

**PSC 530:
Administrative and Elective Leadership
University of North Carolina at Greensboro**

Spring, 2005
Rm. 207
Graham Building
Thursday, 6:00 pm- 9:20 pm

Dr. Thom Little
Office: 213 Graham
Phone: 856-0623
E-Mail: sllfthom@aol.com

Leadership is central to the understanding and study of politics. Indeed, without leadership and reaction to it, there really is no politics. There may be no more studied, but least understood concept in political science. Much like the wind, you can see the consequences of leadership everywhere, but it is very difficult to see, grasp or describe leadership. The purpose of this class is for us to begin to get a better understanding of the “wind,” exploring where it comes from, what determines its force and nature, how it works and what implications (and applications) it has in the windy world of politics!

Each class session will be divided into two sections, leadership in theory and leadership in practice. The first part, leadership in theory, will examine academic studies of leadership- what it is, how it is defined, how it is measured, etc. The second half of each class will focus on practical applications and leadership skill development- case studies, exercises and evaluation tools of leadership. In order to make this work, (with the permission of the class)- we will meet for twelve classes rather than sixteen and will meet from 6 pm -9:30 pm.

The course will function as a seminar rather than a lecture. Each member is expected to prepare the readings each week and be prepared to discuss them. Although it is not my style to call on students who do not volunteer answers, if it becomes clear that not all are prepared and participating, I reserve the right to do just that. It is highly likely that you will learn as much or more from each other as you will from me.

Texts: Packet of chapters and articles to be purchased from Copy King on Lee Street. They are open from 8:30 - 5 pm.

Learning Objectives

Upon the completion of this course, students should gain the following skills and knowledge:

- 1) A thorough understanding of the various sources of leadership, as well as the conditions under which they may be important.
- 2) A thorough understanding of the importance of accurate measurement in the understanding and evaluation of leadership.
- 3) A grasp of the external and environmental factors that are beyond the control of a leader, but nonetheless have a significant impact on the success or failure of that leader.
- 4) An in- depth understanding of the academic literature relative to a leadership topic of his or her choice.
- 5) Students will develop their own understanding of effective leadership and have a more thorough understanding of his or her own leadership strengths, weaknesses, skills and tools.

Student Responsibilities

Research Design Paper- You will complete a research design which will include a thorough review of the literature, hypotheses, measurements and a discussion of how data would be gathered and expected results. For obvious reasons the paper must deal with some aspect of leadership and, if the design were to be completed, would make a unique contribution to our understanding of it. You may wish to focus on leadership in a particular institution, leadership of a particular person (or persons), or a particular component of leadership (for example, leadership selection).

Weekly Papers- Students will be responsible for completing 8 weekly papers reflecting on the content of the “theory” readings for eight of the weeks. These papers are to be brief (no more than two pages) and must be turned in by the beginning of class on the night they are due. The focus of the paper will be for you to offer your observations and critiques of the readings for that evening. You are to express criticisms, improvements, concerns or extensions of one or all of the articles. If you were a researcher in the field what would you do to improve the state of the literature relative to the topic for that evening.

Leadership Story- One focus of this class will be on the importance of leadership stories. This particular approach to leadership is particularly important in the work of Howard Gardner. We will discuss the qualities of an effective “story” and examine the stories of several well-known leaders. For this assignment, I want you to write your own leadership story in light of the characteristics of an effective leadership story as discussed in class and the readings. I would doubt it would need to be longer than five pages, but that can be discussed. We will discuss your stories at a cookout on May 3.

Book Review- Each student will read and review a different “classic” book regarding leadership from the list provided in class (or a different book approved by the professor). The review will include a summary of the book, focusing a discussion of key findings, methods of analysis and strengths and weaknesses of the book and key contributions to our understanding of leadership. Please prepare enough copies of your review that each student may have a copy. These reviews will be presented throughout the course of the semester by each student.

Performance Evaluation: Students will be evaluated on the following criterion:

Research design Paper	40%
Weekly Papers	15%
Book Review	15%
Leadership Story	20%
Participation	10%

***Undergraduates:** Undergraduates will complete a literature review rather than a research design. The distinction will be made in class.

Schedule of Readings and Assignments

January 11 Introduction to Leadership and its Study

Practice: We will do an exercise that will help you examine and categorize your own leadership tools.

January 18 What is Leadership?

“What Makes a Leader?” Daniel Goleman in *Contemporary Issues in Leadership*, 5th Edition William E. Rosenbach and Robert L. Taylor, 2001.

