influence

Readings:

- Cuddy, A.J.C., M. Kohut, J. Neffinger (2013). Connect, then Lead. *Harvard Business Review*.
- Cialdini, R.B., S. Cliffe (2013). The uses (and abuses) of Influence. *Harvard Business Review*.
- Cohen, A.R., D.L. Bradford (1989). Influence without authority: the use of alliances, reciprocity, and exchange to accomplish work. *Organizational Dynamics*, 17(3), 4-17.

Week 2:

Motivation (public service motivation)

Readings:

- Prebble, Mark (2016). Has the Study of Public Service Motivation Addressed the Issues That Motivated the Study? *American Review of Public Administration*, 46(3), 267-291.
- Kerr, Steven (1995). On the Folly of Rewarding A while Hoping for B. *Academy of Management Executive*, 9(1), 7-16.
- Kouzes, James M., Barry Z. Posner (1999). 150 Ways to encourage the Heart. In *ibid.*, A *Leader's guide to Rewarding and Recognizing Others*. San Francisco: Jossey-Bass Publishers, 151-174.

Performance and Appraisal

Readings:

- Daley, Dennis M. (1998). Designing effective performance appraisal systems. In Stephen E. Condrey (ed.), *Handbook of Human Resource Management in Government*. San Francisco: Jossey-Bass Publishers, 368-385.
- Riccucci, Norma M., Katherine C. Naff (2008). *Personnel Management in Government: Politics and Process*. Boca Raton: CRC Press (ch.7, performance appraisal)

Week 3:

Conflict Management

Reading:



- Riccucci, Norma M., Katherine C. Naff (2008). *Personnel Management in Government: Politics and Process*. Boca Raton: CRC Press (ch. 12, employee relations and conflict resolution).

Negotiation

Reading: Fisher, Roger, and William Ury (1991). *Getting to Yes*. New York: Penguin Books.

Week 4:

Decision making (heuristics)

Readings:

- Ariely, Dan (2009, May). Are we in control of our own decisions? *TED talk*, at http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.
- Fisher, B. Aubrey (1980). *Small Group Decision Making*. New York: McGraw-Hill, 166-180.

Simulation Exercise: Students will participate in a simulated decision making exercise.

Week 5:

Managing diversity (perception and attribution, i.e. implicit biases re. gender, race)

Readings:

- Brett, J.M., K. Behfar, M.C. Kern (2006). Managing Multicultural Teams. *Harvard Business Review*.

Work Life Balance

Readings:

- McCarthy, Alma, Colette Darcy, Geraldine Grady (2010). Work-life balance policy and practice: Understanding line manager attitudes and behaviors. *Human Resource Management Review*, 20(2), 158-167.

Additional Reading for Graduate Students:

Rainey, Hal G. (2014). *Understanding and Managing Public Organizations*. San Francisco: Jossey-Bass.

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) on line.



The graded components in this course include:

1. Class participation (active participation in online and in-class discussion, individual and group exercises and activities) 20%
2. Group case studies: analysis and presentation 30%
3. Two individual case analyses (3 pages undergrad; 5 pages graduate) 50%

1. Class participation (20 points)

Active participation in class discussions and activities is expected. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class. Voluntary participation is preferred, but you should expect to be called upon at any time. Effective class contribution entails providing good answers to questions. Effective comments add to our understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from other courses and experience, and show evidence of analysis rather than mere opinion or "gut feeling". Effective responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort.

2. Group Case Analysis and Presentation (30 points)

Throughout the course, case studies will be presented in class by students to help reinforce course concepts with practical application. While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion for any given week. Specifically, students will be assigned one case and will serve as the facilitator for case discussion along with 4-5 other classmates. Students will receive a group grade for facilitation of the class discussion. To prepare for the case facilitation, students will be expected to meet ahead of time (outside of class) with your team. Teams will be graded on the following five components:

- a) A clear synopsis of a management challenge evident in the case, as it relates to the course materials for the week;
- b) Application of concepts, tools or insights from course materials to the identified management challenge in the case;
- c) Discussion of different alternatives available to the decision maker(s);



- d) Assessment of the lessons learned from the case as they relate to the course materials for the week;
- e) Effectiveness of the presentation style.

3. Individual Case Analyses (2 x 25 pts.= 50 points)

Students will complete two short paper assignments. These assignments are designed to assess a student's ability to analyze an organizational problem from multiple theoretical/conceptual lenses. Students will be given a case and asked to make sense of the management challenge, applying concepts, tools and insights from course materials and class discussions. The format of the papers will be memo style and will be 3pages in length.

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Class Participation

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Public Affairs 5061

Leading People in Public and Nonprofit Organizations

2 credit hours (undergraduate or graduate)

Instructor: Associate Professor Russell S. Hassan
Office: Page Hall 310A
Email: Hassan.125@osu.edu
Office hours: By appointment

COURSE OVERVIEW

Public Affairs 5061 is the third component of a four course, six credit, certificate program specifically designed for mid-career professionals in public and nonprofit organizations who aspire to further develop their management and leadership skills. It is therefore targeted to a population of mid-career professionals who already occupy a supervisory position in their organizations.

The program includes a blend of theoretical knowledge and practical skills with approximately 30% lecture and 70% group problem solving exercises and activities, including scenario and case discussion. The total number of contact hours is 78. Student reading assignments, exercises and additional content to complement in-class learning will be on Carmen to optimize class time for application and problem solving. In addition to the instructor of record, other subject matter experts and instructors will provide knowledge and will share in the delivery of course content.

The primary goal of PA 5061 is to enhance students' leadership skills. The course will prepare students to appropriately design, coach, develop, and lead teams in times of stability as well as change, and to do so ethically in order to lead high-performing, successful public and nonprofit service organizations.

LEARNING GOALS AND OBJECTIVES

By the end of the course, students will have:

1. Knowledge of how leadership theory informs practice
2. Design, coach, develop, and lead cross-functional teams within and across organizational boundaries
3. Strategies for leading during times of crisis and change
4. Strategies for learning how to resolve ethical dilemmas and value conflicts and for leading teams ethically



5. developed skills in analyzing, synthesizing, critical thinking, problem solving, and decision making relevant to leaders in public and nonprofit organizations;
6. the ability to articulate and apply a public service perspective;
7. the ability to communicate and productively interact with a diverse and changing workforce and citizenry.

COURSE SCHEDULE AND READINGS

Week 1:

Leading Teams (designing teams, creating an enabling structure; coaching and developing people, incl. learning how and when to delegate)

Readings:

- Quinn, Robert E., Gretchen M. Spreitzer (1997). The road to empowerment: Seven questions every leader should consider. *Organizational Dynamics*.
- Hackman, J.R., D. Cortu (2014). Why teams don't work. *Harvard Business Review*.

Week 2:

Leadership With and Without Authority (legal authority + boundary spanning and networking, representing, getting resources from external environment)

Readings:

- Follett, Mary Parker (2013). The Basis of Authority. In Lyndall Urwick (ed.), *Freedom and Co-ordination: Lectures in Business Organization by Mary Parker Follett*. Abingdon: Routledge, 34-46.
- Barnard, Chester (1938). *Functions of the Executive*. Cambridge: Harvard University Press, 215-234.

Week 3:

Vision, Mission, Inspiring People

Readings:

- Kouzes, James M, B. Posner (2009). To Lead, Create a Shared Vision. *Harvard Business Review*.

Learning, Innovation, and Creativity

Readings:

- Argyris, Chris, Donald Schön (1978). *Organizational Learning: A Theory of Action Perspective*. Reading, MA: Addison Wesley, 1, 6, and 8-29.
- Hargadon, Andrew, Robert Sutton (2000). Building an innovation factory. *Harvard Business Review* (May-June) (R00304).

Week 4:

Leadership Ethics (resolving moral dilemmas)

Readings:



- Johnson, Craig E. (2009). *Meeting the Ethical Challenges of Leadership. Casting Light or Shadow*. Los Angeles: Sage (excerpts)

Leading change (OD, org.culture)

Readings:

- Quinn, Robert E. (2003). *Leading Deep Change: Eight Disciplines for entering the State of Leadership*. (excerpts).
- Schein, Edgar (2010). The concept of organizational culture: Why bother?, [and] The three levels of culture. In *ibid.*, *Organizational Culture and Leadership*. San Francisco: Jossey-Bass, 7-22 and 23.34.

Week 5:

Leading in Times of Crisis

Readings:

- Dutton, J.E., J.P. Frost, M. Worline, J. Lilius, J. Kanoc (2002). Leading in traumatic times. *Harvard Business Review* (January).
- Kapucu N. & Boin A. (eds.) (2015), *Disaster and crisis management: Public management perspectives*. London: Routledge. (excerpts).

Simulation Exercise: Students will participate in a simulated crisis leadership exercise.

Additional Reading for Graduate Students:

Heifetz, Ronald, Marty Linsky, Alexander Grashow (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing your Organization and the World*.

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GRADING AND ASSIGNMENTS

The graded components in this course include:

1. Class participation (active participation in online and in-class discussion, individual and group exercises and activities) 20%
2. Group case studies: analysis and presentation 30%
3. Two individual case analyses (3 pages undergrad; 5 pages graduate) 50%



1. Class participation (20 points)

Active participation in class discussions and activities is expected. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class. Voluntary participation is preferred, but you should expect to be called upon at any time. Effective class contribution entails providing good answers to questions. Effective comments add to our understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from other courses and experience, and show evidence of analysis rather than mere opinion or "gut feeling". Effective responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort.

