JSGS 808 – ETHICAL LEADERSHIP AND DEMOCRACY

**UNIVERSITY OF REGINA CAMPUS**

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<td>OFFICE LOCATION:</td>
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<td>TERM:</td>
<td>Fall 2012</td>
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<td>ROOM:</td>
<td>ED 619</td>
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<td>DATE AND TIME:</td>
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**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.

**COURSE CONTENT AND APPROACH**

This course explores the leadership, ethical and trust dimensions of administrative behaviour in the context of public service and particularly public sector organizations. The goal of the course is to provide students of the Johnson-Shoyama Graduate School with an opportunity to reflect on a range of leadership theories and practices, to help them develop leadership skills while reflecting on the ethical dimensions leadership within public administration together with features of trust, governance and executive 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 resources. It is an aspect of public management and implementation, but is not the same thing as management and remains a distinctive skill that all successful public servants will need to master.

**LEARNING OBJECTIVES**

This course will provide students with an understanding of selected theories of leadership in the public sector as well as the unique challenges of exercise leadership at any level with the public service. During the course students are expected to:

> Demonstrate critical and analytical thought about issues central to public service leadership;
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- Describe the major ways various academic disciplines have tried to understand 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 of appointed officials;
- Understand the role of ideas and institutions in shaping leaders and their approaches to leadership
- Understand when leadership matters
- Describe leadership 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 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 leadership;
- Apply new knowledge and skills to make decisions in work on the campus and in the community; and
- Develop a plan for personal improvement relative to leadership skills.

REQUIRED READINGS

Readings will be found on the UR courses website.

EVALUATION (These details will be confirmed by end of Session #1)

The weight of the various components of the course is as follows:

- Mid-term examination = 10%
- Briefing Note x 2 = 20%
- Seminar Leadership= 10%
- Book Review and Discussion = 20%
- Groups Project: Case Study/Case Presentation 40%
ASSIGNMENTS

Mid-term examination: Take home examination based on the readings up until the 7th session of the class.

Briefing Notes: will be based on issues associated with a leadership or ethical problems that a deputy minister will need advice on and options for. They will be handed out in class and to be returned the following week.

Seminar Leadership: Each student will be required to facilitate a 30-minute group discussion focused on the topic of the week as defined by the weekly readings. The facilitated discussion will typically take place at the beginning of each session. If done with other class member(s), the discussion should be seamlessly coordinated and all the work equally divided.

The purpose in this assignment is: to identify the important concepts from the readings; to communicate the connection from the readings to leadership activities to the class through planned learning activities; and to practice identifying

Develop a one-page written outline for your 30-minute engaging group discussion that includes learning objectives, specific plan for the activity, and method of evaluating the facilitated discussion. This written outline should be submitted to the instructor prior to the facilitated discussion; one written paper for the group is sufficient.

Present instructor with one-page outline (for entire group) prior to 30-minute presentation. A successful outline consists

i. learning objectives
ii. specific plan for the activity

Book Review and Discussion: Each student will be required to pick a book on leadership and do a book review of 1200 words which will then be part of the discussion for that day. The presentation on the books theme should be no more than 10 minutes and the discussion will last 20 minutes.

Case Study and Case Presentation: The Instructor will assign students into groups of three and have each group develop and present a case study on an issue related to ethical leadership. Groups will be assigned cases developed by other groups to actually prepare and present the case. This will be due on the last class of the semester.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school (as attached; and available at http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml). 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. 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.
COURSE OUTLINE

Session 1 September 7, 2012
Leadership: Conceptual Perspectives and Competing Models

Paul G Thomas “Political Leadership and Democracy in Manitoba: The Roblin Era and Beyond.” Draft Paper for the Templeton Lecture on Democracy, April 4, 2011, St John’s College


Van Slyke, David, and Robert Alexander “Public Service Leadership: Opportunities for Clarity and Coherence” The American Review of Public Administration


Paul G Thomas “Political Leadership and Democracy in Manitoba: The Roblin Era and Beyond.” Draft Paper for the Templeton Lecture on Democracy, April 4, 2011, St John’s College

Session 2 September 14th
Theories of Public Service Leadership


Joe Wallis and Brian Dollery “An Evaluation of Leadership As a Response to Agency Failure in the Public Sector” Public Administration 75 (Summer 1997, 247-265.


