

East Carolina University  
 Department of Political Science  
 Master of Public Administration Program  
 PADM 6220, Leadership and Ethics in the Public Sector  
 Spring 2018

Course Number: PADM 6220, Leadership and Ethics in the Public Sector

Credit Hours: 3 semester hours

Meeting Time & Location: This course is an asynchronous online course utilizing Blackboard (BB). All students are automatically enrolled in BB after registration and can access the course via BB using their ECU id and password. All communication about this course will be conducted via the ECU email and BlackBoard.

Course Description: This course focuses on the study of the leadership and ethics of public organizations through an exploration of such concepts as leadership, management, professionalism, ethical behavior, administration, organizational theory, networking, collaboration, and personal development.

Particular attention will be given to the purposes behind the theories and concepts used in the analysis and discussion of leadership to understand why they developed, the context in which they developed, how they developed conceptually, to what degree they may be applicable to other settings, and their strengths and weaknesses. The aim of the course is to enable students to understand variations in different organizational settings, alternative bases of authority, diverse communication styles, as well as how one may exercise leadership. Thus, an emphasis will be placed on how these concepts and theories are translated into professional practice in diverse public settings. The course will also focus on ECU's specific definition of leadership and how that definition can be applied in public/civic settings.

Instructor:  
 Dennis McCunney, Ph.D.  
 Teaching Assistant Professor, Political Science  
 Director, Center for Leadership and Civic Engagement  
 LinkedIn: <https://www.linkedin.com/in/dmccunney/>  
 Office: Old Cafeteria 1611  
 Office Phone: 252-328-2802  
 Cell Phone: 410-800-8725 (Please text first; then call if needed)  
 Email: [mccunneyw@ecu.edu](mailto:mccunneyw@ecu.edu)  
 Office Hours: By appointment

Course Objectives:

<i>Upon completion of this course the student will be able:</i>	<i>Related to NASPAA Criteria:</i>	<i>Assignment</i>
1. Explain: <ul style="list-style-type: none"> <li>• the major roles of concepts and theories about leadership, as well as how they are created and applied.</li> <li>• the primary differences between the concepts of management and leadership within contemporary organizations.</li> <li>• the key organizational theory models and how they see the definitions and</li> </ul>	<ul style="list-style-type: none"> <li>• To lead and manage in public governance</li> <li>• To articulate and apply a public service perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesis papers</li> <li>• Discussion board</li> <li>• Final Exam</li> </ul>

<ul style="list-style-type: none"> <li>roles of management and leadership.</li> <li>the implications of the differences between private and public organizations and the significance of those differences for management and leadership in the public sector.</li> </ul>		
2. Analyze the impacts of organizational culture, structure, situations, and issues on the ability of individuals to exercise effective management and leadership.	<ul style="list-style-type: none"> <li>To participate in and contribute to the policy process</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Profiles</li> </ul>
3. Evaluate the concepts behind one's own and other people's interpretations and expectations of leaders.	<ul style="list-style-type: none"> <li>To communicate and interact productively with a diverse and changing workforce and citizenry</li> </ul>	<ul style="list-style-type: none"> <li>Final Exam</li> <li>Leadership Profiles</li> <li>Discussion Board</li> </ul>
4. Interpret the professional and ethical demands of differing situations and behave appropriately.	<ul style="list-style-type: none"> <li>To lead and manage in public governance</li> </ul>	<ul style="list-style-type: none"> <li>Leadership profiles</li> <li>Discussion Board</li> <li>Final Exam</li> </ul>
5. Develop and apply his/her own managerial and leadership skills so that he/she will function better as a manager and leader in the public sector.	<ul style="list-style-type: none"> <li>To lead and manage in public governance</li> <li>To communicate and interact productively with a diverse and changing workforce and citizenry</li> </ul>	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>

7. Assignments and Expectations:

All written assignments should be based on the MPA Style guideline (available on BB) and use the APA style. All written assignments should be double spaced, use 12 point font, one inch margins without extra spaces between paragraphs, and should be grammatically correct.