“A New Vision of Leadership,” by Marshall Shaskin and William E. Rosenbach in *Contemporary Issues in Leadership*, 5th Edition William E. Rosenbach and Robert L. Taylor, 2001.

“The Heart of Danger” in *Leadership on the Line: Staying Alive through the Dangers of Leading*. 2002. Ronald A. Heifetz and Marty Linsky.

“Congressional Leadership: A Review Essay and Research Agenda (1990). Barbara Sinclair in *Leading Congress: New Styles and New Strategies*. Edited by John J. Kornacki.

Does the Messenger Matter? The Role of Charisma in Public Leadership,” by George Edwards III (2002)

Practice:

Read “The Leaders’ Stories” by Howard Gardner and be prepared to discuss the stories of current and future national (and international) leaders. Think about the “stories” of prospective 2008 Presidential candidates Rudolph Guliania, Bill Clinton, Hillary Rodham Clinton, John Edwards, Barac Obama and John McCain. Are any of these stories more or less appropriate for the current times?

January 25 Why Can A Leader Be Great One Time and Terrible the Next?

Theory:

“The Presidency and the Political Environment” (2001) John H. Kessel, *Presidential Studies Quarterly* 31, 1 (March): 25-43.

“Factors Effecting State Legislative Leadership” (1992) in *Legislative Leadership in the American States*, Ann Arbor: University of Michigan Press.

“States of Frustration,” by Alan Greenblatt (2004).

“Institutional Powers and Mayoral Leadership” (1995). James H. Savara. *State and Local Government Review*, 27, 1: 71-83

“Lessons from the Past: Implications for the Future” by Howard Gardner in *Leading Minds: An Anatomy of Leadership*.

Practice: Take a look at the material in the readings that describes the measurement instruments. Please complete the personal leadership evaluations via the Internet from Chip Scholz. Go to <http://www.scholzandassociates.com/> and select Free Behavioral Assessment. Bring a copy of the results with you to class.

February 1 How Do We Study Leadership?

“Studying the Presidency: Why Presidents Need Political Scientists” Lynn Ragsdale, in *The Presidency and the Political System* (5th edition). Edited by Michael Nelson.

“Institutional Powers and Mayoral Leadership” (1995). James H. Savara. *State and Local Government Review*, 27, 1: 71-83.

“Bureaucratic Leadership in Public Organizations” (1994) Kenneth J. Meier

“Leader/ Follower Interactions in Mass Democracies: Follower Driven Models” (1994) Bryan D. Jones.

“Introduction: A Cognitive Approach to Leadership” Howard Gardner. *Leading Minds: An Anatomy of Leadership* (New York: Basic Books) (1995)

Practice: Tonight, we will talk about the Research Designs. Please come prepared to talk about a general topic or two that you are considering for your Research Design or Literature Review (undergraduates).

February 8 No Class

February 15 Becoming a Leader- Getting Elected?

Theory:

“The Long Road to a Cliffhanger: **Primaries and Conventions,**” Larry J. Sabato and Joshua J. Scott. *Overtime: The Election 2000 Thriller*, 2002

“Quality Challengers to Congressional Incumbents: Can Better Candidates be Found?” by Sandy L. Maisel, Walter J. Stone and Cherie Maestas.

“Going Negative: Attack Advertising in the 1998 Elections” by Goldstein, Krasno, Bradford and Seltz.

“The Candidate and the Campaign” Moncreif, Squire and Jewell.

Practice:

Read the two case studies included in the packet (Leading the Colorado General Assembly, 2005: The Perfect Storm,” and “Effective Leadership in the Face of Legislative Term Limits”). Focus on the questions noted in each case, particularly on the challenges of linking campaigning and governing.

February 22 Becoming a Leader- Appointments, Selections and Merit hiring.

Theory:

“Getting to the Top: Factors Influencing the Selection of Women to Positions of Leadership in State Legislatures” (1999). Rebecca E. Deen and Thomas H. Little. *State and Local Government Review*, 31, 2: 123-134.

“Merit Systems and Political Influence: The Case of Local Government” (1987) Lana Stein. *Public Administration Review*, May/ June: 263-272.

“Judges Policy Choices and the Value Basis of Judicial Appointments: A Comparison of Support for Criminal Defendants among Nixon, Johnson, Kennedy Appointees to the Federal Courts,” by Roland, Carp and Stidham.

Practice:

Thoroughly read the case study: The Small Pox Crisis and be prepared to answer the questions posed at the end from the perspective of each of the key players. How does their response reflect the nature of their selection processes?

