



**DALHOUSIE
UNIVERSITY**

FACULTY OF MANAGEMENT

MGMT 5125

POLICY

FORMULATION AND

ANALYSIS

DR. MARKUS SHARAPUT

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LESSONS

LESSON 1: INTRODUCTION TO POLICY FORMULATION AND ANALYSIS

LESSON 2: UNDERSTANDING POLICY DYNAMICS

LESSON 3: FINDING SOLUTIONS

LESSON 4: IS IT WHAT WE HOPED?

LESSON 5: PLAYERS AND THE GAME

LESSON 6: DESCRIBING POLICY

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The Master 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 Policy Formulation and Analysis 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 INSTRUCTOR

MARKUS SHARAPUT

Markus Sharaput is a senior instructor in the School of Public Administration at Dalhousie University. He has held teaching positions at Memorial, Lakehead, York, and Ryerson Universities, and has delivered a number of workshops to both Canadian and international client groups. His research has focussed on the task of strategic economic intervention by governments at both the federal and provincial levels, along with aspects of institutional culture and policy capacity.

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. More prompt responses will be received via email communication (at sharaput@dal.ca).

FORWARD

MGMT 5125 Policy Formulation & Analysis provides an overview of the field of policy management for public servants enrolled in the MPA (M) program. While it is not uncommon within government to see an organizational separation between policy and operations components, there are strong arguments in favour of having broad policy competency distributed across organization, especially at the level of management. First, academics have generally seen policy and operations as, ideally, a continuum, not as two separate worlds. While they can operate, and be studied, as two distinct fields of endeavor, it is generally desirable that policy influences operations and reflect operational realities in turn. A good manager, thus, must understand how to help formulate policy, how to implement it through programs, how to deliver programs in a manner that is conducive to achieving policy goals, and how program delivery tends to modify policy. Successful leadership in the public sector thus benefits from an understanding of both policy and management. Most professional schools of public administration have responded to this reality by including courses in public policy and management in their curriculum. The School of Public Administration at Dalhousie is no exception.

Second, the perception of a link between policy and operations is not limited to academic theory. You will see evidence of this interplay between policy and management throughout the MPA (M) program, both in theoretical terms, and in terms of real-world, ongoing efforts to operationalize good public policy within the federal, provincial and municipal governments. Such efforts to improve policy-making capacity are not limited to Canada. They have been recognized by organization such as the OECD, and are underway around the world, particularly among developing nations. The School of Public Administration has, for example, partnered with host agencies and Canadian educational institutions in projects to improve policy capacity in Cuba and Georgia, under the auspices of the Department of Foreign Affairs, Trade, and Development (DFATD).

Third, the relationship between policy and operations is informed by the values held by the members of society, and provides means of analysing the various options available to governments in fulfilling their mandate, with respect to those values. It is likely that each of you can readily identify policies that use various instruments to achieve certain outcomes in terms of the values held by Canadians.

The MPA (M) program seeks to increase your understanding of, and capacity for, leadership in all aspects of public policy. This includes gaining an appreciation for the identification of policy requirements, challenges, and opportunities in relation to the values of Canadians.

This course does not attempt to develop expertise in all areas, but instead seeks to increase your policy competency by providing access to comparative best practices in policy analysis and policy learning. This means setting out some of the central methodological issues that surround various aspects of policy management.

MGMT 5125, Policy Formulation & Analysis, is related to other courses in the MPA (Management) program, including: Program Evaluation; Government and Business Relations; Government Structure; and Managerial Economics. This interaction is an inevitable and necessary function in an area as complex as policy management. The combination of theory, context, and techniques within the curriculum will provide both general and specific competencies required to exercise leadership in policy management.

COURSE CONTENT

The content of the course covers the theory, context, and techniques, required to master the process of policy management.

In terms of policy formulation, the course explores key issues and dynamics in terms of the:

- a) The evolving context for policy formation
- b) The nature of policy instruments, and the various rationales for their selection
- c) The management of vertical, horizontal, and external relationships in policy design.

In terms of policy analysis, the course focuses on:

- a) the role of the policy analyst in modern government
- b) the policy analyst's working environment
- c) the policy analyst's responsibilities to government and to the public in developing policy advice
- d) techniques used in carrying out research and preparing policy documents

FORMAT

The key to the online delivery of MGMT 5125 Policy Formulation & Analysis will be participation. In absence of face-to-face weekly classroom dynamics, over the months of the course all members of the class will have to take responsibility for engaging with the instructor and other participants in dialogue and discussion.

The readings represent the most significant pieces of literature related to the subject matter of each session. You will be responsible for reviewing and understanding all required readings in preparation for the intensive. The online sessions, discussion boards, weekly seminars and intensive will focus on the critical assessment of key ideas, comparative best practices in policy formulation and analysis, and the development of approaches which can be applied to your work setting.

ASSIGNMENT INFORMATION

The assignments and grading procedures for MGMT 5125 are designed to develop, test, and confirm your understanding of the methodological and practical dimensions of public policy formulation and analysis. To that end, three types of assignments will be required:

- a) Class Participation
- b) Session Assignments (3);
- c) Briefing Note (midterm); and,
- d) Intensive session (active participation, workshop activities).

The allocation of grades to the assignments will be as follows:

ASSIGNMENT	DUE DATE	WEIGHT (% OF TOTAL GRADE)
Class participation	Throughout	15%
Session Assignments (3)	Jan 31, Feb. 14, Feb. 28, 2021	3 x 10% = 30%
Briefing Note	Mar. 28, 2021	20%
Intensive session	Administered at the Intensive	35%
Total		100%

ASSIGNMENT EXTENSIONS

Assignments must be submitted online by the assignment due date. Late assignments may receive a penalty grade as determined by the Instructor. 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 may be granted at the Instructor's discretion, if requested in advance of the due date.

DETAILS ON ASSIGNMENTS

1. CLASS PARTICIPATION

Over the course of the class, you will be expected to make regular, substantive contributions to the ongoing discussion of class issues. This will take place primarily through the discussion forums in the Brightspace site, and can take the form of commentary on the readings, posted responses to review questions, thoughtful responses to posts by other participants, etc.

2. SESSION ASSIGNMENTS

Towards the end of Lessons 2, 3, and 4, you are expected to submit three short discussion papers addressing one of the questions found at the end of the lesson notes. Session assignments are due on the final Sunday of each listed two week session block.

Each assignment should be 2 pages, double-spaced (500 words max.). All the normal scholarly conventions in terms of footnoting, format and bibliographic references will apply. In many cases, the assignments will direct you back to your work setting, providing an opportunity to apply theory and concepts directly to your workplace.

3. BRIEFING NOTE

The briefing note is one of the most common means of written communication to inform government decision-makers and address policy issues. The Briefing Note assignment is designed to allow you to hone your skills in preparing such notes. The goal of a briefing note is to present an assessment of a policy (or range of policy options) in a manner that is both comprehensive and concise. Your assignment is to analyze a policy from your organization using a range of criteria drawn from course readings and concepts.

The note is intended to communicate your findings and recommendations in a clear, straightforward and succinct manner to the head of your organization for consideration. Emphasis will be placed on your ability to critically assess and succinctly communicate your findings with appropriate format and content, a high degree of clarity in style, and cogency in argument. A briefing note format will be distributed online. Alternatively, you may use the briefing note format currently used in your own organization.

Note: In grading assignments, equal emphasis will be placed on the content and presentation of arguments. The intent of the assignment is not academic. Clear, effective written communications is the essence of policy work. That means concise paragraphs, free of jargon and overly technical terminology and communicating only the information that is required to support the objective (i.e. for information, for decision, for follow-up, etc.). For purposes of MGMT 5125, the briefing note must not exceed **three** single-spaced pages in length. Please note that this page limit is a maximum, not a required length of the assignment.

4. INTENSIVE SESSION

The intensive session is the culmination of the course. A significant component of your grade will be attached to your performance in this session. Attendance is mandatory. Grading will reflect a combination of factors, including evidence of review and preparation, active participation in group discussion, and performance in scheduled activities such as case analyses and simulations.

EVALUATION FORM FOR BRIEFING ASSIGNMENT

Name:

Key Elements:

1.0 Title

- Does note have a title?
- Is it located at head of note?
- Does it clearly indicate the subject of the note?

2.0 Format

- Is the note inviting to read?
- Is there a good balance between white spaces and type?
- Are sub-heads used appropriately and do they clearly indicate content of section?
- Do the main conclusions or recommendations stand out clearly from the rest of the text?

3.0 Clarity

- Does the note present the issue clearly, avoiding jargon and technical language?
- Does the sentence structure impart information quickly and easily to the reader?
- Is the use of language economical? Is the length of the note appropriate?

4.0 Cogency and Content

- Do the sections lead logically from one to another?
- Do they build effectively to a conclusion?

5.0 General

Does the note:

- state the central issue?
- give key background information?
- give a summary of positions taken by key relevant actors?
- make observations on key points?
- present a recommendation or conclusion?

Are recommendations or conclusions warranted by information presented?

COURSE OUTLINE *

LESSON	COURSE DATES	TOPICS COVERED	DELIVERABLES & DUE DATES
Lesson 1 ~ Introduction and Policy Formulation	January 4 – 17, 2021	Course introduction, expectations, basic concepts	<input type="checkbox"/> Discussion Jan. 17 (Sun)
Lesson 2 ~ Understanding Policy Dynamics	January 18 - 31, 2021	Problem definition, policy formulation, and agenda setting	<input type="checkbox"/> Discussion Jan. 31 (Sun) <input type="checkbox"/> Assign 1 due Jan. 31 (Sun)
Lesson 3 ~ Finding Solutions	February 1 - 14, 2021	Implementation, instruments, and alternatives	<input type="checkbox"/> Discussion Feb. 14 (Sun) <input type="checkbox"/> Assign 2 due Feb. 14 (Sun) <input type="checkbox"/> