I. Welcome!

I hope you find this course of great interest. This course will focus on the unique challenges of leadership for those working with and within public and non-profit agencies. Whether you are an employee, supervisor, community volunteer, team organizer, or engaged in a public / private partnership you will benefit from the tools presented in this course.

II. University Course Catalog Description

This course will explore leadership principles and effective practices in the public and non-profit sectors. Course content will focus on strategic management, planning, and evaluation in the public services; the challenges of bringing about change; the impact of the political climate on public decision making; and the evolving nature of public / non-profit / for profit relationships.

III. Course Overview / Objectives

This course is a required, core course for students who wish to major in Public Leadership. All are welcome to enroll as the nature and importance of leadership skills are critical to any one in any career field. Students will learn to practice continued self-evaluation of their own leadership styles and practices and ultimately integrate leadership into their everyday lives.

As the title suggests, this course will focus on leadership strategies in the public sector. There are unique challenges for leaders in organizations that are not solely focused on the bottom line of generating profits for corporate shareholders or private individuals. Public organizations tend to be much more bureaucratic in structure and often the end product is a service for the general public. State and local governments, law enforcement agencies, and even public universities like USF all fall under the public sector umbrella.

IV. Learning Outcomes

By the end of this course, students will be able to:

- Analyze the interdependence between the private, public, and non-profit sectors;
- Relate leadership concepts to public organizations;
- Articulate key components of the strategic planning process as it relates to the public sector;
- Verbalize specific challenges to the successful implementation of strategic plans in the public sector;
- Identify, summarize, and critique research on strategic leadership in the public sector;
Compare and contrast theoretical concepts with real world observations.

V. **Course Prerequisites**

There are no specific courses that must be taken prior to enrolling in this course.

VI. **Course Credits**

This is a 3 credit hour course.

VII. **Required Texts and Materials**


Other articles posted on Canvas as assigned.

VIII. **Basis for Final Grade**

Grades are issued based on the total points earned for class attendance, participation, and completion of the assigned readings, papers, and activities. Grades will NOT be negotiated or curved. This means you should invest time in preparing for class and submitting your best effort on all assigned work.

Since this is a college-level course, students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. You are expected to write using proper grammar, punctuation, and sentence structure. ALL written assignments must be typed using 12-point Times New Roman font, double-spaced, and use 1-inch margins unless otherwise indicated. All citations must be in a recognized MLA or APA format. Websites must also be cited with their full and accurate URL.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>30</td>
</tr>
<tr>
<td>A Day in the Life of a Public / Non Profit Leader</td>
<td>20</td>
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<tr>
<td>Midterm Exam</td>
<td>20</td>
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<tr>
<td>5 Reading Reflections @ 3pts each</td>
<td>15</td>
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<tr>
<td>Read, Think, &amp; Lead Critically</td>
<td>10</td>
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<tr>
<td>Contemporary Leadership Article</td>
<td>5</td>
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<tr>
<td>Total</td>
<td>100</td>
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<table>
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<tr>
<th>Total Points</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
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<tr>
<td>94-96</td>
<td>A</td>
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<tr>
<td>90-93</td>
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<td>87-89</td>
<td>B+</td>
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<td>84-86</td>
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<td>80-83</td>
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<td>77-79</td>
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<td>60-63</td>
<td>D-</td>
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<td>59</td>
<td>F</td>
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Reading Reflections- These are due as indicated on Course Calendar. Each class will typically begin with an inclusive discussion and personal reflection of assigned readings. Completing the assigned readings will prepare you and your classmates for effective discussion. Each week you will be required to complete the assigned readings. Approximately every other week you will be required to submit the following work in written format:

1. Answer four questions of those posted on Canvas
2. When directed on Canvas, re-write or define the key theories or concepts in your own words.
3. When directed on Canvas, choose one of the concepts from the reading and relate it to:
   - a personal experience,
   - current or historical event, or
   - current or contemporary leader.

Read, Think, & Lead Critically
While learning about the many different concepts of leadership in the public and non-profit sectors this semester, our theme will be to challenge you to read critically, think critically, and lead critically. This assignment will be a three-page paper where you will explain what you think it means (thus defining) to read, think, and lead critically. Then, elaborate how an effective leader would utilize these skills and how you plan on applying these skills to your learning and leadership in your in the future.

Contemporary Leadership Article- Due as assigned
For this assignment, you will report on a published article (posted on Canvas) and relate it to the assigned reading for the week you choose. You will also submit a well-organized illustrative handout or other visual expression of the article and make enough copies for the class. Make sure you include the following:

1. Brief summary of the article
2. Definitions/explanations of key concepts (preferably in a manner other than copy and pasting the definition from the article)
3. At least two interesting or provocative things you learned and/or discussion questions
4. Less is more! Seriously, no more than one page unless you are including a picture, cartoon, etc.

*Expect to spend 5-10 minutes co-facilitating a class discussion (with the instructor) on the article. This is not a presentation, but you should plan on being prepared as if it was.

A Day in the Life of a Leader in a Public or Non-profit Agency
Each student will spend a minimum of four hours ‘shadowing’ a leader of a public or non-profit agency. Students will prepare a short (1-2 page) reflection paper on this experience, relating topics covered in the readings to their on-site experiences.

IX. Grade Dissemination
Graded tests in this course will be returned individually only by request. You can access your scores at any time using "Grades" in Canvas. Please note that scores returned mid-semester are unofficial grades.

X. Course Policies: Grades

Late Work Policy:
Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Grades of "Incomplete":
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the majority of the work for the semester has been completed. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Essay Commentary Policy:**
Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Canvas. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.

**XI. Course Policies: Technology and Media**

**Student/Instructor Communication:** Your USF e-mail address is considered the official means of communication among students and instructor. Personal e-mail accounts, such as AOL or Hotmail, should not be used. In addition, this course will involve use of Canvas. You are expected to log in to your Canvas account and USF e-mail account at least once each week to check for new announcements and assignments. If you do not have Internet access at home, you may utilize the library or computer labs on campus. You will be held responsible for any assignments or announcements that are posted on Canvas or sent to your student e-mail account. All e-mails to your instructor will be answered within 24-48 hours.

If you need help learning how to perform various tasks related to this course or other courses being offered using Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF’s IT department at (813) 974-1222 or help@usf.edu.

**Laptop / Cell Phone Usage:** Please leave your laptops either at home or turned off. The use of cell phones for talking, texting, or surfing is not allowed. Emergency calls only, please, and make sure your phone is on vibrate.

**XII. Course Policies: Student Expectations**

**Disability Access:** Students in need of academic accommodations for a disability may consult with Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation.

**Academic Conduct Policy:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult the University of South Florida’s Student Handbook for further details. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor’s discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

**End of Semester Student Evaluations:** All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued. The results of student feedback are sent to departments and faculty members only after semester grades are already submitted, and student responses are reported only anonymously and in the aggregate to faculty.
**Turinitin.com**: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process visit [http://www.turnitin.com](http://www.turnitin.com). Essays are due at turnitin.com the same day as in class.

**University Writing Center**: The University Writing Center is a free resource for USF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at [http://www.lib.usf.edu/writing](http://www.lib.usf.edu/writing), stop by LB-125, or call 813.974.8293.

**Important Notice for USF Students**: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to Canvas and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the Canvas site for each course for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

**Classroom Behavior**: One purpose of this class is to create a safe environment where everyone is encouraged to share their opinions, emotions, and aspirations in class discussions, as well as explore ideas and challenge assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat each other with respect. Also, please respect your classmates by maintaining confidentiality and not discussing this information outside of the classroom.

Participation points will be deducted at the instructor’s discretion for any inappropriate behavior. This included, but is not limited to: disrespectful behavior toward the instructor or classmates; arriving late to class or leaving early; texting; playing games; doing work for another class; excessive talking; or other disruptions. For more information concerning appropriate student behavior, please refer to the Student Code of Conduct.

