

## Fulbright Economics Teaching Program Summer Semester 2016

### Syllabus

## Leadership in Public Sector

### Teaching team

Instructor:	Paul Brown	Email: <a href="mailto:ptbpsychol@gmail.com">ptbpsychol@gmail.com</a>
Co-Instructor:	Huynh Trung Dung	Email: <a href="mailto:dunght@fetp.edu.vn">dunght@fetp.edu.vn</a>
Tutor:	Nguyen Thi Hong Nhung	Email: <a href="mailto:nhungnth@ueh.edu.vn">nhungnth@ueh.edu.vn</a>

<b>Class meetings:</b>	Tuesday	8:30 am – 11:45pm
	Thursday	8:30 am – 11:45pm

### Office hours:

Paul Brown: Please email in advance to set up a time to meet

Huynh Trung Dung: Monday and Wednesday, 03:00-04:30PM

Nguyen Thi Hong Nhung: Tuesday and Friday, 03:00-04:30PM

### Overview

There is an awareness that the field of Leadership goes on developing and expanding, not least with regard to the introduction of applied neuroscience into the leadership field.

It is proposed that Complexity Theory is the lens through which all leadership behaviour might be viewed: but that brain and behaviour is a means of simplifying complexity.

The course focuses on the *context* of leadership. The contextual framework is underpinned by Complexity Theory. This contextual approach creates a way for students to have a framework for exploring and understanding both the theory and practice of leadership. The teaching is designed to give them the foundations for their own development as leaders over the coming years: and also to give them a way of looking at what they see around them in the leadership of those they observe in leadership roles.

A central position is adopted that leadership in the public sector differs from leadership in the private sector by *context* and *goals* more than in the essential qualities that the leader needs to have. This will be continuously explored in the lecture series.

The specific additions to the existing content are:

- To set Leadership in the context of complexity theory
- To include some specific instruction from the modern neurosciences on the way a leader may learn to tune and use the brain more efficiently in the pursuit of organizational goals.
- A development of a model of how any organization works

There is no “final” or “perfect” syllabus for a course in leadership. It is the interaction between lecturers and students as well as among students themselves that makes the “best” syllabus for students, as introduced by complexity theory.

### **Course objectives:**

After completing this course, students are expected to be able to:

- Recognize the complexity of leadership, particularly in the public sector
- Understand why and how leadership has evolved through complexity theory and neurosciences
- Develop and apply leadership capabilities, including:
  1. Influence by motivation and inspiration
  2. Leading change
  3. Effective decision making
  4. Building and developing organization
  5. Identifying different leadership styles and practicing the most relevant ones

### **Course Structure**

The **first lesson** of the course will introduce students to key ideas and concepts in the field of Leadership through complexity theory (WHAT?). Following this will be key themes of modern leadership in four sections.

**Section I** explains how leadership works by setting goals and motivating people to achieve them as well as by leading change, inspiring and adaptation based on neuroscience (HOW?).

**Section II** elaborates on the organizational context for leadership in which an organizational model will be developed to identify and leverage this critical context for leadership. In addition, it is vital for leadership to build an adaptive organization with maximized energy and performance (WHERE?).

**Section III** concentrates on different leadership styles and the qualities and skills of an effective leader (WHO?).

The **final Section** discusses the possibilities, challenges and feasible agenda of becoming a leader in a changing and unknown world (WHAT’S NEXT?).

It is intended that the course developments described above will create within this Program a sense of the possibility of flexible responsivity as the hallmark of leadership within the public domain, together with a way of understanding how that can be achieved.

In addition, students are also encouraged to apply what they have learnt from the Public Management course into this one.

### **Course Requirements**

Students are required to read, reflect, discuss, and to compare and contrast theory with reality. In order to learn efficiently and to best benefit from the course, students are encouraged to express their own views, discuss with lecturers and other classmates and engage in all activities in class. Topics for class discussion should be relevant (but not limited) to the lecture, preferably the ongoing or upcoming events in society.

**Students are required to read all relevant materials prior to class** so as to understand, contribute to and get the most of each lesson.

