



**DALHOUSIE  
UNIVERSITY**

FACULTY OF MANAGEMENT

SCHOOL OF PUBLIC ADMINISTRATION

CENTRE FOR ADVANCED MANAGEMENT EDUCATION

**MGMT 6735**

**21<sup>ST</sup> CENTURY PUBLIC  
SERVICE LEADERSHIP**

**DR. MARTINE DURIER-COPP**

**FALL 2020**

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### MODULES

MODULE 1: INTRODUCTION TO PUBLIC SERVICE LEADERSHIP

MODULE 2: LEADERSHIP—CONCEPTS, COMPETENCIES, AND  
APPROACHES

MODULE 3: LEADERSHIP AS VISIONING AND STRATEGIC THINKING

MODULE 4: LEADERSHIP AS MANAGEMENT EXCELLENCE

MODULE 5: LEADERSHIP—MOBILIZING PEOPLE, BUILDING COHESIVE  
TEAMS

MODULE 6: LEADERSHIP AS ENGAGEMENT

MODULE 7: LEADERSHIP FOR BUILDING A HIGH INTEGRITY  
ORGANIZATION

The Masters of Public Administration (Management) program offers public servants an alternative to the regular MPA program. This degree program brings to Dalhousie a specific clientele of mature learners who desire graduate-level studies in public administration for reasons of personal and professional development, but currently find it extremely difficult, if not impossible, to take the regular full-time MPA. Potential candidates must already possess a high level of professional experience in public administration. The program reflects the experience and the educational needs of mid to senior-level public servants while maintaining the high academic standards to which the School and Dalhousie are committed.

We are pleased to provide you with information regarding your Public Service Leadership course. Throughout the MPA (M) program you will be receiving similar information specific to each course. It is important to read through this information, as each course is unique. If you believe there is information that should be included in this manual in addition to the material presented, please contact Morven Fitzgerald at [morven.fitzgerald@dal.ca](mailto:morven.fitzgerald@dal.ca).

## COURSE ASSISTANCE

Throughout the duration of the course, you will frequently find it necessary to contact the course instructor. Please feel free to do so at any time. It would be helpful if prior to your call or online interaction, you would organize your thoughts and make a list of your questions so that the discussion will be guided and on track. Be sure to clearly indicate the purpose of your e-mail message in the subject header to avoid the message being classified as SPAM. More prompt responses will be received via email communication.

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**Dr. Durier-Copp (Professor)**

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## **COURSE INTRODUCTION**

COVID-19 has certainly propelled leadership into the spotlight and provided us with a living laboratory of different leadership approaches and styles. All sectors - economic, health, social services, environmental - have required unprecedented and decisive action by leaders confronted by hugely complex, multidimensional and intertwined problems. We shall not lack cases and examples to discuss in this course!

Leadership in 2020 continues to be, as it has been since the latter part of the 20<sup>th</sup> century, and certainly since the turn of the millennium, the linchpin of success for modern public service organizations. In a time of scarce resources, all governments need leaders who are able to guide their organizations towards innovative policy design, excellence in management and continuous improvement in terms of governance, management, and service delivery. Yet, the art and craft of good leadership has been notoriously hard to pin down. There are, however, empirically tested approaches which have shed light on best practice, and successful models founded on robust evidence. Both can be brought to bear to improve the capacity for leadership, and thereby better equip public service organizations to survive and thrive in the challenging 21<sup>st</sup> century environment. Accepting that the litmus test of leadership is to be found in application, this course seeks to build the competencies of public sector leaders at all levels of government in Canada, by bringing together the latest leadership theory and best public service practice.

## **MODULES AND SCHEDULE**

The need described above, and the combination of theory and best practice, help to identify and situate the key components of a course on public service leadership. The sessions and schedule are included in this syllabus and on the course site calendar.

When possible, we will have guest speakers join us through our Live Class venue. We will try to give as much advance notice as possible, and sessions will be recorded for those unable to join in synchronously.

## LEARNING OBJECTIVES

The overall learning objectives of the course are to strengthen the leadership capacities of course participants in competencies that we shall present in Module 1. That is, by the end of the course, participants should have:

- A greater understanding of leadership concepts and approaches;
- A greater understanding of the need for, and the ability to provide, visioning and strategic thinking;
- An increased capacity to achieve excellence in management;
- An improved ability to mobilize people and build cohesive teams;
- A greater capacity to engage stakeholders, along vertical, horizontal and external axes; and,
- An enhanced capacity to make ethical decisions, and on that foundation, to build high integrity organizations.

More specific learning objectives and a learning path are established at the beginning of each Module. The Modules will be delivered using participatory and multimedia methods. The delivery of each Module will feature a mandatory online discussion of concepts and methods based on best practice, seasoned with observations and challenges from the needs/experiences of individual learners.

## FORMAT AND MATERIAL

### READINGS

A list of required readings is provided at the beginning of each Module. Other readings may be suggested as the course unfolds.

Keep an eye, too, on the module titled Leader's Sac-à-Dos, as we will add additional content and resources that may be of interest to you in the context of this course.

## BRIGHTSPACE SITE

The Brightspace site will provide you with electronic copies of course materials and class communications. Go to <http://my.dal.ca>; upon entry, click the 'Learning Resources' tab.

## COURSE ASSESSMENT

Credit for the course will be based on a successful completion of **four** components: Module assignments, participation in the discussion fora, reflective journal and the completion of a final case analysis. The weight of these requirements is as follows:

COMPONENTS	WEIGHT
2 Team Assignments @ 15%	30%
Participation in Module Discussions	15%
Major Project (25%) and Presentation at Intensive (10%)	35%
Final Case Analysis	15%
Reflective Journal (not for submission)	5%
Total Evaluation	100%

A grade of 70% (B-) or higher is a clear pass for graduate students.

## MODULE ASSIGNMENTS

Learners are required to complete an assignment for any **two of Modules/Lessons 2-6** of the course, which **MUST** be team assignments. Teams will be selected by the instructor, to ensure balance and representation of different levels of government and non-governmental organizations. You will be assigned to two different teams, one for each assignment. Team compositions will be posted in your Assignment Dropbox.

Your team may select any module of **Modules/Lessons 2-6** that is of interest to you. The assignment for any given Module will be due no later than one week after the completion of that Module. For example, if you choose to submit an assignment for the Module: *Leadership as Visioning and Strategic Thinking*, the due date will be October 25, one week after the end

of the discussion of that Module. **The length of each of the Module assignments must be no more than 10 double space pages.** The grade for the assignment will be directly related to following instructions: clarity of expression, organizational logic, and evidence of critical thinking with respect to the content of the Module. Participants are welcome to draw on their own experience as well as the Module materials and readings in preparing their assignments.

## **PARTICIPATION IN MODULE DISCUSSIONS**

This course is delivered in an online format, which is known to produce an excellent learning experience and outcomes. Detailed course notes are provided for each Module, bringing together academic insights and best practice from governments around the world. The online component essentially replicates in the digital space the interactions that would traditionally take place in a face-to-face environment. It is essential, therefore, that learners actively engage in discussion, and thereby bring experience to challenge or support the academic findings and best practice, or assess the applicability of these to their situations. Students will be invited to play an active role in their learning, by posing and responding to questions. Please note that quality not quantity is of the essence here. The evaluation of this component will be directly related to the grasp of the subject matter evidenced in the comment(s) made by learners, and to the contribution that the comments make to the quality of the discussion and hence the opportunity for learning by other class participants.

## **REFLECTIVE JOURNAL**

The leadership literature has highlighted the importance of self-reflection and “meta-cognition” in leadership development and leader effectiveness.

In keeping with these findings, this course will require learners to keep a Reflective Journal, where you will track your reactions to your readings, perspective on new learning, on theories and research presented. This will be a personal journal, where you will chronicle your learning journey, and how you relate to the theories and frameworks which you will learn about in this course.

Guidelines for the Reflective Journal can be found in the assignment Dropbox.

In the interest of having students be as honest and confidential as possible, the Reflective Journals will not be submitted to the instructor.

## INTENSIVE PROJECT AND PRESENTATION AND CASE ANALYSIS (INTENSIVE)

The Intensive will include two assessment components.

1. The first will be a group project and presentation. Potential topics and instructions will be provided the second week of the course schedule.
2. The final assignment will be a non-didactic case study, which will present class participants with an organizational dilemma requiring leadership competencies for resolution. The assignment will be to indicate what should be done in the situation that will be provided to you and to use the literature on leadership to assess why the situation has arisen, and steps or measures which can be adopted to resolve it. This will be an individual assignment. **The case study response should be no longer than 5 single space pages.**

## ASSIGNMENTS/EXTENSIONS

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In this time of COVID, the instructor will be open to discussing extensions, and so as to ensure equity for all students, must be requested in advance of the due date.

Late submissions will be assessed at a penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases, a grade of zero will be assigned.

## INTENSIVE SESSION(S)

Every course in the MPA(M)) program has an intensive as part of the course. The intensives are a **mandatory** part of the course design and learning model and **must** be attended. If for any reason you are unable to attend an intensive please contact both the professor and the CEGE office.



The Intensive is intended to be an opportunity to assimilate and consolidate the learning acquired during the term primarily through a review and analysis of the material covered online. Guest speakers will be invited to comment on selected components of our study material. The final components will include a discussion and a case analysis.

