

Introduction to Leadership

PubPol 475.004 Fall 2023

Instructor:	Catherine Owsik, Ph.D., catowsik@umich.edu
Classroom:	Weill Hall 1210
Class Day and Time:	Mondays and Wednesdays, 4 to 5:20 pm
Instructor Office:	Weill Hall 5126
In-Person Office Hours:	Wednesdays 2:30 to 4pm (email me to schedule a visit if this time does not work for you)

This course covers the fundamental leadership concepts and skills you need to successfully navigate and shape dynamic policy and workplace environments. Designed to provide you with opportunities for reflection, study, debate, and practice, this course will enhance your ability to make a positive and meaningful difference in the world.

Together, we will examine six core leadership domains: Personal, Relational, Contextual, Inspirational, Supportive, and Responsible Leadership. We will explore how these domains relate to each other and the effects of each domain on followers. With this perspective in place, this course will enable you to enhance your strengths and address your weaknesses as leaders and managers. You will be able to build your capacity to effectively manage performance, give and receive feedback, manage conflict, shape organizational systems and cultures, and lead people through both extraordinary and ordinary change.

More specifically, by the end of this course, you will be able to:

- Critically assess your own leadership strengths and opportunities for growth
- Understand how to effectively engage with others that may have different leadership styles
- Engage in constructive conversations about leadership, especially in a policy context
- Provide constructive and motivational feedback and support for others

REQUIRED MATERIALS

1. Articles and cases will be posted on Canvas.
2. The Six Domain Leadership Survey (SDLS) provided by Delta Leadership Inc. You will receive an email directly from Delta Leadership in the first few days of class with details and links to the survey. Your raters have until September 18 to complete their anonymous

ratings. Should you run into any difficulties, please contact: Jennifer Niggemeier, jennig@umich.edu.

3. The Clifton Strengths (CS) assessment survey. In the second week of classes, you will receive an email from Casey Sullens from Career Services at the Ford School inviting you to sign up for a Gallup account to take this survey. Should you run into any difficulties, please contact her at caseysul@umich.edu.

LEARNING ACTIVITIES

Activity	Portion of Grade	Due Date
Participation	15%	Throughout semester
Peer Coaching	10%	Throughout semester, summary due December 6
Reflection Journals (Six)	45% in total (7.5% per entry)	September 26, October 7, October 26, November 14, November 21, and December 5
Assignment 1: Team Case Analysis	20%	October 29
Assignment 2: Individual Action Plan	10%	December 6

Participation (15%)

1. **Attendance (10%)** – This course is discussion-based, so showing up matters for both your learning and your peers’ learning. I will take attendance in every class. This is not meant to micro-manage your life, but to be fair to those that put in the effort to show up. If you are going to be absent, please let me know in advance of the class session so I can plan accordingly with respect to any group work. This is especially important on simulation days because I will need to re-calibrate the exercise if someone is missing.
2. **Contributions (5%)** – Part of your participation grade will be based on your engagement in class discussions, in-class activities, informal report-outs of small group discussions, and Canvas discussions. This part of your grade will be based on my subjective assessment; I am looking for students to constructively advance our conversations in thoughtful and respectful ways.

Peer Coaching (10%)

A key element in working your way through course concepts and your leadership survey results is finding a classmate to serve as your journal partner and sounding board. You and your peer coach are expected to meet weekly, outside of class. To help manage the time requirements for this reflection activity, I will also provide you with some class time for peer coaching.

You will receive class credit for serving as a peer coach. This is an all-or nothing grade. If the person you coach feels you have made a real effort throughout the semester, they will submit a certification to that effect before the end of the term.

Peer coaching summaries (“certifications”) can be informal, short descriptions. You will need to submit a 1-2 paragraph statement summarizing your peer coach’s contributions to your learning throughout the semester. No additional credit will be given for serving as a peer coach for more than one person. Peer coaching summaries are due on the last day of our class.

Self-Reflection Journals (45%)

Reflection journals are a very important part of the course because they will help you process and apply what you are learning in class to the real world. You will submit a total of six reflection journal entries. Each entry is worth 7.5% of your overall grade. A rubric for each entry will be given to you in advance of the due date. The more you integrate across your entries, the easier your second assignment (Individual Action Plan) will be.

