PPD 500: Intersectoral Leadership

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*Telephone:* 916.637.8988  
*Office and Course Location:* USC State Capital Center, 1800 I Street, Sacramento, CA  
*Office Hours:* Upon request  
*In-person Hours:* 9:00 am-5:00 pm (Friday through Sunday)  
*Syllabus Updated:* January 27, 2015

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Days</th>
<th>Format</th>
<th>Est. Hours*</th>
<th>Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Monday through Sunday</td>
<td>Online</td>
<td>1</td>
<td>January 12-18</td>
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<tr>
<td>2</td>
<td>Monday through Sunday</td>
<td>Online</td>
<td>2</td>
<td>January 19-25</td>
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<tr>
<td>3</td>
<td>Monday through Sunday</td>
<td>Online</td>
<td>2</td>
<td>January 26-February 1</td>
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<tr>
<td>4</td>
<td>Friday through Sunday</td>
<td>In-person</td>
<td>22</td>
<td>February 6-8</td>
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<td>5</td>
<td>Monday through Sunday</td>
<td>Online</td>
<td>1</td>
<td>February 9-15</td>
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<tr>
<td>6</td>
<td>Monday through Sunday</td>
<td>Online</td>
<td>1</td>
<td>February 16-22</td>
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<tr>
<td>7</td>
<td>Monday through Sunday</td>
<td>Online</td>
<td>1</td>
<td>February 23-March 1</td>
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*The estimated hours include instruction time, student-led online discussions and asynchronous webinars and videos. This time does not include preparing for class (like required readings), external group work, or completing assignments.*

**Course Description**

PPD 500 is one of the required courses for the Master of Public Administration degree program. The course focuses on issues that arise when the public, not-for-profit and for-profit sectors collaborate to address societal challenges. Of particular interest are leadership modalities and the organizational mechanisms in play across the public, private and not-for-profit sectors. Through analyses and applications, students will acquire an understanding of leadership and followership in cross-sectoral settings, and gain skills and insights into organizational and institutional designs, organizational innovation, problem solving, negotiation, and conflict resolution.

Cross-sectoral collaborations are often complex arrangements. Over time, they develop their own unique cultures and require interpersonal competencies to perform effectively in a context that normally lacks a hierarchical distribution of authority. Participants in these arrangements are challenged to think critically about policy and process issues and lead efforts to create a culture that facilitates building an innovative capacity that is essential for the intersectoral arrangement. This course will address these competencies and be guided by the objectives specified below.
Learning Objectives

Organizational Competencies

• To increase your knowledge of specific, concrete public, not-for-profit and for-profit organizations and the ways they are collaborating in addressing societal challenges.

• To add to your “tool bag” multiple frameworks for conceiving of intersectoral organizational designs and management practices; namely, structural, human resource, political, symbolic and systems frameworks. You will be applying these frames in class exercises and should be able to apply them in organizations that you analyze and work for in the future.

• To illustrate the merits of “thinking preceptively” in organizational and institutional contexts. You will be able to distinguish preceptive and receptive thinking and do both as you work through class exercises addressing issues which are typical in contemporary organizations.

• To help you sharpen your analytical reasoning skills. You will analyze at least two case studies during the course that will allow you to use your critical and preceptive thinking skills.

Leadership Competencies

• To review some of the classic writings on leadership and acquaint you with concepts which will help you reflect on leadership and followership. The importance for leaders of the language they employ including concepts, theories, models, typologies, analogies and metaphors will be explained and demonstrated.

• To add to your insights regarding the attributes and behaviors of effective leaders. You will learn the principal concepts of role theory and be able to apply these concepts to leadership situations.

• To enable you to practice your own leadership skills.

Interpersonal Competencies

• To promote insights into individual, group and organizational behaviors which are useful in intersectoral collaborative arrangements.

• To assist you in developing your interpersonal skills in areas such as negotiation, consensus building, conflict resolution, stakeholder analysis and problem solving by employing experiential learning approaches.

• To provide specific tools for problem solving and analysis. You will be able to use these tools in your future work.

Professional Development

• To facilitate the building of MPA students’ networks across sectors, levels of government and professional fields.

• You will have a working knowledge of literature relevant to the subject matter covered in this course and will learn how to keep yourself updated as this subject matter evolves.
Textbooks and Supplemental Reading Materials

- **Required Books:**

- **Articles and Select Chapters:**
  - Please refer to the course outline.

Grading Policy

**Course Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>I. Individual Proposal (1-2 pgs)</td>
<td>15%</td>
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<tr>
<td>II. Group Case-Study (3-4 pgs)</td>
<td>25%</td>
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<tr>
<td>III. Case Study Analyses (2 responses)</td>
<td>30%</td>
</tr>
<tr>
<td>IV. Reflections Paper (2-3 pgs)</td>
<td>20%</td>
</tr>
<tr>
<td>V. Participation</td>
<td>10%</td>
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<tr>
<td><strong>Total Percentage</strong></td>
<td><strong>100%</strong></td>
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**I. Individual Proposal: Problem Definition (15%)**

Research and identify an existing, concrete intersectoral arrangement involving at least two of the following three sectors: public, non-profit, and/or for-profit. The arrangement you select must demonstrate organizations working together to address a specific public program or collective action opportunity that you will describe in this proposal.

Explain how you found this arrangement or project. (For purposes of succeeding in this analysis, it is suggested that you begin looking for a specific cross-sectoral challenge early as manifest in an actual arrangement since sophisticated arrangements may take some time to identify and understand – so, again, begin looking for your example as you initially prepare for this course.)
Record your observations about the arrangement regarding its leadership, effectiveness, problems, challenges, and achievements.

Your topic proposal must discuss an actual, current, cross-sectoral, collaborative governance arrangement and detailed responses linked to conceptual frameworks to answer the following:

1. **Context**: What is the specific policy problem, societal need or opportunity being addressed by the arrangement?

2. **Structure**: What is the arrangement (e.g. public-private partnership, contractual, market-based, networks) currently being utilized among the participants in this arrangement?

**Format**: Submission should be single spaced, 12 point font, with one inch margins of a length between one (1) and two (2) pages. Citations referencing detailed information, website locations, facts and data related to your selected intersectoral arrangement must be included in either a footnote or endnote format within your submission.


Kate Turabian’s Guide: [http://library.georgiasouthern.edu/libref/turabian.pdf](http://library.georgiasouthern.edu/libref/turabian.pdf)


**II. Group Case Study (25%)**

Case studies are important learning tools. They are complex puzzles that need to be solved. Typically, it is used as reflective exercises to explore possible solutions to certain set of circumstances and vetting plausible courses of actions. In many ways, it allows individuals to consider how they might react if they were under the same conditions.

You, with your group members, are to write a case study from one of the group member’s cross-sectoral paper (Individual Proposal). Derive a case study that identifies a leadership challenge and illustrate it through one of the frameworks discussed in class. The leadership challenge could revolve around a variety of different tensions, including organizational or personal values, customer service approaches, ethics, personalities, power v. influence, strategy, empowerment, vision, engagement, public-sector paradoxes, to name a few. You will likely consider others not on this list. Focus your case study on only one challenge.

The previous course readings and lectures will be helpful in thinking about what the problem might be. The problem may be a real one that you uncovered through your research, or it could be a plausible, yet fictional, problem.

The case study should be written to provide the reader with enough information about the cross-sectoral arrangement. You should change names (organizations and persons) and
any sensitive information, like budget numbers, to protect the identity and sensitivity to the case. While changed, it should still provide enough information to the reader that they would have a sense as to case's context.

