

JSGS 808.3: Ethical Leadership and Democracy in Public Service

UNIVERSITY OF SASKATCHEWAN CAMPUS	
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OFFICE HOURS	By appointment arranged via email
OFFICE LOCATION:	N/A
TERM:	Summer 2021
ROOM:	Online
DATE AND TIME:	Zoom Sessions July 6, 9, 16 and 23 @ 12:30 - 2:30 CST

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENTS

This course was originally developed for delivery during the Winter of 2020 by Dr. Jen Budney, Johnson Shoyama Graduate School of Public Policy (JSGS), USask. (Instructional design: Kristine Dreaver-Charles, Instructional Designer, Distance Education Unit, University of Saskatchewan). Minor modifications have been made by Dr. Irene MacDonald, JSGS, USask in preparation for online delivery Summer 2021, including the evaluation components that integrate ideas presented by Dr. Budney, Jim Engel (from the version of JSGS 808 he delivered at the JSGS Regina campus in Fall 2020) and Dr. Schmeiser.

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

Academic Honour Pledge

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

REMOTE LEARNING CONTEXT

We acknowledge the complex circumstances – i.e., a worldwide pandemic – in which this course is taking place. Since remote teaching and learning context is new to both instructors and students, all participants should interact with empathy, patience and care, and in particular, during a condensed session.

CALENDAR DESCRIPTION

There is growing attention being given to executive leadership, applied ethics and efforts to create and sustain trust within and through the profession of public administration. This course descriptively and critically examines these three key concepts in relation to the professional public servant and the environments of public sector decision and policy making.

Formerly: PUBP 856

Restriction(s): Admission into the Master of Public Administration (M.P.A.) program, Master of Public Policy (M.P.P.) program, Ph.D. program, or by permission of the instructor.

Note: Students who take this course for credit cannot also take GSPP 808 (offered by the University of Regina) for credit. Students with credit for PUBP 856 will not receive credit for this course.

LEARNING OBJECTIVES

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

1. Critique a range of ethical theories and approaches used in public sector problem solving.
2. Identify different institutional and organizational dynamics that contribute to ethical blindness and corruption, and challenges faced by public servants to ensure integrity is at the core of all decisions.
3. Explain the ethical dimensions of a social problem or case study, and the ethical repercussions associated with different solution sets.
4. Explore how colonialism, institutionalized racism and sexism, and other forms of domination can impact policymaking, public service delivery, and workplace dynamics.

5. Assess the means by which public servants can assume leadership roles in building more ethical working environments.
6. Develop self-awareness of personal/professional collaboration and leadership skills, along with a plan for ongoing improvement.

REQUIRED READINGS

Kenneth Kernaghan and John Langford. 2014. *The Responsible Public Servant*, second edition. Toronto: Institute of Public Administration of Canada. Kindle edition.

See the "Required Readings" section in each module in Canvas for a detailed required readings list and schedule.

COURSE OUTLINE AND ASSIGNMENTS

Week (2021)	Module Title	Course Activities and Due Dates
July 5 - 9	Section 1: Ethics and Leadership in the Canadian Public Service	
	1. Personal Responsibility, Public Value, and Unintended Unethicality	
	2. Ethical Frameworks, Ethical Space, and Public Value	July 6th 12:30 p.m. - 2:30 p.m. CST Zoom Class- Guest Speaker July 9th 12:30 p.m. - 2:30 p.m. CST Zoom Class- Guest Speaker
	3. Public Interest and the Challenges of Corruption, Monopoly, Philanthropy	
	4. Political Neutrality, Corruption, and Solutions	
July 12 - 16	Section 2: Leading and Being an Ethical Public Servant	
	5. Leadership in Times of Crisis	Assignment 1: (Group Work) Leadership (due Monday July 12th) 11:59pm CST
	6. Understanding Conflict of Interest and Lobbying	

	7. Transparency, Confidentiality, Accountability, and the Promise of Open Government	
	8. Accountability (continued) and Its Limits	July 16th 12:30 p.m. - 2:30 p.m. CST Zoom Class- Guest Speaker Group Presentations of Assignment 1
July 19 - 23	Section 3: Ethical Leadership in Action	
	9. Managing and Leading Ethical Behaviour	Assignment 2: Ethics in the News (due July 19th, 11:59 p.m. CST)
	10. Starting New and Leading Change	
	11. Leadership and Discrimination	
	12. Bringing It All Together	July 23rd 12:30 p.m. - 2:30 p.m. CST Zoom Class- Guest Speaker Assignment 3: Putting it All Together (due July 23rd, 11:59 p.m. CST)

OFFICE HOURS/OPEN FORUM AND SPECIAL FORUMS

Each week between July 5 and July 23 (twice for the week of July 5th (July 6th and 9th) there will be an on-line Zoom session scheduled from 12:30 p.m. to 2:30 p.m. CST. These will take the form of a guest speaker and Qs and As. On 16th groups will present Assignment 1 after the speaker and if time is needed we will have the 23rd as well.

In addition to speakers, we should have time for discussing any themes or questions you might have.

Ideally the discussion boards will provide the primary mode for discussions.

GRADING DISTRIBUTION

Discussion # 1	h	25%
Assignment 1	Group Work : Leadership Analysis	5%
Assignment 2	(Individual): Ethics in the News	25%
Assignment 3	@ : Putting it All Together	5%
Total		100%

DESCRIPTION OF ASSIGNMENTS

Over the duration of this course, you will be asked to integrate class readings and other materials into responses and analysis as part of your completion of various assignments and discussion . It is essential that you review the nature and requirements of these assignments at the beginning of the course so that you have them in mind as you work your way through the various modules.

D /Chat h o . Students are also expected to monitor the Chat Board and respond respectfully to comments from fellow students, based on issues raised by the Instructor.

