

# **PUBLIC SERVICE LEADERSHIP**

## **Winter 2021**

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**Class:** Tue 2:30 – 5:20  
**Room:** Vitural

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

## **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**

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.

Second, the course will use virtual, synchronous learning sessions to 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.

While attendance at the synchronous sessions is not mandatory (and there are no grades assigned for participation), students are strongly encouraged to attend these classes on a weekly basis. The sessions will provide both information and activities that will clarify the course content as well as provide meaningful opportunities to more fully understand and develop leadership skills, particularly in relation to the introductory (week 1), engagement in practice (week 7), strategic thinking in practice (week 10) and management and values in practice (week 14) scheduled classes. Practical and/or real life exercises will also take place during other weeks of the course, albeit in a less structured and more informal manner than the four “in practice” weeks.

As the course content and assessable material will be delivered through pre-recorded lectures, there is no requirement that students keep current with the course schedule. However, the weekly sessions will follow the course schedule and will be dedicated to clarifying course materials and undertaking practical activities related to the topics associated with each specific week as outlined on the course outline. Similarly, the assignments and their due dates are also specifically aligned with the course schedule. The instructor led sessions will not re-visit course content that has been previously discussed and is no longer current with the course schedule.

## **Course Evaluation – Overview**

1. Group/individual Reflection Papers
  - a. Leadership and Public Service February 02, 2021
  - b. Engagement March 02, 2021
  - c. Strategic Thinking March 23, 2021
  - d. Management and Values April 20, 2021
  
2. Briefing Note March 30, 2021

## **Course Evaluation – Details**

### **Group/Individual Reflection Papers (4 x 20%)**

**Leadership and Public Service – February 02, 2021**

**Engagement – March 02, 2021**

**Strategic Thinking – March 23, 2021**

**Management and Values – April 20, 2021**

A significant component to developing strong leadership skills is the ability for both individuals and organizations/groups to undertake self-reflection. Accordingly, the primary means of assessing student performance in the course will consist of reflections on course content on a tri-weekly basis. Students, either individual or in groups of up to four, will submit an eight to ten-page paper on the previous two-week's materials.

The papers should reflect on and critically assess the course content as contained in the readings and lectures and consider how it aligns with or differs from students' previous conceptions of leadership and public service – both within/on behalf of governments and to the broader public as a whole. The papers will be graded on the extent to which they comprehensively and critically engage with the course content in each section of the course, relate it to a behavioural based definition of leadership and other aspects of the course and also incorporate aspects of self-reflection.

### **Briefing Note (20%), February 10, 2021**

Students will individually submit 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 and novel issue facing the government. A more detailed format and set of instructions for the briefing note will be provided to students in class by the middle of January.

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

### **Week 1 – January 12, 2021 – Introduction**

No Assigned Readings.

### **Week 2 – January 19, 2021 – Behavioural Based Leadership Foundations**

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 – January 26, 2021 - 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 – February 02, 2021 – Slack Week**

No Readings Assigned.

### **Week 5 – February 09, 2021 – 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 – February 16, 2021 – Reading Week**

No Assigned Readings.

### **Week 7 – February 23, 2021 - 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 8 – March 02, 2021 – Slack Week**

No Assigned Readings.

### **Week 9 – March 09, 2021 – 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 – March 16, 2021 – 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 – March 23, 2021 – Slack Week**

No Assigned Readings.

### **Week 12 – March 30, 2021 – 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 13 – April 06, 2021 – 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 14 – April 13, 2021 – Management and Values in Practice**

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:

<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+

<b>MARK</b>	<b>GRADE</b>
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.

### **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](http://www.mcmaster.ca/academicintegrity) please go to [www.mcmaster.ca/academicintegrity](http://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](mailto: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.

### **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.