Consider writing the case study using these phases:

1. Research  
   a. **Preceptive: Motivation:** What are the drivers, and through which lens or theories or frames, that led to the formation of this cross-sectoral arrangement? Be specific as to the drivers for each sector, each organization, and stakeholders. Detail the cultures of the respective organizations; e.g. are they congruent or incongruent? If there are cultural differences, what facts demonstrate this understanding and how do these play out in the ongoing collaborative effort?
   
   b. **Receptive: Assessment:** Measure the arrangement and its organizations so that your research presents factual information on the following:
      
      i. The effectiveness of the mechanisms developed, e.g. contracts; budgets, etc.
      ii. The process for developing the arrangement
      iii. Measures of outputs and/or outcomes. Use quantitative metrics if possible.
      iv. What measures are missing? Or should be added?
      v. Is your assessment shared by the participants? By its clients? Why or why not?
      vi. How is leadership provided for the arrangement? For example, is there a Network Administrative Organization, or a Steering Committee, or a Project Manager, etc.? Who are the key players, actors and units? What background information on each is necessary to know, include relevant and individual facts.

2. Organization  
   a. Describe: What is the situation that needs to be addressed?
   
   b. Organize:  
      i. Introduction to the problem
      ii. Background needed
      iii. Setting the stage for the problem
      iv. Relevant structural, human resource, political, symbolic, or system contexts
      v. Facts and data that the reader needs to make informed assessment
      vi. Other environmental considerations?
   
   c. Conclusion:  
      i. Summarize key points
      ii. End with 3-4 questions to pose to the reader to engage in critical thinking
**Format:** The case study should include a brief background, key analytic diagrams or schema (if appropriate), and a narrative section setting the stage for the situation and prompting the reader to think about and respond to possible courses of action.

Submission will be posted at a location designated by the instructor. One copy should be submitted via email to the instructor—single spaced, 12 point font, with one inch margins of a length between three (3) and four (4) pages. No citations are used. The other version should be posted on a previously designated location.

Short papers are often more difficult to write than large papers. Make each word count. Synthesizing a lot of information into one comprehensive document takes skill and practice. This assignment helps you to refine those skills while incorporating major lessons in intersectoral leadership.

**III. Case Study Analyses (30%)**

The case study analyses have two parts.

Part 1. During Week 2, a case study will be presented. Meet as a group to answer the discussion questions. Your final responses should take a critical and reflective look at the situation and relate it to online lectures and course readings. The analysis should be one (1) to two (2) pages.

Part 2. Similar to Part 1, during Week 4, you have the opportunity to analyze another group's case study. Meet as a group to answer the discussion questions. Your final responses should take a critical and reflective look at the situation and relate it to online and in-person lectures and course readings. The analysis should be one to two pages.

Consider these two broad areas as you undergo the analysis:

a. **Effectiveness:** Are the expected outcomes aligned with the goals and missions of the organizations and participants of this arrangement? What is the likelihood that the arrangement will be ultimately successful in addressing the policy problem or collective action opportunity you identified in the topic proposal? What are the leadership styles and approaches that impact the situation? What are the impacts of organizational culture or political climate?

b. **Lessons:** What have you learned that enhances your understanding of the effectiveness of cross-sectoral arrangements in solving collective problems and/or accomplishing constructive goals? How do the theories, models, and approaches discussed in class inform your perspectives? What alternative perspectives or approaches might be present?

**IV. Reflections Paper (20%)**

The final course paper is an individual reflection. In two (2) or three (3) single spaced pages (standard margins and 12 pt. text size), consider your entire experience through the course, including the group experience. Answer these four questions: what did you learn, what did
you unlearn, what did you relearn, and what surprised you. The first and third questions are the easiest. The middle question on what you unlearned challenges you further to consider a perspective that you had on leadership practices or collaboration that you had to reevaluate and put into practice a new way.

Go beyond descriptives, such as the processes used in group exercises. Use reflection to expand your understanding of assumptions, and perhaps paradoxes, and test perceived truths in larger cultural, organizational, and societal contexts. How will these understandings inform future behaviors?