Assignment 1: Team Case Analysis and Presentation (20%)

You will have an opportunity to research a leader within the public sector or government who you admire or are simply curious about. This leader does not need to be particularly well-known, likable, or an elected official (or even, living). This is a chance for your team to teach the class about this leader and their effectiveness (or lack thereof) across the foundational domains.

Assignment 2: Individual Action Plan (10%)

Building on coaching and survey feedback, our analyses of various cases in class and other course tools, the goal here is for you to apply the material from class to your own leadership aspirations in a systematic, integrative, impactful manner. This assignment is about applying what you have learned to your own leadership goals in an immediate and concrete way. Individual action plans can be presented in any format – written, visual, or presented. There is no word limit. Be as creative as you would like! The goal is to have an output that will help you commit to your next steps after the course has ended.

LEADERSHIP SURVEYS

These survey instruments have been used successfully with seasoned senior executives and policy makers, as well as rising policy analysts and middle managers. The success of these tools for you depends on how much you are willing to be reflective and to push yourself. The surveys can be key parts of your leadership development process; I hope you will utilize them fully.

1. **Clifton Strengths (CS)** - A core focus of the course is helping you to use your own ideas, strengths, and aptitudes to become a more effective leader. The Clifton Strengths (CS) assessment is the beginning of this introspective process. Early in the term, you will

receive an email from Casey Sullens (caseysul@umich.edu) inviting you to create an account with Gallup to take the Clifton Strengths assessment. You must complete it before our class session on September 18.

2. ***Six Domains of Leadership Survey (SDLS)*** – This longer survey includes anonymous assessments from others and will serve as a central part of your class learnings throughout the semester. The survey assesses your leadership strengths and weaknesses across six core domains and can be used to gain valuable information about how you lead. Since it focuses on your leadership actions, not your personality traits, it raises issues you can work on. It is intended to make the issues discussed in class more personally relevant in terms of personal insight and action implications.
 - a. **STEP 1: Fill out the SDLS.** You will receive an email with detailed instructions on how to access the survey and identify other potential raters to whom the survey will be sent. Through the link provided by Delta Leadership, you will be able to 1) evaluate yourself, 2) enter the names and e-mail addresses of your raters so that they can access the site, and 3) after September 18, view your results.
 - b. **STEP 2: Select raters and discuss the September 18 deadline with them.** It will take a little time to coordinate survey respondents, so you should initiate this process as soon as you can. The minimum requirement is that each student completes the instrument on themselves. Obtaining feedback from others (people with whom you have worked or are working on team projects) is not required but is strongly encouraged to gain the most from the feedback. I recommend reaching out personally and highlighting 1) the value of this to your development and 2) that it is confidential. There are two main categories of raters:
 - i. **“Peer” raters** - You should ask 5-10 peers who have worked with you on team projects, at school or work, to complete the survey. To retain confidentiality, a minimum of 3 peers will need to complete the SDLS for you to see results.
 - ii. **“Other” raters** - You should also ask at least 5 other raters who worked with you in other contexts and who can evaluate your leadership skills. This category can include past supervisors, long-time friends, family, frenemies, or even significant others! Again, at least 3 “other” raters will need to complete the survey for you to see the results of this category.
 - c. **STEP 3:** Once you have informal agreement from raters, organize them into categories and enter their email addresses into the SDLS system.
 - i. You can’t move people between categories after they have taken the assessment. So, if you only expect one or two “Other” raters to complete the survey, we recommend putting them in the “Peer” category.
 - d. **STEP 4:** Monitor who has and has not completed the SDLS for you. Remember, you need at least three responses per category before the deadline to see results!
 - e. **Please contact** Jennifer Niggemeier, jennig@umich.edu if you have any questions.

CLASS GUIDELINES

In our first session together, we will develop and set class norms for the semester. As part of that, we will discuss expectations for late arrivals, technology use, etc. I have two guidelines to propose.

1. CONTACT ME WITH ANYTHING: You should feel free to contact me if you have any questions about the course, readings, assignments, or any other course-related matter. In particular, if you think you might have a problem meeting a deadline, contact me to explore options before the deadline. If you have any questions about your grades or are concerned about any of the course requirements, please contact me. I am also happy to be a bridge to other supports. If you are struggling with personal or professional concerns, please see me as a resource.