Course requirements include class participation, write-ups reflecting on readings and cases, and final essay on leadership application. There will be no final exam. Grades will be determined as follows:

- |   |     |
|---|-----|
| 1. Weekly reading reflective write-ups: | 40% |
| 2. Final essay on leadership:           | 30% |
| 3. Class participation:                 | 30% |

**1) Weekly reading write-ups**, 40 percent of overall grade

1.1 Students are required to submit a **1-or-2-paged case discussion paper** of the case study on the day that the case will be discussed in class.

1.2 Every Thursday students will be required to submit a **2-or-3-paged reflective paper** discussing issues raised in the required readings of the **previous two lectures** (except for week one). Students are encouraged to include suggested readings so as to make this paper more insightful. These assignments are not a summary of the readings. 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 should focus on each student's own experiences in relation to the readings, association between discussed topic and reality of public leadership in Vietnam, discussions in and outside of classroom, and the consideration of future opportunities, challenges, and possible directions. Weekly reflective paper will be **submitted before class on Thursday of each week**.

**2) Final essay**, 30 percent of overall grade

Students will be required to write an essay on envisioning **changes** in their selected organizations and the formulation of an **individual action plan** for implementing this change. The objective is to utilize concepts and tools from the course, along with experiences from class discussions and of students themselves, to develop a completed plan for **improving each student's leadership capability** and (thus) **the performance of his/her selected organization**. The essay must be at least **eight pages** (but no more than fifteen pages).

- Each student will be required to submit an outline of their essay on **August 18<sup>th</sup>**.
- Final essays will be submitted on **September 1<sup>st</sup>**.

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

**3) Class participation**, 30% of overall grade.

This course is primarily 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 materials and actively participate in class activities.

Besides the above requirements, students are encouraged to read additional readings to consolidate and enrich their knowledge as well as its application to authentic problems.

## **Readings**

### **Main readings:**

Uhl-Bien & Marion (2008). *Complexity Leadership*. Information Age Publishing, North Carolina.

Swart, Chisholm & Brown, (2015). *Neuroscience for Leadership*. Palgrave Macmillan

### **Additional resources:**

[http://ash.harvard.edu/files/choosing\\_success.pdf](http://ash.harvard.edu/files/choosing_success.pdf) “Choosing Success: the lessons of East and Southeast Asia and Vietnam’s Future”.

A Policy Framework for Vietnam’s Socioeconomic Development, 2011-2020

[http://www.un.org.vn/en/publications/doc\\_download/492-growth-that-works-for-all-viet-nam-human-development-report-2015-on-inclusive-growth.html](http://www.un.org.vn/en/publications/doc_download/492-growth-that-works-for-all-viet-nam-human-development-report-2015-on-inclusive-growth.html) - a Report “Growth that Works for All: Vietnam Human Development Report 2015 on Inclusive Growth”.

<http://www.adb.org/vi/countries/viet-nam/main> (Vietnamese)

<http://www.adb.org/countries/viet-nam/main> - list of proposed, approved and closed projects in Vietnam.

<http://www.adb.org/site/aif/projects> - working list of all projects being funded by ADB.