"I have great respect for the past. If you don’t know where you’ve come from, you don’t know where you’re going. I have respect for the past, but I’m a person of the moment. I’m here, and I do my best to be completely centered at the place I’m at, then I go forward to the next place." –Maya Angelou

"Who controls the past controls the future. Who controls the present controls the past." –George Orwell

"Our human compassion binds us the one to the other - not in pity or patronizingly, but as human beings who have learnt how to turn our common suffering into hope for the future." –Nelson Mandela

V. Participation (10%)

Your participation grade will be based on your engagement in the in-person sessions, online sessions, faculty interaction, and group exercises that accompany the weekly instructional materials.

During Week 2, there will be a structured online discussion as explained by the instructor in Week 2’s online lecture.

Participation in written and oral discussions and group engagements is a key part of the learning process. Communications that enable students to think over what you have read, apply the material and concepts addressed in the course, and compare your ideas with others must be practiced in professional settings. Contributing to the course learning opportunities in both a respectful and appropriate manner will help confirm student inputs adhere to academic standards.
Anticipated Course Outline.  
In the event changes occur, the instructor will send a revised syllabus.

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<th>Week</th>
<th>Assignments</th>
<th>Instructional format</th>
<th>Due date (method)</th>
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<tr>
<td>1. Jan 12</td>
<td><strong>Course overview</strong></td>
<td>Video (asynchronous)</td>
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<td></td>
<td><strong>Online Class Activities and Assignments</strong></td>
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<td></td>
<td>Watch introduction/course overview video and</td>
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<td></td>
<td>respond to question(s) posed</td>
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<td>2. Jan 19</td>
<td><strong>Foundations in Leadership and Management</strong></td>
<td>Video (asynchronous)</td>
<td>Paper due: Jan 25 (online)</td>
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<td></td>
<td><strong>Readings</strong></td>
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<td></td>
<td>Bennis, W. “Understanding the Basics.” The</td>
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<td></td>
<td>Deming, W.E. “A System of Profound Knowledge.”</td>
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<tr>
<td></td>
<td>92-115.</td>
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<tr>
<td></td>
<td>Drucker, P. “Management as Social Function and</td>
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<td></td>
<td><strong>Online Class Activities and Assignments</strong></td>
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<td>respond to question(s) posed</td>
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<td>Individual Cross-Sectoral Paper Due</td>
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<td>3. Jan 26</td>
<td><strong>Foundations in Collaboration and Frameworks</strong></td>
<td>Online exercises</td>
<td>Online discussion:</td>
</tr>
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</table>
|            | **Readings**                                     |                          | Jan 28, 30, and Feb 1 (online)
<p>|            | organizations: Artistry, choice, and leadership |                          | Jan 28 (email to instructor)  |
|            | Publisher. Familiarize yourself with chapters   |                          |                                |
|            | 3-14.                                            |                          |                                |
|            | <strong>Online Class Activities and Assignments</strong>     |                          |                                |
|            | Online lecture and respond to question(s) posed |                          |                                |
|            | Online group case study selection due           |                          |                                |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>In-person Class Activities</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 4. Feb 1 | **Leadership in Action, Negotiating, Personal Leadership Styles, and Decision-Making** | **Readings**  
Collaboration Exemplars  
Guest Lecturers  
Simulation Exercises | **Assignment**  
Group Case Study due |
| 5. Feb 9 | **Networks, Case Studies, and Reflection**  
**Reading**  
http://www.businessofgovernment.org/sites/default/files/CollaborativeNetworks.pdf |  
**Online Class Activities and Assignments**  
Online lecture and respond to question(s) posed | **Video**  
(asynchronous) |
| 6. Feb 16| **Case Study Analysis**  
**Reading**  
Kotter, J. “Capturing the Opportunities and Avoiding the Threats of Rapid Change.” *Leader to Leader*. Fall 2014. pgs. 32-37. | **Online Class Activity**  
Group Case Study Analysis Due | **Online group activity** | **Case study analysis due:**  
Feb 22 (email) |
<table>
<thead>
<tr>
<th>7. Feb 23</th>
<th><strong>The Role of Reflection in Professional Development</strong></th>
<th><strong>Video (asynchronous)</strong></th>
<th><strong>Individual reflection paper due:</strong></th>
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<tbody>
<tr>
<td><strong>Online Class Activities and Assignments</strong></td>
<td>Online lecture and respond to question(s) posed Individual Reflection Paper Due</td>
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**Reading**
Paper and Submission Guidelines
Each submission should be professionally well written. Proofread and write for clarity. It should be organized in helpful ways and should begin with a brief overview, focus on your analysis—not a recitation of research—and conclude with a summary of the paper/presentation and its claims. Use an appropriate academic citation format in a consistent manner to document your sources; citation expectations are very high so make sure to include footnotes or endnotes and/or an inclusive bibliography. These criteria will all be considered in determining your grade.