Assignment 1 - Group Activity (Leadership): You will be divided into groups by the instructor and assigned a document with leadership competencies. Each group will prepare a group-authored and group-presented presentation of no more than 4-5 slides that will be shared with the entire class. This assignment requires that you communicate and collaborate with your classmates to put together a short slide presentation that identifies the strengths and/or weaknesses of the model you were assigned. **Due date July 12th at 11:59 p.m. CST. to submit the group's slides, July 19th to present.**

2 - V o asked the past three months (April - July) of 2021 u referenced and accessible to the instructor (e.g., web link) @ issue(s) raised, and what ethical principles could have been, or were applied and why, as well as what actions may not have been taken (e.g., job loss, personal safety). Single spaced, 12-point font, maximum of 3 - 4pages (1,500 - 1,750 words). **Due date July 19th at 11:59 p.m. CST.**

Assignment 3 - Putting it All Together (Briefing Note): This assignment requires that you to draw upon material from the course . Putting theory into practice is an essential component of learning and for this reason, your deliverable should reflect a culmination of readings, class discussions and other elements of the course that have made an impression on you. What may make this assignment a challenge is the brevity required (a 4 page maximum, 12- point font, single spaced). Due date **July 23rd at 11:59 p.m. CST.**

SUBMITTING ASSIGNMENTS

Please submit all assignments in Word, on Canvas. If you are having issues uploading your assignment, please reach out to let me know and we can find a work-around.

EXTENSIONS AND LATE ASSIGNMENTS

Overdue assignments will be assessed a penalty of 5% per day. If you encounter extenuating circumstances that will interfere with your ability to complete assignments on time, please contact me as soon as possible.

COURSE CONTENT AND APPROACH

Ethics and leadership have experienced increased attention and scrutiny today. We have complex problems that have become more global (e.g., climate change, pandemics), and there is more visibility of the consequences of decisions, largely due to social media and the public 'eye' that can more easily and widely raise awareness, and respond. Trends show a shift in trust and the rise of 'fake news' has left many to question the credibility of information and the leaders who share this information. As identified in the recent Edelman Trust Barometer, 2021, trust has had an interesting evolution during the COVID-19 pandemic, with governments facing varied results in Canada vis-a-vie business. All levels of government have faced enormous challenges and demands. During times of crisis, ethical leadership is critical and these past months have provided us with an opportunity to analyze how well the theories of what it means to be an ethical public servant have been put into practice.

A demanding course such as this one, condensed over a few short weeks with video chats replacing group interactions with your classmates, can feel overwhelming during the best of times; doing so after months of isolation, lock-downs and personal challenges makes your efforts to complete JSGS 808 even more note worthy! I will make every effort to help you to achieve your goals for this course and to do so with understanding and kindness. My key objective is for you to remember 'a nugget' or more from this course, be it practical or theoretical, for years to come. I hope you will be able to reflect back on JSGS 808 as having been a good use of your precious time during these challenging days.

Thank you for joining this class.

USE OF VIDEO AND RECORDING OF THE COURSE

The special Zoom sessions referred to above, including your participation, will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session later. This will also provide students with the opportunity to review any material discussed. Students are not permitted to record any Zoom sessions during the course.

Please remember that course recordings belong to the course developers, the University, and/or others (e.g., a guest lecturer) depending on the circumstance of each session and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy at <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder. For more information about copyright, please visit <https://library.usask.ca/copyright/index.php>. **For information on students' rights, see <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.**

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at <http://www.usask.ca/copyright/>.

STUDENT RESOURCES

- Netiquette information resources for faculty, instructors and students highlight the basics of internet etiquette including how to appropriately connect and communicate in a remote teaching and learning context. See <https://teaching.usask.ca/remote-teaching/netiquette.php> and <https://studentstest.usask.ca/articles/netiquette.php>.
- Remote learning readiness tutorial for students. This resource engages students in learning about the skills associated with remote learning success. Feel free to send this to students or embed it in your Canvas or Blackboard course as a recommended or required activity. See https://libguides.usask.ca/remote_learning.
- Remote learning resources have been pulled together for students on the student.usask.ca website. This site is update regularly. See <https://students.usask.ca/remote-learning/index.php>.
- Academic integrity tutorial for students. This resource introduces students to the concept of academic integrity and guides them to better understand their responsibilities regarding academic work, their rights, and the supports and services available to ensure they succeed within the larger scholarly community. Feel free to embed this in your Canvas or Blackboard course as part of your course-based activities on academic integrity. See <https://libguides.usask.ca/AcademicIntegrityTutorial>.
- **Be Well at USask** is a podcast for all members of the university community highlighting campus initiatives and resources designed to engage and support. Included are episodes on how to thrive at university, transitioning to remote learning, academic supports, career planning in a crisis, as well as many other student supports. See https://www.youtube.com/playlist?list=PLQptLdMDrox2_HZ0XAfHQW6DZoQOhoXes.

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>.

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at <http://distanceeducation.usask.ca/support/writing-centre.php>

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact one of the following:

USask: Disability Services for Students (DSS) – 306-966-7273.

U of R: Coordinator of Special Needs Services – 306-585-4631.

Students Experiencing Stress

Students who are experiencing stress can seek assistance from one of the following:

USask: Student Affairs and Outreach – <https://students.usask.ca/health/centres/student-affairs-and-outreach.php> or call (306) 966-5757.

U of R: Counselling Services – <http://www.uregina.ca/student/counselling/contact.html> or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. The JSGS has developed an Honour Code (see above) that encapsulates these values.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

USask: Guidelines for Academic Conduct –

www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php.

U of R: Academic Misconduct – <https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html>

JSGS GRADE DESCRIPTIONS

85+ excellent

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;

Subject to revision

- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.