## Content and schedule

<b>INTRODUCTION</b>	<b>WHAT IS LEADERSHIP?</b>
<b>Lecture 1</b> <b>Tuesday,</b> <b>August 2<sup>nd</sup></b>	<b>Course introduction</b> <ul style="list-style-type: none"> <li>• Course expectation</li> <li>• Course structure</li> <li>• Course requirements</li> <li>• Readings</li> <li>• Lecturers</li> </ul>
	<p><b>Session 1: Course overview – Complexity theory</b>          Making sense of the interpersonal organizational world. Introducing complexity theory as a lens through which to view organizations in setting the context for leadership.</p> <p><b>Session 2: Neuroscience - Three kinds of leadership</b>          Neuroscience as a lens through which to view the individual. The emotional bases of organizational behaviour. 3 main kinds of leadership are introduced – administrative, adaptive, and enabling.</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Uhl-Bien &amp; Marion (2008). <i>Complexity Leadership</i>, Chapter 8: Complexity Leadership Theory: Shifting leadership from the industrial age to the knowledge era</li> <li>• <i>Chapter 1</i> of <i>Neuropsychology for Coaches: Biographical beginnings: making sense of the brain.</i></li> <li>• Swart, Chisholm &amp; Brown, (2015). <i>Neuroscience for Leadership</i>, <b>Chapter 1:</b> There is Chemistry and Then There is <i>Chemistry</i>; <b>Chapter 2:</b> Brains, Body and Business: A Systems Approach;</li> </ul> <p><i>Suggested readings:</i></p> <ul style="list-style-type: none"> <li>• Uhl-Bien &amp; Marion (2008). <i>Complexity Leadership</i>, Chapter 1: Complexity Theory for Organizations and Organizational Leadership;</li> <li>• Heifetz, R., (1994). <i>Leadership Without Easy Answers</i>, Chapter 1: Values in Leadership.</li> </ul>
<b>SECTION 1</b>	<b>HOW DOES LEADERSHIP WORK?</b>
<b>Lecture 2</b> <b>Thursday,</b> <b>August 4<sup>th</sup></b>	<b>Session 1: Goals and motivation</b> What are the ways that leaders get the effect they want? Who sets the organizational and individual goals? Exploring the means of motivating others. Setting goals and getting people to go there. Back reference continuously to complexity theory and brain

	<p>and behavior.</p> <p><b>Session 2: Change and Adaptation</b> The differences between change and adaptation. The individual as his or her own experiential laboratory. Organizational and individual loyalty. Why do people work? Do they want to be led?</p> <p><b>Case: Singapore - Growing a city in a garden</b></p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Chapter 8 of Neuropsychology for Coaches: Affective interaction</li> <li>• Uhl-Bien &amp; Marion (2008). <i>Complexity Leadership</i>, Chapter 7: Beyond Transactional and Transformational Leadership: Can Leaders Still Lead When They Don't Know What to Do?</li> <li>• Swart, Chisholm &amp; Brown, (2015). <i>Neuroscience for Leadership</i>, <b>Chapter 7: Changing Yourself – Changing Others;</b></li> <li>• Neo, B. S., &amp; Chen, G. (2007). <i>Dynamic governance: Embedding culture, capabilities and change in Singapore</i>. New Jersey: World Scientific. Foreword and Chapter 1: Framework for Dynamic Governance: Institutionalizing Culture, Capabilities and Change</li> </ul> <p><i>Suggested readings:</i></p> <ul style="list-style-type: none"> <li>• Ostroff, F. (2006) “Change Management in Government”, <i>Harvard Business Review</i>, May, pp. 141-146.</li> </ul>
<p><b>Lecture 3</b> <b>Tuesday,</b> <b>August 9<sup>th</sup></b></p>	<p><b>Session 1: Leadership skills</b> Talking and listening: key skills of leadership. Creating time to think. The difference between conversation and dialogue. Setting an agenda vs. discovering an agenda.</p> <p><b>Session 2: Creating trust – or any other emotion.</b></p> <p><b>Case: Our Singapore Conversation: Bridging the Great Affective Divide</b></p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Swart, Chisholm &amp; Brown, (2015). <i>Neuroscience for Leadership</i>, <b>Chapter 5: Why is the Soft Stuff so Hard? Chapter 8: Elite Performance, Brain Agility and Engagement.</b></li> <li>• 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</li> </ul> <p><i>Suggested readings:</i></p> <ul style="list-style-type: none"> <li>• Williams, D. (2005). <i>Real Leadership</i>, Chapter 1: Real Leadership vs. Counterfeit Leadership</li> <li>• Rogers and Roethlisberger (1991), Barriers and Gateways to Communication, <i>Harvard Business Review</i>, Nov-Dec., pp. 105-111.</li> <li>• Principles of Effective Persuasion, HBS case 9-497-059.</li> </ul>

