

Strategic Leadership and Decision-Making PA 383E

Executive Master in Public Leadership Program
LBJ School of Public Affairs University of Texas at Austin

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Office: SRH 3.378

Office Hours: To be determined.

Spring 2015

OBJECTIVES, OVERVIEW, AND COURSE DESCRIPTION:

This advanced course for students in the Executive Master program will examine how leaders formulate coherent and effective strategies for policy-making in a complex and unpredictable environment. Readings and discussions will focus on planning, organization, persuasion, and adaptation to changing international pressures. The course will focus on case studies in leadership, as well as broader studies of strategic decision-making in the modern world. Students should gain a greater appreciation for what it means to be an effective strategist, policy-maker, and agenda-setter. They should also acquire a certain humility about the difficulties involved with fulfilling these often inhuman tasks.

STUDENT COURSEWORK RESPONSIBILITIES

Reading Assignments:

This course includes a significant, but reasonable reading assignment each week (usually between 100 and 200 pages.) Students are expected to read all of the assigned materials carefully and critically *before each seminar meeting*. Focus on each author's key arguments

and how they relate to larger concerns and debates – how is the author trying to change the way we think about strategy, leadership and decision-making? Interrogate narrative strategies – how does the author assemble his or her argument for the purpose of convincing the reader? Pay close attention to sources – how does the author “prove” his or her point? Most important, as the semester progresses think about how the assigned readings relate to one another – how is each author responding to other leaders and observers?

Assigned Readings for Purchase by Students:

Bennis, Warren. *On Becoming a Leader*

Burns, James MacGregor. *Leadership*

Clausewitz, Carl von. *On War*, edited and translated by Michael Howard and Peter Paret (Princeton: Princeton University Press, 1976). **Be sure to buy this exact version!**

Machiavelli, Niccolo. *The Prince*.

McPherson, James. *Tried by War*.

Sandberg, Sheryl. *Lean In: Women, Work, and the Will to Lead*

Weekly Response Essays:

Each week by **9:AM** on the **Thursday before class**, all students should post a short response essay on the course website (available through UT’s Canvas Course Management Website):

<http://canvas.utexas.edu/>.

This response essay should include 3 basic paragraphs. The first paragraph should summarize the key arguments in the readings and their significance. The second paragraph should analyze how the week’s readings relate to other course topics and course discussions. The third paragraph should offer the student’s critical assessment of

the week's readings: What was most persuasive? What was least persuasive? Which are the issues and questions that need more attention? What kind of new activities do the readings inspire?

Students are expected to read each other's weekly essays *before class*. They are also expected to comment substantively on each other's essays. The weekly essays and comments will provide a starting point for each week's class discussion.

Final Project: Group Strategy Briefings

The purpose of this course is to prepare students to become strategic planners, ready to advise and lead large complex organizations. This difficult task requires analytical sophistication, historical knowledge, and current awareness. It calls for effective team-work and persuasion of principals.

With this core purpose in mind, students will be responsible at the end of the semester for preparing a strategy briefing on current Texas state economic policy. Here are the guidelines:

1. Students will work in teams of 5 or 6, arranged by the middle of the semester.
2. Each team will prepare a strictly **15-minute presentation**.
3. The presentation will address the new **Governor, Greg Abbott**.
4. The presentation will answer the following questions:
 - a. **What economic strategy should Texas pursue for the next four years?**
 - b. How can the governor and his administration maximize the economic well-being of Texas?
 - c. How should the state of Texas define its economic priorities, and how should it pursue them?
 - d. What can the governor and his administration expect to achieve in the course of four years?
5. The teams will present their briefings in class during the last two seminars.

6. Based on the presentations and feedback, each team will submit a final 15-page written briefing by **Friday, May 15 at 5:pm**. Please submit final written briefings by email to: suri@austin.utexas.edu

The policy briefings will be judged by the following criteria:

1. Professionalism.
2. Attention to the requirements and demands of the assignment.
3. Quality of information.
4. Accuracy.
5. Coherence.
6. Analytical insight.
7. Usefulness.
8. Strategic wisdom.
9. Creativity.
10. Strategic Leadership.

STUDENT EVALUATION:

Weekly Response Essays and Comments	30%
Weekly Class Discussion Participation	30%
Final Project	40%

EMAIL POLICY:

Students are welcome to email the instructor at any time. I will try to respond as soon as possible, but I sometimes require a few days to answer each email.

IMPORTANT NOTE ON ACADEMIC INTEGRITY:

Students are expected to respect the LBJ School's standards regarding academic dishonesty. You owe it to yourself, your fellow students, and the institution to maintain the highest standards of integrity and ethical behavior. A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking, and paraphrasing, can be found at the web page of the Office of the Dean of Students (http://deanofstudents.utexas.edu/sjs/acint_student.php) and the Office of Graduate Studies (<http://www.utexas.edu/ogs/ethics/transcripts/academic.html>) The University has also established disciplinary procedures and penalty guidelines for academic dishonesty, especially Sec. 11.304 in Appendix C of the Institutional Rules on Student Services and Activities section in UT's General Information Catalog.

STUDENTS WITH DISABILITIES

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities (SSD), at (512) 471-6259 [voice] or (866) 329-3986 [video phone].

COURSE OUTLINE AND READING ASSIGNMENTS

Seminar Week 1.

Saturday, January 10, 12:30pm – 5:00pm **special time, first week only

Topic: What is Leadership?

Reading: James MacGregor Burns, *Leadership*, pages 1-46.

James Q. Wilson, *On Character*, pages 11-23 ** scanned excerpt from Wilson on Canvas.

Seminar Week 2.

January 23

Topic: What is Strategy?

Reading: Carl von Clausewitz, *On War*, pages 75-169, 379-89, 566-73, 617-37.

Seminar Week #3

February 6

Topic: What is Power?

Reading: Machiavelli, *The Prince*, all.

Seminar Week #4

February 20

Topic: Leadership Types

Reading: James MacGregor Burns, *Leadership*, pages 141-397.

Seminar Week #5

March 6

Topic: Lincoln as Thinker

Reading: James McPherson, *Tried by War*, all.

Seminar Week #6

March 20

Topic: FDR as Visionary

Reading: Samuel Rosenman, *Working with Roosevelt* (New York: Harper and Brothers, 1952), pages 1-162. **scanned text available on Canvas

Seminar Week #7

March 27

Topic: LBJ, Richard Russell, and Legislative Power

Reading: Robert Caro, *Master of the Senate* (New York: Alfred Knopf, 2002), pages 164-350 **scanned text available on Canvas

Seminar Week #8

April 10

Topic: Women as Leaders

Reading: Sheryl Sandberg, *Lean In: Women, Work, and the Will to Lead*, all.

Seminar Week #9

April 24

Topic: Kissinger as Strategist

Reading: Jeremi Suri, *Henry Kissinger and the American Century*, chapters 4 and 5. **scanned text available on Canvas

Seminar Week #10

May 8

Topic: Building Personal Leadership Capacity

Reading: Warren Bennis, *On Becoming a Leader*, all.