

**Syllabus**

**Summer 2019**

**PPD 500 - Intersectoral Leadership**

**2 Units** Session 51320

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

Adjunct Professor

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**Schedule:** Session One: Saturday June 15th and Sunday June 16th

Session Two: Saturday July 13th and Sunday July 14th

9:00 am.to 4 pm.

**Class Location**: June 15th and 16th VPD 106

July 13th and 14th VPD 105

**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 3, 2019 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 22, 2019 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 29, 2019 by 5:00 pm).**
5. **Note**: There will be one (1) hour of instructional contact during each week of the semester, except for the week of intensive classes. The type and schedule for these sessions will be presented by June 5, 2019.

**Performance Evaluation**

Class Participation 15% or points

Weekly Responses to readings 20%

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

Reflections paper. 15%

**Grading Scale**

A 95 – 100% or points

1. 90-94

B+ 87-93

B 83-86

1. 80-82

C+ 77-79

C 73-76

**In Class Schedule**

Class1 – June 15th

* 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 16th

* 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 13th

* 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 14th

* 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 pick one to answer!

**Please note**: Students will **not** usually receive an acknowledgement about assignments unless a paper is not received or needs to be resubmitted. Assume you are receiving maximum points unless otherwise noticed to you.

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

**May 31st, 2019 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 7, 2019 Assignment Number 2**

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

Question: Explain why organizations need a “vision”!

**June 14, 2019 Assignment Number 3**

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

Question: Describe “social architecture”!

**June 15, 2019 Class Session from 9:00 AM.to 4:00 PM.**

**June 16, 2019 Class Session from 9: AM. to 4:00 PM.**

**June 21, 2019 Assignment Number 4**

Read “Strategy III: Trust through Positioning”

Question: Describe how leaders overcome resistance to change!

**June 28, 2019 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 5, 2019 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 12, 2019 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 13, 2019 Class Session from 9:00 A.M. to 4:00 P.M.**

**July 14, 2019 Class Session from 9:00 A.M. to 4:00 P.M.**

**July 19, 2019 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 22, 2019 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 Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems:**

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

[engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

[engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.