Discussion Board Participation: 15%

This course is intended to be a conversation about leadership, management, organizational theory, organizational culture, bureaucracies, professionalism, decision-making, ethical behavior, organizational change and the factors affecting these concepts in the public sector. Throughout our discussions we will focus on the differences between private and public organizations as well as the differences between management and leadership.

The weekly class sessions prepared by the instructor will serve as guides for our discussions. A successful conversation requires each of us to be active, consistent participants. Therefore, I expect that each member of this class will share his/her thoughts on the topics at hand and will comment on one another's work. All comments and questions should be done in a professional manner as our intention is to enhance each member's thinking about leadership in the public sector. All comments should be written so that your colleagues can see them on BB without having to open a separate file (or attachment) to read your thoughts. Only include such links when you are referencing a non-course site or material.

Evaluation of your participation will depend upon the quality of your participation as well as its frequency. Your posts should be thoughtful and based on the points raised in the readings – not simply your personal opinions. Personal experiences and opinions can be raised, but should relate to the material under consideration.

All written work will be shared with each member of the class using a Blackboard (BB) Discussion

Board site. All written work is expected to be well written, grammatically correct, and thoughtfully prepared. Each work is also expected to make appropriate application of the theoretical concepts and research literature. Please proofread your work at least one time before posting.

Leading Group Discussion Board Sessions: 20% (10% each)

Each person will lead the discussion group twice during the term. When it is your turn to lead, you should also prepare a brief written introduction to the week's topics using Arial 12 point font on the topics and issues you think we should consider during the week. This should be posted on Blackboard 24 hours prior to the beginning of the weekly session during which it will be discussed. This will serve as the basis for starting the in-class discussion.

In developing your comments, you should focus on the readings and lectures prepared by the instructor. You should also include comments on the administrator profiles covered during your week. Do not simply repeat those. Think about what interested you or raised issues for you and use that as a starting point. Focus primarily on the new concepts that have been introduced and what they add to your understanding of leadership. Be careful not to interact in a way that closes off broader involvement. The discussion should indicate what you found useful, confusing, enlightening, and why that is the case.

Syntheses: 30%

Each student will prepare two papers synthesizing the course material as represented by the themes, concepts, theories, and examples. Each synthesis will be worth 15% of the final course grade. Your focus will not be on repeating all of the points of this material. It will be instead through the filter of how this material aids you in understanding the leadership demands and issues associated with the kind of public position you wish to occupy after graduation. This, in turn, means you must think about that position and what features make it distinct.

The purpose of this assignment is to help you see how the concepts and theories studied in class are being discussed can be applied in practice. Each synthesis should incorporate meaningful connections with at least four of the readings beyond the basic text.

Each student is expected to write an *independently prepared* critical paper. Please note that this is not a review in the sense of preparing a summary of all of the material. The focus *should be on placing the key arguments and points in the context of your proposed future job*.

Your analyses will be shared with one another using one of the Discussion Board forums and should be about 8-10 pages in length.

The first synthesis will focus on the material from the first half of the semester. The second synthesis will focus on the material from the second half of the semester.

Quiet Analysis: 15%

I am working up an assignment based on the book, *Quiet: The Power of Introverts in a World that Can't Stop Talking*. This assignment will be due after we have discussed the book. As with the syntheses, each student will be expected to complete an independently prepared analysis. More details of the assignment will be forthcoming later. This assignment will be due on **Friday, April 20 at 11:59pm**.

Take Home Final Exam: 20%

A take home exam question will be distributed near the end of the term. Each student is expected to

write an independently prepared response to the question. The exam should be submitted to the instructor via email and should be 8 -10 pages in length. The purpose of the exam will be for you to demonstrate your ability to synthesize and integrate the literature considered as well as the contributions of our guest speakers. The exam will be due via Blackboard. **Due date will be Mon, April 30 at 11:59pm.**

8. Evaluation:

- Grading Scale: The course grade is based on the following scale:

A = 90-100%      B = 80-89%      C = 70-79%      F = >70%

- Course Grade: The course grade is based on the following components:

Assignment	Percentage
Participation	15%
Discussion Session Leadership	20%
Syntheses (2 @ 15% each)	30%
<i>Quiet Analysis</i>	15%
Take Home Final	20%

Students will be able access their grades throughout the course via Blackboard. Grades for individual assignments will be posted as soon as they are graded.