<p><b>SECTION 2</b></p>	<p><b>WHERE DOES LEADERSHIP WORK? CREATING THE ORGANIZATIONAL CONTEXT</b></p>
<p><b>Lecture 4</b> <b>Thursday,</b> <b>August 11<sup>th</sup></b></p>	<p><b>Session 1: Developing a robust organizational model.</b> The vital organs of any organization, what they are and how they interact in reducing complexity to manageable certainty.</p> <p><b>Session 2: Vision, Mission, Strategy and Tactics</b> Why Vision, Mission, Strategy and Tactics are necessary to maintain a sense of directed well-being in organizations.</p> <p><b>Case: Singapore – Leading change in the Ministry of Education</b></p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Uhl-Bien &amp; Marion (2008). <i>Complexity Leadership</i>, Chapter 6: Dispelling the Myths about Leadership: From Cybernetics to Emergent</li> <li>• Swart, Chisholm &amp; Brown, (2015). <i>Neuroscience for Leadership</i>, <b>Chapter 10:</b> Creating the Spark, Lighting the Fire</li> <li>• Vaill, (2002) Visionary Leadership, in Allan R. Cohen (Ed.), <i>The Portable MBA in Management</i>, pp. 12-37.</li> </ul> <p><i>Suggested readings:</i></p> <ul style="list-style-type: none"> <li>• Williams, D. (2005). <i>Real Leadership</i>, Chapter 4: The development challenge: Cultivating the latent capability needed to progress. Chapter 5: The transition challenge: Moving from one system value to another</li> </ul>
<p><b>Lecture 5</b> <b>Tuesday,</b> <b>August 16<sup>th</sup></b></p>	<p><b>Session 1: The learning organization</b> The learning organization and the quality of relationship at its core. The nature of organizational energy and how it is channeled into the strategic and operational goals of the organization.</p> <p><b>Session 2: Organizational culture</b> Performance-driven cultures and when they are useful and when not useful. Seeking solutions rather than being focused on problems. The central role of Culture in an organization – the unwritten rules of behavior.</p> <p><b>Case: Indonesia’s Anti-corruption Commission – 2002-2007 and 2007-2011</b></p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Brown, P. (2015). Creating and Managing Productive Energy in staff in Le &amp; Associates, <i>On Human Capital Development 3</i>, Labour-Society Publisher, Viet Nam, pp. 155-163</li> <li>• Uhl-Bien &amp; Marion (2008). <i>Complexity Leadership</i>, Chapter 11: Dynamic Network Leadership: Leading for Learning and Adaptability</li> </ul>

	<ul style="list-style-type: none"> <li>• Schein, E., (2004). Organizational Culture and Leadership, pp. 1-23.</li> <li>• Garvin, A. D. (1993). Building a Learning Organization, <i>Harvard Business Review</i>, Jul-Aug., pp. 78-91.</li> </ul> <p><i>Suggested readings:</i></p> <ul style="list-style-type: none"> <li>• Garvin, Edmondson, and Gino (2008). Is Yours a Learning Organization?, <i>Harvard Business Review</i>, Mar., pp. 109-116.</li> <li>• Edmondson, (2008). The Competitive Imperative of Learning, <i>Harvard Business Review</i>, Jul.-Aug., pp. 60-67.</li> </ul>
<p><b>SECTION 3</b></p>	<p><b>WHO IS A LEADER?</b> <i>Different personal styles – deciding what kind of a leader to be – the essential qualities and skills of any effective leader</i></p>
<p><b>Lecture 6</b> <b>Thursday,</b> <b>August 18<sup>th</sup></b></p>	<p><b>Session 1: Who really makes decisions?</b> Thinking fast and slow. How attention focuses action. Personal satisfaction and purpose. Self-regulating systems.</p> <p><b>Session 2: The individual as a complex adaptive system.</b> Survival, evolution and purpose.</p> <p><b>Case: The Aung Sans of Myanmar</b></p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Swart, Chisholm &amp; Brown, (2015). <i>Neuroscience for Leadership</i>, <b>Chapter 3:</b> The New Model Leader; <b>Chapter 6:</b> The Challenge of Decisions</li> <li>• Uhl-Bien &amp; Marion (2008). <i>Complexity Leadership</i>, Chapter 5: Individual and Collective Coevolution: Leadership as Emergent Social Structuring</li> <li>• Davenport, H. T. (2009) Make Better Decisions, <i>Harvard Business Review</i>, Nov., pp 117-123.</li> </ul> <p><i>Suggested readings:</i></p> <ul style="list-style-type: none"> <li>• Wong, W. (2015). Public Managers Must Also Be Leaders: The Hollowing-Out of Leadership and Public Management Reform in Hong Kong. <i>Asian Leadership in Policy and Governance</i>, vol. 24, pp.261-285</li> <li>• Hammond, Keeney, and Raiffa (2006), The Hidden Traps in Decision Making, <i>Harvard Business Review</i>, Jan., pp. 118-126.</li> </ul> <p><b><u>Essay outline due</u></b></p>
<p><b>SECTION 4</b></p>	<p><b>WHAT’S NEXT? BEING THE LEADER AND TAKING THIS KNOWLEDGE INTO YOUR ORGANIZATION</b></p>
<p><b>Lecture 7</b> <b>Tuesday,</b> <b>August 23<sup>rd</sup></b></p>	<p><b>Session 1: What kind of a leader do you really want to be?</b> The limbic leader, integrating applied neuroscience and leadership qualities. What is it to be in the service of others and/or the service of an ideal?</p> <p><b>Session 2: “The customer” and Adaptive Leadership</b></p>

