DALHOUSIE UNIVERSITY

MGMT 5110

STRATEGIC MANAGEMENT IN THE PUBLIC SECTOR

DR. LORI TURNBULL

PREVIOUS TERM (subject to revision)

TABLE OF CONTENTS

SYLLABUS

LESSONS

MODULE 1: INTRODUCTION

MODULE 2: DEMOCRATIC RESPONSIVENESS IN WESTMINSTER SYSTEMS

MODULE 3: THE ROLE OF VALUES IN THE PUBLIC SERVICE

MODULE 4: THE BARGAIN, REVISITED

MODULE 5: THE BARGAIN, REVISITED

MODULE 6: LEADERSHIP COMPETENCIES IN THE FEDERAL PUBLIC SERVICE

MODULE 7: CHALLENGES TO PUBLIC SECTOR LEADERSHIP

MODULE 8: TAKING STOCK AT THE MIDWAY POINT

MODULE 9: DIVERSITY IN LEADERSHIP

MODULE 10: EVIDENCE-BASED POLICY MAKING

MODULE 11: EVIDENCE-BASED POLICY MAKING

MODULE 12: NUDGE THEORY

MODULE 13: DELIVEROLOGY

MODULE 14: CONCLUSION

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 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 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 Strategic Management 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 (902) 494-6312 or 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 during regular business hours. 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.

<div align="center">

Dr. Lori Turnbull

Phone: 902-494-4243

E-mail: lturnbul@dal.ca

</div>

PREREQUISITES

There are no prerequisite courses once students have been accepted to the MPA(M) program.

COURSE DESCRIPTION/SUMMARY

This is a course on strategic management in the public sector.

Strategic management is about the various measures and processes that government organizations develop and undertake to carry out their visions, missions, and objectives. Strategic management encompasses management practices, leadership, policy processes, and planning, all of which are connected to the achievement of a government's objectives. In understanding strategic management in Canada's public sector in particular, it is essential to understand the Westminster system of governance within which the public service works and is accountable to Canadians. This framework shapes our understanding of public sector leadership, accountability, responsiveness, ethics, and achievement.

The modules in this course fall into three overarching and connected themes:

➢ Westminster governance and its effects, both institutional and cultural, on strategic management;

➢ Leadership in the public sector; and,

➢ Innovation, evidence, and results in policy making.

Westminster governance: The Westminster system of governance has a tendency to accumulate authority and accountability in the political executive. The role of the public service is to provide impartial, non-partisan, objective advice, and the permanency of the public service protects its capacity to speak truth to power. Political staff, on the other hand, must be especially attuned to political imperatives and pressures, and are vulnerable to political outcomes in ways that public servants are not. Ministers are entitled to independent advice from both the public service *and* the political service, but some of the authors whose work we cover suggest that increased political urgency threatens to compromise the independence of the public service. Modules 2-4 address this concern and its implications for strategic management.

Leadership: there is no consensus on the definition of leadership in the public sector, but we know that strong leadership is essential to effective recruitment, retention, performance management, and the achievement of outcomes. Modules 5, 6, 7 and 9 are dedicated to the study of leadership in the public sector and its importance to effective strategic management.

Policy making: Increasingly, governments in Canada and elsewhere are taking a result-based approach to policy making. Governments and citizens want to know that goals are achievable and that these achievements can be measured over time. However, an elected government's explicit commitment to achieving platform promises poses an interesting challenge to the public service, which plays a key and indispensable role in providing policy advice to elected governments. Specifically, how is this advisory role to be preserved if elected governments treat their election promises as etched in stone? This development also begs a dialogue about whether new notions of accountability are required. We discuss innovative methods of achieving and measuring results, including nudge theory, evidence-based policy making, and deliverology in modules 10-13.

