

GSPP 836AB/PUBP 898.3: Public Leadership: Theory & Practice

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Term:	Term 2 – Winter 2010		
Room:	University of Saskatchewan: Diefenbaker Theatre University of Regina: Window Room		
Time:	Fridays: January 15 th , January 29 th , February 12 th , February 26 th , March 12 th , March 26 th , April 9 th (a.m. ONLY) 9:00 a.m. – 12:00 p.m. AND 1:00 p.m. – 3:45 p.m.		

CALENDAR DESCRIPTION

This course will provide students with an understanding of selected theories and practices of public leadership for various informal and agentic roles at local, regional, provincial and federal levels.

COURSE CONTENT AND APPROACH

Through this course of study, it is expected that students will gain increased capacity to:

1. Demonstrate critical and analytical thought about issues central to public leadership.
2. Describe the major ways various academic disciplines have tried to understand public leadership.
3. Demonstrate an ability to communicate meaningful knowledge, dialogical understandings and warranted beliefs (including preferences and convictions) about leadership both orally and in writing.
4. Discuss the types of issues which most leaders must address.
5. Identify, access, process and integrate necessary understandings about political, executive, bureaucratic, and legislative leadership necessary for useful, wise, and responsible citizenship.
6. Discuss important philosophical and ethical issues associated with the exercise of public leadership.
7. Discuss the significance of “authentic” public leadership in contemporary society.
8. Discuss how various forms of leadership have shaped and been shaped by the dynamic social forces found in modern societies; including literacy with respect to:
 - a. different types of leadership;
 - b. consideration of intricacies of leadership-long standing challenges and those that arise out of the emergence of a range of governance and constituent contexts and paradigms;

- c. the role of sector-specific paradigms of leadership in shaping leaders and in shaping expectations for public leader interaction with leaders from other sectors;
- d. the role of institutions in shaping leaders, their ideas of governance and their interaction *in situ*;
- e. how public leaders from different sectors see their roles and relationship to citizens in the course of public policy debates;
- f. what similarities and differences emerge, as we examine selected cases of public leadership roles and interactions among leaders, across sectors and levels of public domain; and
- g. implications of all of the above for public leadership and for institutions and practice of public governance and decision making.

REQUIRED READINGS

- Gardner, J. (1993). *On Leadership*. New York: Free Press. ISBN-10: 0029113121
This text is available for purchase from campus bookstore (at University of Saskatchewan, book may be purchased from Amy Boon – JSGSPP Office)
- Readings, as assigned (and typically posted on Course Websites or available from Library Reserve)

SUPPLEMENTARY READINGS

General Leadership Readings:

- Bailey, F.G. (1988). *Humbuggery and manipulation: The art of leadership*. Ithaca: Cornell University Press.
- Barnard, C. (1968). *The functions of the executive*. Cambridge: Harvard University Press.
- Coles, R. (2000). *Lives of moral leadership*. New York: Random House.
- Draffth, W. (2001). *The deep blue sea: Rethinking the source of leadership*. San Francisco: Jossey Bass.
- Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.
- George, B. (2007). *True north: Discover your authentic leadership*. San Francisco: Jossey Bass.
- Goffee, R., & Jones, G. (2006). *Why should anyone be led by you? What it takes to be an authentic leader*. Cambridge: Harvard Business School.
- Heifetz, R., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Cambridge: Harvard Business School Press.
- Heifetz, R. (1994). *Leadership without easy answers*. Cambridge: Harvard University Press.
- Kellerman, B. (2008). *Followership: How followers are creating change and changing leaders*. Cambridge: Harvard Business Press.
- Kidder, R. (2005). *Moral courage*. New York: Harper.
- May, W. (2001). *Beleaguered rulers: The public obligation of the professional*. Louisville: Westminster John Knox Press.
- McCoy, B. (1983). "The parable of the sadhu," *Harvard Business Review*, 61(5), 103-108.
- Menkes, J. (2005). *Executive intelligence: What all great leaders have*. New York: Harper Collins.
- Rosenbach, W., & Taylor, R. (Eds.)(1993). *Contemporary issue in leadership*. Boulder: Westview Press.
- Thomas, R. (2008). *Crucibles of leadership: How to learn from experience to become a great leader*. Cambridge: Harvard Business Press.
- Wareham, J. (1991). *The anatomy of a great executive*. New York: Edward Burlingame Books.
- Wren, J. T. (1995). *The leader's companion: Insights on leadership through the ages*. New York: The Free Press.

