

School of Government

MMPM 528
PUBLIC SECTOR ETHICS
(15 Points)

Trimester 2 / 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Dr Michael Macaulay**
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 14 July – Friday 14 November 2014

Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 25 July 2014**.

2. The standard last date for withdrawal from this course is **Friday 26 September 2014**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an ‘*Application for Associate Dean’s Permission to Withdraw Late*’ including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks.

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Tuesday 15 July 2014	8.30am – 6.00pm
Module Two:	Tuesday 2 September 2014	8.30am – 6.00pm
Module Three:	Tuesday 21 October 2014	8.30am – 6.00pm

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email. The timetable is also available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables .

Attendance is required at all teaching days

Prescription

Ethical frameworks for public sector ethics with a special emphasis on public responsibility, politics and professional conduct. Personal, professional and organisational ethics for public sector managers, and the nature of ethical behaviour in the context of democratic, responsible government.

Course Content

The course offers an inter-disciplinary approach to public ethics and integrity. It draws upon research from the fields of psychology; philosophy; organisational behaviour; leadership; sociology; religion; neuroscience; and others.

The course is divided into three modules, each tackling a different aspect of ethics and integrity:

- **Module 1 Ethics and the Individual**

This module will draw on a number of perspectives to look at the philosophical and psychological approaches to how we process morality and ethics. It will ask “what does it mean to be a person of integrity” and will feature elements such as the integrity paradox; the connection between personality traits and our environment; moral emotions; and workplace and organisational psychopathy. The module will include small-scale experiments and multi-media presentations including a film.

- **Module 2 Organisational ethics**

This module will draw on a number of perspectives pertaining to how we embed and entrench integrity within our organisations. It will ask “what does it mean to be an organisation of integrity” and will feature elements such as the role of organisational values; compliance and integrity systems; ethical culture; ethical climate; administrative evil; the signs of ethical collapse; integrity audit tools; integrity management systems; and ethical leadership. The module will include self-assessment material and pre-written case studies.

- **Module 3 Ethics on the global scale**

This module will draw on a number of perspectives to look at integrity at community, regional and national levels. It will ask “what does it mean to be a nation with integrity” and look at specific challenges facing New Zealand, featuring elements such as the NZ National Integrity System; NZ and the Open Government Partnership; NZ and key corruption threats; the NZ integrity roadmap; and others. The module will include guest speakers from a variety of agencies and pre-written case studies.

Course Learning Objectives

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

1. Distinguish between dispositional and situational approaches to integrity
2. Understand the role of ethical climate and culture on leading organisations
3. Identify key philosophical orientations (consequences; obligation; virtue; care; justice) in ethical dilemmas
4. Critically evaluate methodologies used in measuring integrity and ethics
5. Recognise and apply Integrity Management System models at organisational, local and national levels.

Course Delivery

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a ‘module’). There are three modules in the course with approximately six weeks between each module. **Attendance is required at all teaching days (8.30am – 6.00pm).**

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours (including class contact time) for a 15-point course.

Readings

There is no set text book for this course and all required readings will be placed on Blackboard. If you are interested in background reading, then some of the following books may be useful:

- Cooper, T. (1994). *Handbook of Administrative Ethics*, NY, Marcel Dekker.
- Lawton, A. (1998). *Ethical Management for the Public Services*, Buckingham, Open University Press.
- Preston, Noel, and Charles Sampford, with Carmel Connors (2002). *Encouraging Ethics and Challenging Corruption: Reforming Governance in Public Institutions*, The Federation Press
- Richter, William L. and Frances Burke (2007) *Combating Corruption, Encouraging Ethics: A Practical Guide to Management Ethics*, Second Edition, Plymouth, Rowman and Littlefield. ISBN: 0-7425-4451-6.
- Rohr, John A. (1998). *Ethics for Bureaucrats*, 2nd Ed, Marcel Dekker, NY.
- Sampford, Charles et al (Eds) (1998). *Public Sector Ethics*, The Federation Press, NSW.
- Uhr, John (2005). *Terms of Trust: Arguments over ethics in Australian government*, University of New South Wales Press.

Useful Websites

Cabinet Office	www.dpmc.govt.nz/cabinet/
Center for Public Integrity	www.publicintegrity.org/
State Services Commission	www.ssc.govt.nz
Transparency International	www.transparency.org/
US Office of Government Ethics	www.oge.gov/

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria and Blackboard, is working BEFORE your course starts. If you have any problems, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Assessment

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf .

In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

Students will be assessed on group participation and involvement, and by three completed assignments.

The purpose of assessment is three-fold: 1) to ensure students have met the standard of work required of the course; 2) to give feedback on a student's performance to assist with future study; and 3) to provide the teaching staff with feedback on the progress of the class. Students will be assessed on the basis of their individual work.

Summary of Assessment Requirements				
Assignment	Type	Indicative length	Due Date	Percentage of Overall Mark
Essay One	Written	2,000 words	Friday 8 August 2014	30%
Essay Two	Written	2,000 words	Friday 26 September 2014	30%
Essay Three	Written	2,500 words	Friday 14 November 2014	40%

Essay Topics

- **Essay One: Please choose ONE from the following THREE questions:**
 1. Using the deontological, consequentialist and virtue ethics frameworks, explain upon what basis lies for the public good are: justifiable and excusable.
 2. If morality is hardwired, then are attempts to try and change our behaviour anything more than a fool's errand?
 3. How can we resolve the integrity paradox other than by playing to our emotions?

- **Essay Two: Please choose ONE from the following THREE questions:**
 1. Discuss the concept of *administrative evil*. How do you suggest *administrative evil* be avoided? Please relate your suggestions directly to your characterisation of *administrative evil*.
 2. How would you implement an Integrity Management System in your organisations? Identify its main components and how these would work together *as a system*.
 3. Using the seven signs of ethical collapse, discuss a case of your choice in which organisational integrity has been compromised, and explain what (if anything) was done to mitigate against this problem.

- **Essay Three: Please choose ONE from the following THREE questions:**

1. What do you consider to be the key corruption risks – internal and external – facing New Zealand today?
2. Can corruption ever be adequately defined or measured?
3. Do international responses to national integrity issues ever make sense?

Please submit ALL assignments VIA BLACKBOARD.

Students should keep a copy of all submitted work.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat .

Communication of Additional Information

Additional information may be provided in class, by post, by email or via Blackboard.

NOTE: Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward for more information.

You are recommended to ensure that your computer access to Victoria University’s computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts. If you have any problems, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else’s work as if it were your own, whether you mean to or not.

‘Someone else’s work’ means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a ‘fact’ that is well-known in the context (such as “Wellington is the capital of New Zealand”) or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people’s intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine www.turnitin.com . Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website www.victoria.ac.nz/home/study/plagiarism.aspx .

If in doubt, seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be ‘normal’ practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – www.victoria.ac.nz/about/governance/dvc-academic/publications).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School’s programme support staff will direct you to the relevant Programme Director/Coordinator.

Standards relating to staff timeliness of responses to email and phone queries:

- Email or phone queries from students will be responded to in 48 hours

Standards relating to availability of course materials:

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

Standards relating to attendance:

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

Variations to the assessment details provided in the course outline:

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

Standards relating to assignments – turnaround and feedback:

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

Student Feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php .

Link to General Information

For general information about course-related matters, go to www.victoria.ac.nz/vbs/studenthelp/general-course-information .

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
