

PUBLIC SERVICE LEADERSHIP
POLSCI 3FG3
Winter 2022, Term 2

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Contents

Course Description.....	3
Course Objectives	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview	4
Course Evaluation – Details	4
Critical Analysis Papers (30%)	4
Class Participation (15%)	4
Group Presentations & Report (20%)	6
Policy Brief and Analysis (35%).....	6
Weekly Course Schedule and Required Readings	7
Week 1 (Jan 12) Introduction.....	7
Week 2 (Jan 19) Behavioural Based Leadership Foundations	7
Week 3 (Jan 26) The Role and Environment of the Public Service	7
Week 4 (Feb 2) Case Study Analysis	7
Week 5 (Feb 9) Engagement in Theory	7
Week 6 (Feb 16) Case Study Analysis	7
Week 7 (Feb 23) Mid-term recess, NO CLASS	7
Week 8 (Mar 2) Engagement in Practice	7
Week 9 (Mar 9) Strategic Thinking in Theory.....	8
Week 10 (Mar 16) Strategic Thinking in Practice.....	8
Week 11 (Mar 23) Management Excellence in Theory	8
Week 12 (Mar 30) Values and Ethics in Theory	8
Week 13 (Apr 6) Institutions of Industrial Citizenship.....	8
Course Policies	8

Submission of Assignments.....	8
Grades.....	9
Late Assignments.....	9
Absences, Missed Work, Illness.....	10
Courses With An On-Line Element.....	10
Online Proctoring.....	11
Authenticity / Plagiarism Detection.....	11
Copyright and Recording.....	11
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	11
Academic Integrity Statement.....	12
Conduct Expectations.....	12
Academic Accommodation of Students with Disabilities.....	13
Faculty of Social Sciences E-mail Communication Policy.....	13
Course Modification.....	13
Extreme Circumstances.....	13

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 or with other levels of government or in the broader public sector.

Course Objectives

By the end of the course students should be able to:

- Convey 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 Course content will be delivered utilizing two different formats.

First, the theoretical aspects of the course will be delivered asynchronously through on-line, pre-recorded lectures available on Avenue to Learn.

The course will use virtual, synchronous learning sessions to meet two objectives. First, we will discuss the theoretical aspects of the literature we will examine. Second, the virtual classroom will provide opportunities for clarification on course content and practice based and/or practical experiences in further understanding and developing leadership competencies. These sessions will take place in the scheduled class time slot through a Zoom group meeting.

Course Evaluation – Overview

1. Critical Analysis Paper 1: 15%	February 02, 2022
2. Critical Analysis Paper 2: 15%	March 02, 2022
3. Class Participation: 15%	Ongoing
4. Group Presentations: 20%	Will commence January 26, 2022
5. Policy Brief & Analysis: 35%	March 30, 2022

Course Evaluation – Details

Critical Analysis Papers (30%)

1. You are required to complete two Critical Analysis papers. Submission details will be provided in advance.
 - a. Critical Analysis Paper 1 - due at 11:59pm, Wednesday, February 02, 2022.
 - b. Critical Analysis Paper 2 - due at 11:59pm, Wednesday, March 02, 2022.
2. Each Critical Analysis paper must be five to six (5-6) pages in length, standard font size, 1" margins, and double-spaced, critical response paper on two readings. A list of readings shall be provided, and they will be accessible through the Library's electronic reserve system. Please note, you are not required to use any additional readings in your assignment.
3. Please do not simply summarize each of the readings separately; integration, analysis and your questions are key to achieving a good grade on this assignment.
4. Critical Analysis Papers should:
 - a. Provide a brief summary of the main issues of the readings.
 - b. Evaluate the arguments and perspectives offered by the author(s).
 - c. Identify and critically analyze the weaknesses of the readings.
 - d. Provide your own perspective on the readings. Graded Weekly Questions (20%), due by February 18, April 8

Class Participation (15%)

It is critical that all students come to our online virtual wonderland having read the core readings for the week. We will be analyzing this material as a group and I expect that everyone will contribute to the discussion.

I do realize that with an online setting, it is very difficult to ensure everyone that has a point can be drawn into the discussion. In a classroom I can more easily make eye contact etc. and move on from there.

To get around this limitation, and to ensure that you receive credit for work for work done in class, I will open discussion boards for each class. So, if you have questions/thoughts/observations, you can post them there, and I can ensure you are credited. In addition, use the “hand raise” feature in Zoom and I will try my best to ensure you get time. If that fails, simply yell “Sharma I have a thought/question!!!” I may, or may not, oblige your request to participate.

To ensure that everyone is given the opportunity to actively participate, I will call upon individuals to offer their thoughts.

