

**Haas Center for Public Service, Stanford University**  
**Introduction to Public Service Leadership**  
**Education 126X Syllabus – Instructor’s Version**

**Course Description**

The course is designed as an introduction to the Public Service Leadership Fellows Program offered through the Haas Center for Public Service. Readings, discussions, in-class activities, assignments and guest speakers will be utilized to provide a foundation for the newly selected cohort of Public Service Leadership Candidates and to address the following learning objectives

- Identify personal values and passion(s) as they relate to leadership and life choices
- Begin to explore leadership theory as it relates to refining personal philosophy of ethical and effective leadership
- Begin to examine personal tendencies as a leader and identify strengths and areas for growth
- Develop a foundation and vision for a future of public service leadership
- Establish a community of peer leaders

Course will be offered in Winter Quarter and held in the Don Kennedy Conference Room, Haas Center for Public Service on Thursdays from 4-6PM.

**Instructors**

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**Required Texts/Readings**

Freire, P., & Ramos, M. B. (2000). Chapters 2 and 3. *Pedagogy of the Oppressed* (pp. 52-105). New York: Continuum International Publishing Group.

Heifetz, R. A., & Linsky, M. (2002). Chapter 1 - the heart of danger. *Leadership on the Line: Staying Alive Through the Dangers of Leading* (pp. 9-48). Boston, MA: Harvard Business School Press.

Holman, P., Devane, T., Cady, S., & Associates. (2007). Part I - Navigating Through the Methods. *The Change Handbook* (pp. 15-70). San Francisco, CA: Berrett-Koehler Publishers Inc.

Kettering Foundation. (2008). *Issue Book on Health Care*. Unpublished manuscript.

Kouzes, J., & Posner, B. (2004). *The Leadership Challenge* (Third ed.). San Francisco: Jossey Bass.

Meyerson, D. E. (2003). Chapter 1 - Who Tempered Radicals Are and What They Do. *Tempered Radicals: How Everyday Leaders Inspire Change at Work* (pp. 3-18). Boston, MA: Harvard Business School Publishing.

Meyerson, D. E. (2003). Chapter 9 - Tempered Radicals as Everyday Leaders. *Tempered Radicals: How Everyday Leaders Inspire Change at Work* (pp. 165-176). Boston, MA: Harvard Business School Publishing.

Moyer, B. (2001). Chapter 2 - the four roles of social movements. *Doing Democracy: The MAP Model for Organizing Social Movements* (pp. 21-41). Gabriola Island, Canada: New Society Publishers.

National Coalition for Dialogue and Deliberation. (2007). *What are Dialogue and Deliberation?*  
Retrieved 12/3, 2007, from [http://www.thataway.org/index.php?page\\_id=713](http://www.thataway.org/index.php?page_id=713)

Additional short topic and/or current events readings may be distributed in class throughout the quarter. Also, see the “Assignments” section below.

## **Directed Reading Requirements and Assignments**

### 1. Participation

Students are expected to attend each session. Each student is allowed one absence. An important part of the “material” for this course is what takes place during class: what you contribute to discussion; what classmates share in class, and what guest presenters offer by way of experiences and perspective on the week's topic. For these reasons, missing class constitutes a significant loss of real and potential learning. As a part of your obligation to the Leadership Fellows community, please email the list if you have to miss all or part of class for any reason.

A Public Service Leadership Fellow e-mail list has been created to make it easier for students to communicate with the group. The list is: [psleaders3@lists.stanford.edu](mailto:psleaders3@lists.stanford.edu).

### Community Building

To facilitate the building of a Leadership Fellows community within the context of the greater Haas Center community, we encourage you to make the Haas Center a "home" as well as to find ways to get to know the other Fellows outside of class. You are encouraged to use Haas resources, such as conference rooms and library books, to aid you in your public service endeavors.

2. Readings: Students are expected to read all assigned readings and come prepared to actively participate in class discussion.

### 3. Assignments:

A. Personal Bio for program website (Due: Week 2)

- Examples are listed on the Haas website under leadership

B. Ethical & Effective Service worksheet (Due: Week 3)

- Worksheet will be handed out and discussed in class

C. Service Map worksheet (Due: Week 5)

- Worksheet will be handed out and started in class

D. Leadership Practices Inventory – self assessment (Due: Week 5)

- The LPI form will be handed out in class and includes simple directions

E. Meeting with adviser and draft of Learning Plan (Due: Week 6)

- Make sure to sign up for a meeting time and bring your draft Learning Plan to review

F. The Power of Vision Meets the Power of Language: An Analysis (Due: Week 7)

- Find policy statements from three different presidential candidates about the issue you most care about in the 2008 election. What language do they each use? Which statement is more

compelling to you and why?

