PADP 8420

LEADERSHIP IN PUBLIC SERVICE

Fall Semester, 2018 Thursday, 3:30-6:15

202 Baldwin Hall

Instructor: Hal Rainey Office hours: Tuesday, 1-3 P.M.,

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Any organized activity needs effective leaders, and we definitely need good leaders at all levels in government and nonprofit organizations. Experts on public administration, however, have argued that government and the nonprofit sector face special challenges in developing excellent leaders. Compared to business firms, government invests less in leadership development. Many government agencies and nonprofit organizations, however, do devote a lot of attention to developing skillful leaders. Many excellent leaders work in government and nonprofit organizations. This course provides opportunities for students to develop their leadership knowledge and skills, and involves students in consideration of how to meet the challenges of improving leadership in the public and nonprofit sectors.

Scholars and practitioners in public administration also face the challenge of deciding how to use the elaborate body of research and theory on leadership. Most of this material has been developed by researchers in management and in industrial/organizational psychology, who devoted little explicit attention to leadership in government and nonprofit settings. They have often studied leadership in such settings and drawn generic conclusions, as if there is nothing unique about such settings. In addition, the literature ranges from arcane academic research to glib aphorisms and anecdotes from practicing managers or experienced consultants. This variety of perspectives arises from the problem that there exists no consensus on how to learn about leadership.

This course approaches these challenges in several ways. It covers theories and advice about leadership from the management literature, including the most recent developments in that field. A second section of the course covers biographical analyses of innovative leaders in government and nonprofit organizations, and a book providing practical suggestions for leaders in government. Students will work on a book project of their choice.

Objectives for the Course:

1. Students will become well informed in leadership theory and research, with a knowledge of all prominent theories and of related research methods and results.

2. Students will learn about advice and guidance for handling practical challenges of leadership in organizations, such as running a meeting effectively, dealing with difficult employees and colleagues and leading teams.

3. Students will become well informed about leadership development strategies.

4. Students will apply leadership concepts and behaviors through exercises, case studies, and oral reports.

Attendance Policy:

Students in this class display very high levels of conscientiousness about class attendance and participation. Due to misunderstandings on the part of a very few students, however, there is an attendance policy. Students’ participation grades will be reduced for absences from class. Any student who misses more than two classes should expect to receive a grade no higher than “B” in this course. Major professional obligations or personal emergencies will, of course, not be counted against students under this policy. Students should consult with the professor about such unavoidable absences. For the overwhelming majority of our students, this policy can be regarded as irrelevant, because it will not apply to them. Students who are frequently late to class or who leave early should also expect to have their participation grade reduced.

Books:

Doig, Jameson W., and Erwin C. Hargrove, *Leadership and Innovation*. Baltimore: Johns Hopkins University Press, 1988. (Abridged paperback edition).

Newell, Terry, Grant Reeher, and Peter Ronayne, *The Trusted Leader: Building the Relationships That Make Government Work.* Los Angeles: Sage, 2012.

Yukl, Gary. *Leadership In Organizations*, 8th edition. Upper Saddle River, New Jersey: Prentice-Hall, 2013.

Additional readings will be assigned, not to exceed two professional journal articles per class period, with at least two weeks advance notice.

Assignments and Grades:

Course paper: 35%

Final Exam: 40%

Participation: 25% (Participation includes in-class reports and presentations, participation in case exercises, submission of required notes, attendance, and active, well-informed engagement in discussions of cases, exercises, and examples).

These assignments are subject to written revision by the third week of the course. We will discuss having a midterm exam.

Schedule:

Aug. 16: Introduction and Overview. "Safety Belt" exercise.

PART ONE: LEADERSHIP THEORY, RESEARCH, AND PRACTICE

Aug. 23: Yukl, Chapters 1 and 2. Doig and Hargrove (DH), Chapter 1.

Chap. One: Introduction: The Nature of Leadership

Chap. Two: The Nature of Managerial Work

Hal reports on first chapters of Yukl and DH.

Discussion Questions and Case Exercises

Aug. 30: Yukl, Chapters 3 and 4.

Chap. Three: Effective Leadership Behavior

Chap. Four: Leading Change and Innovation

Discussion Questions and Case Exercises

Sept. 6: Yukl, Chapters 5 and 6.

Chap. Five: Participative Leadership and Empowerment

Chap. Six: Leadership Traits and Skills

Discussion Questions and Case Exercises

Sept. 13: Yukl, Chapter 7 and 8.

Chap. Seven: Contingency Theories and Adaptive Leadership

Chap. Eight: Power and Influence Tactics

Discussion Questions and Case Exercises

Sept. 20: Yukl, Chapters 9 and 10.

