

JSGS 808 – ETHICAL LEADERSHIP AND DEMOCRACY IN THE PUBLIC SERVICE

UNIVERSITY OF REGINA CAMPUS	
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OFFICE HOURS:	Thursdays 5:00 to 5:25 p.m., or by appointment for in-person, Zoom, or telephone meeting
OFFICE LOCATION:	CB 323.2 (College Building)
TERM:	FALL 2021
ROOM:	CB 308 (College Building)
DATE AND TIME:	Thursdays 5:30 pm – 8:15 pm September 2, 2021 – December 2, 2021 (No class on November 11)

The syllabus for this course is comprised of this document plus the document titled “JSGS Common Syllabus 2021-22.”

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

Portions of this course were developed by Dr. Ken Rasmussen, Professor, and Jennifer Ehrmantraut, former Director of Executive Education at JSGS.

CALENDAR DESCRIPTION

There is growing attention being given to leadership and similar efforts to create and sustain trust within and through the profession of public administration. This course descriptively and critically examines leadership in relation to the professional public service and the environment of public sector decision-making and policy making.

LEARNING OBJECTIVES

JSGS has developed a set of three competencies that all graduates will be able to demonstrate. The specific readings, assignments and activities in JSGS 808 will help you acquire and demonstrate the ability to:

- Analysis and Use of Evidence – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;

- Politics and Democracy – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

In addition, this course will provide students with an understanding of selected theories of leadership, the purpose and objectives of leadership, the ethical dimensions of leadership, as well as the unique challenges of exercising leadership at any level with the public service.

During the course students are expected to:

- Be able to communicate ideas clearly and persuasively orally and in writing;
- Demonstrate critical and analytical thought about issues central to public service leadership;
- Communicate meaningful research and knowledge about leadership;
- Differentiate the multiple types and styles of leadership necessary for democratic societies;
- Address the philosophical and ethical issues associated with the exercise of leadership;
- Understand their current strengths and weaknesses as a leader, and develop their own personal approach to the practice of leadership;
- Understand the role of ideas and institutions in shaping personal leadership, positional leaders, and their approaches to leadership;
- Understand when leadership matters and why;
- Describe leadership styles and behaviors;
- Understand the biases that emerge in the perceptions of leadership;
- Recognize that leadership and management are distinct but complementary and both are necessary for organizational success;
- Become aware of ways in which personal leadership can be developed and nurtured within organizations;
- Increase knowledge of leadership techniques and theories;
- Increase awareness of personal/professional effectiveness relative to working in groups;
- Increase ability to see the collaborative nature of effective leadership;
- Apply new knowledge and skills to employment, student life, and/or in the community;
- Enhance their ability to think critically, to analyze complex and diverse concepts, and to use reasoning, judgment and imagination to create new possibilities in leadership situations; and
- Articulate a reflection on personal improvement relative to leadership skills.

COURSE CONTENT AND APPROACH

Course Content:

This course explores the leadership dimensions of administrative behaviour in the context of public service and particularly public sector organizations. The goal of the course is to provide students with an opportunity to learn about and reflect upon a range of leadership theories and practices, to help them develop personal leadership skills while also reflecting on the ethical dimensions of personal and positional leadership within public administration. Effective leadership by public servants requires adaptive leadership, high levels of personal and organizational integrity and vigilant stewardship of various aspects of public trust including the handling of resources. Leadership is an aspect of public

management, but is not the same thing as public management and remains a distinctive skill that all successful public servants at all levels need to master.

Leadership studies and popular media suggest that society is experiencing a crisis in leadership. Is that the case? In this course, we'll tackle that question. To do so, we'll begin with the basic questions of *what* is leadership, and move on to *how* do leaders lead and *why* do followers follow. And just as important, is leadership a concern only for those in positions of authority, or does everyone in a workplace have opportunities to demonstrate leadership? Along the way, we'll address the *so what* question -- what impact do these relationships have upon "organizational performance" -- particularly in public settings. How much does leadership really matter in terms of overall organizational performance?

Finally, it is important to remember that decisions in the public sector often require balancing issues of ethics, law, politics, organizational dynamics, and human relations. Skill in navigating these turbulent waters comes with experience, but there is also much to learn from current management theory and leadership studies. This course draws on public management literature and case studies, to build students' competencies in ethical leadership. The context is management of, and leadership in, government organizations, but the lessons learned have broad application to most work environments (and other life situations!).

