Executive Leadership: Public Safety

2017 – 18 Syllabus
PA 5181 and PA 5182: Public Leadership I and II

Monthly face-to-face sessions will meet on the following dates at the location indicated:

<table>
<thead>
<tr>
<th>2016</th>
<th>Location</th>
<th>2017</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6</td>
<td>HHH 215</td>
<td>January 18</td>
<td>New Brighton Public Safety</td>
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<tr>
<td>September 7</td>
<td>HHH 215</td>
<td>February 15</td>
<td>Mpls EOTC</td>
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<td>October 5</td>
<td>St Paul Fire Dept</td>
<td>March 8</td>
<td>TBD</td>
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<td>November 9</td>
<td>Columbia Heights</td>
<td>April 12</td>
<td>Spring Lake Park Fire Dept</td>
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<tr>
<td>December 7</td>
<td>Target Corp</td>
<td>May 3</td>
<td>HHH-215</td>
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PROGRAM DIRECTOR AND PRIMARY INSTRUCTOR
Kevin Gerdes ● kgerdes@umn.edu ● 612.626.1337 ● 241 Humphrey School ● office hours by appt.

COURSE DESCRIPTION AND LEARNING OBJECTIVES
This program will be conducted in an integrated, cohort-based format. Aligned with the Humphrey School’s mission to “develop leaders to serve the common good in a diverse world” the courses focus on particular goals relevant to a mid-career audience of public safety leaders from the disciplines of law enforcement, fire, emergency management, emergency medical services (EMS), and military.

The program reflects values important to Hubert Humphrey himself: pragmatism, problem solving, and public service. Conceptually, we are drawing upon the work of national thinkers and experienced practitioners in public safety executive leadership, citizen engagement, and organizational change. We are guided by a theoretical framework emphasizing transformational leadership methods in the face of complexity.

Program Learning Objectives:
1. Understand the complexities and strategies for building community trust and legitimacy as a public service provider.
2. Learn about and develop executive leadership critical thinking skills in complex public safety organizational and cross-sector settings.
4. Expand capacity for inter-disciplinary collaboration and multi-cultural competence.
5. Develop reflective leadership skills to enhance ethical practice.
6. Build knowledge, skills, wisdom, and motivation to formulate public safety problems, fashion effective solutions, and build necessary coalitions of support to achieve public value and advance
the common good.
7. Build a trusting community of praxis.

REQUIRED TEXTS
We are using three books to anchor our course objectives—one that provides a deeper understanding of leadership capacity (Strengths-Based Leadership by Rath and Conchie), one that presents an introspective look at building on our internal strengths as a leader (Leadership from the Inside Out by Cashman), and one that will guide students through a problem-solving process with their Applied Leadership Project (A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving by Bardach). Additionally, the instructor will select other books and peer-reviewed journal articles that support the monthly topics of instruction, introduce theories and concepts to consider in modifying executive leadership practices. These readings will cut across the core course themes (understanding self, understanding systems, defining and assessing effectiveness, engaging others, and leading adaptive change across inter-disciplinary boundaries).

GENERAL DESCRIPTION OF CURRICULAR ACTIVITIES AND ASSIGNMENTS
The lead instructor, Dr. Kevin Gerdes, will integrate public safety leaders as guest speakers throughout the program, as well as faculty from the Humphrey School of Public Affairs to share assignments, lectures, and other course materials that will invite deeper engagement by students. There are some key components in every face-to-face meeting of the course.

- **Opening and Closing Circles.** Each month, beginning in September, a different student will host a morning “checkin” circle and a “checkout” circle at the end of the day. The purpose of circle is to engage deeply with one another on a particular question while building new relationships of trust and understanding. The circle host’s responsibility is to present a question that is related to a reading, a classroom activity, or contemporary topic that will facilitate individual reflection and response.

- **Applied Leadership Projects (ALP):** Each student will identify a real problem confronting their workplace or community that they are uniquely positioned to help address. Throughout the program, participants will apply course learning, readings, and writing to this problem. In this way, they will learn about their leadership tendencies, reflect on what is and isn’t working, and change their own behavior and implement new practices in their particular system. Graded assignments supported by this ALP include: an articulation of the project in September, monthly updates, a literature review and interim oral presentation in December, and a final presentation and paper in May. These assignments will comprise 50% or more of your overall grade.

- **Action Learning Project Circles:** Through a structured process informed by Parker Palmer’s Circle of Trust process, students will be assigned to a circle of 2-3 other students who will work to enable deeper learning about leadership practice presented in the Applied Leadership Projects. Written analysis and monthly update assignments will supplement circle meetings.
- **Reading Analysis.** Each month students will complete assigned readings. To deepen your understanding and application of these readings, you will be asked to post your reaction to online forums. The reactions should be substantive and integrative, posing questions, reacting to thoughts, challenging arguments in the readings, or applying concepts to issues you are grappling with in your own life. In particular, they should highlight:
  - Key elements and themes of the whole book and/or chapters/articles.
  - Your critical analysis of these issues, including supporting evidence (quotes, relevant page numbers).
  - Relevant experience or outside resources, which you bring to understanding the key themes.

You will also be asked to post two reactions to posts by your classmates (although you are free to do more); the postings should be substantive and offer critical responses to their contributions - exploring their relevance to you, posing questions, and making contradictory arguments. The online interaction will set the context for our face-to-face discussions of the readings. As such, students will be penalized for late postings.