- G. Current reading on selected issue & reflection paper (Due: Week 8)
  - Find a current news or scholarly article about the public service issue that you care most about in order to continue to develop your expertise on the subject and write a personal response.
- H. Community Leader interview and reflection paper (Due: Week 8)
  - Details about community leader interviews and example questions are included in the program folder.
- I. Identification of Program Mentor (Due: Week 9)
  - Details about program mentor are included in the program folder
- J. Attendance at a skills training workshop during the quarter (Due: by Week 10)
  - Workshop topics, dates and times are included in your program folder and on the Haas website.
- K. Facilitate ice-breaker/team-builder activity during one class session (Due: by Week 10)
  - You'll be part of a team that needs to present and facilitate an icebreaker or teambuilding activity for the class. Since as leaders you will be responsible for creating of community of those you lead it is important to practice your facilitation skills. Your group will be responsible for working together to present a 5-10 minute activity at the start of class. You can either do a complete activity or if the activity you have selected will take longer than 10 minutes you can just teach the group how to do it and provide an example. Pick something that other class members could use with a group they are leading.
- L. Final reflection assignments and Learning Plan (Due: Week 10)
  - Turn in revised Leadership Learning Plan (including goals, priorities, how you plan to accomplish the goals and how you will assess your progress)
  - Redefine "leadership" - look back at your group definition and your individual definition and write what your current definition of leadership is
  - Emerging Leaders Retreat proposal and presentation
    - a. Your team will complete a final class project and presentation together due on our last class session
    - b. Your goal is to write a workshop/training proposal together for the 2008 Spring Haas Emerging Leaders Retreat. This Retreat will be for a group of about 20-25 Stanford freshmen who are interested in Public Service Leadership. Your proposal should be for a 90-minute session on a topic related to Public Service Leadership designed for this particular audience.
    - c. The written proposal should be 3-5 pages and include a title, abstract, presenter information, complete session description, learning goals, budget (if any), list of materials needed and a session evaluation plan.
    - d. Make your session not only something that would have been helpful for you as an emerging leader in public service, but also something that you would enjoy attending. Your group presentation should be a 6-8 minute overview of the proposal.
  - Final Personal Reflection Paper including discussion of the following points:
    - a. The social issue you are most passionate about

- b. What do you stand for? (think back to the World Café for ideas)
- c. Your values (think back to the card sort)
- d. Your personal service history
- e. What are your special skills?
- f. What are your weaknesses?

**Grading/Credit:**

This two-unit course is available on a credit/non credit basis only.

## Class Schedule

### **Week 1: Introductions and Overview - Jan 10th**

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In the first session, students will get to know each other and start to figure out what they have in common and what they bring to the community that is unique. We'll start with an icebreaker called "Mingling" outside where they answer various questions related to how they got to Stanford, why they are in the program, and their public service leadership background. We will use much of the class to review the requirements of the course and the program and answer any questions. We'll use an activity to brainstorm and gather our class norms together and then close with an activity called "Circle of Communities." During this activity students create a list of the various communities they belong to and then try to complete a circle as a group where each person is connected to the people on each side of them through a particular community. We'll close with a reflection on how we will use the course and the program to create a supportive community that recognizes our similarities and differences.

#### *Readings for next week:*

- "Soup-Kitchen Volunteers Hate College-Application-Padding Brat," *The Onion* (2003)
- Pedagogy of the Oppressed (Chapters 2-3, pp. 52-105)

### **Week 2: Setting the Stage: Public Service as a Context - Jan 17th**

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We'll start with an icebreaker about teamwork and communication as a model and students will sign up for small groups for their assignment to facilitate an icebreaker at one of the remaining class sessions. We'll do an activity together called "What is Service?" where students have an opportunity to think about and share their personal opinions about different types of public service and relate to each other. We'll then have a class discussion of The Onion article and how it relates to the Haas Center's "Principles of Ethical and Effective Service." We'll discuss the principles as a class and start a worksheet that they will finish for homework that asks them to look at their own public service work in light of the principles. Finally, we'll review the spectrum of public service using one social issue as an example and review and discuss all the ways that students can take the passion that they have for a certain issue and use different public service methodologies to make change. Students will start their Public Service map for the issue they care most about.