**Ground rules<sup>1</sup>:**

All student and professor interactions should be in a manner supporting the learning experience, and befitting professional managers.

During the Intensive session:

- Social media interactions are encouraged – feel free to share insights and your experience during the intensive session;
- Computers and other media should be individually self-managed so as to contribute to the class's learning environment rather than detract from it;
- If an occasion arises that requires you to be absent or to leave early, please let the professor know in advance.

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<sup>1</sup> This is at the discretion of each professor and course. If in doubt, please do not hesitate to ask.

## COURSE SCHEDULE

DATES	LESSON/TOPIC	DELIVERABLES
September 1-6	<b>Orientation Week</b>	➤ Video introductions posted in Discussion Forum
September 7-20	<b>Module 1</b> Introduction	➤ Discussions due by September 20th
September 21-October 4	<b>Module 2</b> Leadership: Concepts, Competencies, and Approaches	➤ Discussions due by Oct 4th ➤ <b>IF</b> your team is submitting an assignment for this module it is due one week after the completion of this module, October 11.
October 5-18	<b>Module 3</b> Leadership as Visioning and Strategic Thinking	➤ Discussions due by October 18 <sup>th</sup> ➤ <b>IF</b> your team is submitting an assignment for this module it is due October 25 ➤ Midterm Course Evaluation available October 8 - 14
October 19-November 1	<b>Module 4</b> Leadership as Management Excellence	➤ Discussions due by November 1 ➤ <b>IF</b> your team is submitting an assignment for this module it is due November 8
November 2-15	<b>Module 5</b> Leadership—Mobilizing People, Building Cohesive Teams	➤ Discussions due by November 15 <sup>th</sup> ➤ <b>IF</b> your team is submitting an assignment for this module it is due November 22
November 16-29	<b>Module 6</b> Leadership as Engagement	➤ Discussions due by November 29 <sup>th</sup> ➤ <b>IF</b> your team is submitting an assignment for this module it is due <b>December 6</b>
November 30-December 6	<b>Module 7</b> Leadership for Building a High Integrity Organization	➤ Discussions due by December 6
December 4-6	<b>Intensive</b>	➤ Student Rating of Instruction (SRI) available to everyone ➤ Projects due at Intensive ➤ Presentations at Intensive ➤ Case Study analysis

\*There are two team assignments. **You may choose to submit from modules/lessons (2-6)**

## APPENDIX A: COURSE POLICIES

### Extended absence from class

- Emergencies
- Contact the course instructor

### Illness

- Contact your instructor as soon as possible to inform him or her of your illness.
- All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

### Late penalties for assignments

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In exceptional circumstances, an extension of up to one week may be granted at the professor's discretion, if requested in advance of the due date.

Late submissions will be assessed at a penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

## ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

## ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, **please see** <http://plagiarism.dal.ca/Student%20Resources/>

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the

Calendar or on the Dalhousie web site at:

<http://www.registrar.dal.ca/calendar/ug/UREG.htm#12>

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

**Finally:**

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [managementintegrity@dal.ca](mailto:managementintegrity@dal.ca) which is read only by the [Assistant Academic Integrity Officer](#).

## **CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION**

There are many other opportunities for plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments and copying solutions from others. It is alright to work on assignments with your friends. In fact, working in groups may be beneficial. For best results, you should always attempt to solve the problem alone, prior to meeting with the group. Whenever you collaborate with your colleagues on assignments, **you must always prepare your own submission. Copying is plagiarism!** This includes copying the work of others, making changes, and submitting it as your own work.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of a tutor as your own

- Including your name on a group submission when you have not contributed to that submission

Specific examples of acceptable collaboration include, but are not limited to, the following:

- Discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, in their own words.
- Working on a computer-based exercise collaboratively, and then each of the students creating their own submissions individually, from start to finish.

## GRADING SCALE FOR MASTERS STUDENTS

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar - Regulation 6.6.2

Grading Policy

LETTER GRADE	NUMERICAL % EQUIVALENT
A+	90 – 100
A	85 – 89
A-	80 – 84
B+	77 – 79
B	73 – 76
B-	70 – 72
F	0-69

## STATEMENT ON THE USE OF SCENTED PRODUCTS

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier!

## **APPENDIX B: ABOUT THE AUTHORS**

### **DR. MARTINE DURIER-COPP**

Originally from Montréal, Martine graduated from McGill University with her PhD, having obtained two Master's degrees (Université de Montréal, McGill).

She then worked for the Canadian Red Cross Society (Toronto) and the American Red Cross in Washington, DC, leading international development and humanitarian relief activities for 7 years. She then moved to Ottawa to take up a Senior Policy position with the Canadian International Development Agency, where she was also invited by the Minister for External Relations to be part of a five-member Special Ministerial Task Force on Official Development Assistance.