- **Public Safety Case Studies:** Every month, participants will analyze a different case of a public safety problem relevant to our contemporary public safety environment. Using multimedia materials and a consistent problem-solving framework, participants will learn systematic analysis of public safety issues. They will present interim products to groups of peers and complete written and verbal communication assignments related to each.

- **Communications.** Students will engage in discussions, both online and in person, about themes and concepts presented in the curriculum. These discussions will challenge students to reflect on their own experience and opinions, while seeking to better understand perspectives of others. Finally, students will prepare and deliver three graded oral presentations to classmates and instructors on a variety of leadership topics to develop confidence and experience with communications as an executive leader.

- **Guest Speakers.** Every month, a different community leader will make a presentation on a topic to augment lectures, case studies, and readings to reinforce learning objectives.

- **International Fellows Only:** Since International Fellows are often participating in professional affiliation experiences that make it difficult for them to attend the final Public Safety Leadership session in May, they will make a “Same Sun” presentation to their International Fellowship peers on the application of learning to their home department. Public Safety Leadership students will also be invited to attend these presentations.
ASSIGNMENTS
Due dates and descriptions/instructions for each assignment can be found on the course Moodle site.

BREAKDOWN OF GRADE WEIGHTS BY SEMESTER

SUMMARY OF ASSIGNMENTS:

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<tr>
<th>Requirement</th>
<th>PA 5181: PSL I</th>
<th>PA 5182: PSL II</th>
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<tr>
<td>ALP Articulation of Intent</td>
<td>5%</td>
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<tr>
<td>ALP Oral Presentation</td>
<td>15% (Interim)</td>
<td>20% (Final)*</td>
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<tr>
<td>ALP Report</td>
<td>25% (Interim Lit Review)</td>
<td>30% (Final Paper)</td>
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<tr>
<td>Monthly ALP Update</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td>Monthly Reading Analysis</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Monthly Case Study Reactions</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Presentation on Leadership</td>
<td>5%</td>
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*NOTE: International students enrolled in the Spring 2-credit option will not make a final presentation in May; instead they will make a Same Sun presentation to their peers in the International Fellowship program, as well as Public Safety Leadership students who are able to attend.

REQUIRED AND RECOMMENDED MATERIALS
Please consult your Welcome Packet for a complete list of texts required for Fall 2017. Required texts for Spring 2018 will be announced by November. All other required materials are available on the course Moodle site.

The course materials look and feel more like executive development materials. Students are encouraged to maintain a journal to capture key concepts, theories, and quotations that will facilitate their learning and future application as an executive leader.

EVALUATION & PERFORMANCE CRITERIA
We will use student and instructor feedback to conduct ongoing assessment of curriculum, cohort composition, instructor effectiveness, and application of course instruction.

COURSE MEETINGS THAT OCCUR OUTSIDE OF REGULARLY SCHEDULED CLASS TIME
The entire body of students and faculty will not meet outside of regularly scheduled class time unless announced well in advance (e.g. the evening social event on Wednesday, September 6th).
ATTENDANCE REQUIREMENTS AND PENALTIES
Because there are so few on-campus, face-to-face sessions scheduled for this course, it is important for students to attend each month’s class. At the same time, we recognize that you are mid-career students with responsibilities that sometimes make it difficult to foresee disruptions to scheduled activities. We ask that you plan to attend all scheduled classes and to notify the instructor and seek approval when you must miss class. All absences must be excused in advance by Dr. Gerdes (except for sudden illness or emergency). Unauthorized absences will be reflected in your final grade, and repeated violations may result in removal from the course.

STATEMENT ON EXTRA CREDIT and POLICY ON GRADING LATE WORK
All homework assignments are due by 11 pm on the designated due date. You will be charged 5 points for each day past the due date, unless prior arrangements are made with the instructor. There are no opportunities for extra credit.

OTHER ACADEMIC ASSISTANCE
Some students experience particular challenges when returning to an academic setting after many years away. To assist you in improving your writing abilities, the University’s Center for Writing (http://writing.umn.edu/) offers individualized, free writing instruction, both face-to-face and online.

UNIVERSITY OF MINNESOTA ACADEMIC POLICIES

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”
**Scholastic Dishonesty:**
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf))

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html).

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: [http://www1.umn.edu/oscai/integrity/student/index.html](http://www1.umn.edu/oscai/integrity/student/index.html).

If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html](http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).

**Grading and Transcripts:**
The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents outstanding achievement relative to level necessary to meet course requirements (94% - 100%)
- A- 3.667 (90% - 93%)
- B+ 3.333 (87% - 89%)
- B 3.000 - Represents achievement significantly above level necessary to meet course requirements (83% - 86%)
- B- 2.667 (80% - 82%)
- C+ 2.333 (77% - 79%)
- C 2.000 - Represents achievement that meets the course requirements in every respect (73% - 76%)
C-  1.667 (70% - 72%)

D+  1.333 (67% - 69%)

D   1.000 - Represents achievement worthy of credit even though it fails to meet fully the course requirements (63% - 66%)

S   Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

**Appropriate Student Use of Class Notes and Course Materials:**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

**Sexual Harassment**
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

**Disability Accommodations:**
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course’s content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services:  http://ds.umn.edu/student-services.html.
Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility:
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. * When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. (Customize with names and contact information as appropriate for the course/college/campus.)

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".