

Edward J. Bloustein School of Planning and Public Policy,  
Rutgers, the State University of New Jersey

**LEADERSHIP IN PLANNING AND PUBLIC POLICY**  
34:833:686

Meeting dates: Tuesday February 13, February 27, March 6, April 3 and April 24, 5-8 p.m., CSB  
Room 277

Online and weekly conference calls, 5:15 to 6:15, beginning January 30

Instructor: Leonardo Vazquez, AICP/PP, Instructor ; Director, Professional Development Institute  
732-932-3822, x711 [vazquezl@rci.rutgers.edu](mailto:vazquezl@rci.rutgers.edu)

Office hours: Tuesdays, 4-5 p.m. and; Wednesdays 1-4 p.m., and by appointment

If you think leadership is mostly about offering visions and directing audiences, this course will surprise and challenge you. Leadership in Planning and Public Policy explores the complexity of leadership for public service professions. You will learn the difference between leadership and management, how leaders can appear at any level of an organization, techniques for collaborative leadership, ethical ways to persuade, and how effective leaders manage change. You will also better understand your preferred style and opportunities to exercise leadership. You will also get the chance to explore what you learn in the class by observing a leader in action. The course is equally useful to students in the planning or public policy programs.

Leadership in Planning and Public Policy is for students will benefit students who want to learn about leadership, as well as those who want to be effective leaders. The course will explore the following issues:

- Models of leadership
- Power and influence
- Strategic communications
- Building leadership capacity
- Leading in dynamic and diverse conditions
- Leadership and cultural competency

**Required Readings**

The course will use significant portions of three books:

- Bennis, Warren. (2003) On Becoming a Leader (“Bennis”)
- Bennis, Warren and Goldsmith, Joan. (2003) Learning to Lead: A Workbook on Becoming a Leader (“Goldsmith/Bennis”)
- O’Toole, James. (1994) Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Custom (“O’Toole”)

The cost of all three books together is likely to be less than \$60.

There will also be a reading packet, available at Pequod Copy and Print Center 119 Somerset Street, New Brunswick (near Efe’s Restaurant); and readings available online.

By the first day of class, the course instructor will have placed several of the books on reserve at the Alexander Library on College Avenue.

### Products

By the end of the class, students will produce two major deliverables:

- A case study of a current or recent leader, which will explore the issues addressed in the class<sup>1</sup>. The case study shall be a paper of 20 to 40 pages that assesses the subject's leadership styles and methods.
- A Personal Leadership Development Plan that each student can use as a guide for career and personal development. Students are welcome to use their findings from the exercises in Goldsmith/Bennis as core material for their plans.

In addition, students are required to actively contribute to the shared knowledge in the class through active engagement in classroom exercises and dialogues and by engaging in "reflection in action" in the online classroom. Reflections are statements of one to four paragraphs in which students talk about what they have learned or gained from that week's readings. A reflection is a valuable tool for helping a student understand the nuances of the readings. All further assignment guidelines will be available exclusively in the online classroom.

### Grading

The grading distribution will be as follows:

Product/Activity	Percentage of grade
Case Study	40
Personal Leadership Development Plan (PLDP)	20
In-person contribution (participation in exercises and dialogues)	20
Online contribution (reflection in action)	20
Extra credit for extraordinary effort	5
Extra credit for growth	5
Total potential percentage	110

In evaluating student work, the instructor will be looking for evidence that the student is working to:

- Comprehend the material covered in readings and in the classrooms. Students should feel comfortable asking questions and even making mistakes, because these show efforts to comprehend the course material. Silence conveys nothing.
- Apply the knowledge gained in the course to a subject outside of the course (the case study) and him- or herself (Personal Leadership Development Plan)
- Evaluate the knowledge gained in the course in relation to the student's pre-existing knowledge about leadership. Students should look at the material in this course, as in all courses, critically. *If there is something you read or hear in this course that you do not agree with, or that you believe is unconvincing, you should say so.*

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<sup>1</sup> Each student can choose the leader he or she wishes to study. However, if the student is unable to get personal contact with that leader, there must be enough written about the subject for the student to complete the case study at the same level as his or her peers.

