RPAD/RPOS 329z: Administrative Leadership
(aka “Bureaucratic Politics”)
Rockefeller College of Public Affairs
Department of Public Administration & Policy
University at Albany, SUNY

Spring 2016
Tuesday and Thursday, 10:15am – 11:35 am, SS116

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COURSE DESCRIPTION
This class examines the sources and varieties of leadership behavior within and among organizations. The readings cover the organizational context of politics and the nature of power and politics in organizations, including how we might manage these dynamics in our careers. This is a writing-intensive course with an assignment due most weeks. If other obligations would prevent you from completing these frequent assignments, it would be best if you didn’t take this course.

REQUIRED MATERIALS
The following texts are available at the University at Albany Bookstore (or on-line), used books are fine as long as they are the same edition:

- Matthews, Chris (1999). Hardball: How Politics Is Played, Told by One Who Knows the Game
- Naim, Moises (2013) The End of Power

In addition to the assigned texts, you will be required to get a semester-long subscription to the New York Times, which can be obtained at a significant discount through their website: http://www.nytimes.com/collegerate. There will be frequent articles assigned from the Times in Leadership program as part of our curriculum (http://nytimesinleadership.com/).

BLACKBOARD
Additional readings, the weekly assignments and essay questions will be made available on the course’s Blackboard site, which you should monitor frequently.

PARTICIPATION and ATTENDANCE (100 points)
Students are expected to attend all classes and to complete all course requirements (assignments) on time. If you are unable to maintain a pattern of attendance, please do not take the class. Because there are only 28 class periods this semester, missing more than four classes will result in a lower grade and missing more than six will result in a failing grade.

“Participation” means engagement, informed by knowledge of readings and other materials. It requires more than simply coming to class, but not dominating the discussion.
**SHORT REACTION PAPERS (300 points)**
Most weeks, unless there is an essay assigned (see below), you should prepare a 250-word (one page) guided reaction paper based on either the readings for the week’s class or an article in the Times. This is NOT a summary of the reading, but rather a synthesis of it.

Each reaction paper is worth up to a *maximum* of 60 points (i.e., five reaction papers x 60 points each = 300 total points). **Reaction papers should be submitted via Blackboard by 10 am on the Tuesday or Thursday assigned (class day).** There will be six papers assigned, so that one can be omitted or dropped from your final grade (at your option). Late papers will be downgraded for each day late by a third (i.e., more than three days will be a zero).

**SHORT ESSAYS (300 points)**
In addition to the one-page reaction papers, there will be three short essays (worth 100 points each), the purpose of which is to have you engage the readings in a thoughtful way. You should submit a three-page paper addressing the essay question provided the preceding week while incorporating key themes found in the readings. **Papers should be submitted via Blackboard by 10 am on Tuesday or Thursday (class day).**

At least one week in advance, the essay question will be posted on Blackboard. Your response should address the assigned readings in a direct, explicit, and meaningful way. Again, your essay should not be a summary of the readings (i.e., reporting just what the readings say, or relying substantially on quotations from the readings) but rather represent a synthesis of the material.

The purpose of the papers is to give you a chance to develop some thoughts on the readings prior to coming to class to be able to add to the class discussion. Late papers will be accepted after class but with a 25 point deduction for each day late (i.e., more than four days late equals a zero). You should edit your papers carefully, as writing will count in your grade. Shoddy preparation (e.g., spelling or punctuation errors) will lead to a lower grade. Find a good guide to grammar and punctuation and use it. An example of such a guide on-line is [http://andromeda.rutgers.edu/~jlynch/Writing/c.html](http://andromeda.rutgers.edu/~jlynch/Writing/c.html).

You may revise and re-submit one of the essays after receiving the comments and grade on it. The resubmitted paper will be reviewed and the grade adjusted for the paper if appropriate. To earn a higher grade, a revision must improve substantially the clarity, organization, and strength of the paper, drawing on the comments made on the initial submission. The revision must go beyond correcting in a mechanical way writing or editing errors noted in the initial submission. **You should submit your revision within two weeks of receiving the original graded paper.**

Please review the University policy regarding plagiarism in the current Undergraduate Bulletin. Plagiarism is a serious offense. If a paper shows signs of plagiarism the University policy will be enforced strongly and an Academic Integrity Report will be filed with the Vice-Provost for Undergraduate Education.

**FINAL PRESENTATION (50 points)**
On April 28 or May 3 you will present to the class a synopsis/snap-shot of your final paper. Your presentation, like your final integrative paper, should express key issues you have gained from the course. Presentations should be from seven to ten minutes. If you use PowerPoint slides, there will be a limit of five slides for each student.

**FINAL INTERGRATED PAPER (250 points)**
On Wednesday, May 11 you should submit a 10-15 page paper, drawing on each of the books and, if you wish, other readings over the semester. **Final papers should be submitted via Blackboard by 5:00pm.** You may work
with others on the outline of the paper, but the writing must be done on your own. Late papers will be downgraded by 25% for each day late (i.e., more than four days late=0%).

An Integrated Paper requires the student to choose a book, movie, organization or individual, provide a short summary of the general story line or background of said individual or organization, and analyze it using a certain number of terms and/or concepts from the various texts and articles read throughout the semester, and then provide a brief conclusion with any thoughts he or she has after analyzing the book, movie, organization or individual.

