

Fulbright Economics Teaching Program Summer Semester 2015

Syllabus

Leadership in Public Sector

Teaching team

Instructor:	Nguyen Huu Lam	Email: lam@ueh.edu.vn
Co-Instructor:	Huynh Trung Dung	Email: dunght@fetp.edu.vn
Tutor:	Nguyen Thanh Huong	Email: m6.huongnt@fetp.edu.vn

Class meetings:	Tuesday	8:30 am – 11:45pm
	Thursday	8:30 am – 11:45pm

Office hours:

	Monday	Tuesday	Wednesday	Thursday	Friday
Nguyen Huu Lam		13:30-15:00		13:30-15:00	
Huỳnh Trung Dũng	15:00-16:30		15:00-16:30		
Nguyễn Thanh Hương		15:00-16:30		15:00-16:30	

Overview

Leadership has been existed since the emergence of human society. It is one of these determinants to the development of human society and organizations. Therefore, it always attracts special attention. In the context of today globalization, explosion of knowledge, a rapidly changing economic, social and cultural environment, leadership has become the center of attention. In a dynamic society, leadership faces huge opportunities as well as challenges in the existence and development of communities and organizations. To exploit the opportunities and to adapt to the challenges of developing communities, organizations require strong leadership.

The course on Public Management provided students with the key concepts and tools for improving management in the public sector. The emphasis was on improving the implementation of policies and programs within existing organizational structures and values. This course on Leadership will focus on the role of managers in managing changes and enhancing those structures and values. Emphasis will be placed on developing theories, practices, and capabilities for modern leaders in a competitive, interconnected, rapidly evolving world: developing strategic vision, strategies, and leadership capability, implementing and managing changes. Discussion on leadership rationales and practices would allow comparison among leadership theories, helping learners appreciate and apply this knowledge into their own reality and improve their leadership. Open discussions also help learners develop core skills of leadership in a modern environment such as: vision, conveying vision to members of organization, facilitating the achievement of vision.

Course objectives:

After completing this course, students will be better able to:

- Recognize important concepts in leadership and the development of leadership theory
- Identify leadership challenges and develop leadership skills relevant to these challenges
- Develop leadership capabilities, including:
 1. Influence
 2. Leading change
 3. Effective decision making
 4. Managing conflict
 5. Persuasion
 6. Leading in crisis time.

Course Organization and Requirements:

The first week of the course will be devoted to introducing students to key ideas and concepts in the field of Leadership. Following this will be key themes of modern leadership. Each topic will feature specific theoretical and practical issues in leadership.

Students are required to read, reflect, discuss, and to compare theory with reality. To learn efficiently and to benefit from discussing with guest speakers as well as other classmates inside and outside class, **students are required to read all material prior to the first session of each week** in order to ask informed questions to the guest speaker relevant to each topic.

Course requirements include class preparation and written responses to readings and class discussions. There will be no final exam. Grades will be determined as follows:

- | | |
|---|-----|
| 1. Weekly reading response assignments: | 40% |
| 2. Final essay on change envisioning: | 40% |
| 3. Class participation: | 20% |

1) Weekly reading response assignments, 40 percent of overall grade

Students are required to submit a one-page summary of case study on the day that the case will be discussed in class.

Each week students will be required to submit a two-page typed paper discussing issues raised in the required readings. **These assignments will not consist of summarizing the readings or the guest lecture.** They are intended to provide students with an opportunity to reflect on important topics facing modern leaders based on the combination of theory and practice. In particular, the weekly reading responses will focus on each student's own experiences in relation to the readings, association between discussed topic and reality of public management in Vietnam, discussions in and outside of classroom, and the consideration of future opportunities, challenges, and possible directions. **Weekly reading response assignments will be submitted before class on Tuesday of each week.**

2) Final essay, 40 percent of overall grade

Students will be required to write an essay on envisioning changes in their organizations and the formulation of an individual action plan for implementing this change. The objective is to utilize concepts and tools from the course readings, along with experiences from the guest speakers, and class discussions, to develop a completed plan for improving each student’s current organization. The essay must be at least ten pages. There is no maximum page limit.

- Each student will be required to submit an outline of their essay on August 10th.
- Final essays will be submitted on August 28th.

The Teaching Team will also be available during office hours for consultation on essay topics and progress.

3) Class participation, 20% of overall grade.

This course is reading intensive and discussion based. The more students are involved in the learning process, the more they learn and develop their own skills. Therefore, students are required to read all assigned material and actively participate in class discussion in each class.

Besides the above requirements, students are encouraged to read additional readings and other interesting ones in the ADDITIONAL READINGS at the end of this syllabus.