Approach:

For this course, we will be using a "flipped classroom" approach. All course materials will be available on UR Courses in advance of each scheduled in-class session. Students are expected to thoroughly review all materials before class. During class, I may briefly highlight some key points of the material, but we will spend most of our in-class time discussing the materials (in both large- and small-group formats), offering and discussing different viewpoints about leadership, and undertaking case studies in small groups and presenting those group results to the class.

Most JSGS courses for Fall 2021, including 808, will be offered in a "HyFlex" or high flexibility delivery format: most students will attend our weekly sessions in-person, while students that are not able to attend in-person (or are not comfortable doing so) will be able to participate in the session using Zoom.

REQUIRED READINGS

All required readings will be found on UR Courses, except the book *Leadership is an Art* by Max DePree, which you are required to purchase for the class to complete the briefing note and book review assignments.

All readings and videos posted on UR Courses are required course material (unless noted otherwise) and you are expected to review and understand them.

COURSE OUTLINE (sequence and selected topics are subject to revision)

September 2, 2021 – Course Introduction and overview of the Reflective Essay Assignment (due at the end of semester)

This week we will:

- Review the course syllabus, expectations, assignments and evaluation, including how we will approach classwork in a mixed in-person/online environment.
- Discuss “positional” vs “personal” leadership, a theme that we will revisit frequently throughout the course.
- Start the course-long exploration of what leadership means to you, and how you will evaluate your personal leadership style and growth by the end of the semester. Leadership is about personal work and determining your strengths, your growth areas, how to evaluate them and determining what kind of leader you ultimately want to be.

September 9, 2021 – Kouzes/Posner Leadership Model and Team Work/Culture

This week we will:

- Examine the Kouzes and Pozner model of leadership.
- Explore culture and how creating a culture of team work and high performance impacts on results. We will dive into how to create trust, sustain trust and what happens when trust is broken. Culture and trust are a shift from a focus just on results to a focus on how the results are achieved. Is there a "wake of destruction" behind the results, or were the results achieved through building positive relationships, transparent communication and collaboration? Which approach works better in the long term?

September 16, 2021 – Leadership That Gets Results Model and related Briefing Note assignment

This week we will:

- Explore another leadership model: “Leadership That Gets Results” by Dr. Daniel Goleman.
- Examine the application of that theoretical model to a current leadership assessment approach used in the workplace, which is the model currently used in the Saskatchewan public service.
- Discuss the use of “briefing notes” in the public service, including an assignment to prepare a briefing note on the “Leadership That Gets Results” model.

September 23, 2021 - Leading with Influence not Authority

It can be much easier to have individuals follow directions from a position of authority. We will explore the reasons why developing and using skills of influence and persuasion are more productive than using positional power. We will look at the continuum of influence. From persuading people to do what you would like them to do, to being open to hearing their side, to building relationships of trust in order to make the best decisions for the direction of the organization.

September 30, 2021 – Ethical Leadership and Public Service – part 1

Note: September 30th is the National Day for Truth and Reconciliation, a day for Canadians to recognize and commemorate the tragic history and ongoing legacy of residential schools in Canada, as part of our ongoing efforts toward truth and reconciliation. The University is closed on the 30th so we will not have class; however, there is coursework for the week to be completed on URCourses, which we will review and discuss on October 7th.

October 7, 2021 -- Ethical Leadership and Public Service – part 2

Leading (both positionally and personally) requires a commitment to adhere to values, to work in good faith, and carry oneself in a professional manner. In the public service context, this requires diligence to many policies such as protecting privacy, anti-harassment, conflict of interest, and use of public resources for the public good.

The concept of public sector ethics has deep roots. In these modules (weeks of September 30th and October 7th) we will:

- Examine the concept of “the public trust” and the role that individual public servants and positional leaders have as caretakers of the public trust.
- Explore the role of public servants relative to the elected, and expectations for “duty of loyalty.”
- Explore the role that organizational culture plays in maintaining a positive environment and the impact of culture on individual choices and behaviour.
- Discuss public trust and your understanding of how leadership, integrity, accountability and ethics goes hand in hand, and explore the roles of some accountability processes such as “whistle blowing” and freedom (access) to information.

October 14, 2021 - Leadership Development in Government

So you are a leader, now what? There can sometimes be fear amongst leaders thinking they have to be the smartest person at the table with all the answers. We’ll discuss how creating an environment to develop leaders and empower people leads to better decisions, collaboration and relationships.

