

PADM 6600: Leadership and Management in the Public Sector

W 4:00-6:20

GC 404

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"All knowledge of cultural reality, as may be seen, is always knowledge from a particular point of view."

~ Max Weber ~

Course Description and Objectives:

This course focuses on the complex concept of leadership. As Weber notes above, we all have a particular point of view that will shape our understanding of the world and how we act upon it. We will approach the leadership concept largely, though not exclusively, through the lens of the humanities, anthropology, and sociology—all disciplines that understand the situated nature of our worldviews and behaviors. All three have traditions that are wedded to the idea that you cannot know the world and its problems unless you experience them, and are immersed in them, first hand.

First, sound leadership and skilled management requires an understanding of where we are coming from and how our own notions of justice and sound decision making are grounded. Second, for those two activities to be successful, a leader-manager must be sensitive to the complexity of organizational culture.

Every organization is the sum of its people – they are steeped in a history, have traditions, organize and interact according to well-worn grooves, and importantly have all the emotional strengths and fallibilities that make us human. In sum, you have to have a reflexive sense of self and an analytical curiosity about our places of work.

We will begin the class by exploring some basic history of public administration. This will necessarily entail a discussion of the 21st century context and challenges for public administration. Next we will consider of who we are and where we are coming from. Together these shape the underpinnings of our approach to public administration and our decision making in that context. Next, we will explicitly explore varied philosophical foundations to justice-based decision making and the ethical challenges therein. This will contrast with a more structural and impersonal approach to understanding of how peoples' lives are shaped by circumstances outside of our control. We will, then, differentiate leadership from management, and begin to unpack the complexities of leadership in the context of public administration that champions civic engagement, community values, and positive change.

We will emphasize a social change model of leadership heavily grounded in the notion of situational contingency, social relations, and followership. We will wind up with a view of leadership that has evolved from believing that it is hereditary to one that sees it as a constellation of traits, behaviors and emotions to one that sees it as a highly-situated process in which leaders and followers together craft and steward an organization.

The course is designed as an interactive and engaged; note that each class has a written assignment (questions) and one that will be used to help shape class discussion (reflection). We will both write and reflect, and explore life (and public administration) as a state of mind, first of all, through which we seek to do good work in support of the public good.

Course Objectives:

This course is designed to the challenges of the brave new world of 21st century public administration through the lens of leadership.

In sum:

1. Students will have the opportunity to communicate orally and in writing, in a way that is productive and effective in a diverse and changing workforce and citizenry.
2. Students will have the opportunity to learn about basic principles, theories, and case-studies of leaders and leadership.
3. Students will have the opportunity to develop a clearer understanding of, and commitment to, their personal philosophy and values.
4. Students will have the opportunity to develop skills and competencies necessary for professionals in your area of study.

SUU MPA Mission:

- The Master of Public Administration degree program builds upon Southern Utah University's individualized, experiential learning through our mission and goals.
- Develop student knowledge and competencies through scholarly activity, experiential learning, and applied research.
- Offer coursework that presents a framework of understanding based on academic literature and skill development through activities, projects, and assignments.
- Promote public service values, a culture of democratic administration, leadership and

managements skills, and ethical decision-making in all aspects of public and nonprofit sector organizations.

- Provide on-campus and online students with comparable academic experiences that develop knowledge and skills for public service.

Required Texts:

Sandel, Michael J. (2009) *Justice: What’s The Right Thing To Do?* NY: Farrar, Straus, and Giroux. ISBN: 978-0-374-53250-5 (paperback)

Gladwell, Malcolm (2008) *Outliers: The Story of Success.* NY: Little, Brown, and Company. ISBN: 978-0-316-017930 (paperback)

Course Outline and Reading Assignments:

<u>Day:</u>	<u>Topic:</u>	<u>Reading:</u>
21st CENTURY CONTEXT		
Jan 7	Introduction to the course The 21 st century public sector Leadership vs. management	Lynn McDonald
Question: How do you define leadership?		
Icebreaker/Reflection: MPA Bingo		
Jan 14	Traditional vs. new public administration The liberal vs. neoliberal state	Pfiffner, Lynn, Ricucci, Cawley, Marinetto
Question: Consider the many debates among leadership theorists (relevance of innate characteristics, position within a hierarchy, control over others, charisma, humility, followership) – what factors do you think are most relevant? (pre-test)		
Reflection: What are the implications for a world where leadership is conceived as hereditary?		
Jan 21	Reflexivity and the multicultural self	Krecji
Question: Write your autobiography. In it identify the five things you value most and how you have demonstrated that you value them throughout your life. If you have not always valued them, how did you come to value them.		
Reflection: “If I could…” And “Values Auction”		
Reflection: Funds of Knowledge – What has shaped who you are: Experiences / events, Work, Home, Sports, Music / Film, Activities, Where you’ve lived, Food, Religion, Other…		
Jan 28	Diversity, public administration, and	Foldy

social equity

Question: Pick a community or organization in which are a participant. How are you like no one else in the group? How are you like some others? How are you like everyone?