Your Integrated Paper should address:
- At least THREE key concepts or themes addressed during the course of the semester;
- Specifically, a key concept or theme from the course texts;
- Apply these key concepts or themes to a book (scholarly or otherwise), movie (of your choice), organization (either one covered in class or your own), or individual (again, either one covered in class or one that interests you personally).

Key Concepts or Themes might include:
- Sources of Power
- Gaining/Losing Power
- Interdependence

Your Integrated Paper should:
- Not exceed 15 double-spaced pages (including references/bibliography).
- Have one-inch margins;
- Be typed in 12-point font;
- Have numbered pages, including appendices and references/bibliography.

A one-page outline of the paper will be due on April 21st detailing what your topic will be and the major themes you will cover along with any sources you will be using.

USE OF TECHNOLOGY DURING CLASS
Because this is an upper-level seminar class and not a lecture course, my strong preference would be to have all technology (phones, tablets, computers, etc) turned off during class discussion. You may check messages and e-mails during any class breaks. If you need to be able to be contacted during class for any reason, please see me before class to arrange this.
GRADING

Students’ final course grades are based on the following components:

- **a. Short Reaction Papers (60 pts x 5 papers)**: 300 pts (30%)
- **b. Essays (100 pts x 3 papers)**: 300 pts (30%)
- **c. Participation (and attendance)**: 100 pts (10%)
- **d. Final Presentation**: 50 pts (5%)
- **e. Final Paper**: 250 pts (25%)

Total: 1000 pts

Points translate to the following letter grades: A (951 – 1000), A- (900 – 950), B+ (870 – 899), B (830 – 869), B- (800 – 829), C+ (770 – 799), C (730 – 769), C- (700 – 729), D+ (670 – 699), D (630 – 669), D- (600 – 629), E (<600%)

A NOTE ON ACADEMIC Dishonesty (adapted from the 2013-14 Undergraduate Bulletin: [http://www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html))

The following behaviors are examples of academic dishonesty and are therefore unacceptable:

**Plagiarism:** Presenting as one’s own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student’s work as one’s own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one’s reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper’s or project’s structure; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person’s data, evidence, or critical method; submitting as one’s own work, work borrowed, stolen, or purchased from someone else.

**Multiple Submission:** Submitting substantial portions of the same work for credit more than once, without the prior explicit consent of the instructor(s) to whom the material is being (or has in the past been) submitted.

**Unauthorized Collaboration:** Collaborating on projects, papers, or other academic exercises that is regarded as inappropriate by the instructor(s). Although the usual faculty assumption is that work submitted for credit is entirely one’s own, standards on appropriate and inappropriate collaboration vary widely among individual faculty and the different disciplines. Students who want to confer or collaborate with one another on work receiving academic credit should make certain of the instructor’s expectations and standards.

**Falsification:** Misrepresenting material or fabricating information in an academic exercise or assignment (for example, the false or misleading citation of sources, the falsification of experimental or computer data, etc.). When a faculty member has information that a student has violated academic integrity in a course or program for which he or she is responsible and determines that a violation has occurred, he or she will inform the student and impose an appropriate sanction.”
COURSE SCHEDULE
The following schedule includes both reading and written assignments for the course. In addition to the sections of the book assigned each week, there will also be an article or two assigned most weeks, which appear on Blackboard. The schedule is subject to change.

January 21 TH  Introductions and Expectations


January 28 TH  Goodsell, The New Case for Bureaucracy, pages 81 – 125

February 2 T  Goodsell, The New Case for Bureaucracy, pages 125 – 166

REACTION PAPER #1 DUE


February 9 T  Leadership Video #1 – The Power of Vulnerability by Dr. Brene Brown (http://bit.ly/1n6snwg)

February 11 TH  Matthews, Hardball, pages 11 – 88

REACTION PAPER #2 DUE

February 16 T  Matthews, Hardball, pages 88 – 128

ESSAY #1 DUE

February 18 TH  Matthews, Hardball, pages 131 – 153

February 23 T  Matthews, Hardball, pages 153 – 224

REACTION PAPER #3 DUE

February 25 TH  Pfeffer, Power, pages 1 – 57

March 1 T  Pfeffer, Power, pages 58 – 124

REACTION PAPER #4 DUE

March 3 TH  Pfeffer, Power, pages 125 – 182

March 8 T  Pfeffer, Power, pages 183 – 236

March 10 TH  Leadership Video #2 – “Leadership BS” by Dr. Jeffrey Pfeffer (http://bit.ly/1THXs3W)

ESSAY #2 DUE

March 15, 17  No classes – Spring Break

March 22 T  Sandberg, Lean In, pages 3 – 51

March 24 TH  Sandberg, Lean In, pages 92 – 139

REACTION PAPER #5 DUE

March 29 T  Sandberg, Lean In, pages 140 – 174

April 5 T  Naim, *End of Power*, pages 1 -- 50
  REACTION PAPER #6 DUE

April 7 TH  Naim, *End of Power*, pages 51 -- 128

April 12 T  Naim, *End of Power*, pages 129 -- 217

April 14 TH  Individual Meetings on Final Paper
  ESSAY #3 DUE

April 19 T  Naim, *End of Power*, pages 218 – 254

April 21 TH  Leadership Video #4 – *Moises Naim at TEDx Georgetown* (http://bit.ly/1ZQnpSr)
  FINAL INTERGRATED PAPER OUTLINE DUE

April 26 T  Course Wrap-Up

April 28 TH  FINAL PRESENTATIONS

May 3 T  FINAL PRESENTATIONS

May 11 (Wed.)  FINAL PAPER DUE -- 5 PM