

**PADP 8420 – Leadership in Public Service**  
**University of Georgia**  
**Fall 2020**

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Course time: Wednesdays, 7:15-10:00 pm  
Course location: Caldwell 204  
Zoom Office hours: Tuesdays, 12:00 -1:00 or  
by appointment

### **COURSE OVERVIEW AND OBJECTIVES**

This course provides students with an overview and introduction to the theory and practice of leadership as it relates to public administration. Upon successful completion of the class, students will be able to understand and apply leadership theories to address managerial and organizational issues in contemporary public and nonprofit organizations.

Although this course may help strengthen several all 5 key competencies highlighted by the MPA Program, it contributes the most to:

#### Competency 1: To Lead and Manage in Public Governance

Students will learn the implications of the unique political and legal environment in the public sector and its human management implications. They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.

Competency 3: To strengthen your ability to Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions by developing your ability to collect, analyze and interpret data to provide effective reasoning for decision-making

#### Competency 5: Communicating with a Diverse Workforce ~~and Citizenry~~

Students will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative ~~and policy~~ decisions. Students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills

**Note: This syllabus provides a general plan for the course; deviations may become necessary as the semester progresses.**

### **REQUIRED TEXTS**

Blanchard, K., & Johnson, S. (2015). *The new one-minute manager*. New York, HarperCollins.

Blanchard, K., Zigarmi, P. & Zigarmi, D. (2013). *Leadership and the one minute manager: Increasing effectiveness through situational leadership II*. New York, HarperCollins.

These can be purchased used/cheaply online BUT be sure to get the correct editions (see underlined key information). Additional assigned readings available on the e Learning Commons course site. Students will be expected to complete the readings **before** attending the

class session for which they are assigned. The instructor reserves the right to conduct quizzes on the reading as part of the course participation grade.

## **ATTENDANCE AND PARTICIPATION**

We are fortunate to have a room that allows all students to attend in a socially distanced way (Masks still required! This will be an evidence based classroom) so my hope is that the class will be mostly in-person (face-to-face) until the training modules (Zoom/Kaltura) presentations begin (out of fairness to all students, all modules will be done the same way). In attempt to limit our time in the classroom, I may require that you to watch some videos or think through some cases before we meet in-person. After November 11 it will be all online (a mix of synchronous and asynchronous). If/When possible, the instructor will record the lectures (via Kaltura or Zoom) so they can be watched later but the quality and even existence of those recordings depend on iffy technology (and iffier faculty ability...I was kicked out of film school, acting school and preschool although the latter was for eating glue not the complete lack of ability) and cannot be guaranteed. If recording the lecture itself is not possible, I will provide either lecture notes or a synopsis recorded after the class session.

Each class builds on material learned in previous class sessions and will often cover some important material not covered in the assigned readings. As a result, even if a student manages to master the required text and all supplemental readings, it is likely that they will be insufficiently prepared for the assignments/examinations. If you must miss a class, it is your responsibility 1) hand in assignments due prior to the beginning (late work will be penalized) and 2) to obtain complete information from on that class and any assignments due the following week from another student and 3) review any recording/notes provided by the professor. A portion (if not all) of your participation grade may be assigned based on peer evaluations of a student's performance on group assignments.

## **ACADEMIC HONESTY** (<https://ovpi.uga.edu/academic-honesty>)

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

## **SPECIAL ACCOMMODATIONS**

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor and work with the Disability Resource Center (<http://drc.uga.edu/students/register-for-services>) to develop an accommodation plan. The student is responsible for providing a copy of that plan to the instructor. If you have an underlying medical condition that places you at a high risk of developing a serious case of COVID-19, you may request an accommodation through the Disability Resource Center (DRC) at [drc@uga.edu](mailto:drc@uga.edu) or 706-542-8719 ([https://drc.uga.edu/content\\_page/student-accommodation-guidelines](https://drc.uga.edu/content_page/student-accommodation-guidelines))

Make-up exams and Incomplete or "I" grades are permitted in only extremely rare circumstances. The instructor has the right to (1) require documentation and proof of the need for the make-up

exam or “I” grade (2) require the completion of different versions of assignments missed and/or (3) impose a grade penalty for a missed exam or Incomplete grade in the course. Please let the instructor know as soon as you see a problem developing. Any students wishing to withdraw from the course must follow the University’s course withdrawal procedures.

