

PADP 8420  
LEADERSHIP IN PUBLIC SERVICE  
Fall Semester, 2019    Tuesday, 3:30-6:15  
307 Baldwin Hall

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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 and managers work in government. 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 (although 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 diversity 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 choosing.

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, leading teams, and other challenges.
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 some recent misunderstandings on the part of a very few students, however, there is now 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. 20: Introduction and Overview. "Safety Belt" exercise.

### PART ONE: LEADERSHIP THEORY, RESEARCH, AND PRACTICE

Aug. 27: Yukl, Chapters 1 and 2. Doig and Hargrove (DH), Chapter 1. Newell, et al (Newell), Section 1.

Chap. One: Introduction: The Nature of Leadership  
Chap. Two: The Nature of Managerial Work  
Hal introduces DH, Chapter 1, and Newell, Section 1 (Introduction and Chap. 1)  
Discussion Questions and Case Exercises

Sept. 3: Yukl, Chapters 3 and 4.

Chap. Three: Effective Leadership Behavior  
Chap. Four: Leading Change and Innovation  
Discussion Questions and Case Exercises  
Read DH, Chap. 2 and Newell, Chaps. 2 & 3.

Sept. 10: Yukl, Chapters 5 and 6.

Chap. Five: Participative Leadership and Empowerment  
Chap. Six: Leadership Traits and Skills  
Discussion Questions and Case Exercises  
Read DH, Chap. 3 and Newell, Chaps. 4 & 5.

Sept. 17: Yukl, Chapter 7 and 8.

Chap. Seven: Contingency Theories and Adaptive Leadership  
Chap. Eight: Power and Influence Tactics  
Discussion Questions and Case Exercises  
Read DH, Chap. 4 and Newell, Chaps. 6 & 7.

Sept. 24: Yukl, Chapters 9 and 10.

Chap. Nine: Dyadic Relations and Followers  
Chap. Ten: Leadership in Teams and Decision Groups  
Discussion Questions and Case Exercises  
Read DH, Chap. 5 and Newell, Chaps. 8 & 9.

Oct. 1: Yukl, Chapters 11 and 12.

Chap. Eleven: Strategic Leadership in Organizations  
Chap. Twelve: Charismatic and Transformational Leadership  
Discussion Questions and Case Exercises  
Read DH, Chap. 6 and Newell, Chaps. 10 & 11.

Oct. 8: The Public and Nonprofit Context of Leadership  
Group Decision Exercise

Rainey, *Understanding and Managing Public Organizations*, Chaps. 1-3,  
and Chaps 4-5 (recommended).  
Union Chemicals Role Play Exercise.

Oct. 15: Yukl, Chapter 13, and Group Decision Exercise.

Chap. Thirteen: Ethical, Servant, Spiritual, and Authentic Leadership  
Discussion Questions and Case Exercises  
Baxter Manufacturing Role Play Exercise.  
Read DH, Chap. 7 and Newell, Chaps. 12 & 13.

Oct. 22: 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. 29: 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. 5: 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. 12: Effective, Innovative, and Trusted Leaders. (Continued)

Newell, 7-13.  
Class reports on Chapters 7-13.

Nov. 19: Class reports on individual book projects.

Nov. 26: Thanksgiving week. No class. (There is one extra class on the schedule, as a class, we will decide as a class which date we want to use as the extra class—i.e., no class)

Dec. 3: Class reports on Individual book projects.

Dec. 10: Final Examination. Book Report Due.

## Book Report

Students will submit a five to ten page book report by December 12. 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. 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 (Hillary Clinton, Margaret Thatcher, Golda Meier, Harry Truman, Eleanor Roosevelt, Franklin Roosevelt, Martin Luther King, Mahatma Ghandi, U.S. Grant, Nelson Mandela, George Marshall, Nancy Hanks, Shirley Chisholm, Harriet Tubman), or leadership of organizational change and innovation, leading teams and teamwork, presidential leadership, and many others.