General Public Leadership Readings:

- Andrews, R. (2003). *Hitler & Churchill: Secrets of leadership*. London: Weidenfeld & Nicolson.
- Burns, J.M. (2003). *Transforming leadership*. New York: Grove Press.
- Burns, J. M. (1982). *Leadership*. New York: Harper Perennial.
- Bryson, J., & Crosby, B. (1992). *Leadership for the common good: Tackling public problems in a shared-power world*. San Francisco: Jossey Bass.

- Fiorina, M., & Shepsle, K. (1989). Formal theories of leadership: Agents, agenda setters, and entrepreneurs. In Bryan Jones (Ed.) *Leadership and Politics: New Perspectives in Political Science* (pp. 17-30). Lawrence: University Press of Kansas.
- French, J., & Raven, B. (1959). The bases of social power. In Dorwin Cartwright (Ed.). *Studies in Social Power* (pp. 150-167). Ann Arbor: University of Michigan.
- Goodwin, D.K. (2005). *Team of Rivals: The Political Genius of Abraham Lincoln*. New York: Simon & Schuster.
- Greenstein, F. (1969). Objections to the study of personality and politics. *Personality and Politics*. Chicago: Markham.
- Havel, V. (1997). *The art of the possible: Politics as morality in practice*. New York: Alfred A. Knopf.
- Havel, V. (1990). *Disturbing the peace*. New York: Alfred A. Knopf.
- Jensen, J.S. (2008). *Women Political Leaders: Breaking the Highest Glass Ceiling*. London: Palgrave Macmillan.
- Jones, B. (1989). Causation, constraint, and political leadership. In Bryan Jones (Ed.) *Leadership and Politics; New Perspectives in Political Science* (pp. 3-14). Lawrence: University Press of Kansas.
- Lord, Carnes (2003). *The modern prince: What leaders need to know now*. New Haven: Yale University Press.
- Ludwig, A. (2002). *King of the mountain: The nature of political leadership*. Lexington: University Press of Kentucky.
- Morse, R., Buss, T., & Kinghorn, C. (Eds.) (2007). *Transforming public leadership for the 21st century*. London: M.E. Sharpe.
- Parsons, T. (1969). *Politics and social structures*. New York: Free Press.
- Rohr, J. (2002). *Civil servants and their constituents*. Lawrence: University Press of Kansas.
- Thompson, D. (1980). Moral responsibility of public officials: The problem of many hands. *American Political Science Review*, 74, 905-16.
- Wildavsky, A. (1984). *The nursing father: Moses as a political leader*. London: The University of Alabama Press.

Canadian Public Policy Leadership Readings:

- Barnhart, G.L., ed. (2004). *Saskatchewan Premiers of the Twentieth Century*. Regina: Canadian Plains Research Center
- Bernier, L. et al., eds. (2005). *Executive Styles in Canada: Cabinet Structures and Leadership Practices in Canadian Government*. Toronto: University of Toronto Press.
- Blake, R., ed. (2007). *Transforming the Nation: Canada and Brian Mulroney*. Montreal: McGill-Queen's University Press.
- Blakeney, A. (2008). *An Honourable Calling: Political Memoirs*. Toronto: University of Toronto Press.
- Blakeney, A. and Borins, S. (1999). *Political Management in Canada*. Toronto: University of Toronto Press.
- Bliss, M. (1994). *Right Honourable Men: The Descent of Canadian Politics from Macdonald to Mulroney*. Toronto: HarperCollins.
- Clarkson, S. and McCall, C. (1990, 1994). *Trudeau and Our Times: The Heroic Delusion*. Toronto: McClelland and Stewart.
- Dutil, P., ed. (2008). *Searching for leadership: Secretaries to Cabinet in Canada*. Toronto: University of Toronto Press.
- Goldenberg, E. (2006). *The Way It Works: Inside Ottawa*. Toronto: McClelland and Stewart.
- Granatstein, J.L. (1982). *The Ottawa Men: The Civil Service Mandarins, 1935-1957*. Toronto: Oxford University Press.
- Hillmer, N., ed. (1999). *Pearson: The Unlikely Gladiator*. Montreal: McGill-Queen's University Press.
- Johnson, A.W. (2004). *Dream No Little Dreams: A Biography of the Douglas Government*. Toronto: University of Toronto Press.
- LaMarsh, J. (1969). *Memoirs of a Bird in a Gilded Cage*. Toronto: McClelland and Stewart.
- Leeson, H. (2009). *Saskatchewan Politics: Crowding the Centre*. Regina: Canadian Plains Research Center.
- Kendle, J. (1979) *John Bracken: A Political Biography*. Toronto: University of Toronto Press.
- Kent, T. (1988). *A Public Purpose*. Montreal: McGill-Queen's University Press.
- Mancuso, M. et al., eds. (1994). *Leaders and Leadership in Canada*. Toronto: Oxford University Press.
- MacKinnon, J. (2003). *Minding the Public Purse*. Montreal: McGill-Queen's University Press.
- Michelmann, H.J. et al., eds. (2007). *Political Leadership and Representation in Canada*. Toronto: University of Toronto Press.
- Rennie, B.J., ed. (2004). *Alberta Premiers of the Twentieth Century*. Regina: Canadian Plains Research Center.

EVALUATION

All students will be expected to: prepare leadership four short pieces (briefing notes and short essays, according to guidelines provided), public leadership role, challenge and strategy project with colleagues (x1), and readings for assigned seminar days; actively participate in discussions and complete a list of readings; provide critical analysis of readings and

interactions during seminar time; attend all sessions; prepare and present one executive book summary, as assigned.

Details and rubrics for assessment will be posted for assignments by mid-December 2009.

A. Leadership Two Briefings Notes and Two Short Essays (400 points) 20%

During the course, each student will present (in written and verbal form) two briefings from an assigned article or chapter, on a selected topic (see briefing rubric and guidelines) AND two short essays on topics indicated.

B. Public Leadership Role, Challenges, and Strategies Project (500 points) 25%

Much of the course work will revolve around describing the particular roles, contextual challenges, strategies and competencies for agentic public leadership. Pairs of students will be asked to choose one public leadership role (from provided list). The project consists of researching the role position, interviewing a past or present occupant of the role and presenting a profile of findings to seminar. Further details will be provided, with rubric and guidelines, at first session of course.

C. Executive Book Summary (800 points) 40%

Details, examples and a rubric for these Executive Book Summaries and Presentation of books will be provided on the first day of the course.

D. Reading Log and Participation in Active & Reflective Learning Experiences (300 points) 15%

Details and rubric for self-assessment and readings list will be provided.

PLEASE NOTE: All written assignments should be typed and double-spaced. Assignments should be submitted to designated instructor(s) via e-mail attachment (in MS Word with Student name, GSPP 836AB/PUBP 898.3 and Assignment Name in Subject line). Instructors will provide a receipt (via e-mail) for all received assignments. All due dates must be strictly observed unless otherwise arranged with the instructor. Assignments submitted after the due dates may be assigned a mark of 0 unless excused for compassionate or extenuating circumstances. For further comments regarding marking of assignments and determination of final course grade, see Appendices.

SEMINAR SESSIONS

Given that GSPP 836AB/PUBP 898.3 (Public Leadership: Theory and Practice) is intended to compliment the preparation of people for leadership in public administration by broadening and deepening their understanding of the leadership domain. An instrumental view of the class sessions ought to consist of a critical review of related research and literature, an engagement and dialogue¹ with other course participants, an attention to what might be learned from listening to those beyond our various experiences, worldviews and disciplinary orientations and a rigorous analyses of current issues, dilemmas and emerging trends in this field of study and practice.