Chap. Nine: Dyadic Relations and Followers

Chap. Ten: Leadership in Teams and Decision Groups

Discussion Questions and Case Exercises

Sept. 27: Yukl, Chapters 11 and 12.

Chap. Eleven: Strategic Leadership in Organizations

Chap. Twelve: Charismatic and Transformational Leadership

Discussion Questions and Case Exercises

Oct. 4: Introduction to Doig and Hargrove and Newell, et al.

Hal introduces the Doig and Hargrove and the Newell, et al books.

Union Chemicals Role Play Exercise.

Oct. 11: Yukl, Chapter 13.

Chap. Thirteen: Ethical, Servant, Spiritual, and Authentic Leadership

Discussion Questions and Case Exercises

Baxter Manufacturing Role Play Exercise.

Oct. 18: Yukl, Chapters 14 and 15.

Chap. Fourteen: Cross-cultural Leadership and Diveristy

Chap. Fifteen: Developing Leadership Skills

Chapter Sixteen: Overview and Integration

Discussion Questions and Case Exercises.

PART TWO: EFFECTIVE, INNOVATIVE, AND TRUSTED LEADERS

IN THE PUBLIC AND NONPROFIT SECTORS

Oct. 25: Biographies of Effective, Innovative Leaders in the Public and Nonprofit Sectors.

Doig and Hargrove: *Leadership and Innovation*, entire volume.

Class reports and discussion about leaders profiled in Doig and Hargrove.

Nov. 1: Biographies of Effective, Innovative Leaders in the Public and Nonprofit Sectors. (Continued)

Doig and Hargrove: *Leadership and Innovation*, entire volume.

Class reports and discussion about leaders profiled in Doig and Hargrove.

Effective, Innovative, and Trusted Leaders.

Newell, Reeher, and Ronayne,Chaps. 1-6.

Class reports on Chapters 1-6.

Nov. 8: Effective, Innovative, and Trusted Leaders. (Continued)

Newell, Reeher, and Ronayne,Chaps. 7-13.

Class reports on Chapters 7-13.

Nov. 15: Class reports on individual book projects.

Nov. 22: Thanksgiving holiday. No class.

Nov. 29: Class reports on Individual book projects.

Dec. 6: Final Examination. Course Project Paper Due.

**Book Report**

Students will submit a five to ten page book report by December12. This will involve reading, reviewing, and critiquing a book concerned with a topic related to leadership. Guidelines and a format for the book report will be provided in class. Each student will also make a presentation to the class, based on the student’s project. Examples of books and topics include the following:

Bernard Bass, *Leadership and Performance Beyond Expectations* or *Transformational Leadership*.

Robert Behn, *Leadership Counts*.

John Bryson and Barbara Crosby, *Leadership for the Common Good.*

Steven Cohen and William Eimicke, *The New Effective Public Manager.*

Terry L. Cooper and Dale Wright, *Exemplary Public Administrators.*

Terry L. Cooper, *The Responsible Administrator.*

Delmer Dunn, *Politics and Administration at the Top.*

Michael Dukakis and John Portz, *Leader-Managers in the Public Sector.*

James G. Hunt, *Leadership: A New Synthesis.*

Patricia Ingraham (Ed.) *Leadership: The Challenge and the Opportunity.* Symposium in *American Review of Public Administration*, December, 2006.

James M. Kouzes and Barry Z. Posner, *The Leadership Challenge.*

Edward Lawler, *The Ultimate Advantage: Creating the High-Involvement Organization.*

Richard A. Loverd, *Leadership for the Public Service.*

Laurence Lynn, *Public Management as Art, Science, and Profession.*

Mark Moore, *Creating Public Value.*

Ricardo Morse and Terry Buss (Eds.), *Innovations In Public Leadership Development*

Ricardo Morse, Terry Buss, and C. M. Kinghorn (Eds.), *Transforming Public Leadership for the 21st Century.*

James L. Perry (Ed.), *The Jossey-Bass Reader on Nonprofit and Public Leadership.*

Norma Riccucci, *How Management Matters*, or *Unsung Heroes.*

James H. Svara, *Facilitative Leadership in Local Government.*

Montgomery Van Wart, *Dynamics of Leadership in Public Service.*

One can also choose many related topics, such as specific leaders--for example, Shirley Chisholm, Hilary Clinton, Mahatma Ghandi, Nancy Hanks, Martin Luther King, Nelson Mandela, George Marshall, Angela Merkel, Golda Meir, Franklin or Eleanor Roosevelt, Harry Truman. Students have delivered excellent papers and presentation about other, less famous leaders, as well as about topics such as organizational change and innovation, teams and teamwork, presidential leadership, and many others.