

**Syllabus**

**Summer 2018**

**PPD 500 - Intersectoral Leadership**

**2 Units**

**Instructor:** William R. (Bill) Kelly, MPA, MA, MBA

Adjunct Associate Professor

President/CEO

Kelly Associates Management Group

**E-Mail:** [williamk@ka-mg.com](mailto:williamk@ka-mg.com)

**Phone Numbe**r**:** 714.837.7502

**Schedule:** Session One: Saturday June 16th and Sunday June 17th

Session Two: Saturday July 14th and Sunday July 15th

9:00 am.to 4 pm.

**Class Location: RGL 215**

**Office Hours:** By appointment, as well as before and after each class

**Course Description**

A defining focus of the Price School of Public Policy is its recognition that solving society’s most difficult and important problems requires the combined strengths of the public, private, and nonprofit sectors. Working across sectors requires an understanding of institutional complexity, and an ability to resolve conflict and seek collaborative solutions. This course provides a foundation in understanding institutional arrangements and developing the skills necessary for effective intersectoral policy development, planning, and management. This course provides knowledge and tools to design, lead, negotiate, and evaluate programs and policies that have intersectoral dimensions.

The course will be conducted in a seminar format. Students will be required to carry the discussions, having read the required literature and prepared the appropriate assignments. With all forms of governance continuing to evolve, the various thoughts and trends will be explored with an eye to those strategies which have proved to be particularly effective in dealing with special issues.

**Learning Objectives**

1. Learn how to analyze the institutional and stakeholder context of public problems.
2. Understand how the goals and approaches differ for various types of intersectoral collaboration such as advisory committees and public-private partnerships.
3. Understand when collaborative strategies are appropriate, and appreciate some of the arguments for and against using collaboration to address public problems.
4. Develop skills for designing, leading, managing, facilitating, and evaluating collaborative intersectoral processes.
5. Develop skills for consensus building and negotiation in intersectoral contexts.
6. Increase capacity to work through ambiguity and complexity in public issues.
7. Practice and refine written and verbal presentation skills.

**Course Requirements**

1. **Please email me your resume no later than Monday June 4, 2018 by 5:00 pm.**
2. Readings and responses to questions will be due each week.
3. Team project: an analysis of a real cross-sectoral governing arrangement. Each team will submit a written analysis of 8 to 10 pages (single space acceptable) and make a presentation of 30 minutes to the class. The written analysis is due one week after the last class session **(Monday July 23, 2018 by 5:00 pm)**; please see **Appendix** for further details.
4. Reflection paper: Each student shall prepare a paper identifying the 2-3 key issues/lessons learned from this class. Maximum length 3 pages (double spaced)**.**  due **(Monday July 30, 2018 by 5:00 pm).**

**Performance Evaluation**

Class Participation 20%

Weekly Responses to readings 15%

Team Project (written analysis-25% and class presentation-25%) 50%

Reflections paper. 15%

**In Class Schedule**

Class1 – June 16th

* Self Introductions
* Review of Syllabus
* Discussion of similarities and differences – public, nonprofit and private sectors
* Discussion of readings
* Discussion about power and influence
* Team Project assignments

Class 2 – June 17th

* Formalization of team projects
* Discussion about Leadership Styles
* Discussion of readings
* Discussion about what makes” Good “Leaders”
* Handout and discussion – Hawaiian Gardens Casino Case Study
* Handout and discussion –Caruso/Westfield –Arcadia Case Study

Class 3 – July 14th

* Discussion of readings
* Discussion about the Reflection Paper
* Discussion about “Leadership and Team Building”
* Discussion about “Negotiations and Conflict Resolution”
* Handout and discussion – Case Study to be announced
* Team project coordination

Class 4 – July 15th

* Team Project Presentations

**Required Textbooks**

1. Bennis, Warren and Nanus, Burt (any edition) Leaders – The Strategies for Taking Charge (go to Amazon)
2. Kouzes, James and Posner, Barry (any edition) The Leadership Challenges (go to Amazon)
3. Additional readings will be distributed during class.

Note: There are minor changes in each edition of the text books which will not affect the readings or written assignments.

**Readings and Questions**

Even though this class is an “Intensive”, Federal Education Rules requires each student to do an assignment each week of the semester. Therefore each student is expected to read weekly and respond to the questions as outlined herein. The answers to “each question” **cannot** exceed one (1) page in length, double spaced and are due to me by Friday 5:00 pm. on the dates noted below. If there are 2 (two) or more questions, then each answer should be 1 (one) page in length.