STUDENTS WITH SPECIAL NEEDS

Student in this course who, because of a disability, may have a need for accommodations, are encouraged to come and discuss accommodations with the instructor, and to contact the University of Regina Coordinator of Special Needs Services at 585-4631 or University of Saskatchewan Disability Services for Students at 966-7273.

¹Peter Senge (1990) reminded his readers that group learning starts with "dialogue." He says dia-logos, to the Greeks, meant a free-flow of meaning through a group, allowing the group to discover insights not attainable individually" (p. 10). He suggested that group dialogue depends on members' collective capacity to suspend assumptions and enter into a genuine "thinking together" (p. 10). Finally, Senge differentiated dialogue from discussion. The later has its common roots with "percussion" and "concussion" - literally a heaving of ideas back and forth in a winner takes all competition" (p. 10). Perhaps both interaction patterns have their place?

ACADEMIC INTEGRITY AND CONDUCT

Ensuring that you understand and follow the principles of academic integrity laid out in the Graduate Calendar is vital to your success in graduate school (attached; and available at http://www.uregina.ca/gradstudies/calendar/policy_univ.shtml and http://www.usask.ca/university_secretary/honesty/). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact me and we can discuss your questions.

DRAFT COURSE SCHEDULE (This is a draft of schedule – which will be confirmed in December – provided now primarily for students who wish to consider registering for the course – we do not expect the schedule to alter significantly, if at all. There will be further elaboration provided for all sessions and assessment materials will be posted on course websites).

Session #1: Defining Public Leadership & Evolution of Leadership Theory (KW, GM, RJR) **January 15th AM session**

Pre-Session #1 Reading (To receive maximum benefit from seminars and to enhance the shared contributions of students to the seminar, it will be the pattern for this course that students will be assigned to read selected material prior to each session). Note when “online” indicated – this means material is to be found on course website.

1. Orwell’s - Shooting the Elephant (Online)
2. Thurber’s – The Owl Who was god (Online)
3. Burns (1982; Leadership): Prologue, Chapter 1, 2
4. Gardner (On Leadership): Introduction, Chapter 1 (text)

Notes:

- Review of syllabus for GSPP 836AB/PUBP 898.3, including expectations and evaluation
- Introductions and Overview – The Big Picture Approach
- Student Interests and Expectations
- Project Team Formation and Role Choices
- Choice of book for Executive Book Summary

Seminar Topics and Activities

- A. Introduction to Leadership – KW
- B. Overview of Public Leadership Roles – GM
- C. Group Dialogue and Discussion – RJR, KW and GM

Additional Resources (references and resources yet to be added to each section)

1. The following site lists very good books and articles on leadership: <http://www.leadershipnow.com/>
2. The following site has a good presentation of various leadership theories: <http://psychology.about.com/od/leadership/p/leadtheories.htm>
3. The following site has good links to presentations of major leadership theories: http://changingminds.org/disciplines/leadership/theories/leadership_theories.htm
4. The following is a site regarding Kurt Lewin's typology of leadership styles: <http://psychology.about.com/od/leadership/a/leadstyles.htm>
5. Arnold M. Ludwig, King of the Mountain: The Nature of Political Leadership, University Press of Kentucky, 2002, 1 - 22.
6. Joseph Campbell, The Hero with a Thousand Faces, Princeton University Press, 1968, 3 - 25.

