

## **PUBLIC SERVICE LEADERSHIP**

### **Winter 2019**

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## **Course Description**

This course examines the operations and functions of the federal public service as the organization which implements and administers government programs and thereby translates government policy into the services demanded by citizens in Canada. It is designed to provide students with insight into the actions and behaviours of the federal public service and the opportunities that exist for the exercise of leadership therein. It will focus on the four core leadership competencies identified by the public service as key to developing as a dynamic organization and to be developed in its future employees: values and ethics, strategic thinking, engagement and management excellence. In this context, students will be provided with opportunities to foster their own leadership skills and develop the knowledge, skills and attitudes necessary to be effective leaders and communicators in the federal public service.

The course is intended to give students a broader understanding of the structure, functions and behaviours of the federal bureaucracy in Canada and insight into the potential opportunities that exist within it for leadership. In this regard, the course will serve as a precursor to students considering employment in the federal public service.

## **Course Objectives**

By the end of the course students should:

- Understand the role of the public servant in the functioning of Canada's democratic and Westminster parliamentary system of government;
- Understand the four core leadership competencies of the federal public service and how they interact to provide for a more dynamic and democratic system of governance;
- Have a better understanding of and be more comfortable with the concept of behavioural-based leadership more generally;
- Recognize the various elements of a behavioural-based leadership approach; and
- Have an increased awareness of the practices and purposes of leadership and the potential for it generally and more specifically in the impact that they may have as employees in the federal public service.

## **Required Materials and Texts**

- Various readings (as listed below) available through the McMaster University libraries or Google Scholar.

## **Class Format**

The class is scheduled for one three-hour session per week.

It will employ a combination of teaching methods, including lecture, seminar, group learning and self-directed learning. Student participation will be a significant component of the course experience and students are expected to be both well prepared for and participate in the class. The first two hours of the class will generally be used for group learning sessions while the third hour will be reserved for self-learning, group meetings or other course related activities.

In addition to formal class time, students are invited to meet with the instructor during regular office hours or by appointment to discuss course content or any other concerns.

## **Course Evaluation – Overview**

- |                         |   |
|-------------------------|---|
| 1. Learning Reflections | weekly, beginning January 21, 2019                  |
| 2. Briefing Note        | February 11, 2019                                   |
| 3. Take Home Exam       | April 01, 2019                                      |
| 4. Policy Brief         | January 28, 2019, March 04, 2019 and April 08, 2019 |

## **Course Evaluation – Details**

### **Learning Reflections (10%) – weekly, beginning January 21, 2019.**

A significant component to developing strong leadership skills is the ability for self-reflection. Accordingly, students will submit a one-page, double spaced reflection paper on the previous week's materials. Students will hand in a total of ten (10) reflection papers. Each paper that is handed in by the beginning of each class in which it is due will be given a grade of one percent for the assignment. Accordingly, if a student completes all ten assignments on time, they will receive 10% for the learning reflection assignment grade. Only those papers that are handed in at the beginning of class will receive the 1% grade. It is at the sole discretion of the instructor as to when he will no longer accept submissions to qualify for this grade.

Please note that weekly questions must be submitted in hard copy/paper format. Electronic copies will not be accepted or considered for grading.

### **Briefing Note (20%), February 11, 2019**

Students will write a two-page maximum briefing note on an issue of current relevance to the federal government in Canada. The briefing note is expected to provide a synopsis of a complicated issue facing the government and present a range of options, including a recommendation for action. A more detailed format for the briefing note will be provided to students in class by the middle of January.

### **Take Home Exam (20%), April 01, 2019**

The take home exam will be based on all materials covered in the lectures, seminars, discussions, practical exercises and assigned readings throughout the semester. It will provide the students with an opportunity to apply the course material they have learned over the course of the year in a general fashion and cover as much material as possible.

As this is an exam, it is due one April 01, 2018 and there will be no extensions or accommodations for any reason, including work in other courses, and MSAFs cannot be used to extend the deadline. As such, please plan your course and other work schedules accordingly.

### **Policy Brief (50%), January 28, 2019, March 04, 2019 and April 08, 2019**

Students will work in groups of four to provide a detailed policy brief along on a relevant and current topic facing the federal government in Canada with supporting documentation where necessary. The policy brief should outline the broader policy issue and the specific policy problem, the positions of various stakeholders, the range and basis for various policy options, their recommendations for action as well as a suggestion on how to measure success of the recommended policy option. The brief should be comprehensive and involve consideration of the issues from the perspective of the various stakeholders associated with the policy issue.

