

Leadership: Become a Leader Others Want to Follow

Summer 2018

Class Meetings

Friday, July 21 6:00pm – 10:00pm
 Saturday, July 22 9:00am – 5:00pm
 Sunday, July 23 9:00am – 5:00pm

Location

Faculty

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TESC MPA MISSION STATEMENT

“Be the Change”

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

COURSE DESCRIPTION

One doesn't need an official title to be a leader – it is possible to effectively lead from *anywhere* in an organization. In this course we will explore the concept of authority vs. influence (authority is the power or right to give orders and make decisions; influence is the ability to affect ideas and actions). We will examine what makes leaders effective and equally important, what makes leaders fail.

This course will include a self-assessment, recognizing that we must first understand ourselves before we can effectively lead others. Using a diagnostic tool that has been used by over 7 million people throughout the world, students will learn their individual strengths and specific strategies to lead with those strengths.

We will differentiate between leaders and managers and why both are essential to the success of any organization.

We will explore the building blocks of effective leadership:

- define values and set a vision;
- build a great team and get results; and
- inspire and encourage the heart.

Our class discussions will be enhanced by guest speakers, including influential and effective leaders in state and local government.

Summer Schedule: July 21 – 23, 2018

Dates	Topics	Readings	Assignments Due
Friday 7/21	<p>Leadership and Management: what is the difference and why does it matter?</p> <p>Values: the foundation leader's decision-making</p>	<i>Discover your Clifton-Strengths</i> , by Rath	<p>Assignment #1 One-page learning intention (bring hard copy to class)</p>
Saturday 7/22	<p>Self-awareness: starting with self</p> <p>Strengths: How to bring our best selves to work (and life!)</p> <p>Communication: The connection between effective (and engaging) leadership and communication</p> <p>Guest speaker panel</p>	<i>Leaders Eat Last</i> by Sinek	<p>Assignment #2 Complete Strengths assessment online (code is in your book)</p> <p>Assignment #3 Seminar preparation document (bring hard copy to class)</p>
Sunday 7/23	<p>How leaders resolve conflict (or don't)</p> <p>Decision-making styles and when leaders use each</p> <p>Leaders manage up, down and across</p> <p>Partner presentations</p> <p>Guest speaker panel</p>		<p>Assignment #4 Team presentation with visual aid</p>
After class ends	Evaluations		<p>Evaluations due Wednesday, July 25</p> <ul style="list-style-type: none"> - Self-evaluation - Faculty evaluation

Required Books

Rath, (2017). *Discover your Clifton-Strengths, Strengths-finder 2.0*, Gallup

Sinek, S. (2014). *Leaders Eat Last*. Penguin Random House.

Assignments

Assignments #1: Learning Intention

Due first night of class, Friday

1-3 page paper

- Bring hard copy to class (we will be doing a peer review exercise in class)
- The purpose of the learning intention is to be clear about what your learning goals are for the weekend – what is it that you are most wanting to learn about leadership? Why is that specific learning important to you?

Assignments #2: Complete Clifton-Strengths Assessment (code in book)

Due second day of class, Saturday

- Bring hard copy to class (we will be doing a peer review exercise in class)
- The purpose of the Strengths assessment is to increase your self-awareness and understanding of your role and participation in groups and teams.

Assignment #3: Seminar Overview

Due second day of class, Saturday

1 page paper

- Bring hard copy to class (you will need the information for an exercise during Seminar)
- A seminar overview is a one-page document to prepare you for Seminar. The overview will include:
 1. Key take-aways from the reading (3-5)
 2. Questions the reading raised for you about organizational conflict
 3. Connections to current events, course material, and personal experience
 4. Other information you deem relevant

Assignment #4: Teach Back Presentation and Visual Aid (team assignment)

Due third day of class, Sunday

The purpose of the team assignment is to bring together all your learnings from the course to to “teach back” a key concept to the class.

Each group will have 20 minutes – 10 minutes for the presentation and 10 minutes to respond to questions from the class. Each member of the team must participate in some way during the presentation. If a video is shown, it cannot exceed 3 minutes.

Course Policies

Late assignments: Late assignments will not be accepted.

Participation & Attendance: Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers.

Credit: Students will receive 2 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on case-by-case basis. Refer to the MPA student handbook. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of total credit. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

Evaluation: Written self-evaluations and a faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students.

Multiculturalism & Diversity: Faculty and students work toward weaving multiculturalism and diversity throughout our learning in readings, lectures, seminar and group projects.

Learning Styles: Faculty endeavor to provide information in multiple formats. Consult your faculty to discuss learning style options or personal challenges.

Accommodations: To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition are regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more.

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Communicating with Each Other: Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.