2. LATE ASSIGNMENTS: You will be penalized 15% of the earned grade for each day an assignment is late. If exceptional circumstances arise, let me know and we can work out an alternative arrangement for you to avoid these penalties.

CLASS STRUCTURE

Below is a snapshot of our class structure. Please see our Canvas page for details on readings, assignments, and deadlines.

MODULE 1: FUNDAMENTALS OF LEADERSHIP	
08/28	Session 1 Topic: Welcome to the Course
08/30	Session 2 Topic: Understanding Effective Leadership
09/06	Session 3 Topic: Understanding the Organization as a System
MODULE 2: PERSONAL LEADERSHIP	
09/11	Session 4 Topic: What are Personal Values?
09/13	Session 5 Topic: Identifying your Grounding Values
09/18	Session 6 Topic: Consider your Unique Strengths
09/20	Session 7 Topic: Building Self-Awareness
09/25	Session 8 Topic: Data Analysis, Reflection, and Feedback
MODULE 3: RELATIONAL LEADERSHIP	
09/27	Session 9 Topic: Motivating Others
10/02	Session 10 Topic: Practicing Difficult Conversations
10/04	Session 11 Topic: Data Analysis, Reflection, and Feedback
MODULE 4: FEEDBACK	
10/09	Session 12 Topic: Delivering Feedback
MODULE 5: CONTEXTUAL LEADERSHIP	
10/11	Session 13 Topic: Contextual Leadership in Action
10/18	Session 14 Topic: Your Strengths as a Team Member
10/23	Session 15 Topic: Mapping your Environment
10/25	Session 16 Topic: Data Analysis, Reflection, and Feedback

MODULE 6: TEAM PRESENTATIONS	
10/30	Session 17 Topic: Live Case in Public Policy
11/01	Session 18 Topic: Live Case in Public Policy
MODULE 7: INSPIRATIONAL LEADERSHIP	
11/06	Session 19 Topic: Raising the Ceiling
11/08	Session 20 Topic: Crafting Stories that Inspire
11/13	Session 21 Topic: Data Analysis, Reflection, and Feedback
MODULE 8: SUPPORTIVE LEADERSHIP	
11/15	Session 22 Topic: Raising the Floor
11/20	Session 23 Topic: Data Analysis, Reflection, and Feedback
MODULE 9: RESPONSIBLE LEADERSHIP	
11/24	Session 24 Topic: Leading Ethically in Complex Systems
11/29	Session 25 Topic: The Practice of Ethics
12/04	Session 26 Topic: Data Analysis, Reflection, and Feedback
MODULE 10: FUTURE LEADERS	
12/06	Session 27 Topic: Your Next Steps

SCHOOL POLICIES

Ford School Inclusivity Statement: Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Ford School Public Health Protection Policy: In order to participate in any in-person aspects of this course--including meeting with other students to study or work on a team project--you must follow all the public health safety measures and policies put in place by the State of Michigan, Washtenaw County, the University of Michigan, and the Ford School. Up to date information on U-M policies can be found [here](#). It is expected that you will protect and enhance the health of everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any symptoms of COVID-19

Student Mental Health and Wellbeing: The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, both those relating to the pandemic and other issues such as strained relationships, increased anxiety, alcohol/drug problems, and depression, can directly impact students' academic performance and overall wellbeing. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

You may access the Ford School's embedded counselor **Paige Ziegler** (contact information TBD) and/or counselors and urgent services at [Counseling and Psychological Services \(CAPS\)](#) and/or [University Health Service \(UHS\)](#). Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer. You can find additional resources both on and off campus through the [University Health Service](#) and through [CAPS](#).

Accommodations for Students with Disabilities: The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities (<https://ssd.umich.edu/>; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

Academic Integrity: The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one's own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action. The Ford School's policy of academic integrity can be found in the [MPP BA](#), and [PhD Program](#) handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available [here](#).

Use of Technology: Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of

the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor. If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent. Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.

Please review additional information and policies regarding [academic expectations and resources](#) at the Ford School of Public Policy.