Reflection: Here's a hypothetical... In one of your organization's meetings concerning the challenges of diversity and current tensions therein, a staffer explodes and says "Aren't we all just Americans?" Why do we have be these hyphenated, multicultural people? It's more divisive than cohesive. Let's try to focus on what we have in common rather than constantly separating ourselves from one another." How do you respond to this?

Feb 4

Gender and leadership

Sinclair articles

Question: Review the portrayal of TV-based women in leadership and pay close attention to issues of race, class, ethnicity, disability, age, and sexual orientation (e.g., House of Cards is especially interesting in this regard). Discuss two examples that highlight contemporary images of women and men as leaders in terms of style and action.

Reflection: Are there gender differences in the way men and women lead? Why? What evidence do you have for your position?

Feb 11

Gender and leadership

Sinclair articles; Fisher; Barnes; Shestak

Reflection: How does your gender, race, ethnicity, or other aspects of your identity influence your values, decision making, and leadership?

PHILOSOPHICAL FOUNDATIONS, VALUES, ETHICS

Feb 18

Philosophical foundations of justice and decision making

Sandel Ch. 1-3

Question: Define then compare / contrast the terms values, morals, ethics, and laws.

Reflection: What approach to you take: End-based thinking, rule-based thinking, care-based thinking.

Feb 25

Philosophical foundations...

Sandel Ch. 4-7

Question: Does it matter that a leader is ethical? Give examples to support your position.

Reflection: Locke suggests that a government is legitimate if everyone *could* agree to it without making his own condition worse. Is that right? Is a government legitimate if everyone *could* agree to it? What if you never *in fact* agreed to it, but just happened to find yourself living here? Does merely living somewhere count as (tacit) consent? What if you have no place else to go?

Mar 4 Philosophical foundations... Sandel Ch. 8-10

Question: What philosophical position best aligns with your own in informing your decision making? You may combine approaches as long as you show how they align and balance.

Reflection: Would it be correct to say that Rawls first principle regarding equality and fairness requires equal distribution to everyone?

Mar 11 SPRING BREAK (MAR 9-13)

Mar 18 Structures of success Gladwell; Jin & Chang

Question: Does Gladwell completely dismiss intelligence as a factor for success? What role, if any, does it play in his theory of success?

Reflection: How is your life shaped by forces outside of your control?

LEADERSHIP in SOCIOCULTURAL PERSPECTIVE

Mar 25 Leadership

Question: Three common team formats include functional, self-directed, and cross-functional. Which have liked the most / least and why? What leadership role(s) did you take as a member of these teams?

Reflection: What role do you play when conflict arises on a team. Do you feel more comfortable in a leadership or followership position?

Apr 1 Leadership

Question: In an organization in which you participate, what is the leadership style and source of authority following the work of FG Bailey? Does this succeed or not? Why?

Reflection: In the organizations in which you've participated, there are always core and fringe members. What did the fringe dwellers offer to the organization and vice versa; how might they brought into the core group (or is that an ideal option); is it healthy to have perennial fringe members?

Apr 8 Leadership: Contemporary organizational culture Jones articles

Question: Pick a public sector organization that you would like to work for, and try to determine its mission, vision, and core values.

Reflection: What is your mission, vision, and top five personal values?

Apr 15 Trendy leadership approaches: Transformational, distributed, and servant Bolden & Gosling; Tourish & Pennington; Spillane; Serrat; Spears; Dhiman

Question: What leadership styles/authority (a la Bailey) best characterize an organization in which you

enjoy participating and another in which you do not.

Reflection: At SUU, what is the dominant leadership style and source of authority?

Apr 22

Trendy leadership approaches: emotional intelligence, level-5, and situational

Weinberger; Merkwowitz & Earnest; Collins; Mintzberg

Question: Public administration leadership links social change and citizenship. What are the responsibilities of true citizens? What responsibilities require individuals to maintain the status quo and what responsibilities require individuals to undertake change? What factors are most important in determining the course of action? (post-test)

Reflection: How is leadership portrayed in current popular culture (consider team-oriented reality TV such as Survivor, The Apprentice, or Chopped). What constructions of leadership tend to be promoted, and others marginalized?

NOTE: "COURSE CONTENT MAY VARY FROM THE OUTLINE TO MEET THE NEEDS OF THIS PARTICULAR GROUP."

Course Evaluation:

The sources for assigning grades in this course will be:

Weekly questions (10 points each @ 2-3 pp = 150 pts): Refer to the syllabus for those questions.