COURSE OBJECTIVES

The primary objectives of this course are:

➢ to have students gain an understanding of major concepts in public administration literature, including leadership, accountability, results-based management, and evidence;

➢ to enhance students' understanding on the effects of Westminster governance on strategic management and on the relationships between Parliament, ministers, public servants, and political staff;

➢ to facilitate an understanding of how strategic management and leadership work in other Westminster countries, including the United Kingdom, Australia, and New Zealand; and,

➢ to equip students with the tools needed to take a critical approach to innovative practices such as nudge theory and deliverology.

TEXTS AND ASSIGNED READINGS

There is no textbook assigned for the class. Each module has assigned readings that are available via the Internet and/or the Dalhousie University Library. All can be obtained with no extra cost.

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

METHOD OF EVALUATION/ MARKING SCHEME

Assignment 1	October 4, 2020	20%
Assignment 2	November 29, 2020	20%
Discussions	Weekly	20%
Presentation (of Paper)	At Intensive	20%
Case Group Presentation	At Intensive	20%

ASSIGNMENTS

The grade for the course will consist of three main components:

1. **Papers:** Students are required to write two papers throughout the course. These are due Oct. 4 and Nov. 29 at 11:59 pm (Atlantic). Each one should be 1000 words in length (give or take 100 words). Each paper will be worth 20% of the total grade for the course.

    Paper topics are as follows:

    1. Ralph Heintzman writes that New Political Governance and court government "threaten to undermine the very values and ethics of public service." What does he mean? Do you agree with him? In formulating your answer, please draw on course material and at least three other secondary sources. (Due Oct. 4)

    2. Some commentators have raised the concern that the use of nudge theory is unethical, as it amounts to the intentional "mental manipulation" of citizens on the part of the government. Write a critical analysis of the ethics of nudge theory, in which you draw a clear conclusion as to whether the use of nudge theory by governments is ethical. Please draw upon course material and at least three other secondary sources. (Due Nov 29)

2. **Discussion Board Posts:** For each week/module, I will post a question related to the topic and assigned readings. Posts should respond to that question and responses should be posted within the week that the module is scheduled (in other words, by Sunday at 11:59 Atlantic at the latest).

3. **Presentation at intensive:** Students will choose one of their three papers to present at the intensive. Presentations should be no more than 8 minutes in length and should address the main thesis and conclusions of the paper. Whether you incorporate PowerPoint, handouts, or other visuals is entirely up to you.

4. **Case Group Presentation:** Groups for a case study and presentation will be formed at the Intensive. Details will be provided at the session.

SCHEDULE OF CLASS TOPICS AND READINGS

MODULE 1: INTRODUCTION
SEPTEMBER 1 – 6, 2020

- ➢ Introductions
- ➢ Blog Discussion 1 due Sept. 6.

Poister, Theodore and Gregory D. Streib. 2008. "Strategic Management in the Public Sector: Concepts, Models, and Processes." *Public Productivity and Management Review* 22 (3).

MODULE 2: DEMOCRATIC RESPONSIVENESS IN WESTMINSTER SYSTEMS
SEPTEMBER 7 - 13, 2020

- ➢ Blog Discussion 2 due Sept. 13.

Grube, Dennis and Cosmo Howard. 2016. "Promiscuously Partisan? Public Service Impartiality and Responsiveness in Westminster Systems." Governance 29:4

Aucoin, Peter. 2012. "New Political Governance in Westminster Systems: Impartial Public Administration and Management Performance at Risk." *Governance* 25:2.

MODULE 3: THE ROLE OF VALUES IN THE PUBLIC SERVICE
SEPTEMBER 14 - 20, 2020

- ➢ Blog Discussion 3 due Sept. 20.