Students can expect the instructor to be a willing listener with regard to student concerns. Students may expect the instructor to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructor's schedules. E-mails will be answered and graded assignments will be returned in a timely manner.

**Other Important Policies**: Please see [http://www.ugs.usf.edu/ugc/standard_policies.htm](http://www.ugs.usf.edu/ugc/standard_policies.htm) for a complete listing of pertinent USF policies including grievance procedures, religious observances, and academic integrity.

The tape recording of lectures / discussions and/or the sale of notes from this class are prohibited.

**Dropping/Withdrawing from Class**: The last day to drop this class (to receive a refund) is August 30. The last day to withdraw (with a grade of "W"- no academic penalty) is November 2. You are strongly advised to consult with your academic advisor and the Scholarships and Financial Aid Office (if applicable) before dropping or withdrawing from any class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Finish This Homework Before Class</th>
<th>Topics to be Discussed in Class</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>First day of class; no homework is due</td>
<td>Introduction to course; Ground Rules for Discussion; What are the differences between public, private, and non-profit sectors?</td>
</tr>
</tbody>
</table>
| Week 2     | Read Joyce, Chapter 1  
Due: Practice Reading Reflection | What are the key characteristics of a public services leader?  
What are some of the relevant research findings regarding leadership?  
How does being strategic fit into public service leadership? |
| Week 3     | Read Joyce, Chapter 2  
Due: Reading Reflection #1 | What is the strategic leadership process?  
What is specific to strategic leadership in the public services?  
What works best in relation to decision making by leaders? |
| Week 4     | Read Joyce, Chapter 3  
Due: Reading Reflection #1 | What are the different situations in which a public services leader brings about change?  
Are different leadership approaches needed for different change situations?  
What key concepts are needed to help leaders make sense of these changes? |
| Week 5     | Read Joyce, Chapter 4  
Canvas reading: Creating public value: Strategic management in government  
Due: Reading Reflection #2 | What impact does the political context have on strategic leadership in the public services?  
How does one assess the significance of priorities for strategic leaders? |
| Week 6     | Read Joyce, Chapter 5  
Due: Read, think & lead critically | What are the steps in a conventional model of strategic thinking in public service organizations? |
| Week 7     | Read Joyce, Chapter 6  
Due: Reading Reflection #3 | How is strategic planning impacted by the growing partnership between government and nonprofit organizations?  
Mid-term Review |
| Week 8     | Mid-term examination                                                                                          |                                                                                                   |
| Week 9 | Read Joyce, Chapter 7  
Due: Reflection #4 | What are the benefits of strategic planning?  
How does one consider the issue of public responsiveness in the strategic planning process? |
|---|---|---|
| Week 10 | Read: Joyce, chapter 8  
Canvas reading: Bryson, J. Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organization achievement | How does one successfully implement strategic plans in the public and non-profit sector? |
| Week 11 | Read: Joyce, Chapter 9  
Due: Reading Reflection #5 | How does one monitor and assess the effectiveness of strategic plans? |
| Week 12 | Read: Joyce, Chapter 10  
Due: A day in the life of a public or nonprofit leaders reflection paper | What is the nature of the evaluation process? |
| Week 13 | Read: Joyce, Chapter 11  
Canvas reading: Mulgan, G. (2009). The art of public strategy, chapter 1. | What are some specific issues and challenges in strategic leadership within the public services?  
What are some of the difficulties and complexities that stand between the simple models of leadership and strategy on one hand and improvements in the public services on the other? |
| Week 14 | Read: Joyce, Chapter 12  
Canvas reading: Osborne, D., and Gaebler, T. (1992). Reinventing government: How the entrepreneurial spirit is transforming the public sector (pp. 1-29). | What are the major reforms in the overall nature of public services over the past 20 years? |
| Week 15 | Read: Joyce, Chapter 13 | What are some of the major points that you have taken away this semester? |

* Note: The Schedule is subject to revision