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services located in Slay 138 to verify the disability before any accommodations can occur. The telephone number is 252.737.1016.

Academic Integrity is expected of every East Carolina University student. Refer to the ECU Student Government Association documents; see Academic Integrity Violation section.

9. Required Texts: There are several basic texts for this course with other readings placed on Blackboard (BB)

Van Wart, Montgomery (2011). *Dynamics of Leadership in Public Service*. Armonk, NY: M.E. Sharpe.

Cain, Susan (2013), *Quiet*. New York: Broadway Books.

These additional required readings will be placed online. You should treat these readings as if they were on reserve in the library. **They are for course use only and not for public distribution.**

Andersen, Jon Aarum (2010). Public versus Private Managers: How Public and Private Managers Differ in Leadership Behavior. *Public Administration Review*. 70,1:131-141.

Barth, Tom (2010). Crisis Management in the Catholic Church: Lessons for Public Administrators. *Public Administration Review* 70,5:780-791.

Barth, Tom (2012). Losing Sight: A View from the Top. *Public Administration Review* 72,5:635-636.

Broadwell, Paula (2012). Petraeus's Rules for Living. *Newsweek*. November 12: 64.

Caslen, LTG Robert L. (2010) JFCOM Ethics Conference Remarks, June 3.

- Collins, Jim (2005) *Good to Great and the Social Sectors*. New York: Harper Collins Publishers.
- Collingwood, Harris (2009) Do CEOs Matter? *The Atlantic*. (June) 54-60.
- Doyle, Michele Erina and Mark K. Smith (2001) Classical Leadership. *the encyclopedia of informal education*, [http://www.infed.org/leadership/traditional\\_leadership.htm](http://www.infed.org/leadership/traditional_leadership.htm)
- Ferguson, John, Peter Ronayne, and Mike Rybacki. (2014). Public Sector Leadership Challenges: Are They Different and Does It Matter? Greensboro, NC: Center for Creative Leadership.
- Five Leadership Lessons from James T. Kirk (2012) *Forbes* March 5.
- Hastings, Michael (2010). The Runaway General. *Rolling Stone*. 1108/1109, June 25.
- Heifetz, Ronald A., John V. Kania, & Mark R. Kramer (2004) Leading Boldly: foundations can move past traditional approaches to create social change through imaginative – and even controversial – leadership. *Stanford Social Innovation Review* (Winter):21-31. [www.ssireview.com](http://www.ssireview.com)
- Hill, Linda, Greg Brandeau, Temily Truelove, and Kent Lineback. (2014). Collective Genius. *Harvard Business Review*. <https://hbr.org/2014/06/collective-genius>
- Isaacson, Walter (2012). The Real Lessons of Steven Jobs. *Harvard Business Review*. April, 93-102.
- Kelman, Steven (2011). If you Want to Be a Good Fill-in-the-Blank Manager, Be a Good Plain-Vanilla Manager. *PS*. 44,2:241-246.
- Keohane, Nannerl O. (2005) On Leadership. *Perspectives on Politics*. 3,4: 705-722.
- Kettl, Donald F. (2006) Managing Boundaries in American Administration: The Collaboration Imperative. *Public Administration Review*. 66, s1:10-19.
- Kiel, L. Douglas, Karabi Bezoruah, and Gerel Oyun (2009) Developing Leaders in Public Affairs and Administration: Incorporating Emotional Intelligence Training into the Core Doctoral Leadership Course. *Journal of Public Affairs Education* 15, 1: 87-105.
- Poister, Theodore H. (2010). The Future of Strategic Planning in the Public Sector: Linking Strategic Management and Performance. *Public Administration Review*. Special Issue, December: S246-S254.
- Reed, George (2004). Toxic Leadership. *Military Review*. July-August: 67-71.
- Ricks, Thomas E. (2012) General Failure. *The Atlantic*. November: 98-109.
- Scarborough, Heather (2008) Collaborative Leadership in Sampson County. *Popular Government*. 73, 2: 36-40.
- Schwarz, Roger. (2002). *Ground Rules for Effective Groups*. Chapel Hill, NC: Roger Schwarz & Associates.
- Sokolove, Michael. (2014). The Trials of Graham Spanier, Penn State's Ousted President. *The New York Times Magazine*. July 20:24—29, 46-49. <http://www.nytimes.com/2014/07/20/magazine/the-trials-of-graham-spanier-penn-states-ousted-president.html>
- Thompson, Ann Marie and James L. Perry (2006) Collaboration Processes: Inside the Black Box. *Public Administration Review* 66, s1: 20-32.