Heintzman, Ralph. 2014. "Renewal of the Federal Public Service: Toward a Charter of Public Service." Canada 2020. Available at: http://canada2020.ca/wp-content/uploads/2014/10/2014_Canada2020_Paper-Series_Public_Service_EN_Final.pdf

Kernaghan, Kenneth. 2006. "A Special Calling: Values, Ethics, and Professional Public Service." Available at: https://www.tbs-sct.gc.ca/psm-fpfm/ve/code/scv-eng.pdf

MODULE 4: THE BARGAIN, REVISITED
SEPTEMBER 21 - 27, 2020

➢ Blog Discussion 4 due Sept. 27.

Government of Canada. 2015. *Open and Accountable Government*. Available at: http://pm.gc.ca/sites/pm/files/docs/OAG_2015_English.pdf

Savoie, Donald. 2003. "Breaking the Bargain: Public Servants, Ministers, and Parliament (book excerpt)" Institute for Research on Public Policy. Available at: http://policyoptions.irpp.org/magazines/paul-martin/breaking-the-bargain-public-servants-ministers-and-parliament-book-excerpt/

Franks, C.E.S. 2003. "Breaking the Bargain: Public Servants, Ministers, and Parliament (book review)" Institute for Research on Public Policy. Available at: http://policyoptions.irpp.org/magazines/paul-martin/breaking-the-bargain-public-servants-ministers-and-parliament-book-review/

MODULE 5: LEADERSHIP IN THE PUBLIC SERVICE OF CANADA
SEPTEMBER 28 – OCTOBER 4, 2020

➢ Blog Discussion 5 due Oct. 4.
➢ Assignment 1 due Oct. 4.

Cote, Andre. 2007. "Leadership in the Public Service of Canada." Public Policy Forum. Ottawa, Ontario. Available at: https://www.ppforum.ca/sites/default/files/leadership_review_june07.pdf

Lynch, Kevin. 2008. "The Public Service of Canada: Too Many Misperceptions." Privy Council Office. Available at: http://www.pco-bcp.gc.ca/index.asp?lang=eng&Page=clerk-greffier&Sub=archives&Doc=20080218-eng.htm

MODULE 6: LEADERSHIP COMPETENCIES IN THE FEDERAL PUBLIC SERVICE
OCTOBER 5 - 11, 2020

- ➢ Blog Discussion 6 due Oct. 11.
- ➢ Midterm Course Evaluation available Oct. 8 - 14.

Government of Canada. 2015. The Key leadership competency profile." Available at: http://www.tbs-sct.gc.ca/psm-fpfm/learning-apprentissage/pdps-ppfp/klc-ccl/index-eng.asp

Mansour, Javidan and David A. Waldman. 2003. "Exploring Charismatic Leadership in the Public Sector: Management and Consequences." *Public Administration Review* 63:2.

MODULE 7: CHALLENGES TO PUBLIC SECTOR LEADERSHIP
OCTOBER 12 - 18, 2020

- ➢ Blog Discussion 7 due Oct. 18.
- ➢ Midterm Course Evaluation available Oct. 8 - 14.

Van Wart, Montgomery. 2013. "Lessons from Leadership Theory and the Contemporary Challenges of Leaders." *Public Administration Review* 73:4.

Denhardt, Janet V., and Kelly B. Campbell. 2006. "The Role of Democratic Values in Transformational Leadership." *Administration and Society* 38. Available at: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.1308&rep=rep1&type=pdf

MODULE 8: TAKING STOCK AT THE MIDWAY POINT
OCTOBER 19 - 25, 2020

- ➢ We'll check in.
- ➢ No formal discussion for this week.

MODULE 9: DIVERSITY IN LEADERSHIP
OCTOBER 26 – NOVEMBER 1, 2020

➢ Blog Discussion 9 due Nov. 1.

Diversity Institute. 2014. "What business leaders can learn from public sector leaders and vice versa." Available at: http://www.ryerson.ca/diversity/news/2014-03-06/

Dudman, Jane. 2014. "Lack of diversity at senior levels of public leadership, survey shows." *The Guardian*. Available at: https://www.theguardian.com/public-leaders-network/2014/mar/26/senior-civil-service-lacks-diversity-leadership

Recascino Wise, Lois and Mary Tschirhart. 2000. "Examining Empirical Evidence on Diversity Effects: How Useful is Diversity Research for Public Sector Managers," *Public Administration Review* 60:5.