Content and schedule

<p>Lecture 1 July 28th</p>	<p>Course overview</p> <ul style="list-style-type: none"> • Course expectation • Course introduction • Course requirement
	<p>Overview of leadership</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Heifetz, R., (1994). <i>Leadership Without Easy Answers</i>, Chapter 2: To lead or mislead. • Williams, D. (2005). <i>Real Leadership</i>, Chapter 2: Diagnosis: Determine principal challenge.
<p>Lecture 2 July 30th</p>	<p>Leadership, authority, and power</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Heifetz, R., (1994). <i>Leadership Without Easy Answers</i>, Chapter 3: The roots of autonomy. • Barnard, <i>The Functions of the Executive</i>, pp. 215-234. • Milgram, S. (1974). <i>The Dilemma of Obedience in Obedience to Authority: An Experimental View</i>, pp.1-12.

	<p>Political operation as leadership</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Heifetz, R., (1994). <i>Leadership Without Easy Answers</i>, Chapter 4: Mobilizing adaptive work; Chapter 5: Applying power. • Moore, M. (1995) “Advocacy, Negotiation, and Leadership: The techniques of political management” <i>Creating Public Value: Strategic Management in Government</i>, Harvard University Press. Cambridge Massachusetts. • Williams, D. (2005). <i>Real Leadership</i>, Chapter 5: The transition challenge: Moving from one system value to another; Chapter 7: The creative challenge: Doing what has never been done before.
<p>Lecture 3 August 4th</p>	<p>Managing change</p> <p>Case: <i>Management Principles and Public School in Washington, DC</i>: Choice of the Superintendent.</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Ostroff, F. (2006) “Change Management in Government”, <i>Harvard Business Review</i>, May, pp. 141-146. • Heifetz, R., (1994). <i>Leadership Without Easy Answers</i>, Chapter 6: On a razor’s edge; Chapter 7: Falling off the edge. • Rosabeth Moss Kanter, “<i>Leadership for Change: Enduring Skills for Change. Masters</i>,” HBS 9-304-062. • Vaill, (2002) Visionary Leadership, in Allan R. Cohen (Ed.), <i>The Portable MBA in Management</i>, pp. 12-37. • Rogers and Roethlisberger (1991), Barriers and Gateways to Communication, <i>Harvard Business Review</i>, Nov-Dec., pp. 105-111.
<p>Lecture 4 August 6th</p>	<p>Building Learning Organizations</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Williams, D. (2005). <i>Real Leadership</i>, Chapter 4: The development challenge: Cultivating the latent capability needed to progress. • Senge, P. (1990) The Leader’s New Work: Building Learning Organizations, <i>Sloan Management Review</i>, Vol. 7, Fall. • Garvin, A. D. (1993). Building a Learning Organization, <i>Harvard Business Review</i>, Jul-Aug., pp. 78-91. • Argyris, Putnam and Smith, (1985). Theories of Action, <i>Action Science: Concepts, Methods, and Skills for Research and Intervention</i>, pp. 80-102. • Garvin, Edmondson, and Gino (2008). Is Yours a Learning Organization?, <i>Harvard Business Review</i>, Mar., pp. 109-116.
<p>August 10th</p>	<p>Essay outline due</p>
<p>Lecture 5 August 11th</p>	<p>Organizational culture I</p> <p>Case: Children Hospital, HBS Case 9-302-050</p> <p>Required readings:</p>