Exercises (#1-3 = 25 points each @ 2-3 pp, and #4 = 75 points @ 6-7 pp for a total of 150 points):

1. Stop by the Career Café and have Brent Jones (or another outstanding staffer) undertake a Briggs-Meyers test. Think about the preferences and preferences of your type. Write a reflection paper on exploring why you think your type description is or is not reflective of you. How might your profile impact your leadership abilities and style?
2. Go to an event on campus designed for students different than you. What was the experience like? How was the culture different, the same, and perhaps a bit confusing?
3. Contact a public sector organization of your choice (perhaps somewhere you would like to work) and talk to the director about her or his leadership style and what they have learned from their years of leadership. What works, what doesn't, why? How have they had to change style and approach across institutions in which they've served in leadership roles? How do they see their personal style meshing with those institutions? What did you find and what are your interpretations?
4. Contact another public sector organization and undertake a "change agent interview" with a leader who has experience with a social issue of interest (e.g., student organizations, nonprofits, local/state government, etc). Arrange an interview (preferably in person, but you could also on the phone; sending questions via email or other media is strongly discouraged). Your questions should address the following:
 - a. Basic biographical information about the person (where they are from and how they got to their current position).
 - b. What successes / challenges does she or he face? What changes has she or he seen? What is the most pressing ongoing need that need to be addressed? What are the major forms of

- resistance to change that she or he sees when undertaking change in that area?
- c. Of the change that they have undertaken, what has been successful and what has not worked out (give an example of each)? What lessons are to be learned from each?
 - d. What other organizations or individuals has she or he partnered or collaborated with in the change effort?
 - e. What resources (face-to-face meetings, email, the web, social media, readings, etc) who she or he recommend when undertaking change; what did she or he deploy in their efforts?
 - f. How does she or he define leadership? Change? Resistance? And how does she or he see the relationship between those concepts/practices?
 - g. This paper should be turned in using essay form (rather than a transcript or interview recap). The paper should integrate the topics discussed during the interview, class material, and particularly emphasizing strategies for successfully implementing and sustaining change.

***Please note that all written work should adhere to APA style and format, which is the standard for Public Administration. Any questions concerning APA can be easily found on the Purdue Owl Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>**

Participation / Attendance: Your attendance and participation in class will be recorded and graded (worth 10% or 30 points off of your final grade). After one absence, your grade will diminish by 2% for each additional absence or a maximum of 10% (one whole grade level).

Please note that absences due to the celebration of religious holidays or participation in official SUU business is considered an excused absence and you can make up any and all work missed for those days. If you perceive such an absence looming on the horizon, please be sure to get in touch with me beforehand so that we can work out any details about keeping you current with course material or arranging a way for you to make-up any work you may miss.

Because so much in the class revolves around your participation, missing class erodes the class as a community of scholar participants.

Calculating Final Grades:

300-270 points (90-100%)	=	A
269-240 points (80-89%)	=	B
239-210 points (70-79%)	=	C
209-180 points (60-69%)	=	D
179 or below	=	F

Please note that grades of +/- will be assessed within each broad grade categories. Grades post electronically very quickly after the end of finals. In keeping with the Family Educational Rights and Privacy Act (FERPA) that protects student privacy, I do not post grades outside my door or provide grades over the phone, fax, e-mail, or other electronic format (many of which have not yet been invented).

Classroom Civility: All members of the class are expected to behave with courtesy and respect toward others. Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of the Vice President for Student Services.

We also live in a highly electronically mediated and interconnected world where we seem to be “on call” 24/7. Consequently, I’m guessing that many of you regularly pack a cell phone as standard operating equipment for helping you navigate through your daily lives. These seem to have become a new form of musical instrument and have a very disruptive potential in certain settings. *PLEASE TURN THEM OFF WHEN YOU ARE IN CLASS.* As a sidebar... some of you may find it necessary at some point in the semester to keep a cell phone on during class because of a sick child or other immediately pressing matter. If so, please let me know before class starts that you’ll need to keep a phone active. Please put it on vibrate if possible.

Scholastic Dishonesty: Any student who commits an act of scholastic dishonesty is subject to disciplinary action. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts.

If you have any questions about what constitutes such things as plagiarism, I’d be happy to discuss it with you in detail. Also refer to the College of Humanities and Social Sciences Academic Integrity Policy for further information: <http://www.suu.edu/hss/resources-student.html>.

Student Support Services: SUU students with documented disabilities have access to an array of support service, and will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865–8022. SSD determines eligibility for and authorizes the provision of services.

Emergency Management Statement: In case of an emergency, the University’s Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University’s emergency management plan can be found at: <http://www.suu.edu/ad/facilities/emergency-procedures.html>.

HEOA Compliance Statement: HEOA Compliance statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.