***Last day to withdraw from full semester classes: October 27, 2020.***

## **EXAMINATIONS**

Two examinations will be administered covering topics covered by the class lectures and assigned readings. The mid-term exam will (hopefully) be an in-class, closed book exam covering material covered in the lectures and readings. Students who cannot be in class on the scheduled exam date must ***inform (and when possible seek approval)*** with the instructor ***prior*** to the date in question. Failure to do so will result in a failing grade for the exam. The final exam will be a take home exam covering topics raised by the class lectures, assigned readings and student training modules. Both exams are expected to be individual work.

## **GROUP CASE STUDY MEMO**

Each student will work within their assigned group case to analyze a case and produce a 2-3 page memo (memo format, single space, 12pt Times Roman font, 1 inch margins) outlining your analysis of the case and proposed solution. The memo should be practitioner oriented but incorporate relevant theoretical and empirical material covered in the course. The memo must be written in a clear and concise (readable) manner and give the reader confidence in the thoroughness of your analysis (that it addresses the major issues and stakeholders) as well as the appropriateness of your solution (not only identifying the solution’s strengths and weaknesses but also why is it better than other solutions). Grammar, spelling, sentence structure, and professionalism will affect your grade.

## **EVIDENCE (RESEARCH) BASED TRAINING MODULES**

The objective of this assignment is for you and two partners to work together to prepare and present a short (20 minutes plus Q&A) “how-to” training session on an important and specific leadership issue that supervisors face. Drawing on leadership and human resource research/theory, highlight the issues importance and strategies the supervisor/manager can take to address it. Note that in addition to giving advice on the specific topic, you will need to use what you learn in class lectures/readings to motivate your audience to listen to you and take your advice. Also remember that you need to provide advice that is not just supported by strong research/theory but also recognizes legal issues and common agency rules/practices. Your grade will not only reflect the quality/professionalism of the presentation but also how helpful (and motivating) and supported by research/theory it is (consultants, trainers and news/magazine articles are too often full of crap as their job is to sell their services not actually give good advice). You will present your training module synchronously (live video) to me and students via Zoom or Kultura but also must record your presentation for students who cannot attend. Use visual aids (PowerPoint and handouts) to increase the professionalism and effectiveness of your presentations. Material learned from these presentations will be a major part of the final exam.

All topics and main sources must be preapproved. Draft presentations (powerpoints and handouts) must also submitted for feedback at least 7 days before the presentation.

Some Potential Topics:

Rewarding/Retaining Agency employees  
Diversity in the workplace  
Leading Virtual Teams/Teleworkers  
Managing Stress/Work Demands  
Time Management & Planning Tools  
Crisis Management

Firing/Reprimanding Agency employee  
Conflict Management  
Mentoring/ Employee development  
Leadership and Social Media use  
Leading during Furloughs/Layoffs  
Ethical Issues in Leadership

Some Potential Sources:

Academy of Management Executive\*  
Academy of Management Journal  
Harvard Business Review\*  
Human Resource Management Journal  
International Journal of Human Resource Management  
Journal of Business Ethics  
Journal of Leadership Studies  
Public Administration Review  
\*More practitioner oriented

Academy of Management Perspectives\*  
Academy of Management Review  
Human Resource Magazine\*  
Human Resource Management Review  
Jnl of Public Administration Research & Theory  
Leadership Quarterly  
Review of Public Personnel Administration

## GRADING

Midterm Exam	30%
Group Case Study Memo	25%
Evidence Based Training Module	25%
Final Examination	15%
Participation/Attendance	5%

Any assignment (including the final exam) not handed in at the beginning (in person) or before (if not in attendance) class on the day it is due will be penalized at least 1 letter grade. Grading penalties increase by 1 letter grade for additional each day an assignment is late.

## WEEKLY SCHEDULE

8/26 Introduction to Leadership, Work Motivation & Organizational Change

9/2 Employee Motivation

Chapter 7 (eLC) from Robbins, S.P. & Judge, T.A. (2017). *Essentials of Organizational Behavior*. (14<sup>th</sup> ed.). New York, NY: Pearson.

9/9 Employee Motivation continued

Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of management review*, 32(2), 393-417.