	<ul style="list-style-type: none"> • Schein, E., (2004). <i>Organizational Culture and Leadership</i>, pp. 1-23. • Pfeffer, J and Veiga, F., (1999). Putting People First for Organizational Success. <i>Academy of Management Executive</i>, Vol. 13, 2, pp. 37-48. • Anita Tucker, Amy Edmondson, "Why Hospitals Don't Learn from Failures: Organizational and Psychological Dynamics That Inhibit System Change." <i>California Management Review</i> 45, no. 2 (winter 2003) • O'Toole, J., and Bennis, W., (2009). What's Needed Next: A Culture of Candor, <i>Harvard Business Review</i>, Jun., pp. 54-61. • Williams, D. (2005). <i>Real Leadership</i>, Chapter 6: The maintenance challenge: Protecting and sustaining what is essential during hard times.
	<p>Organizational culture II</p> <p>Case: <i>Vision and Strategy: Paul O'Neill at ALCOA and OMB</i>. HKS case C16-92-1134.0.</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Schein, E., On Dialogue, Culture, and Organizational Learning, <i>Organization Dynamics</i> pp. 40-51. • Edmondson, (2008). The Competitive Imperative of Learning, <i>Harvard Business Review</i>, Jul.-Aug., pp. 60-67. • Weick and Sutcliffe. (2007). Organizational Culture: Institutionalizing Mindfulness, in <i>Managing the Unexpected: Resilient Performance in an Age of Uncertainty</i>, pp.109-160. Jossey Bass. • Williams, D. (2005). <i>Real Leadership</i>, Chapter 3: The activist challenge: Calling attention to a contradiction in values; Chapter 8: The crisis challenge: Leading in a period of extreme danger.
	<p>Leadership in crisis</p> <p>Case: <i>Mass Port: The Aftermath of 9/11</i>.</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Williams, D. (2005). <i>Real Leadership</i>, Chapter 3: The activist challenge: Calling attention to a contradiction in values; Chapter 8: The crisis challenge: Leading in a period of extreme danger. • Heifetz, Grashow, and Linsky (2009). Leadership in Permanent Crisis, <i>Harvard Business Review</i>, Jul.-Aug., pp. 62-69. •
<p>Lecture 6 August 13th</p>	<p>Inspirational Leadership</p> <p>Inspiring people: Inspiring people to general purposes</p> <p>Case: <i>Winning the Heart and Mind: Reforming the Public School System</i>, HKS Case C15-03-1690.0.</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Berlew, E. D. (1995) "Inspiring other people: Inspiring everyone to general purposes" in Kouzes Posner, <i>The Leadership Challenge</i>, Jossey-Bass Publisher, San Francisco, pp. 121-150 • Principles of Effective Persuasion, HBS case 9-497-059.

	<ul style="list-style-type: none"> • Heifetz, R., (1994). <i>Leadership Without Easy Answers</i>, Chapter 8: Creative deviance on the frontline; Chapter 10: Assassination.
	<p>Decision making</p> <p>Case: <i>The Last Mission of the Columbia</i>, HBS case 9-304-090</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Gladwell, M. (2005). Chapter 3, The Warren Harding Error: Why We Fall for Tall, Dark, and Handsome, pp. 72-98) in <i>Blink: The Power of Thinking Without Thinking</i>, Little Brown. • Davenport, H. T. (2009) Make Better Decisions, <i>Harvard Business Review</i>, Nov., pp 117-123. • Hammond, Keeney, and Raiffa (2006) The Hidden Traps in Decision Making, <i>Harvard Business Review</i>, Jan., pp. 118-126. • Charan, R. (2006). Conquering a Culture of Indecision, <i>Harvard Business Review</i>, Jan., pp 108-117. • Jonah Lehrer, <i>How We Decide</i>, Houghton Mifflin Harcourt, 2009, pp 1-27. • Zimmerman and Lerner, <i>Decisions, Decisions</i>, Government Executive Magazine, 29 September, 2010.
<p>Lecture 7</p> <p>August 18th</p>	<p>Adaptive Leadership</p> <p>Case: The Chilean Mining Rescue (A), HBS case 9-612-046</p> <ul style="list-style-type: none"> • Herman B. “Dutch” Leonard and Arnold M. Howitt. 2010. Acting in Time Against Disaster: A Comprehensive Risk Management Framework. In Howard Kunreuther and Michael Useem (Eds.), <i>Learning from Catastrophes: Strategies for Reaction and Response</i>. Upper Saddle River, NJ: Wharton School Publishing. • Arnold M. Howitt and Herman B. “Dutch” Leonard. 2009. The Novelty of Crises: How to Prepare for the Unprecedented. In Stefan Sagmeister; David Ulin; Judith Lewis; and Mariana Amatullo (Eds.), <i>The LA Earthquake Sourcebook</i> (pp. 210-217). Pasadena, CA: Art Center College of Design • Notes from <i>Three Mile Island Profile</i>.
<p>Lecture 8</p> <p>August 20th</p>	<p>Travel to a novel land</p> <p>Case: <i>Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the “Endurance”</i></p> <p>Required readings:</p> <ul style="list-style-type: none"> • Day and Schoemaker, (2004) Driving Through the Fog: Managing at the Edge. <i>Long Range Planning</i> 37, pp. 127–142. • Leonard, Herman B. and Arnold Howitt. 2009. “Thích ứng với Điều Mới lạ.” In <i>Managing Crises: Responses to Large-Scale Emergencies</i>, Arnold M. Howitt and Herman B. Leonard. Washington, D.C.: CQ Press. 275-281. • Notes from IMAX, <i>Shackleton's Antarctic Adventure</i> <p>Class summary</p>
<p>August 28th</p>	<p>Final essay submission</p>