October 21, 2021 – Collaborative Leadership Across Organizational Boundaries

This week we will explore how collaboration and team work are crucial skills needed to navigate the complexities of the public service. Relationships are at the core of collaboration and leading high performance teams. Developing your ability to authentically lead across organizations and within your team will be the focus of this lesson.

October 28, 2021 – Leading Organizational Change (leading vs managing)

A very difficult leadership challenge is bringing about significant organizational change. Often referred to as “culture change” this type of change can involve reshaping the culture of how an organization does its work, or how it approaches significant societal issues like diversity and inclusion, or mental health in the

workplace. We'll explore how these types of challenges require "leadership" rather than "management", and consider some theories, approaches and tools for pursuing organizational change.

November 4, 2021 – Coaching and Mentoring

Coaching and mentoring are often viewed as the same thing. We will explore the differences between them, as well as the benefits to creating a culture that supports both coaching and mentoring.

November 11, 2021 – Reading Week: no class or new material

November 18, 2021 -- Leadership in a Diverse Workplace (*possible guest lecturer/facilitator)

We will explore the concepts of diversity, inclusion, reconciliation, and how these concepts all support building a culture where people feel accepted and safe to perform at their best. We will discuss why having conversations around diversity is not enough, instead shifting the dial from conversation to demonstration. So many groups are asking to be heard, recognized, and acknowledged. As a leader (positional and/or personal), it is your role to create an environment where people feel safe to contribute at their highest levels. We will explore what a safe environment is and how the tone you set as a leader will dictate what is acceptable and what is not.

November 25, 2021 – Leadership, Resilience and Healthy Workplaces

Leaders, at all levels, set the tone for work units and the organization. Our actions are constantly being watched, evaluated, and emulated. How we handle ourselves in stressful situations often will be the most viewed and critiqued. We will explore tools for managing one's self, for rebounding when something goes wrong, and always being aware that what we say and do, and more importantly, how we support others, matters.

December 2, 2021 – Course Summary and Review

We will recap our learnings from the course and leave you with a challenge for your leadership journey.

DESCRIPTION OF ASSIGNMENTS AND DUE DATES

Participation (30%)

Part 1: Attendance and participation during class sessions (15%)

Attendance and active participation are expected at all interactive sessions by all students. Students will be allowed to be absent from one session without deduction, however subsequent absences will result in lost marks.

Students are expected to complete all weekly readings and participate in class and group discussions – asking questions, sharing ideas, and engaging in respectful conversations to clarify or advance course

content. The objective is not about quantity but offering insightful and analytical perspectives and observations. Participation will be assessed through all class sessions.

Part 2: Participation in discussion forums (15%)

Throughout the course, questions will be posted on the discussion forum on UR Courses. New question(s) will be posted each week. Students are expected to regularly participate in the forum. Your grade will be assessed at regular intervals during the course based on both the frequency and content of your participation.

Leadership Self-Evaluation/Reflection Essay (30%)

Throughout the course, we will examine numerous frameworks that help us understand the concept of leadership and provide insight to our own approach to leadership. The assignment is to compose a reflection that describes yourself as a leader, drawing upon the leadership concepts that we've described in class. In describing yourself as a leader, describe some of the context(s) in which you lead (could be within a work context, within your academic experience, and/or another experience), your assumptions about the nature of that context, and your definition of good leadership. In defining leadership, describe your criteria for successful leadership and the limitations of using particular frameworks to describe yourself as a leader. Finally, reflect upon how your conceptions of leadership have changed during the course and how those changing perceptions might influence your leadership in the future.

This essay should reflect the culmination of your thoughts about leadership, and how they can be applied to your own leadership development and practice. A first-person narrative style will be the best format for this assignment.

When you cite work by other people (e.g., books, articles, frameworks, or video clips, including those that are part of course materials) those works must be properly referenced using the Chicago author-date style (for more information and examples: [Author-Date Style \(chicagomanualofstyle.org\)](http://chicagomanualofstyle.org)).

Your reflection should be 1500 to 2000 words, excluding citations and references. This is a very personal exercise, and as such, there is no right or wrong answer. Your submission will be graded on the level of analysis and reflection (e.g. superficial vs. deep) based on concepts and theories discussed in class and your own self-assessment. Ideally you will be considering this exercise and composing your essay throughout the course as your knowledge and understanding of leadership concepts grows. The reflection is due by 9:00 a.m. on Monday December 6, 2021, submitted through Turnitin on URCourses.