MODULE 10: EVIDENCE-BASED POLICY MAKING
NOVEMBER 2 - 8, 2020

➢ Blog Discussion 10 due Nov. 8.

Pew-MacArthur Results First Initiative. 2014. "Evidence-Based Policy Making: A Guide for Effective Government." Available at: http://www.pewtrusts.org/~/media/assets/2014/11/evidencebasedpolicymakingaguideforeffectivegovernment.pdf?la=en

Policy Horizons. 2013. "The Case for Evidence-Based Policy." Available at: http://www.horizons.gc.ca/eng/content/case-evidence-based-policy

MODULE 11: EVIDENCE-BASED POLICY MAKING
NOVEMBER 9 - 15, 2020

➢ Blog Discussion 11 due Nov. 15.

Cairing, Paul. 2016. "The politics of evidence-based policymaking." *The Guardian*. Available at: https://www.theguardian.com/science/political-science/2016/mar/10/the-politics-of-evidence-based-policymaking

Cross, Philip. 2016. "The evidence is in – evidence-based policy can have disastrous results." *Financial Post*. Available at: http://business.financialpost.com/fp-comment/philip-cross-the-evidence-is-in-evidence-based-policy-can-have-disastrous-results

Gardner, William. 2015. "Evidence-based policy: making it work." Institute for Research on Public Policy. Available at: http://policyoptions.irpp.org/2015/03/28/evidence-based-policy-making-it-work/

MODULE 12: NUDGE THEORY
NOVEMBER 16 - 22, 2020

➢ Blog Discussion 12 due Nov. 22.

Chater, Nick. 2015. "The nudge theory and beyond: how people can play with your mind." *The Guardian*. Available at: https://www.theguardian.com/theobserver/2015/sep/12/nudge-theory-mental-manipulation-wrong

Maddock, Sue. 2012. "The Whitehall Innovation Hub: Innovation, Capabilities, and Connectivity." *The Innovation Journal* 17 (3). Available at: http://www.innovation.cc/case-studies/maddock29Swhitehall_innovate_8oct2012v17i3a8.pdf

Canadian Government Executive. 2014. "Nudge: Small changes, dramatic results." Available at: http://canadiangovernmentexecutive.ca/nudge-small-changes-dramatic-results/

MODULE 13: DELIVEROLOGY
NOVEMBER 23 - 29, 2020

- ➢ Blog Discussion 13 due Nov. 29.
- ➢ Assignment 2 due Nov. 29.

Barber, Michael, Paul Kihn, and Andy Muffit. 2011. "Deliverology: From idea to implementation." Available in PDF via Google search.

Curran, Rachel. 2016. "Will 'deliverology' work for the federal government." Institute for Research on Public Policy. Available at: http://policyoptions.irpp.org/magazines/april-2016/is-deliverology-right-for-canada/

MODULE 14: CONCLUSION
NOVEMBER 30 – DECEMBER 6, 2020

- ➢ Blog Discussion 14 due Dec. 6.

ATLANTIC INTENSIVE SESSION
DECEMBER 7 - 9, 2020

- ➢ Presentations: Individual and Group
- ➢ SRIs December 8 - 14

MOUNTAIN INTENSIVE SESSION
DECEMBER 10 - 12, 2020

- ➢ Presentations: Individual and Group
- ➢ SRIs December 11 - 17

APPENDIX I: CLASS 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 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. Please note that your classroom may contain specialized accessible furniture and

equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

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 Dalhousie Libraries' online Citing & Writing 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 consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. 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.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection 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. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

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

FACULTY OF MANAGEMENT CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

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 someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

APPENDIX II: 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?/Office 365?)

➢ **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.