#### *Assignments Due:*

- Personal Bio

#### *Readings for next week:*

- Tempered Radicals (Chapter 1, pp. 3-18; Chapter 8, pp. 165-176)
- Leadership on the Line (Chapter 1, pp. 9-48)

### **Week 3: Setting the Stage: Leadership in Our Context - Jan 24th**

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We'll start with a teambuilding activity and follow-up on the Ethical and Effective Service worksheet assignment and discuss the week's reading. After that we'll get into small groups to discuss what "leadership" is and come up with a group definition to share with the class. We'll also take time to more fully explain all the remaining assignments for the course and answer any new questions. We'll start to introduce The Leadership Challenge as a leadership theory and do the "Characteristics of a Leader" activity together and compare our class answers to the Haas staff and the other cohort of Public Service Leadership Fellows.

*Assignments Due:*

- Ethical & Effective Service worksheet

*Readings for next week:*

- The Change Handbook (Part I, pp. 15-64)

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**Week 4: Personal Reflection for Leadership Development - Jan 31st**

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This week's class begins with a group teambuilding activity followed by the "Take-a-Stand Café" which is using the World Café dialogue technique and includes small group discussion, active listening and visual recording. In addition to the class members, various other professionals and Haas Center staff will also be participating to get to know the students and to share their learning.

Questions covered in the café include:

- What do you stand for?
- What caused these beliefs?
- What was unique about you in the conversation?

Finally we'll end with the values card sort activity and students will come up with their top 5 most important values to be used again in their final project.

*Readings for next week:*

- The Leadership Challenge

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**Week 5: Introduction to The Leadership Challenge - Feb 7th**

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We'll review the practices of The Leadership Challenge as a class, discuss the book and complete activities together to illustrate the principles including "Modeling the Way" reflections, the MLK Jr. speech "Inspire a Shared Vision" activity, the "Obstacles and Opportunities" activity, "Encourage the Heart Action Planning" and looking at our relationships as leaders to how we "Enable others to act."

*Assignments Due:*

- Service Map worksheet
- Leadership Practices Inventory (LPI)

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**Week 6: Individual Leadership Learning Plan - individual meeting; no class meeting**

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Instead of a regular class session, students will individually meet with their Public Service Leadership Fellows adviser to review their Learning Plan and their program progress. They will also have time to work in their small groups on their final projects and/or icebreakers.

*Assignments Due:*

- Meeting with adviser & draft of Learning Plan

*Readings for next week:*

- "What Are Dialogue and Deliberation?"
- NIF Issue Book on Health Care

## **Week 7: Communication for Leaders - Feb 21st**

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Students will have the opportunity to discuss the communication concepts from The Leadership Challenge more broadly including how it fits into their personal leadership journey and learning plan. Also Dialogue and Deliberation tools will be presented to give students new tools to engage communities and create reciprocal relationships. Students will work with the NIF issue book on Health Care before it is released to the public and hear from its main author about the challenges of public education to create public judgment.

### *Assignments Due:*

- The Power of Vision Meets the Power of Language: An Analysis

### *Readings for next week:*

- Doing Democracy: The MAP Model for Organizing Social Movements (Chapter 2, pp. 21-41)

## **Week 8: Understanding and Valuing Community - Feb 28th**

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This week's class is a simulation of a community board meeting. It includes students playing roles as board members and lobbyists for different issues. The lobbyists will have to develop plans for what the board should fund in the community using real San Mateo County statistics. Students will go through a complete simulated board meeting and the board will make final funding decisions.

### *Assignments Due:*

- Current reading on selected issue and reflection paper
- Community Leader Interview reflection paper

## **Week 9: Expressing Yourself as a Social Change Leader - Mar 6th**

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We'll debrief and reflect on the community board simulation and then look at many models of public service leadership. Using real world examples like "The Lemongrove Incident," the song "Strangefruit," and Billy Upski Wimsatt's "No More Prisons" Movement, we'll also explore the idea of what role your background plays in the way that you choose to approach social change.

### *Assignments Due:*

- Identified program mentor

## **Week 10: Final Reflections & Presenting your Passion (ext. session + dinner) - Mar 13th**

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The class will include individual presentations of their personal reflections and group presentations of their retreat proposal. The Emerging Leaders Retreat planning committee will be in attendance to hear the proposals and ask any clarifying questions.

### *Assignments Due:*

- Final reflection paper
- Learning Plan