

Leadership: Become a leader others want to follow
Amy Leneker, MPA
Friday January 23 – Sunday January 25, 2015
2 credit elective
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Seminar 2, D1107

CLASS MEETINGS

Friday 5:00 pm – 9:00 pm

Saturday 9:00 am – 5:00 pm

Sunday 9:00 am – 5:00 pm

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.

REQUIRED READING

- ***Strength Based Leadership: Great leaders, teams and why people follow***, Tom Rath and Barry Conchie, Gallup Press, 2008.
- Article - **Leadership that Gets Results**, Daniel Goleman, The Harvard Business Review. 2000
- Article – **What Leaders Really Do**, John Kotter, The Harvard Business Review

Friday, January 23

Time	Activity	Assignment/deliverable
5:00	Introductions and course overview	Before first night of class: Write and post to Canvas a short description (1-2 pages) of a current leadership challenge you are facing or have faced. Bring hard copy to class. Read Strengths Based Leadership and complete diagnostic tool. Bring print out of results to class. Read article: Leadership that gets results
5:30	Discussion: What is leadership? Authority vs. influence Leaders vs. managers	
6:30	Discussion: Strength based leadership	
7:00	Break	
7:15	Small group work: Strengths based leadership	Read article: Leadership that gets results
8:30	Review of day and tomorrow's agenda	
9:00	End	For tomorrow: Complete Vision Exercise

Saturday, January 24

Time	Activity	Assignment/deliverable
9:00	Observations from yesterday Review today's agenda	
9:30	Discussion: Define values and set a vision	Vision exercise
10:45	Break	
11:00	Guest speakers: Define values and set a vision Joel Sacks, Director of Labor & Industries Lisa van der Lugt, Special Assistant to Governor Inslee	
12:00	Lunch on your own	
1:00	Discussion: Build a great team and get results	

2:00	Guest speakers: Build a great team and get results Tim Smolen, Retro Director for Dept of L&I Nathan Perry, Lean Transformation Office	
3:00	Break	
3:15	Small group work: Leadership challenges	
4:30	Review of day and tomorrow's agenda	
5:00	End	For tomorrow: Read article: What Leaders Really Do Prepare presentation on leadership challenge

Sunday, January 25

Time	Activity	Assignment/deliverable
9:00	Observations from yesterday Review today's agenda	
9:30	Discussion: Inspire and encourage the heart	
10:45	Break	
11:00	Small group work and seminar on article	Read article: What leaders really do
12:00	Lunch on your own	
1:00	Guest speaker: Inspire and encourage the heart Kay Christy, Local Government	
2:00	Break	
2:15	Student presentations and guest panel. The panel will ask questions and offer insights and ideas. Kay Christy , Local Government Mark Streuli , Dep. Director, Dept of Agriculture Susan Hettinger , Dep. Assistant Commissioner, Employment Security Department Suchi Sharma , Senior Policy Counsel, WA State House of Representatives	Prepare a 7-10 minute oral presentation - What was your leadership challenge? Based on what you learned over the weekend, what are your ideas and potential solutions? What would you need (and from whom) in order to be successful?
4:30	Review of day and closing remarks	
5:00	End	

EXPECTATIONS

Format of Assignment Submissions: All papers will be submitted electronically. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the Graduate Writing Assistant.

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.

Use of Electronic Devices: this course is Canvas-based and mostly paperless. We understand, and expect, that you will need to use electronic devices in class. However, the class is also participatory and the learning community is dependent upon people being present to what is happening in class. This means that electronic devices should not be used for anything other than for class-related activities. Resist the siren call of all the ways in which your devices can distract you from what is going on in the classroom. We will ask people to put away their devices, except for note taking, for guest lectures. Please extend similar courtesies to the faculty when they are lecturing.

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. **Evaluations are due at the end of Week 10.**

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: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. Consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations: are provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. 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.

Inclement Weather: In the event of bad weather or emergencies students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-program email by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

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