	<p>In a changing world, who and what is “the customer”? In Public Administration, are ‘citizens’ and customers’ the same or different? Adaptive Leadership as the central output of Complexity Theory and its application to a sustainable model of Public Administration.</p> <p><b>Case: Measuring Citizens’ Experiences in Vietnam</b></p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Brown, P. (2015). Developing leaders, <i>On Human Capital Development 3</i>, Labour-Society Publisher, Viet Nam, pp. 213-220.</li> <li>• Uhl-Bien &amp; Marion (2008). <i>Complexity Leadership</i>, Chapter 12: A Complexity Perspective on Leadership Development</li> <li>• Swart, Chisholm &amp; Brown, (2015). <i>Neuroscience for Leadership</i>, <b>Chapter 12: Whole person, vibrant organization</b></li> </ul> <p><i>Suggested readings:</i></p> <ul style="list-style-type: none"> <li>• Williams, D. (2005). <i>Real Leadership</i>, Chapter 7: The creative challenge: Doing what has never been done before.</li> <li>• Heifetz, R., (1994). <i>Leadership Without Easy Answers</i>, Chapter 4: Mobilizing adaptive work</li> </ul>
<p><b>Lecture 8</b> <b>Thursday,</b> <b>August 25<sup>th</sup></b></p>	<p><b>Session 1: Review</b> Reviewing what we have learned. Integrating a model of the organization with an understanding of the way human beings function at work and putting both at the service of the public.</p> <p><b>Session 2: Now what kind of a leader do I choose to be?</b></p> <p><b>Case: Malaysia - Mapping a Transformation Journey, 2009-2010</b></p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Zenouzi &amp; Dehghan (2012). Complexity Theory and General Model of Leadership. <i>Global Journal of Management and Business Research</i>, vol. 12, issue 21.</li> <li>• Walby (2003). Complexity Theory, Globalisation and Diversity</li> </ul> <p><i>Suggested readings:</i></p> <ul style="list-style-type: none"> <li>• Iyer (2011). Malaysia- Performance and Service Delivery. Princeton University</li> <li>• Ta Minh Thao (2014). How to implement successfully Industrialization Strategy in Vietnam</li> <li>• Williams, D. (2005). <i>Real Leadership</i>, Chapter 8: The crisis challenge: Leading in a period of extreme danger</li> <li>• Heifetz, Grashow, and Linsky (2009). Leadership in Permanent Crisis, <i>Harvard Business Review</i>, Jul.–Aug., pp. 62-69.</li> </ul>
<p><b>Thursday,</b> <b>September 1<sup>st</sup></b></p>	<p><b>Final essay submission</b></p>