Wolff, Alexander (2012). Is This The End For Penn State? *Sports Illustrated*. July 30.  
<http://sportsillustrated.cnn.com/vault/article/magazine/MAG1203302/index.htm>

Yingling, Paul (200&). A failure in generalship. *Armed Forces Journal*. May.

Zweibelson, Ben (2012) Seven Design Theory Considerations. *Military Review*. November-December: 80-89.

Administrative Profiles, Public Administration Review. PAR has a regular article series focusing on an individual whose career and values represent examples of good, effective public administrators. I have selected some of the more recent ones for our use. I have also added a couple of other profiles from other sources. The agency with which they worked is indicated in parentheses after the citation.

1. Callahan, Kathe (2006) Elmer Boyd Staats and the Pursuit of Good Government. *Public Administration Review* 66, 2: 159-166. (US Bureau of the Budget and General Accounting Office)
2. Cooper, Terry L and Thomas A. Bryer (2007) William Robertson: Exemplar of Politics and Public Management Rightly Understood. *Public Administration Review* 67 5: 816-823. (City of Los Angeles Bureau of Street Services)
3. Desouza, Kevin C. and Akshay Bhagwatwar (2012). Leveraging Technologies in Public Agencies: the Case of the U.S. Census Bureau and the 2010 Census. *Public Administration Review* 72, 4: 605-614.
4. Getha-Taylor, Heather (2009) Managing the “New Normalcy” with Values-Based Leadership: Lessons from Admiral James Loy. *Public Administration Review* 69, 1: 200-206. (US Coast Guard and Transportation Security Administration)
5. Lambright, W. Henry (2008) Leadership and Change at NASA; Sean O’Keefe as Administrator. *Public Administration Review* 68, 2: 230-240. (NASA)
6. Lowenstein, Roger (2012). The Villain. *The Atlantic*. April: 49-60. (Bernanke – Federal Reserve)
7. Naff, Katherine C. (2009) Nancy Alfaro as an Exemplary Collaborative Public Manager: How Customer Service Was Aligned with Customer Needs. *Public Administration Review* 69, 3: 487-493. (City of San Francisco, CA, Director of 311 Customer Service Center)
8. Morse, Ricardo S. (2010) Bill Gibson and the Art of Leading Across Boundaries. *Public Administration Review* 70, 3:434-442. (southwestern Regional Commission, North Carolina)
9. O’Leary, Rosemary. (2009) When a Career Public Servant Sues the Agency He Loves: Claude Ferguson, the Forest Service, and Off-Road Vehicles in the Hoosier National Forest. *Public Administration Review* 69,5:1068-1076. (US Forest Service)
10. Radin, Beryl A. (2007) Qualified to Learn the Job: Donna Shalala. *Public Administration Review* 67, 3: 504-510. (US Secretary of Health and Human Services)
11. Radin, Beryl A. (2010) Brenda Bryant: There is Nothing More Practical than a Good Theory. *Public Administration Review* 70, 2: 289-294. (Academic Administrator)
12. Rainey, Hal G. and James Thompson (2006) Leadership and the Transformation of a Major Institution: Charles Rossotti and the Internal Revenue Service. *Public Administration Review* 66, 4: 596-604. (US Internal Revenue Service)

13. Schachter, Hindy Lauer (2008) Lillian Barrone: Weaving a Web to Revitalize Port Commerce in New York and New Jersey. *Public Administration Review* 68, 1: 61-67. (New York Port Authority)
14. White, Richard D., Jr. (2008) George Tenet and the Last Great Days of the CIA. *Public Administration Review* 68, 3: 420-427. (Central Intelligence Agency)