Students will be expected to consult academic and non-academic sources to research their briefs, including primary research where possible.

The brief should be between 35 to 40 double spaced pages in length.

As part of the drafting of the brief, students will provide two interim reports on their progress. The first is a single page summary of their initial progress on the policy brief exercise, including an identification of the policy area and specific policy problem to be researched with a brief explanation of its relevance for research (initial or continuing) from a public service perspective. This report is due on January 28, 2018.

The second report is provide a two-page summary of their progress, including a working definition of the policy problem, an identification of the range of stakeholders involved and the potential policy options or solutions to be researched. This report is due on March 04, 2018.

A failure to provide either of the two interim reports will have an impact on the final grade received on the policy brief. Unless agreed to in advance by the instructor, students will be graded as a group and all receive the same grade for the assignment.

## **Weekly Course Schedule and Required Readings**

### **Week 1 – January 07, 2019 – Introduction**

Readings: *None*

### **Week 2 – January 14, 2019 – Leaders and Followers Public Policy and Policy Instruments**

Readings: *None*

### **Week 3 – January 21, 2019 - Engagement in Theory**

Readings:

Morse, Suzanne. 1994. "Educating Leaders for the Responsibilities of a Civil Society." *The Journal of Leadership Studies*, 1(3), 37-49.

Roy, Jeffrey. 2008. "Beyond Westminster governance: Bringing politics and public service into the networked era." *Canadian Public Administration* 51(4), 541-568.

**Note: First Weekly Learning Reflection due in class**

### **Week 4 – January 28, 2019 – Engagement in Practice**

Readings:

Culver, Keith and Paul Howe. 2004. "Calling all citizens: The challenges of public consultation." *Canadian Public Administration* 47(1), 52-75.

Brill, Pamela and Karlin Sloan. 2011. "Peak Performance for the Political Leader" *Journal of Leadership Studies* 5(1), 76-83.

**Note: First Report on Policy Brief due in class**

### **Week 5 – February 04, 2019 – The Role of the Public Service**

Readings:

Inwood, Gregory J. 2009. *Understanding Canadian Public Administration: An Introduction to Theory and Practice*. Toronto: Pearson Prentice Hall, Chapters 2 and 5.

## **Week 6 – February 11, 2019 – Environment and Context**

Readings:

Johnson, David and Andrew Molloy. 2009. "The quiet crisis and the emergence of La Releve: A study of crisis perception and executive leadership within the Canadian federal public service, 1997-2002." *Canadian Public Administration* 52(2), 203-223.

Waterfield, Susan. 1997. "The challenges facing provincial public services" *Canadian Public Administration* 40(2), 204-217.

**Note: Briefing Note due in class**

## **Week 7 – February 18, 2019 - Reading Week**

Readings: None

## **Week 8 – February 25, 2019 – Strategic Thinking in Theory**

Readings:

Goldman, Ellen F. and Andrea Casey. 2011. "Building a Culture That Encourages Strategic Thinking." *Journal of Leadership & Organizational Studies* 17(2), 119-128.

Rose, Wade R. and David Cray. 2010. "Public-sector strategy formulation." *Canadian Public Administration* 53(4), 453-466.

## **Week 9 – March 04, 2019 – Strategic Thinking in Practice**

Readings:

Maghroori, Ray and Erik Rolland. 1997. "Strategic Leadership: The Art of Balancing Organizational Mission with Policy, Procedures, and External Environment." *The Journal of Leadership Studies*, 4(2), 62-81.

Siegel, David. 2010. "The leadership role of the municipal chief administrative officer." *Canadian Public Administration* 53(2), 139-161.

**Note: Second Report on Policy Brief due in class**

### **Week 10 – March 11, 2019 – Values and Ethics in Theory**

Readings:

Tait, John. 1997. "A Strong Foundation: Report of the Task Force on Public Service Values and Ethics (the summary)." *Canadian Public Administration*, 40(1), 1-22.

### **Week 11 – March 18, 2019 – Values and Ethics in Practice**

Readings:

Langford, John W. 2004. "Acting on values: An ethical dead end for public servants." *Canadian Public Administration* 47(4), 429-450.

Heintzman, Ralph. 2007. "Public-service values and ethics: Dead end or strong foundation?" *Canadian Public Administration* 50(4), 573-602.