**Please note**: Students will **not** usually receive an acknowledgement about assignments unless a paper is not received or needs to be resubmitted.

Please email to my office: [williamk@ka-mg.com](mailto:williamk@ka-mg.com).

**Texts**:

Bennis and Nanus herein referenced as B and N

Kouzes and Posner herein referenced as K and P

**June 1, 2018 Assignment Number 1**

Read B and N “Mistaking Charge” and “Leading OthersandManaging Yourself”

Question: In the context of Leadership as referenced in the readings provide one (1) example of a leader from your perspective. and why!

Question: Describe the “Wallenda Factor: and what that means to you!

**June 8, 2018 Assignment Number 2**

Read B and N “Strategy I: Attention through Vision”

Question: Explain why organizations need a “vision”!

**June 15, 2018 Assignment Number 3**

Read B and N “Strategy II: Meaning through Communication”

Question: Describe “social architecture”!

**June 16, 2018 Class Session from 9:00 AM.to 4:00 PM.**

**June 17, 2018 Class Session from 9: AM. to 4:00 PM.**

**June 22, 2018 Assignment Number 4**

Read “Strategy III: Trust through Positioning”

Question: Describe how leaders overcome resistance to change!

**June 29, 2018 Assignment Number 5**

Read B and N ”Strategy IV: The Deployment of Self” and “Taking Charge: Leadership and Empowerment”

Question: Why is it important to allow for mistakes to be made in an organization!

Question: Explain why you desire to be a “leader” versus a “manager”!

**July 6, 2018 Assignment Number 6**

Read K and P “The Five Practices of Exemplary Leadership” and “Model the Way”

Question: Pick one of the five practices and then one of the Ten Commandments and provide a personal example of the application success or failure!

Question: Explain “Unity is forged, not forced”

**July 13, 2018 Assignment Number 7**

Read K and P “Inspire a Shared Vision” and “Challenge the Process”

Question: Provide an example of where you were motivated by someone who was passionate about doing something!

Question: Explain why change needs to be done incrementally!

**July 14, 2018 Class Session from 9:00 A.M. to 4:00 P.M.**

**July 15, 2018 Class Session from 9:00 A.M. to 4:00 P.M.**

**July 20, 2018 Assignment Number 8**

Read K and P “Enable Others to Act”**,** “Encourage the Heart” and “Leadership for Everyone”

Question: Why is face to face interaction important!

Question: Provide an example of how you were rewarded by your employer and why is meant something to you!

Question: Explain what leadership is not about and what it

**Appendix**

**Team Project**

The team project for PPD 500 is an analysis of a **real** cross-sectoral collaborative/governing arrangement. Students will choose to be in a team. Each group will:

1. Select an actual arrangement in which two or more public, non-profit, or for-profit organizations are working together to address a specific public policy problem
2. Analyze the arrangement and apply concepts from the course readings and case studies/handouts in answering the following questions. **Please respond to each one** of these five categories as separate headers in your written and oral presentation.

* **Context:** What is the specific policy problem or opportunity being addressed by the arrangement?
* **Motivation:** Why was a cross-sectoral arrangement formed to address this policy issue? Be specific as to the motivation for each sector and organization and the drivers for performance.
* **Structure:** What is arrangement that was formed (e.g., public-private partnership, contractual, market-based, networks). How are the reporting relationships, roles, funding, incentives, and oversight structured?
* **Assessment:** Does the team view the arrangement as success or a failure? Please assess:

1. The effectiveness of the mechanisms developed, e.g. contracts;
2. The process for developing the arrangement;
3. The measures for outcomes or outputs;

Note your ability to assess success is likely to be limited, do the best you can.

* **Lessons:** What have you learned that enhances understanding of the effectiveness of cross-sectoral arrangements in solving collective problems and/or accomplishing constructive goals?

1. Present the analysis to the class using a PowerPoint presentation format. The presentation should last no longer than 30 minutes, with an additional 10 minutes to address questions from the class.

Provide a written report of the analysis to the instructor (8 to 10 pages, single space is acceptable).

**Due July 23, 2018 by 5:00 pm.**

**NOTE: The oral presentation will be graded per student presentation and the written report will be graded collectively.**

## 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 Standards* [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions](https://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 of the 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 <http://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.

**Policy Regarding Disability Services and Programs**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open early 8:30am – 5:00pm, Monday through Friday. The phone number for DSP is (213) 740-077