

PADP 8420 – Leadership in Public Service
University of Georgia
Fall 2024

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Course time: Thursdays, 6:15-9:00 pm
Course location: Gwinnett Campus, room 118
Zoom Office hours: Tuesdays, 5:00-6:00 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.

Objectives for the Course:

1. Students will be able to identify describe and explain the prominent motivation and leadership theories as well as the research on those theories.
2. Students will be able to identify describe and explain the functions and common (often inevitable) challenges of leadership in organizations.
3. Students will learn to use theory/research to identify, generate and evaluate advice/strategies for handling the practical challenges of leadership in organizations, such as increasing employee engagement, running a meeting effectively, dealing with difficult employees and colleagues, leading teams, leading change, and other challenges.
4. Students will identify and apply the insights from leadership theory/research insights and behaviors through exercises, case studies, and presentations.

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.

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 READINGS

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 will be available on the eLC 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

Given the technical nature of this course, attendance at every class meeting is especially important. Each class builds on material learned in previous class sessions and will often cover some important material not covered in the assigned readings. Students are expected to be in class (on time) as both attendance and participation will be considered in overall evaluations of performance. The instructor reserves the right to give quizzes in class to encourage or evaluate participation in the lectures/readings (no late or make-up quizzes will be allowed).

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 notes and information about any assignments due the following week from another student.

COMPUTER, TABLET, CELL PHONE & OTHER DEVICE USE

Laptop computers and tablets (i.e. iPads) may be used during class sessions for note taking ONLY. ANY instance of unapproved use of laptop computers or tablets in the classroom will result in your laptop/tablet privileges being revoked for the remainder of the semester. Cell phones and other electronic devices must remain off and stored out of sight at all times during class.

Prohibition on Recording Lectures. In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation (or are given access to recordings of course lectures by the professor) are expected to:

- ✓ Use the records only for personal academic use during the specific course.
- ✓ Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- ✓ Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- ✓ Not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings.
- ✓ Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

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. 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.

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 21, 2024.

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.

REFLECTION MEMOS/EMAILS

While everything is still fresh (within 3 days of class and no later than Sunday by midnight) Write and send me an email describing 2 of the most important takeaways from the most recent class. For each take lesson learned, describe the lesson learned and why you think it is important/useful (2-4 sentences). For 1 of these 2 lessons, apply it to a work scenario/issue that you have experienced and explain how that situation highlighted the importance of that lesson and/or what that lesson suggests could have been done to help address that situation better. These will be graded as "please redo", "ok", "good" or (in very special cases) "Wow, thank you for bring meaning to my life/work". There should be 9-10 of these and the lowest 2 scores will be dropped.

EVIDENCE (RESEARCH) BASED TRAINING MODULES

The objective of this assignment is for you and 1-2 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. Academics often talk narrowly, “scientifically” and/or theoretically making it difficult to see how to apply their information). 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:

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|--------------------------------------|---|
| Rewarding/Retaining Agency employees | Firing/Reprimanding Agency employee |
| Leading a Diverse workforce | Conflict Management |
| Leading Virtual Teams/Teleworkers | Mentoring/ Employee development |
| Managing Stress/Work Demands | Leading in times of Crisis |
| Leading Partnerships/Collaborations | Ethical Issues in Leadership/Ethical Leadership |

Some Potential Sources:

- | | |
|-----------------------------------|--|
| Academy of Management Executive* | Academy of Management Perspectives* |
| Academy of Management Journal | Academy of Management Review |
| Harvard Business Review* | Human Resource Magazine* |
| Human Resource Management Journal | Human Resource Management Review |
| Journal of Applied Psychology | Jnl of Public Administration Research & Theory |
| Journal of Leadership Studies | Leadership Quarterly |
| Public Administration Review | *More practitioner oriented |

GRADING

Reflect Emails/Memos	20%
Midterm Exam	25%
Evidence Based Training Module	25%
Final Examination	20%
Participation/Attendance	10%

Course grades will be determined according to the following criteria:

A	89.5-100	C+	75.0-79.49	F	0.0-58.99
B+	85.0-89.49	C	69.0-74.99		
B	79.5-84.99	D	59.0-68.99		

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

8/15 Introduction to Leadership, Work Motivation & Organizational Change

8/22 Employee Motivation

Chapt 1 from Thomas, J. C. (2020). *Leading as a Public-minded Manager: People, Politics, Purpose*. Melvin & Leigh, Publishers.

- Chapter 7 (eLC) from Robbins, S.P. & Judge, T.A. (2017). *Essentials of Organizational Behavior*. (14th ed.). New York, NY: Pearson.
- 8/29 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.
- 9/5 Leadership: Power
 Chapters 6 from Yukl, G.. (2010). *Leadership in Organizations* (7th 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.
- 9/12 One Minute Manager ****Email your proposed group training module topic****
 All of Blanchard & Johnson, 2015
- 9/19 **MIDTERM EXAM**
- 9/26 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>
- 10/3 NO CLASS
- 10/10 Leadership: Behaviors & Contingency Theories
 All of Blanchard, Zigarmi & Zigarmi, 2013
- 10/17 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
 Adler, S., et al. (2016). Getting rid of performance ratings: Genius or folly? A debate. *Industrial and Organizational Psychology*, 9(2), 219-252.
- 10/24 In class Case Exercise
- 10/31 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
- 11/7 Evidence Based Training Modules
- 11/14 Evidence Based Training Modules
- 11/21 Evidence Based Training Modules
- 11/25 NO CLASS
- 12/5 **FINAL EXAM**