Don Dunoon, “Rethinking Leadership for the Public Sector”, Australian Journal of Public Administration 61/3 (September 2002, 3-118

Session 3: September 21st
Leadership in the Public Service: How can we improve it? How can we build leadership?

Wayne Wouters, Remarks at the APEC Forum

Mel Cappe, The Leadership Challenge in a Modern Public Service, Notes for an Address by Mel Cappe Clerk of the Privy Council and Secretary to the Cabinet at the Assistant Deputy Minister’s Forum, Ottawa, Ontario, October 23-24, 2001.

Strengthening Leadership in the Public Sector: A Research Study by the PIU
Wayne Wouters, Remarks at the APEC Forum

Government of Canada, Key Leadership Competencies

Australian Public Service Commission, Public Service Leadership: Emerging Issues (December 2003)

Session 4: September 28th
Transformational and Transactional Leadership:

Denhardt, Janet V. and Kelly B Campbell, “The Role of Democratic Values in Transformational Leadership” Administration and Society, 2006; 38, 556-572

Rivka Grundstein-Amado
Bilateral Transformational Leadership : An Approach for Fostering Ethical Conduct in Public Service Organizations Administration & Society 1999 31: 247

Donald P. Moynihan, Sanjay K. Pandey, Bradley E. Wright “Setting the Table: How Transformational Leadership Fosters Performance Information” Journal of Public Administration Research and Theory May, 2011


Session 5: October 5th
Leadership: Alternatives Leadership Styles

William L. Gardner Claudia C. Cogliser, Kelly M. Davis, Matthew P. Dickens “
Authentic leadership: A review of the literature and research agenda” The Leadership Quarterly 22, 6 December 2011, 1120–1145


**Session 6 October 12**

**Leadership, Democracy and Public Management**


**Session 7: October 19**

**Public Service and Citizenship**


Session 8: October 26th
Trust and Leadership


Session 9 November 2nd
The Public Service Ethos

Peter Barberis, “Civil society, virtue, trust: implications for the public service ethos in the age of modernity” *Public Policy and Administration* 2001, 16; 111.


Pippa Norris, Still a Public Service Ethos? Work values, experience, and job satisfaction among government workers.


The Dead Generalist, Demos

Session 10: November 9th
Ethics and Public Management


**Session 11: November 16th**

**The Ethics of Whistle Blowing and the Rights of Public Servants**


David Johansen, Bill C-11 The Public Servants Disclosure Protection Act Legislative Summary 18 October 2004 Parliamentary Information and Research Service Library of Parliament


Osborne v Canada (Treasury Board)

Session 12: November 23rd

CODE OF ETHICS

Kenneth Kernaghan, Integrating Values into Public Service: The Values Statement as Centerpiece Public Administration Review, Nov/Dec 2003 63 6

Mark Huddleston and Joseph C. Sands, Enforcing Administrative Ethics AAPSS, 537, (January 1995)


Session 13: November 30th

CLASS PRESENTATIONS

SUPPLEMENTARY RESOURCES ON LEADERSHIP

General Leadership Readings:


The Johnson-Shoyama Graduate School of Public Policy, with campuses at the University of Regina and the University of Saskatchewan, is an interdisciplinary centre for public policy research, teaching, outreach and training.


**General Public Leadership Readings:**


**Canadian Public Leadership Readings:**


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Website Sources on Leadership:

List of books and articles on leadership: http://www.leadershipnow.com/

Presentation of various leadership theories: http://psychology.about.com/od/leadership/p/leadtheories.htm

Major leadership theories: http://changingminds.org/disciplines/leadership/theories/leadership_theories.htm

Kurt Lewin's typology of leadership styles: http://psychology.about.com/od/leadership/a/leadstyles.htm

SUPPLEMENTARY READINGS

There are numerous texts that might have been chosen for course text. These are available in the library. Provided here are supplementary texts, for students wishing to pursue particular topics further:


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STUDENTS WITH SPECIAL NEEDS

U OF R: 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 the Coordinator of Special Needs Services at 585-4631.

ACADEMIC INTEGRITY AND CONDUCT

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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. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor and to discuss your questions.