

JSGS 808 – Ethical Leadership and Democracy in Public Service

UNIVERSITY OF SASKATCHEWAN CAMPUS	
INSTRUCTOR:	Kevin McLeod
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OFFICE HOURS:	By appointment via email
OFFICE LOCATION:	Remote
TERM/SEMESTER:	Winter 2022
LOCATION:	DIEF 137 Prairie Room
DATE AND TIME:	Wednesday evenings 5:30-8:30 from January 5 to March 30 (no class Feb 23)

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

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.

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 class, students should be able to:

- Critique a range of ethical theories and approaches used in public sector problem solving.
- Identify different institutional and organizational dynamics that contribute to ethical blindness and corruption.
- Explain the ethical dimensions of a social problem or case study, and the ethical repercussions associated with different solution sets.

- Explore how colonialism, institutionalized racism and sexism, and other forms of domination can impact policymaking, public service delivery, and workplace dynamics.
- Assess the means by which public servants can assume leadership roles in building more ethical working environments.
- Develop self-awareness of personal/professional collaboration and leadership skills, along with a plan for ongoing improvement.

COURSE CONTENT AND APPROACH

The University of Saskatchewan is situated on Treaty 6 Territory and the homeland of the Métis. Recognition of our foundational Treaty relationship is integral to Reconciliation and ethical public policy making in Canada as well as being a starting point for discussion in this course.

Canadians, like the citizens of most nations, are growing more cynical and distrustful of elected and permanent public officials. However, Canada ranks low on international corruption indices and its civil service has recently been rated the world's most effective (Institute for Government, 2017). The relative integrity of the Canadian public service lies in the nation's well-regulated political system and the fact that instances of unethical leadership and unethical decision-making are normally brought to light by an attentive media.

At the same time, bad behaviour, public malfeasance, and poor judgement do regularly occur the Canadian public sector, as in the public sectors of every nation. Why is this, and why does it seem to be becoming more common? This course explores the nature of ethical leadership and democracy in the public service, particularly in Canada, and the role of ideas and institutions in shaping leaders at all levels of government. It looks at the contexts that make ethical or unethical decision-making more likely and examines what it means to be a responsible public servant in the 21st century. Furthermore, we know there is growing public awareness that the foundations of Canada's success as a multi-cultural liberal democracy are built on a story of expropriation of Indigenous resources and the ongoing subjugation of Indigenous peoples. Thus, the role of public sector leaders in addressing the imperative of Reconciliation will be an ongoing focus of this course.

Ethics and leadership cannot be learned passively through lectures and readings. Experiential learning is crucial to developing a reasoned and effective approach to handling difficult, complex, and ambiguous situations. Accordingly, this class will challenge students to work in groups to interrogate, discuss, and debate theories and case studies covered in the course. Students will also be asked to reflect on the personal knowledge and experience they bring to their studies and to learn from the experiences of many others in the class.

Students are required to be well-prepared for class by doing all assigned readings to prepare for seminar discussions, viewing assigned videos, and carrying out short assignments before coming to class each week. Class time will mostly be spent discussing, sharing, and reflecting in groups on what participants have learned under guidance from the instructor. Group projects

and presentations will help to develop necessary communication and leadership skills and regular, short journal entries will help develop critical thinking as well as a practice of self-reflection, both of which are important to ethical leadership.

COURSE FORMAT

JSGS students have told us they prefer in-person instruction. That is why JSGS is pleased to offer this class in person and on-site according to the latest protocols for health and safety at the [University of Saskatchewan](https://www.usask.ca). Please refer to this information so that you are prepared for a great experience on campus.

This class is designed for synchronous instruction that complements learning material found on PAWS. Your regular attendance at synchronous sessions offers the best opportunity to ask questions, make connections, and participate in learning based on the learning material.

Students are encouraged to bring a laptop or other wifi-enabled mobile device to class. This will enhance your experience by giving you access to online tools that allow classroom polls, surveys, and other collaboration tools that we may use this term. **Students who cannot attend in person must contact the instructor in advance about accessing the class remotely.**

REQUIRED READINGS

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

COURSE OUTLINE AND ASSIGNMENTS

Session	Module	Readings, Videos, and Self-Tests (to be completed before class each week)	Activities/ Due Dates
Section 1: Ethics and Leadership in the Canadian Public Service			
1: January 12	Personal Responsibility, Public Value, and Unintended Unethicality	<p>Readings: Kernaghan, K. & Langford, J., (2014). • Chapter 1: Taking Personal Responsibility. <i>The Responsible Public Servant</i>, second edition. Toronto: Institute of Public Administration of Canada.</p> <p>Benington, J., (2007). From Private Choice to Public Value? <i>In Search of Public Value – Beyond Private Choice</i>, Eds. Benington J. and Mark Moore. Palgrave.</p> <p>Palazzo, G., Krings, F., & Hoffrage, U., (2012). Ethical Blindness. <i>Journal of Business Ethics</i>, 109 3), (pp. 323-338).</p>	In class discussion