- Create new understandings about leadership and the relationships of planning and public policy professionals to their communities and societies. Creation of new knowledge is the highest level of understanding.

**Keys to success in this class:**

- Come to class prepared. This means being ready to ask a question, raise a concern, or offer ideas.
- Demonstrate your knowledge of the reading materials. This does NOT mean that you have to quote a reading chapter and verse. But in your commentary, you should be able to reference the reading material in a general way.
- If you need to be absent for a class, please alert the instructor and make arrangements to demonstrate that you have completed the assignments for that week.
- Have the courage to make mistakes, to think out loud, and to ask questions. Leadership is more an art and craft than a science. You learn by exploring.

**About the Online Classroom**

This course will use the Sakai electronic classroom to make certain reading materials available at no fee, as a forum for addressing questions and comments about administrative matters or assignments, and for students to engage in “reflection in action.” The classroom will be available by the first day of class. You can access it at <http://sakai.rutgers.edu>.

**Matrix of Readings and Assignments**

Items available in the Online Classroom are marked (OC)

Items available in the Reader are marked ®

Readings available on reserve in the Library are marked (L)

**Additional notes:**

- All reflections will be due the Monday before class.
- You probably will not need to read the surrounding text of the exercises in Goldsmith/Bennis to complete them, but you should read it anyway.
- Please notice that some weeks there will be a heavy amount of reading, some weeks a light amount. Please pace yourself accordingly.
- If you wait until the last minute to complete the assignments, you will only be hurting yourself. The exercises in Goldsmith/Bennis are designed to help you become a more effective leader. To do the exercises well, you will need to give yourself time to think and reflect. There are almost no correct or incorrect answers to the questions in the homework exercises. The quality of the answers depends on your focus and energy.
- Page listings are given only for chapters of books for purchase or available in the library. If there is no page listing, the reading is the entire article or book chapter.

<i>Date</i>	<i>Topic</i>	<i>Read for this week</i>	<i>Assignment due</i>	<i>Notes</i>
Week of 1/31	Models of Leadership	<p>Rainey: “Leadership, Managerial Roles, and Organizational Culture” ®</p> <p>Bennis: “Mastering the Context” Pp. 1-30</p> <p>Mead: “Leadership that Exceeds Expectations” ®</p> <p><b>Recommended:</b></p> <p><i>Bennis: “Introduction to the Revised Edition” and “Introduction to the Original Edition” Pp. ix-xxxv</i></p> <p><i>O’Toole: “Christ Comes to Brussels” and “An Indelible Lesson in Values-Based Leadership” Pp. 1-36</i></p> <p>Svara: “Redefining Leadership in Local Government” Pp. 1-31 (L)</p>		
Week of 2/5	Power and Influence	<p>Hemmens: “Tugwell in New York” Pp. 345-372 ®</p> <p>Bennis: “Understanding the Basics” and “Knowing Yourself” pp. 31-65</p> <p><b>Recommended:</b></p> <p>Burns: “Leadership: Power and Purpose” Pp. 1-48 ®</p>	<p>Homework:</p> <p>Goldsmith/Bennis: “Bringing the Distinctions Home – An Exercise” and “Assessing Your Leadership Skills – An Exercise”</p> <p>Select leader for your case study</p>	