All papers should be single-spaced in 12 point font with one inch margins and submitted in a Word document format and not in a .pdf file format.

Late Policy
If an extension is required on any assignment due to an unanticipated work conflict or family emergency, contact the instructor immediately for alternative arrangements prior to the due date. Only one extension is permitted during the course. Late assignments without prior approval will not be graded.

Office Hours
Upon request.

Group Work
This course puts into practice collaborative efforts. Therefore, you will work within a group on specific weeks to complete the course assignments. Faculty will assign group member for each of these assignments during the first online session.

Library Access
As a USC student, you have access to all the USC library resources. Please find out more at the link below: http://www.usc.edu/libraries/services/remote_user_services/
Instructor Biography

Paul Danczyk, PhD, is the Director of Executive Education in Sacramento for the University of Southern California Sol Price School of Public Policy, and partner of California Leadership Associates. Since 1997, his professional contributions concentrate on transforming governance practices in rural and urban settings.

In his current capacity, Paul designs, directs, and presents in leadership and management programs impacting national, state and local governmental and nonprofit organizations, teaches master-level classes, both in-person and online, on strategic management, leadership and public administration in California and Mexico, and is an executive coach. His presentations impact over 500 senior and mid-career public administrators a year.

With his organizational partners, he is a director of and presenter in these annual programs: the National Conference of State Legislatures’ Legislative Staff Management Institute, the California Institute for Mental Health’s Leadership Institute, the County of Los Angeles Executive Leadership Development Program, USC Sacramento Summer Enrichment Program: Diversity in Leadership, and the Asian Pacific State Employees Association (APSEA) Navigating Leadership series.

His featured presentations focus on designing flexible organizations, strategic management, customer service, leadership frameworks, negotiation and influence, role of reflection, curiosity and innovation, and cross-sectoral relationships.

Paul is the National Council Representative for the American Society for Public Administration, serving the eight-state District 5 membership (Arizona, California, Hawaii, New Mexico, Nevada, Oklahoma, Texas and Utah); a past president and current board member of ASPA Sacramento Chapter; and a past president of the USC Alumni Club of Sacramento. He actively serves on the APSEA Steering Committee and the World Affairs Council/Sacramento Chapter executive board.

In his local community, he was appointed to the Amador County Behavioral Health Advisory Board, which advises the Board of Supervisors, county administration and local agencies on mental health and substance use disorders policy, programs, and services; and serves on the Amador Community College Foundation board, which advocates, facilitates, and supports sustainable higher education in the County.

He was a Peace Corps Volunteer in Namibia, where he was the acting national director of a teacher-training program at the National Institute for Educational Development.

Paul is married and has a one-year-old son. He enjoys road trips finding obscure historical markers, working outside, and bee keeping.

Paul earned his PhD from the University of Pittsburgh, focusing on Public and International Affairs; Master of Public Administration from the University of Southern California; and BS in Education from the Pennsylvania State University.
Statement on Academic Conduct and Support Systems

Academic Conduct
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standardshttps://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.