		<p>Videos: New Public Management: https://youtu.be/_IajbOBFO1M Adaptive Leadership: https://youtu.be/pRFXu_iBJec</p> <p>Self-Tests: https://hbr.org/2015/06/assessment-whats-your-leadership-style?autocomplete=true</p>	
2: January 19	Ethical Frameworks, Ethical Space, and Public Value	<p>Readings: Kernaghan, K., & Langford, J., (2014). <i>The Responsible Public Servant</i>, second edition. Toronto: Institute of Public Administration of Canada • Chapter 2: Making Defensible Decisions.</p> <p>Ermine, W., (2007). The Ethical Space of Engagement. <i>Indigenous Law Journal</i>, 6(1), (pp. 193-203).</p> <p>Colin Talbot. 2008. Measuring Public Value: a competing values approach. London, UK: <i>The Work Foundation</i>.</p> <p>Hartley, J. 2018. Ten Propositions About Public Leadership. <i>International Journal of Public Leadership</i>. 14(4), pp. (202-217).</p> <p>Additional Readings: Tait, John C. 1996. "A Strong Foundation: Report of the Task Force on Public Service Values and Ethics." Canadian Centre for Management Development. Ottawa.</p> <p>Canada. 2013. "Values and Ethics Code for the Public Service." https://www.tbs-sct.gc.ca/pubs_pol/hrpubs/tb_851/vec-cve-eng.pdf.</p>	In class discussion
3: January 26	Public Interest and the challenge of Corruption	<p>Readings: Kernaghan, K., & Langford, J., (2014). <i>The Responsible Public Servant</i>, second edition. Toronto: Institute of Public Administration of Canada: • Chapter 3: Acting in the Public Interest</p> <p>Michael M. Atkinson. 2011. "Discrepancies in Perceptions of Corruption, Or Why is Canada So Corrupt?" <i>Political Science Quarterly</i> 126: 3, pp. 445-464</p> <p>Emmanuel Yeboah-Assiamah. 2017. 'Strong Personalities' and 'Strong Institutions' Mediated by a 'Strong Third</p>	In class discussion

		<p>Force': Thinking 'Systems' in Corruption Control. <i>Public Organization Review</i>, 545-562, December.</p> <p>Mungiu-Pippidi, A., 2006. "Corruption: Diagnosis and treatment." <i>Journal of Democracy</i>, 17(3): 86-99.</p> <p>Additional readings: BBC News. 2013. "Stinking fish and coffee: The language of corruption." https://www.bbc.com/news/magazine-23227391.</p>	
4: Feb 2	Ethics and Leadership in First Nations Governance	<p>Readings: Cornell, S. and J.P. Kalt. 1998. Sovereignty and Nation-Building: The Development Challenge in Indian Country Today. Harvard Project on American Indian Economic Development. Kennedy School of Government, Harvard University.</p> <p>Doyle, K. and C. Hungerford. 2015. "Leadership as a Personal Journey: an Indigenous Perspective." <i>Issues in Mental Health Nursing</i>. Vol. 36 (5).</p> <p>Lachance, N. and Rose, T. 2020. "From colonization to reconciliation: Increasing the collaborative capacity of public servants." <i>Canadian Public Administration</i>. Vol. 63 (4).</p> <p>Additional Readings: Bombay, Amy. 2014. "Origins of Lateral Violence in Aboriginal Communities." Aboriginal Healing Foundation. https://www.ahf.ca/downloads/lateral-violence-english.pdf</p> <p>Lee, Mary. 2006. "Four Directions Teaching." www.fourdirectionsteaching.com.</p>	In class discussion
Section 2: Leading and Being an Ethical Public Servant			
5: Feb 9	Leadership in Times of Crisis	<p>Readings: Michael Campbell, Jessica Innis Baltes, André Martin, Kyle Meddings. 2007. "The Stress of Leadership: A CCL Research White Paper." Center for Creative Leadership.</p> <p>Sandra L. Christensen and John Kohls. 2003. Ethical Decision Making in Times of Organizational Crisis: A Framework for Analysis. <i>Business & Society</i>. No. 42, pp. 328-358.</p> <p>Michael M. Atkinson and Murray Fulton. 2013. <i>Understanding Public Sector Ethics: Beyond Agency</i></p>	<p>In class discussion</p> <p>Assignment 1: Group Case Study Analysis due by 5 pm.</p>