### **Week 12 – March 25, 2019 – Management Excellence in Theory**

Readings:

Zalesnik, Abraham. 1992. "Managers and Leaders: Are They Different?" *Harvard Business Review* March-April, 126-135.

Gini, Al. 1997. "Moral Leadership and Business Ethics." *The Journal of Leadership Studies* 4(4), 64-81.

**Note: The take home exam will be distributed in class**

### **Week 13 – April 01, 2019 – Management Excellence in Practice**

Readings:

Slocum, John W. 2000. "Leadership and the Decision-Making Process." *Organizational Dynamics* 28(4), 82-94.

Kernaghan, Kenneth. 2011. "Getting engaged: Public-service merit and motivation revisited." *Canadian Public Administration* 54(1), 1-21.

**Note: Take home exam due in class by 9:00 pm**



## **Week 14 – April 08, 2019 – Conclusions on Leadership**

Readings: *None*

**Note: Policy Brief due in class by 9:00 pm**

### **Course Policies**

#### **Submission of Assignments**

Written assignments should be provided to the instructor, either at the beginning of class or during office hours prior to class. As a last resort, assignments can be submitted to the box outside of the political science office after hours (date-stamped for the following day) or to the Department of Political Science Office during regular business hours. Assignments will not be accepted that are slipped under the instructor's or any other door.

Papers received by e-mail or fax will not be accepted without the prior express permission of the instructor on each assignment.

#### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

#### **Late Assignments**

Students should make all reasonable attempts to submit papers on the due date. In the event that a legitimate extension is required, students should speak to the instructor ***in advance*** of the due date to make the appropriate arrangements for such an extension. Requests for an extension submitted by e-mail will not be considered – you must speak to the instructor in person.

Examinations and/or assignments related to this and other courses do not constitute or qualify as exceptional circumstances or legitimate excuses.

Late papers may be penalized at the rate of five percentage points per working day for each day of delay, up to a maximum of one week. After one week, the instructor may refuse to accept any late assignments in the absence of proper medical certification justifying an inability to fulfill academic requirements on a prolonged basis. Papers accepted after one week of lateness, in addition to the daily deduction, will be subject to a further deduction of one full letter grade (ie. A to B, B to C) per each week of lateness.

The instructor reserves the right to not provide any comments or feedback on papers submitted after the original deadline, whether an extension is granted or not and whether any other late penalties are applied.

**IN ALL CIRCUMSTANCES, A LATE ASSIGNMENT MUST BE SUBMITTED FOR GRADING PRIOR TO THE RETURN OF THE GRADED ASSIGNMENTS TO THE CLASS OR IT WILL NOT BE ACCEPTED AND NO MAKEUP OR REPLACEMENT ASSIGNMENTS WILL BE PROVIDED.**

### **Absences, Missed Work, Illness**

Students should make all reasonable efforts to attend and are responsible for the material covered in each and every scheduled class. However, it is understood that some absences are unavoidable and students should make every effort to catch up on missed materials and the instructor will provide reasonable assistance to assist a student. In this regard, students should attempt to obtain lecture notes or other class materials from their colleagues in the class before seeking assistance from the instructor concerning missed lecture and/or class content.

Requests for the instructor to repeat a lecture or seminar discussion (either during office hours or at any other time) or provide access to the instructor's lecture notes are not reasonable requests for assistance.

In the event that students are unable to attend class or tutorials or complete required assignments, they should avail themselves of the MSAF policy or submit the appropriate medical or other documentation to their faculty office to support an accommodation request based on a prolonged absence. In the absence of either an MSAF or a faculty approved accommodation request, the instructor reserves the sole right to not accept any outstanding work in accordance with the late assignments policy.

If a student has submitted the appropriate documentation to their faculty and been granted an allowance for outstanding work or has received the approval of the instructor for the incomplete work, the instructor reserves the sole right to re-allocate the missed grades to other assignments.

Please note that an MSAF submission, where permitted, provides a three day extension for any assignment. In the event that students require a further period of time to submit their outstanding work, they must discuss any further extension with the instructor prior to the end of the three day MSAF extension. In the absence of a further approved extension, an assignment subject to an MSAF becomes a late submission after three days.

The filing of an MSAF does not relieve a student of the obligation to complete the outstanding assignment.

### **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

### **Faculty of Social Sciences E-mail Communication Policy**

Effective January 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.