Bellé, N. (2014). Leading to Make a Difference: A Field Experiment on the Performance Effects of Transformational Leadership, Perceived Social Impact, and Public Service Motivation. *Journal of Public Administration Research and Theory*, 24(1), 109-136.

9/16 Leadership: Power

Chapters 6 (parts 1 & 2) from Yukl, G.. (2010). *Leadership in Organizations* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Grant, A. M., & Patil, S. V. (2012). Challenging the norm of self-interest: Minority influence and transitions to helping norms in work units. *Academy of Management Review*, 37(4), 547-568.

- 9/23 One Minute Manager      **\*\*Email your proposed group training module topic\*\***  
All of Blanchard & Johnson, 2015
- 9/30 MIDTERM EXAM
- \*10/1\* Watch Leisha DeHart-Davis and Kim Nelson talk (1-2 pm but it will be recorded if the time is not convenient) about their research on gender and public sector leadership.
- 10/7 Midterm Feedback & Introduction to Leadership (Traits & Personality)  
Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 76(6), 82-91.  
Also <https://hbr.org/2015/06/quiz-yourself-do-you-lead-with-emotional-intelligence>  
<https://www.psychologytoday.com/us/tests/personality/emotional-intelligence-test>
- 10/14 Leadership: Behaviors & Contingency Theories  
All of Blanchard, Zigarmi & Zigarmi, 2013
- 10/21 Leadership: Feedback, Communication & Participation  
Moss, S.E. & Sanchez, J.I. (2004). Are your employees avoiding you? Managerial strategies for closing the feedback gap. *Academy of Management Executive*, 18(1), 32-44
- 10/28 In class Case Exercise
- 11/4 Work Groups & Teams      **\*\*Group Case Memos Due\*\***  
Hällgren, M., & Buchanan, D. A. (Forthcoming). The dark side of group behavior: Zombie apocalypse lessons. *Academy of Management Perspectives*  
**\*\*Additional reading to be announced**
- 11/11 Evidence Based Training Modules (delivered live and recorded via Zoom or Kultura)
- 11/18 Evidence Based Training Modules (delivered live and recorded via Zoom or Kultura)
- 11/25 No Class
- 12/2 Evidence Based Training Modules (delivered live and recorded via Zoom or Kultura)
- 12/9 Wrapping up & a few helpful project management tools (will be online)
- 12/15 **FINAL EXAM Due** (must send it to and receive confirmation of receipt by midnight)

## **HEALTH & SAFETY**

Everyone has a critical role to play as we work together to protect the health and safety of every member of the Bulldog Nation.

**Face Coverings.** Effective July 15, 2020, the University of Georgia requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons (contact Disability Services at <https://drc.uga.edu/>)

**\*\*Per CDC guidance, Masks with valves will not be allowed\*\***

**DawgCheck.** By coming to campus, you are acknowledging that you have checked, and do not have, symptoms of COVID-19. Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website <https://dawgcheck.uga.edu/>—whether you feel sick or not to help health providers monitor the health situation on campus. UGA is using a notification application to remind you daily to check for symptoms prior to coming to campus and self-report in the event you display COVID-19 symptoms. If you report symptoms, the University follows a confidential process for securely notifying health officials who can begin contact tracing and provide appropriate support services.

**Keeping a safe distance.** In all public spaces (including stairwells, halls, offices, bathrooms, classrooms, and labs), please maintain six feet between you and others. The seating capacity in your classroom has been modified to allow for social distancing. Please sit in designated, marked seats. In all public spaces, including classrooms, you should not remove signage or re-arrange furniture, even if it appears that furniture is not being used. To help maintain distance, please keep right, where possible.

**Don't congregate.** If you want to spend some time chatting with someone, please take it outside or online. We are also requesting that you enter and exit, staying outside of the building as long as practicable before your class begins and then leaving quickly when the class is finished.

**Keeping it clean.** Cleaning and disinfecting of public spaces are important to reduce the risk of exposure to COVID-19. There are sanitation wipes/buckets near your classroom. *Prior to heading in to class*, you should take a wipe from the station and wipe down all high-touch surfaces associated with your seat. You should help further slow the spread of the virus by frequently washing your hands. Bathrooms will be cleaned frequently during the day

**What do I do if I have symptoms?** Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

**What do I do if I am notified that I have been exposed?** Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

**How do I get a test?** Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests.

**What do I do if I test positive?** Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.