		<p>Theory in Canada's Sponsorship Scandal. <i>International Journal of Public Management</i>, 16:3, pp. 386- 412.</p> <p>Additional Readings: Harry M. Kraemer 2016. How Self-Reflection Can Make You a Better Leader. Kellogg Insight. https://insight.kellogg.northwestern.edu/article/how-self-reflection-can-make-you-a-better-leader</p> <p>Sarah Gallo. 2019. The Importance of Self-awareness in Leadership. <i>Training Industry</i>. https://trainingindustry.com/articles/leadership/the-importance-of-self-awareness-in-leadership/</p> <p>Victor Lipman. 2016. 5 Tips to Help Managers Manage Stress. <i>Forbes</i>. https://www.forbes.com/sites/victorlipman/2016/10/17/5-tips-to-help-managers-manage-stress-2/#4d0cce3e371e</p>	
6: Feb 16	Understanding Conflict of Interest and Lobbying	<p>Readings: Kenneth Kernaghan and John Langford. 2014. <i>The Responsible Public Servant</i>, second edition. Toronto: Institute of Public Administration of Canada: <ul style="list-style-type: none"> • Chapter 5: Conflict of Interest </p> <p>Scott Thurlow. 2010. Some Observations on the State of Lobbying in Canada. <i>Canadian Parliamentary Review</i>, 33:2 (Summer), pp. 43-45.</p> <p>Thomas M. Susman. 2008. Private Ethics, Public Conduct: An Essay on Ethical Lobbying, Campaign Contributions, Reciprocity, and the Public Good. <i>Stanford Law & Policy Review</i>, Vol. 19, No. 10.</p> <p>Guest Speaker: Kyle Prettyshield, Executive Director, Health and Social Development Secretariat, Federation of Sovereign Indigenous Nations</p>	In class discussion
7: March 2	Transparency, Confidentiality , and the Promise of Open Government	<p>Readings: Kenneth Kernaghan and John Langford. 2014. <i>The Responsible Public Servant</i>, second edition. Toronto: Institute of Public Administration of Canada: <ul style="list-style-type: none"> • Chapter 6: Confidentiality, Transparency and Privacy Protection </p> <p>Jonathan Fox. 2007. The uncertain relationship between transparency and accountability. <i>Development in Practice</i>. Volume 17, Issue 4-5, pp. 663-671.</p>	In class discussion

		<p>Peter Aucoin. 2007. Public Governance and Accountability of Canadian Crown Corporations: Reformation or Transformation? <i>A paper presented to Canadian Political Science Association 2007 Annual Conference, University of Saskatchewan, Saskatoon, 31 May 2007.</i></p> <p>Benjamin Dachis, William B.P. Robson, and Jennifer Y. Tsao. 2016. Two Sets of Books at City Hall? Grading the Financial Reports of Canada’s Cities. C.D. Howe Institute, Commentary No. 460.</p>	
8: March 9	Accountability and its limits	<p>Readings: Kenneth Kernaghan and John Langford. 2014. <i>The Responsible Public Servant</i>, second edition. Toronto: Institute of Public Administration of Canada: • Chapter 7: The Accountable Public Servant</p> <p>Cindy Blackstock. (2015). Should governments be above the law? The Canadian Human Rights Tribunal on First Nations child welfare. <i>Children Australia</i> 40(2), 95-103.</p> <p>J. Patrick Dobel. 1999. The Ethics of Resigning. <i>Journal of Policy Analysis and Management</i> 18,2: 245-63.</p> <p>David Siegel. 2010. The leadership role of the municipal chief administrative officer. <i>Canadian Public Administration/ Administration Publique du Canada</i>. Vol. 53, No. 2, pp. 139-161.</p> <p>Videos: Accountability and citizen participation at the local level - Paul Smoke: https://youtu.be/zcTsMb584hw</p> <p>Two Conditions for local participatory institutions to work and enhance local democracy – Tullia Faletti: https://youtu.be/jRNrkJMChk8</p>	<p>In class discussion</p> <p>Assignment 2: Personal Care Plan due at 5:00 pm.</p>
Section 3: Ethical Leadership in Action			
9: March 16	Managing and Leading Ethical Behaviour	<p>Readings: Kenneth Kernaghan and John Langford. 2014. <i>The Responsible Public Servant</i>, second edition. Toronto: Institute of Public Administration of Canada: • Chapter 8: Managing Ethical Behaviour</p> <p>Katarina Katja Mihelič, Bogdan Lipičnik, and Metka Tekavčič. 2010. Ethical Leadership. <i>International Journal</i></p>	<p>In class discussion</p>