Following her move to Nova Scotia, she was appointed Executive Director of the Nova Scotia Royal Commission on Health Care, which conducted a major review of this province's health care system, and presented its reform agenda for a transformation of the health system. She was subsequently invited by the Minister of Health to head the Province's Reform Implementation Working Group, and then became the founding Executive Director of the Nova Scotia Provincial Health Council. In 1992, she founded North South Group which managed large international health projects in South America, the Russian Federation and other countries, together with multiple projects for Health Canada and Nova Scotia Department of Health.

She has been teaching in the School of Public Administration since 1996, and in 2010 became Director of the Centre for Advanced Management Education, now renamed Centre for Executive and Graduate Education (CEGE). She has also directed several international projects for Dalhousie, including three major Cuba projects focusing on strengthening the capacity of the Cuban public service. She is the recipient of two SSHRC (Social Sciences and Humanities Research Council of Canada) grants on virtual teams and e-leadership, and has published in the field of e-learning.

**DR. M PAUL BROWN**

Dr. Brown is Professor Emeritus in the School of Public Administration and Adjunct Professor in the Department of Political Science at Dalhousie University. He has degrees from Mount Allison University (B.A. Hons), Dalhousie University (M.A.) and University of Toronto. He has published a number of books and monographs, including *Posibnyk z analizy derzhavnoi polityky*. Osnovy, Kyiv, 2000, over a dozen articles, most recently “Building Policy Capacity at the Ukrainian Centre: The Policy Units Project,” *Canadian Public Administration*, 56(3), 2013, 431-453, with Larissa Bezo and Vira Nanivska, and a dozen books chapters, most recently “E-learning for in-service training of public service professionals.” *Proceedings: Congreso Internacional del CLAD sobre la Reforma del Estado y de la Administracion Publica*, 11(Nov. 7-10, Guatemala) 2006. He has also written over a dozen consulting reports and publications for the Government of Canada and the Government of Nova Scotia. He has prepared numerous cases in public policy, most recently “Packing Them In? The Use of Temporary Foreign Workers (TFWs) in the Seafood Processing Industry of Nova Scotia,” June, 2016. He has delivered almost two dozen academic papers, most recently “Public Sector Ethics: From Theory to Practice,” a videoconference presentation to the Institute of Public Administration Regional Group Northwest Territories, Yellowknife, NWT, February 5, 2014, and almost four dozen professional presentations, most recently “All Dressed Up—Now Where to Go?,” Fisheries and Oceans Canada as High Integrity Organization, Bedford Institute, October 31, 2013.

Since 1999, Dr. Brown has had numerous capacity building projects in public policy, ethics, and leadership, primarily in countries of the former Soviet bloc. He has had assignments with the Canadian International Development Agency (China, Ukraine, Cuba, Georgia, Azerbaijan and Armenia), the World Bank (Ukraine), the Soros Foundation Open Society Institute (Hungary), and the International Development Research Centre.(Afghanistan) Most recently, he delivered training in *The Policy Process in Government* to officials from the Ministry of Finance, Government of the Islamic Republic of Afghanistan, as part of the graduate Certificate in Public Policy Analysis, offered by the University of Central Asia, Bishkek, Kyrgyzstan (August, 2015), and a course on *Leadership in the Public Service in the 21<sup>st</sup> Century*, for training officials from the Independent Directorate for Local Governance, of the Government of the Islamic Republic of Afghanistan, aimed at Deputy Governors in the 33 Afghan provinces. (September, 2015)



Dr. Brown has also designed and delivered a four workshop on **Strategic Policy Development** for the Nova Scotia Public Service Commission, involving participants from across the Nova Scotia system. He has delivered 12 such workshops since 2004, the most recent being in April, 2014.

Dr. Brown was the recipient of the Institute of Public Administration of Canada Pierre De Celles Award for Excellence in Teaching, in 2006, as well as the Dalhousie University Faculty of Management Award for Teaching Excellence in 2006 and 2012. He received the Dalhousie University Faculty of Management Lifetime Achievement Award in 2012, and the Institute of Public Administration of Canada, Nova Scotia Chapter, Lieutenant Governor's Medal for Excellence in Public Administration. 2012. He became Professor Emeritus in February, 2015.

## APPENDIX C: VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine
- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.
- **Explore** the architecture of Brightspace. Consider using Brightspace's **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.
- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/OneDrive?/Office 365 Teams?)
- **Appoint and refer to a team records manager.** If you are unable to locate shared work, this person could help you find what you are looking for.
- **Connect during “live office hours”** to communicate with your instructor.
- **Stay present and visible online.** Communicate regularly with your peers via the designated forum.