2. Group Case Analysis and Presentation (30 points)

Throughout the course, case studies will be presented in class by students to help reinforce course concepts with practical application. While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion for any given week. Specifically, students will be assigned one case and will serve as the facilitator for case discussion along with 4-5 other classmates. Students will receive a group grade for facilitation of the class discussion. To prepare for the case facilitation, students will be expected to meet ahead of time (outside of class) with your team. Teams will be graded on the following five components:

- a) A clear synopsis of a management challenge evident in the case, as it relates to the course materials for the week;
- b) Application of concepts, tools or insights from course materials to the identified management challenge in the case;
- c) Discussion of different alternatives available to the decision maker(s);
- d) Assessment of the lessons learned from the case as they relate to the course materials for the week;
- e) Effectiveness of the presentation style.



3. Individual Case Analyses (2 x 25 pts.= 50 points)

Students will complete two short paper assignments. These assignments are designed to assess a student's ability to analyze an organizational problem from multiple theoretical/conceptual lenses. Students will be given a case and asked to make sense of the management challenge, applying concepts, tools and insights from course materials and class discussions. The format of the papers will be memo style and will be 3 pages in length.

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Class Participation

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THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Public Affairs 5062

Public Leadership Application

1 credit hour

Instructor: Associate Professor Russell S. Hassan

Office: Page Hall 310A

Email: Hassan.125@osu.edu

Office hours: By appointment

COURSE OVERVIEW

Public Affairs 5062 is the first component of a four-course, six-credit, certificate program specifically designed for mid-career professionals in public and nonprofit organizations who aspire to further develop their management and leadership skills. It is, therefore, targeted to a population of mid-career professionals who already occupy a supervisory position in their organizations. Like PUBAFRS 5059, this course meets twice for 6.5 hours over a two week period; students are expected to attend both sessions.

The program includes a blend of theoretical knowledge and practical skills with approximately 30% lecture and 70% group problem solving exercises and activities, including scenario and case discussion. The total number of contact hours is 78. Student reading assignments, exercises and additional content to complement in-class learning will be on Carmen to optimize class time for application and problem solving. In addition to the instructor of record, other subject matter experts and instructors will provide knowledge and will share in the delivery of course content.

PA 5062 is designed to hone and demonstrate students' accumulated leadership knowledge and skills through an intervention exercise. Students will be asked to identify an opportunity within a public or nonprofit organization to integrate and apply leadership concepts, diagnose, analyze and solve an organizational problem, and to explore personal styles of leadership. Students will be required to reflect on outcomes and the application of their leadership abilities.

LEARNING GOALS AND OBJECTIVES

By the end of the course, students will have:

1. knowledge of the challenges in managing a public or nonprofit organization;
2. further developed skills in analyzing, synthesizing, critical thinking, problem solving, and decision making relevant to managers and leaders in public and nonprofit organizations;
3. the ability to articulate and apply a public service perspective;



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4. the ability to communicate and productively interact with a diverse and changing workforce and citizenry.
5. demonstrated accumulated leadership and management skills through practical application;

COURSE SCHEDULE AND READINGS

Each of the two meetings for this course are 6.5 hours of in-person contact. This satisfies requirements equal to one credit of instruction.

Weeks 1 and 2:

- Students present interventions to the class using a case analysis model
- Students meet individually with instructors to receive final feedback on 360 degree assessments and leadership development plans

Readings: All required readings will be posted in Carmen.

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GRADING AND ASSIGNMENTS

The graded components in this course include:

- a) One page intervention plan (30%)
- b) Implementation of intervention plan and in-class presentation (30%)
- c) 3-5 page analysis of intervention plan including results and reflection (40%)

1. Intervention plan (25 points)

Each student will develop a one page intervention plan to address a relevant organizational problem or challenge. The intervention can demonstrate application of any of the topics covered in PA 5060 or PA 5061, and should support the organization's ongoing work and strategic initiatives. A project template will be provided to address the following elements:

- Problem description



- Approach or methodology
- Alignment of intervention with organizational goals or strategic initiatives
- Anticipated outcomes
- Identification of project sponsor

2. Implementation of Intervention Plan And Presentation (25 points)

Using a case analysis model (problem identification, generation of alternative solutions, evaluation of alternative solutions, implementation of recommended solution, analysis of outcomes) each student will implement his or her intervention plan. Students will be required to deliver a 10 minute presentation on his or her case analysis.

3. Analysis of Intervention Plan (50 points)

Using a case analysis format, each student will write a 3-5 page paper describing the implementation of their intervention plan, highlighting the application of management and leadership concepts, tools, and insights. Students will be expected to reflect on the outcome of the intervention as well as their management and leadership abilities during the intervention. How did you apply what you learned in PA 5060 and PA 5061 to this intervention? What worked and what did not? What would you do differently in future interventions? How did your leadership style impact outcomes? What did you learn about yourself as a leader? See extended syllabus for detail about this assignment.

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