

PMGT 265 Ethics and Leadership
(Fall 2008)

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This course is, first and foremost, an application in real life. As such, while background readings and writing assignments are part of this course, the emphasis is on addressing ethical and leadership issues you experience at work right now and in the near future. The following outline provides general guidance, but may change slightly if major issues in ethics or leadership arise during the semester. All readings are either on Blackboard or will be provided.

Week 1 - Course Introduction

In Class:

- Course Introduction
- Group Dynamics/Leadership Exercise
- Group Dynamics discussion – Forming, Storming, Norming, Performing
- Types of teams
- Elements of a great team
- Elements of great team members

Week 2 - Types of leaders/leadership

Readings:

- NBA at 50 interview with Michael Jordan
- “Properties of a Good General” – Nathaniel Burwell
- Remarks by Bill Gates, Microsoft Research Faculty Summit 2004
- Admiral Stockdale Leadership Article

In Class:

- Management vs. Leadership Discussion
- Finding the Third Property Exercise

Week 3 - Types of leaders/leadership – Case Studies

Readings:

- Elbert Hubbard, “Message to Garcia” – Translational Leadership
- LBJ, Path to Power Chapters 13 – Transactional Leadership
- Anita Roddick, The Power of Love Chapter 7 – Transformational Leadership

In Class:

- Message to Garcia Exercise
- Office Exercise

Week 4 - Case Studies

Readings:

- Kennedy, Johnson – Doris Kearnes Goodwin
- Kennedy – Bay of Pigs
- Carter – Hendrick Hertzberg
- Carter – Malaise Speech
- Reagan – George Will

Optional Reading:

Richard Neustadt, Presidential Power and the Modern Presidents

In Class:

The power of hubris

Office Exercise

Week 5 - The Dark Side of Leadership

Readings:

Robert Moses, Power Broker Chapter 10 – Bill Drafting

Henry Kissinger, The White House Years Chapter 2 – Memo Drafting

Jeffrey Pfeffer, Managing With Power Chapters 5, 16 – Resources, Losing Power

In Class:

Office Exercise

Week 6 - Theoretical Ethics

Readings:

De Tocqueville, Democracy in America excerpts

Preamble to US Constitution

Theodore Roosevelt, “Citizenship in a Republic”

In Class:

Site visit

Intro to Ethics Portion

Due:

Z-Week proposal

Week X - Campaign Management

Readings:

News Article – John Kerry Swift Boat-gate and beyond

News Articles and RNC story – New York Senators’ Airline-gate

News Article – Dick Cheney Pledge-gate

News Article – Convention Speech Zone-gate

In Class:

Opposition research, planting rallies, spying

Spying Exercise

Due:

System Change Summary

Week 8 - Advertising

In Class:

Video - T.V. ads with discussion

Due:

Mid-Term at Start of Class

Week X - Polling, Lobbying

Readings:

News Article – George Bush Push-Poll-gate
News article – Karl Rove Apathy-gate
Magazine Article – DOW Corning Implant-gate
Congressional Report – Traficant Hair-gate

In Class:

Push-Poll Exercise
Meet a Lobbyist Exercise
What would you do? Exercise

Due:

System Change Summary

Week X - Fundraising

Readings:

News Article – Gov Ryan Crony-gate
News Article – Stevens Bridge Too Far-gate
News Article – Torricelli Clock-gate
News Article – Cunningham “Duke”-gate

In Class:

What would you do? Exercise

Due:

System Change Summary

Week Y – Topic TBD – Selected by Professor

Week Z – Topic TBD – Selected by Students

Week 13 – Outstanding Topics

Week 14 – Summary

In Class:

Summary of course
Can We Change “The System?”

Due:

Final

Assignments:

All assignments are due at the start of class as indicated above. Late assignments will be graded down depending upon length of tardiness.

Leadership winner/loser summaries – Pick an individual who you feel took some action within the past week that makes them either a leadership winner or loser in your eyes. Limit your discussion to two normal-length paragraphs (no more than ½ page). Submit a winner/loser

summary for two separate weeks of your choice during the leadership portion of the course (Weeks 2 – 5).

Mid-term paper – Discuss the leadership lessons learned from leaders you have worked directly for – using leadership examples/techniques learned in class. Expected length 4-5 pages. Due by the start of class Week 8.

Ethical winner/loser summaries – Pick an individual who you feel took some action within the past week that makes them either an ethical winner or loser in your eyes. Limit your discussion to two normal-length paragraphs (no more than ½ page). Submit a winner/loser summary for two separate weeks of your choice during the ethics portion of the course (Weeks 7 – 12).

Z-week proposal – Submit your desire for the Z-week topic in a 70-word (+/- 5 words) and a 270-word (+/- 20 words) format as if you were making a proposal to convince me to take a course of action at your work. Think of this as a mini-speech draft.

System Change Summaries – During weeks indicated above, submit ways you believe would improve the political / ethical system as related generally to the topic of the week (e.g. fundraising) or specific cases to be discussed during a specific week (e.g. Pledge-gate). Minimum requirements are to submit two ways each (six total) based upon transactional, translational and transformational styles of leadership (types of leadership to be taught in Week 3).

Final paper – How would you, operationally, run a campaign/political office to ensure that it followed the ethical standards of that office? This paper is not to focus on what you think is ethical, or even what you believe that others feel is ethical. Focus on the procedures and/or mentoring that you would put in place and how you would lead an office to follow the ethical standards of that office. Format the paper as if you were to submit it to the head of your office. Design it with your office in mind (i.e. for situations that will come up in your line of work); however feel free to change any names, titles or such as you see fit to protect the internal integrity of your office. If currently between jobs, design procedures and such for either the last office you worked, or type of office in which you intend to work.

In-class Exercises

Each week will feature an in-class leadership or ethical exercise designed to reinforce the topic of that week.

Each week will include a discussion of current events of the week as appropriate.