<i>Date</i>	<i>Topic</i>	<i>Read for this week</i>	<i>Assignment due</i>	<i>Notes</i>
Week of 2/12  <b>Meeting 5-8 p.m. 2/13</b>	Power and Influence	Kotter: “Power, Dependence and Effective Management” and “What Effective General Managers Really Do” ®	Homework: Exercises in “The Leadership Crisis” that we did not complete in class.	In-class exercise: Your super –powers  In-class exercise: Active listening and learning
Week of 2/19	Power and Influence	Burns: “Decision and Change”  Goleman: “Leadership That Gets Results”  Bennis: “Knowing the World” Pp. 65-92	Homework: Goldsmith/Bennis: “Personal Values for Effective Leaders – An Exercise” and “Powerful Goals for Leaders – An Exercise”	
Week of 2/26  <b>Meeting 5-8 p.m. 2/27</b>	Strategic Communicat ions	Vazquez: “Communicating for Results” (OC)  Birch: “An Urban View: Catherine Bauer’s Five Questions” ®  Bennis: “Deploying Yourself: Strike Hard, Try Everything” Pp. 105-132	Recommended: Draft of case study	In-class exercise: Elevator speeches and laser messages
Week of 3/5  <b>Meeting 5-8 p.m. 3/6</b>	Strategic Communicat ions	Liebersohn, Neuman, Bekerman: “Oh Baby, It’s Hard For Me To Say I’m Sorry: Public Apologetic Speech And Cultural Rhetorical Resources.” (OC)  Myers: “Political Argumentation and the Composite Argument: A Case Study” (OC)	Homework: Goldsmith/Bennis: The three exercises in “Creating and Communicating a Vision.”	

<i>Date</i>	<i>Topic</i>	<i>Read for this week</i>	<i>Assignment due</i>	<i>Notes</i>
Week of 3/19	Change Management	O'Toole: "Part Two: Followers Resisting Change – 'Change Resisted...' to 'Deming Ignored'" Pp. 153-200  Bennis: "Operating on Instinct" and "Moving through Chaos" Pp. 93-104, 133-144	Recommended: Draft of case study	
Week of 3/26	Change Management	O'Toole: "Part Two: Followers Resisting Change – 'Owen Unrecognized...' to 'Georges Comes to the Park...'" Pp. 201-262  Lynes and Dredge: "Going Green: Motivations for Environmental Commitment in the Airline Industry" (OC)	Recommended: Draft of case study	
Week of 4/2  <b>Meeting 5-8 p.m. 4/3</b>	Building Leadership Capacity	Norman and Servon: "More than Bricks and Sticks: Five Components of Community Development Corporation Capacity" (OC)  Oerlemans and Assouline: "Enhancing farmers' networking strategies for sustainable development." (OC)	Homework: Goldsmith/Bennis: Exercises from "Knowing Yourself"	
Week of 4/9	Building Leadership Capacity	Bennis: "Getting People on Your Side" and "Organizations Can Help or Hinder" Pp.145-180  <b>Recommended:</b> Burns: "Transactional Leadership" Pp. 257-400 (L)		
Week of 4/16	Leadership and Cultural Competency	Schein: "How to Study and Interpret Culture" pp. 145-194 ®  Mabokela and Madsen: "Color-Blind And Color-Conscious Leadership" (OC)	Homework: Goldsmith/Bennis: Exercises from "Maintaining Trust Through Integrity" and "Realizing Intention Through Action."	

<i>Date</i>	<i>Topic</i>	<i>Read for this week</i>	<i>Assignment due</i>	<i>Notes</i>
Week of 4/23  <b>Meeting 5-8 p.m.</b>	Leadership and Cultural Competency	Corson: “Emancipatory Leadership” (OC)  <b>Recommended:</b> Schein: “What Culture Is and Does” pp. 1-48 (L)	First draft of Personal Leadership Development Plan	
Week of 4/30	Cultural Competency	Schein: “How Leaders Create Organizational Cultures” and “How Founders And Leaders Embed And Transmit Culture: Socialization From A Leadership Perspective” Pp. 209-253		
5/3 by 5 p.m.	All final projects due Final case study and Personal Leadership Development Plan			

### **About the Instructor**

Leonardo Vazquez, AICP/PP is an Instructor at the Bloustein School and Director of the Professional Development Institute. Three years ago, he created The Leading Institute, an innovative leadership development program for mid-career professionals in community development and urban planning. Mr. Vazquez specializes in community development, organizational development, strategic communications, cultural competency and leadership development. You can read more about the instructor at [www.policy.rutgers.edu/faculty/vazquez.html](http://www.policy.rutgers.edu/faculty/vazquez.html)