Session #2: The Contexts and Sources of Political Leadership (KW) **January 15th PM session**

Pre-Session #2 Reading

1. Read Gardner (On Leadership): Chapters 2, 3
2. Read chapter on Roy Romanow in Barhart, ed., *Saskatchewan Premiers*
3. Read Plato’s *Republic* Stephanus 484a-503d (on line)

4. Read assigned chapter from *The Prince*

Seminar Topics and Activities

- A. Political Leadership: A Case Study – RJR and GM
- B. Group Dialogue and Discussion – KW

Additional Resources: (references and resources yet to be added to each section)

Session #3: The Public Contexts and Sources of Bureaucratic Leadership (GM) January 29th AM session

Pre-Session #3 Reading

1. Read posted excerpts from Baldesar Castiglione's *The Book of the Courtier* (as assigned, approximately 20 pages) and answer these questions:
 - *What social expectations and rules of etiquette affect the relations between the courtier and the prince?*
 - *How can a courtier "... win for himself [or herself] the mind and favour of the prince that he[she] serves?"*
 - *What constitutes the ideal courtier?*
 - *What constitutes the ideal prince?*
2. Read Jones chapter: Causation, Constraint and Political Leadership (1989, pp. 3-14) & Fiorina & Shepsle chapter: Formal Theories of Leadership (1989, pp. 17-40)
3. Read French and Raven's *The Bases of Social Power* (pp. 150-167)
4. Read Talcott Parsons' *Types of Influence* (pp. 419-426)

Notes:

- Confirmation of Project Team Formation and Role Choices
- Confirmation of Choice of Book for Executive Book Summary

Seminar Topics and Activities

- A. Public Leadership: A Case Study – GM and RJR
- B. Group Dialogue and Discussion – KW

Additional Resources (references and resources yet to be added to each section)

Session #4: Political Leadership within Westminster Cabinet Systems (RJR) January 29th PM session

Pre-Session #4 Reading

1. Read Blakeney and Borins, *Political Management in Canada*, chapters 1-6.
2. Read chapters on William Aberhart and Peter Lougheed in Renee, ed., *Alberta Premiers*.
3. Read chapters on Tommy Douglas and Allan Blakeney in Barnhart, ed., *Saskatchewan Premier*
4. Read chapter on *Cabinet Making* – by Roy Romanow - CPRC book

Seminar Topics and Activities

- A. Cabinet Making and Leadership of a Cabinet – RJR
- B. Group Dialogue and Discussion – KW and GPM

Session #5: Bureaucratic Leadership within Westminster Cabinet Systems (GM) **February 12th AM Session**

Pre-Session #5 Reading

1. Read Blakeney and Borin, *Political Management in Canada*, chapters 8-13
2. Read Marchildon foreword to Johnson, *Dream No Little Dreams*, pp. xv-xxxi
3. Read Dutil, *Searching for Leadership*, chapters 1-2, 5-6.

Seminar Topics and Activities

- A. Case Study of the Saskatchewan Mafia: Provincial and National Leadership – GM
- B. Group Dialogue and Discussion – KW and RJR

Session #6: Bureaucratic Leadership in the Education Sector (KW) **February 12th PM Session**

Pre-Session #6 Reading

1. Read Gardner (*On Leadership*): Chapters 4 & 5
2. Read Walker (L.E.A.D.S. Leadership Paper)
3. Read Excerpts from Johnson/Mackay studies

Seminar Topics and Activities

- A. Bureaucratic Leadership: A Case Study – Keith
- B. Group Dialogue and Discussion – Roy, Greg & Keith

Additional Resources: (references and resources yet to be added to each section)

Session #7: International Perspective on Political Leadership (KW) **February 26th AM Session**

Pre-Session #7 Reading

1. Read Gardner (*On Leadership*): Chapters 6, 7
2. Read Assigned Speech from Vaclav Havel's *The Art of the Possible: Politics as Morality in Practice*

Seminar Topics and Activities

- A. Public Leadership in an International Context: A Case Study – RJR [or GM]
- B. Group Dialogue and Discussion – KW and GM

Additional Resources (references and resources yet to be added to each section)

Session #8: Distributed Governance and Leadership in Health Care Sector (GM)

February 26th PM Session

Pre-Session #8 Reading

1. Read Gardner (*On Leadership*): Chapters 8, 9
2. Read Roy Romanow, *Building on Values: Commission on the Future of Health Care in Canada* (Saskatoon: Commission on the Future of Health Care in Canada, 2002), chapter 2

Assignment (Due for Session #8)

Find a brief news article, cartoon, sketch, photograph, or other representation that pertains to a “public leadership crisis” and bring it to seminar (We plan to keep these, so if you want a copy for yourself, please make it before class). Based on your artifact, write a **three page essay** in which you explain the public leadership crisis, together with your diagnosis and prognosis of situation

Seminar Topics and Activities

- A. Leadership: A Case Study – RJR and GM
- B. Group Dialogue and Discussion – KW

Additional Resources (references and resources yet to be added to each section)

Session #9: All Sector Ethical Public Leadership (KW)

March 12th AM Session

Pre-Session #9 Reading

1. Read Gardner (*On Leadership*): Chapter 10, 11, 12, 13
2. Read McCoy's *Parable of Sadhu* (On line)
3. Read *Kingdom of Darkness Fable* (On line)
4. Read Thompson's Moral responsibility of public officials: The problem of many hands. *American Political Science Review*, 74, 905-16.

Assignment (Due for Session #9)

Write a **three page essay** in which you explain the importance of ethics to leadership and discuss some of the moral dilemmas leaders sometimes face

Seminar Topics and Activities

- A. Ethical Public Leadership - KW
- B. Group Dialogue and Discussion – RJR, KW and GM

Additional Resources (references and resources yet to be added to each section)

Session #10: Public Service Leadership Competencies (KW and GM)

March 12th PM Session

Pre-Session #10 Reading

1. Read Gardner (*On Leadership*): Chapters 14-17

2. Read Greenstein's *Personality and Politics* (pp. 33-46)

Assignment (Due for Session #10)

Develop Person Public Leadership Platform (statement) Download and bring personal copies of Saskatchewan Public Service Leadership and Management Competencies for discussion <http://www.psc.gov.sk.ca/lmcompetencies>

Seminar Topics and Activities

- A. Leadership Development and Mentorship – KW
- B. Competency Approaches to Leadership Capacity Building – GM
- C. Group Dialogue and Discussion – RJR, KW and GM

Additional Resources (references and resources yet to be added to each section)

Planning for Public Service Renewal Report (2002): <http://www.psc-cfp.gc.ca/abt-aps/rprt/esr-rrd/index-eng.htm>

Canadian Public Service Agency Competencies: <http://www.psagency-agencefp.gc.ca/tal//kcl/def-eng.asp>

Terry, Robert, "Understanding Ethics and Leadership," chapter 7 in *Authentic Leadership: Courage in Action*, San Francisco: Jossey-Bass, 1993 pp. 133-156.

Terry, Robert, "Deciding What You Believe," chapter 1 of *Seven Zones for Leadership: Acting Authentically in Stability and Chaos*, Palo Alto, California: Davies-Black Publishing, 2001, pp. 21-40.

Session #11: Executive Book Summaries (KW)

March 26th AM Session

Seminar Topics and Activities

- A. Executive Book Summaries – Student Presentations
- B. Group Dialogue and Discussion – Roy, Greg & Keith

Session #12: Public Leadership Profiles (GW)

March 26th PM Session

Seminar Topics and Activities

- A. Public Leadership Profile – Student Presentation
- B. Public Leadership Profile – Student Presentation
- C. Public Leadership Profile – Student Presentation

Session #13: Public Leadership Revisited (KW, GM, RJR)

April 9th AM Session (only AM)

Seminar Topics and Activities

- A. Student and Instructor Synthesis of Public Leadership – All
- B. Group Dialogue and Discussion – Roy, Greg & Keith
- C. Course Evaluation

Draft List of Public Leader Roles for Student Profile Selection

- Director/Superintendent of Education is this public – yes but appointed by political leaders
- First Nations Chief
- Chief of Police
- Manager of Fire Services
- Chief Executive Officer, Board Chair
- Director Regional Health
- University President
- Vice-President
- Principal
- Municipal Counsellor or Reeve
- Governor
- Public Trustee
- City Commissioner
- City Mayor
- Deputy and Assistant Deputy Minister
- Secretary to Cabinet
- Premier
- Leader of Opposition
- Prime Minister