Briefing Note Assignment #1: Leadership That Gets Results Model (10%)

Prepare an informational briefing note on this leadership model using the format and context you will be provided. We will review this leadership model, and how to prepare a briefing note, during our class on September 16th. The briefing note must be between 500 and 700 words, excluding references and citations.

When you cite work by other people (e.g., books, articles, frameworks, or video clips, including those that are part of course materials) those works must be properly referenced using the Chicago author-date style (for more information and examples: [Author-Date Style \(chicagomanualofstyle.org\)](http://chicagomanualofstyle.org)).

The assignment is due by 9:00 a.m. on Thursday September 30, 2021 submitted through Turnitin on URCourses.

To support your success with Briefing Notes assigned in this course, please refer to the following JSGS Guide to Writing Briefing Notes. The same link can also be found on our URCourses page under the “Resources” heading. https://rise.articulate.com/share/coTHcUVvOZB68gCzEJQ2FyfWmxsrPTCd#/

Briefing Note Assignment #2: *Leadership is an Art* by Max DePree (10%)

Read the above-noted book which is available at the UR Bookstore, or it can be purchased online from numerous sources. Prepare an informational briefing note on this book using the format and context you will be provided. The briefing note must be between 500 and 700 words, excluding references and citations.

When you cite work by other people (e.g., books, articles, frameworks, or video clips, including those that are part of course materials) those works must be properly referenced using the Chicago author-date style (for more information and examples: [Author-Date Style \(chicagomanualofstyle.org\)](http://chicagomanualofstyle.org)).

Book Review: *Leadership is an Art* by Max DePree (20%)

After completing the informational briefing note (assignment above), then prepare a review of the book, between 800 and 1000 words, excluding references and citations.

While the briefing note must be factual and objective, the book review should discuss your personal and critical assessment of the author’s perspective – whether or not you agree with the author and why.

A good book review will include a title page, several citations of passages from the book to reinforce points you are making, and a critical discussion of the book’s major themes and content.

When you cite work by other people (e.g., books, articles, frameworks, or video clips, including those that are part of course materials) those works must be properly referenced using the Chicago author-date style (for more information and examples: [Author-Date Style \(chicagomanualofstyle.org\)](http://chicagomanualofstyle.org)).

Briefing note #2 and the book review must be submitted through Turnitin on URCourses and are due at 9:00 a.m. on Thursday October 28, 2021. Note that the assignment requires two separate documents, and there are separate submission folders for each document on URCourses.

EVALUATION

The weight and due dates of the various evaluation components of the course are summarized as follows:

- 30% - Participation (ongoing throughout course: 15% for in-class participation and 15% for discussion forum participation)**
- 10% - Briefing Note Assignment #1 (due on URCourses by 9:00 a.m., Thursday September 30, 2021)**
- 10% - Briefing Note Assignment #2 (due on URCourses by 9:00 a.m., Thursday October 28, 2021)**
- 20% - Book Review (due on URCourses by 9:00 a.m., Thursday October 28, 2021)**
- 30% - Leadership Reflection/Self Assessment Essay (due on URCourses by 9:00 a.m., Monday December 6, 2021)**

REFERENCING: CHICAGO MANUAL OF STYLE (17th ed.), AUTHOR-DATE STYLE

The JSGS has adopted the Chicago Manual of Style (Author – Date) format for referencing works. Please use this format in your assignments.

Chicago Manual of Style Documentation System	Author-Date Style
Two Components:	<ul style="list-style-type: none"> - In-text references - Reference list at the end of the document
Examples:	<p><u>In-text reference examples:</u> (Grazer and Fishman 2015, 12) (Smith 2016, 315–16)</p> <p><u>Reference list examples:</u> Grazer, Brian, and Charles Fishman. 2015. <i>A Curious Mind: The Secret to a Bigger Life</i>. New York: Simon & Schuster.</p> <p>Smith, Zadie. 2016. <i>Swing Time</i>. New York: Penguin Press.</p>

Source, and for more information and examples: <http://www.chicagomanualofstyle.org>

LATE ASSIGNMENTS (Jim’s approach!)

The JSGS standard approach is that all late assignments are deducted marks. However, you can avoid lost marks if you contact me before the due date for an assignment and arrange a mutually-agreed extension.