		<p>of Management and Information Systems. Vol 14 No 5, pp. 31-42.</p> <p>Phil Rabinovitz, Section 11. Collaborative Leadership, in Community Toolbox, Center for Community Health and Development, University of Kansas. https://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/collaborative-leadership/main</p> <p>Julien. M. <i>et al.</i>. 2010. Stories from the circle: leadership lessons from Aboriginal leaders. <i>The Leadership Quarterly</i> 21,1: 114-126.</p> <p>Additional Readings: Centre for Public Impact. 2019. The Shared Power Principle: How governments are changing to achieve better outcomes. Centre for Public Impact: A BCG Foundation.</p> <p>Self-Tests: https://discpersonalitytesting.com/discassess/work-free/free-start.php http://www.humanmetrics.com/cgi-win/jtypes2.asp</p>	
10: March 23	Starting New and Leading Change	<p>Readings: Martin Stanley (2019). There are many ways of speaking truth to power. Why not do it the smart way?. Apolitical. https://apolitical.co/solution-articles/en/read-this-before-you-brief-your-senior-minister</p> <p>Peter Tollman and Roselinde Torres. 2013. “Debunking the myths of the first 100 days,” BCG Perspectives, January 2013.</p> <p>Denhart, Janet V. and Kelly B. Campbell (2006). “The Role of Democratic Values in Transformational Leadership.” <i>Administration and Society</i> 38, 556-572.</p> <p>Frank Ostroff. 2006. “Change Management in Government.” Harvard Business Review. https://hbr.org/2006/05/change-management-in-government.</p> <p>Videos: Rosalinde Torres. TED@BCG San Francisco: https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader/discussion</p>	

11: March 30	Leadership and Discrimination	<p>Readings:</p> <p>Sara Ahmed. 2007. ‘You end up doing the document rather than doing the doing’: Diversity, race, equality and the politics of documentation. <i>Ethnic and Racial Studies</i>, Vol. 30 No. 4. Pp. 590-609</p> <p>Mitchell F. Rice. 2007. A post-modern cultural competency framework for public administration. <i>International Journal of Public Sector Management</i>. 20.</p> <p>Dwyer, R. (2003), “Career progression factors of Aboriginal executives in the Canada federal public service”, <i>Journal of Management Development</i>, Vol. 22 No. 10, pp. 881-889.</p> <p>Brett Forester. 2021. “Death by a thousand cuts.” APTN News. https://www.aptnnews.ca/ourstories/death-by-a-thousand-cuts/.</p> <p>Guest Speaker: Tim Bonish, Regional Manager, Environmental Public Health, Indigenous Services Canada (Retired)</p>	
12: April 6	Bringing it all Together		Assignment 3: Group leadership analysis paper and presentation due in class
April 8			Assignment 4: Leadership journal due by 5 pm.

ASSIGNMENTS

Discussion and Participation (25%): A variety of topics will be discussed over the length of the term. Students are responsible for providing thoughtful comments to small group and large group discussions. Special topics for discussion will be announced in advance by the Instructor.

Assignment 1- Group Case Study Analysis (15%): Students will be assigned into groups to study a local, regional, or national public project that may have been negatively influenced by philanthropy, monopoly, or corruption, or where a public-private partnership or contracting of services may have had a negative effect on public value and/or eroded trust in government.

Details of assignment will be distributed in the course. (single spaced, 12-point, use specified format).

Assignment 2- Personal Action Plan (10%): Create a one-month personal action plan for stress management for yourself. It should include daily weekly, and monthly practices. Details of assignment will be distributed in the course. (single spaced, 12-point, use specified format).

Assignment 3- Group Leadership Analysis (25%): Students will be divided into groups by the instructor and will be assigned or will choose roles from a real leadership case in municipal, provincial, or federal government. Each group will construct a leadership “self-appraisal” based on available evidence and will produce both a group-authored paper and a group presentation, the latter which will be shared with the whole class. (paper: single spaced, 12-point, use specified format; group presentation, PowerPoint is optional: max. 5 slides).

Assignment 4- Ethical Leadership Journals (25%): Each week, students will write a one-to-three-page entry into an ethical leadership journal (this should be a simple Word document). The journaling process is intended to provide students with a means of self-reflection on their own unique leadership abilities and learning process: it is NOT about summarizing course readings or class discussions. From time to time, the instructor will ask students to focus on specific issues for their weekly entry. The entire journal will be submitted at the course’s end. (single spaced, 12-point, use specified format).

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.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

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). Winter 2020 course content was slightly modified in preparation for the Winter 2022 term.