March 1 Leaders and their Institution

“Presidents, Chiefs of Staff, and White House Organizational Behavior: Survey Evidence from the Reagan and Bush Administrations.” David B. Cohen and George A. Krause. *Presidential Studies Quarterly* Sept 2000 **v30 i3 p421**

“The Demographics of Gubernatorial Appointees: Toward an Explanation of Variation, Norma M. Riccuccu and Judith R. Saidel. *Policy Studies Journal*, 29, 1: 11-22 (2001).

“A Systematic Analysis of Members’ Environments and their Expectations of Leaders,” Thomas H. Little. *Political Research Quarterly*, 47: 733-747.

“New Party of Campaign Bank Account: Explaining the Rise of State Legislative Campaign Committees.” *Legislative Studies Quarterly*, 20, 2: 249-268 (1995).

Read the attached Case Study: Greenland

What lessons about effective leadership are learned from this case study. How can a political leader use these lessons to better lead his or her institution (ie. A governor lead the bureaucracy, a manager leader her staff, a legislator govern his or her chamber)?

March 8 **No Class- Spring Break!**

March 15: **Individual Meeting to discuss papers.**

March 22: **No Class**

March 29: **Are Leaders Like a Piece in Puzzle?**

Theory: “Understanding Legislative Leadership Beyond the Chamber: The Members’ Perspective.” Thomas H. Little. *Legislative Studies Quarterly*, 20, 2: 269-291.

“Presidential Influence in the Policymaking Process.” Dennis W. Gleiber and Steven A. Shull. *Western Political Quarterly*, (1992) 441-467

“Gubernatorial influence in state government policy-making,” Robert E. Crew Jr.; Marjorie Renee Hill. *Spectrum: The Journal of State and Local Government*, Fall, 1995.

“Political Parties, Candidates, and Presidential Campaigns: 1952-1996.” Kelly D. Patterson, Amy A. Bice and Elizabeth Pipkin. *Presidential Studies Quarterly*, 29:1-11 (1999).

Practice: The art of Negotiation

Read the “General information for All Interested Parties” before you come to class. In class, you will be assigned your particular role and given specific instructions.

April 5 **Leaders in Hard Times: Reactions to Ethical, Political or Policy Crisis**

“September 11: Public Administration and the Study of Crises and Crisis Management” Urieal Rosenthal, *Administration & Society*, Vol. 35, 2: (2003) 129-143.

“NASA in Crisis: the Space Agency’s Public Relations Efforts Regarding the Hubble Space Telescope,” James Kaufman. *Public Relations Review*, 23, 1: 1-11 (1997).

“Bill Clinton and His Crisis of Governance,” George Edwards III, *Presidential Studies Quarterly*, 28, 4: 754-759 (1998).

“The Derailment Conspiracy,” Morgan W. McCall, Jr., *Business Leadership* (San Francisco, CA: Josey-Bass, Publishers) (2003).

Practice: Take a look at the ethical dilemmas presented in the cases and be prepared to discuss the appropriate responses to each. Be prepared to explain your answers.

April 12: How Do We Define Success?

“Gubernatorial Leadership: Testing a Preliminary Model,” Robert J. Crew. *Social Science Journal*, 35, 1: 27-42 (1998)

“The Marginal and Time Varying Effect of Public Approval on Presidential Success in Congress.” John R. Bond. Richard Fleisher and B. Dan Wood. *Journal of Politics*, 65, 1: 92-110 (2003).

“Presidential Activities from Truman Through Reagan: Timing and Impact” Paul Brace and Barbara Hinckley. *Journal of Politics*, 55, 2: 382-399.

“Why Do Presidents Fail?” Richard M. Pious, *Presidential Studies Quarterly*. 32, 4: 724-741 (2002).

“A Generation of World Leaders” in *Leading Minds: An Anatomy of Leadership*. (1995).

Practice:

Compare the five leaders described in this section. They were all candidates for the 2004 Outstanding Legislative Leader of the Year Award. Rank the five and be prepared to defend your ranking. Do you think a different “leader” might emerge if these folks were chosen by the public rather than their legislative colleagues?

April 19: No Class- Be Working on Research Designs and Leadership Essays.

April 26: Research Designs Due!

Do Differences Matter? The Effects of Race and Gender

Theory:

“Gender Styles in State Legislative Committees: Raising their Voices in Resolving Conflict.” Cindy Simon Rosenthal, *Women & Politics*, 21, 2: 21-45.

“African Americans in the State Legislative Power Structure: Committee Chairs” Byron D’Andra Orey. Paper presented at the annual meeting of the American Political Science Association, August 31-September 3, 2000.

