Course Syllabus: POLS 546 Leadership in Public Administration

Professor:
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Course Description

Effective leadership is paramount in managing public and nonprofit organizations. Organizational success and/or failures are often traced back to the leadership and the decisions they make. However, organizations do not succeed just based upon a single leader rather it is how that leader affects the personnel and the climate of the workplace and how they respond that oftentimes determines the difference in highly successful organizations and mediocrity. Leaders today are expected to supervise/manage and respond to very diverse populations hence, the need for leaders to be culturally competent has gained increasing importance for public administrators. Therefore, the most successful leaders are often able to work across cultural divides to insure organizational success.

This course examines contemporary theories of leadership and their applicability on the public and nonprofit sectors. The course emphasizes the range of behaviors and actions relevant to leadership on contemporary governmental and nonprofit organizations and the analysis of factors resulting in leadership success or failure.

Course Objectives

Leadership in Public Administration combines knowledge and application in order to advance students’ understanding of the importance of leadership development and its role within organizations. As a result of successfully completing this course, students will be able to examine and understand leadership from two perspectives which are theoretical and applied.

From the theoretical perspective students will be able to:

- Examine the literature on leadership and cultural competence, which shapes the academic field currently and be able to capture where the field is today.
- Discuss the tensions between leaders and followers and how they are frequently reconciled;
- Articulate an overview of the major concepts surrounding leadership and cultural competence from the vantage point practitioners and academics;
From the applied perspective students will be able to:

- Evaluate leadership and cultural competence skills necessary for success at all levels of public and nonprofit management.

- Develop a clear understanding of the purpose of leadership, the ethical dimensions of leadership, and the relationship between leaders and followers.

- Understand personal strengths and weaknesses as a leader and follower, and develop a personal approach to the practice of leadership.

- Understand the impact of individual differences and different situations on the practice of leadership.

- Better express themselves in leadership situations by improving their written and verbal skills which will allow them to communicate more effectively.

**Required Texts**


Other assigned readings will be provided to you as PDF’s at the instructor’s discretion.

**Requirements and Grading Policy**

**Leader Profile- 25%**
Students will choose a local leader to research from either the public or the nonprofit sector. Students must submit the professor with their chosen leader’s name by **February 15th**. This choice must be communicated to the instructor in a brief paragraph that should provide an explanation for the choice via the D2L Dropbox. Each student will write a 10 to 12 page double-spaced paper about the chosen leader’s style, traits, and how this has led to their personal and professional accomplishments and any other interesting or useful information. Additionally, students will be required to develop a measure of cultural competency and assess their chosen leaders’ cultural competency and that of his/her organization if applicable. Papers will be submitted for grading on D2L by **April 25th**.

**Critical Analysis/Bi-weekly Paper- 25%( 10% each)**
During the semester each student is required to write critiques two critiques. The papers are to be three to four pages and should cover all of the readings assigned for that week. Papers are due to the D2L Dropbox, with no exceptions by **12(noon) on the Sunday before the students assigned week**.

The objective of this activity is to make sure you are understanding and thinking critically about the course material to that end your papers should:
• Elucidate the assigned material for that reading period;
• Relate that sections reading assignment to larger themes in Leadership
• Compare and/or critique the reading;
• Synthesize/integrate various readings. Try to draw the connections between authors or readings under consideration. For example, one could take themes or ideas from the reading assignment and combine them to produce a new perspective. Or, take provocative quotations from readings to stimulate discussion.
• Apply main points or lessons to the real world of practice;
• Raise points of contradiction or unanswered questions
• Attempt to “connect the dots” as it pertains to other readings for the course

Midterm Exam- 25%
Students will take a midterm exam that will require them to answer factual, conceptual, theoretical and applied questions that demonstrates their understanding of leadership.

Final Exam- 25%
Students will take a comprehensive final exam that will require them to answer factual, theoretical, conceptual and applied questions that demonstrates an applied understanding of leadership, cultural competency and social equity.

SYLLABUS: CLASS AGENDAS & READINGS

Week 1: January 18th: Introductions, Course Overview & Objectives
  • Write personal definition and conceptualization of leadership consisting of 1-2 paragraphs.
  • Do the Myers Briggs Personality type test (Link found on D2L).

Week 2: January 25th: What is Leadership? Why Study Leadership?
  • Perry Chapters 1 and 2
  • Northouse Introduction (Chapter 1)
  • Rusaw Chapters 2 and 5

Week 3: February 1st: Theories and Styles of Leadership
  • Northouse Chapters 2 and 3

Week 4: February 8th: Theories and Styles of Leadership Continued
  • Northouse Chapters 4 and 5
Week 5: February 15th: Theories and Styles of Leadership Continued
- Northouse Chapters 6 and 7

Week 6: February 22nd: Theories and Styles of Leadership Continued
- Northouse Chapters 8 and 9

Week 7: February 29th: Theories and Styles of Leadership Continued
- Northouse Chapters 10 and 11

Week 8: March 7th: Theories and Styles of Leadership Continued
- Northouse Chapters 12 and 13
  - **MIDTERM EXAM** (covers the first 8 weeks of the course) Exam will be administered on March 8th via D2L. Unless otherwise notified by the instructor.

Week 9: March 21st: Leadership and Ethics
- Northouse Chapter 16
- Rusaw Chapter 12

Week 10: March 28th: Gender, Culture and Leadership Revisited
- Northouse Chapters 14 and 15

Week 11: April 4th: Diversity and Equity in the Workplace
- Rusaw Chapter 7
- Gooden Chapters 1 and 2
- Wood and King Chapter 10

Week 12: April 11th: Introduction to Cultural Competence
- Beyond the Tip of the Iceberg: Five Stages of Cultural Competence (D2L)
- Anti-racist Cultural Competence for Human Service Organizations (D2L)
- Enhancing Cultural Competence in Social Service Organizations (D2L)

Week 13: April 18th: Culturally Competent Agencies, Policies and the Public Servant
- Norman-Major Chapters 1, 2, 3, 4 and 5

Week 14: April 25th: Final Exam
- Course Evaluations

**Course Policies**

**Late Submission**
The instructor reserves the right to accept late assignments on a case by case basis however, the penalty for missed deadlines will be a reduction of a full letter grade for each day after the due date for late assignments. To be clear when you miss the deadline there is at minimum a one letter grade reduction if the work is accepted by the instructor.
**Academic Integrity**
The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work or material that is not one’s own. As a rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.
Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university’s policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**Dr. Burnside reserves the right to change add to or modify all reading assignments in this course**