Your involvement in the weekly discussion may revolve around asking your classmates key questions about the readings. In doing so, they may realize that they do not understand the reading nearly as well as they initially thought. Similarly, as the discussion progresses, you may discover that you did, in fact, understand the readings and are able to clarify the concepts and ideas contained therein for your colleagues.

Ultimately, there are several ways that you can get involved in the discussion each week:

1. Ask a question.
2. Introduce a topic.
3. Provide an example to illustrate the argument being advanced or ask someone else to do so.
4. Clarify a concept.
5. Debate the opinions expressed by others.
6. Reiterate or summarize some of the points of discussion.
7. Offer your own interpretation of the material.
8. Encourage others to contribute to the discussion.

I expect you to provide me with evidence that you have actually read the material for the week and have made a real effort to understand it. Your participation grade will be determined on the basis of both the quality of your input and timely participation.

To make the readings more manageable and understandable, it may be helpful to consider the following questions as you prepare your notes:

1. What are the basic terms and concepts that have been identified in the readings? Do you understand all of them? Identify the ones that you found problematic.
2. What is the thesis of the reading in question? In other words, what is the main argument being advanced by the author?
3. How has this argument been structured? Are there certain themes that have been identified? What methodology has the author used to present their

argument? Think about the quality of the data used to support this position – is it sufficient? Do you find the argument compelling or wanting?

4. Try to identify some of the most important questions or ideas that have been outlined in the reading.
5. Think about how these readings relate to the other material that you have examined in the course and the literature on environmental politics generally. Does this work add to existing knowledge or is it merely a reiteration of previous scholarship?
6. How would you evaluate the quality of this work?

Group Presentations & Report (20%)

Ah, dreaded Group Work!!!! We will discuss this in greater detail when we meet, but until then, please take note of the information below:

On Wednesday, January 26, 2022, we will start Group Presentations, which are to be related to that week's topic. You are free to structure your discussion as you wish. For example, you may choose to create a PowerPoint presentation, or you may prefer to provide a lecture of sorts on the readings; in some instances, you might find it useful to organize the class to have a debate. An alternative approach would be to divide the seminar into groups or use various activities as a means of engaging your classmates and discussing and analyzing the readings in question. I am happy to assist you in the development of your presentation. We will discuss this component more in class.

Policy Brief and Analysis (35%)

The Policy Analysis assignment is due at 11:59pm, Wednesday, March 30, 2022.

Submission details will be provided in advance. This assignment has two goals:

1. It provides you the opportunity to explore an issue, social problem, or social program in Canada of your choice and identify possible solutions etc.
2. You will be exposed to the principle components of how to analyze government policy. You will be able to conduct a policy analysis of your own and address the following elements of a systematic policy analysis.
 - a. A description and analysis of the issue.
 - b. Specification and evaluation of the policy alternatives to deal with the problem.
 - c. An examination of the implementation issues involved with applying the policy solution to the problem.

This is also an exercise in making trade-offs. You will develop criteria against which to evaluate policy alternatives and use those criteria to confront the trade-offs and to formulate a recommendation. No one solution you design will meet all of your criteria if you have specified them correctly, so choices must be made.

Additional details shall be provided in class.

Weekly Course Schedule and Required Readings

Week 1 (Jan 12) Introduction

No assigned readings.

Week 2 (Jan 19) Behavioural Based Leadership Foundations

Readings:

- Derue, D. Scott, Jennifer D. Nahrgang, Ned Wellman and Stephen E. Humphrey. 2011. "Trait and Behavioral Theories of Leadership: An Integration and Meta-Analytic Test of Their Relative Validity" *Personnel Psychology* 64, 7-52.

Week 3 (Jan 26) The Role and Environment 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.
- 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.

Week 4 (Feb 2) Case Study Analysis

No assigned readings.

Week 5 (Feb 9) 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.

Week 6 (Feb 16) Case Study Analysis

No assigned readings.

Week 7 (Feb 23) Mid-term recess, NO CLASS

Week 8 (Mar 2) 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.

Week 9 (Mar 9) 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 10 (Mar 16) 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.

Week 11 (Mar 23) Management Excellence in Theory

Readings:

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

Week 12 (Mar 30) 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.
- 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 13 (Apr 6) Institutions of Industrial Citizenship

No assigned readings.

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:

MARK	GRADE
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 (i.e. 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.

Courses With An On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to

www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should

submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Faculty of Social Sciences E-mail Communication Policy

Effective September 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.

If the instructor or a teaching assistant is not able to pass the daily COVID screening, they cannot provide an in-class meeting. In the case that the instructor cannot attend the lecture, this will be announced on Avenue to Learn by 3pm on the day of the lecture. The lecture will be replaced by either an on-line lecture (which will be audio-recorded and posted to Avenue) or asynchronous lecture(s) posted to Avenue.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.