“The Policy Priorities of African American Women in State Legislatures,” Edith J. Barrett, *Legislative Studies Quarterly*, 20, 2: 269-291.

“Women Running as Women: Candidate Gender, Campaign Issues, and Voter Targeting Strategies.” Paul S. Herrnson, J. Celeste Lay and atiya Kai Stokes. *Journal of Politics*, 65, 1: 244-255 (2003).

Practice:

Read “Eleanor Roosevelt: Ordinarity and Extraordinarity” and Martin Luther King, Jr.: Leading in a Rapidly Changing Environment.” Be prepared to discuss and compare their stories and the challenges each faced as leaders

Exercise focusing on steps you could take at your workplace to improve racial and gender relations.

May 3 Leadership Story and Presentation Due.

Research Design

The purpose of a research paper without conducting the actual research. It should be so thorough that you or anyone with the appropriate resources could conduct the research based on what is included. It should include the following parts:

Title Page: Includes the title (make it interesting!), your name, course name and number and date.

Abstract: (1 page) On a separate page, write a brief (100 words or so) summary of the design. It should be single spaced and explain very briefly what you are trying to do, why you are trying to do it and how you are trying to do it.

Introduction: (1-2 pages) Include an introduction of one or two pages that focuses on why you are planning this research. The purpose of this introduction is twofold. First, to “hook” the reader. Give the reader a reason to read your paper. Why should I care? Second, and along the same lines, explain briefly what you will be doing in the paper and outline the rest of the paper. Remember, this is your first real shot at the reader, so make it good!

Review of the Literature (5-10 pages) In order to justify what you are doing and be sure that your design reflects what has been done before, you must understand what has been done before you. This should include a thorough discussion of the literature relating to your topic and address such questions as what we already know, how we define the various concepts you are dealing with and how we measure the various concepts you are dealing with. The nature of the literature review will really be related to your topic and I will discuss it with each of you. This will be the largest section of your paper.

Hypotheses: (1-2 pages) In this section, you will explain exactly what you intend to test in your paper. Hypotheses are statements of anticipated relationships. I expect you to propose at least three testable hypotheses in your paper. For example, lets say that I wanted to explore the communications skills of effective Presidents based on the DISC system utilized in the evaluation you will take. Three possible testable hypotheses would be:

Hypotheses 1: Successful Presidents score high on the domination (D) scale.

Hypothesis 2: Successful Presidents score high on compliance (C) scale.

Hypothesis 3: Successful Presidents score low on the steadiness (S) scale.

Note that each statement may be subjective, but can be supported or not with factual information.

Methodology: (2-3 pages) In this section, you will establish specifically how you will test each hypothesis, including exactly how each concept will be defined, measured and the appropriate data gathered. Your data sources must be realistic, provided you had time and money (you cannot say you would get the info by interviewing Franklin Roosevelt, for example!). The methods by which

you will test your hypotheses must be so specific that a person reading this for the first time could go out and conduct the study from that section.

Conclusion: (1-2 pages) Wrap it all up. In the conclusion, sum up the paper, reiterating why this topic was important, what contribution it makes to our understanding of leadership and how you approached it. Further, briefly discuss the importance of your results, assuming that your hypotheses held true.

References: (1-2 pages) Include all books, articles and web pages that you used in writing the design. You should have at least fifteen sources and at least ten should be from academic sources (books and academic articles). Use in text referencing (author, year: page numbers) and endnotes (Smith, James L. 1998. "Leadership in Congress." *Legislative Studies Quarterly*, 43: 37-56).

Important Dates

February 15	Proposed Topic
March 1	Turn in 5 academic references for your paper
March 1	Meet with Professor Little to discuss paper
April	Rough Draft/ Outline
May 2	Final Paper Due

Leadership Essay

The purpose of this essay is to get you to think about the definition, tools, objectives and measurement of successful leadership. After reading all about leadership, I want you to develop your own theory of leadership. The format and focus is pretty wide open, but you may want to include the following:

- 1) A definition of effective leadership.
- 2) A list of leadership objectives- what things should an effective leader do?
- 3) A list of particular leadership skills and/ or tools that an effective leader should process.
- 4) A list of environmental factors that might influence the success, methods and effectiveness of a given leader.

These are just some things you may want to consider in developing and explaining your own understanding of leadership. The list is neither required nor exhaustive.

You may wish to cite references and sources in this, but that is not necessary. I anticipate the length to be 5-10 pages, but again I am flexible here.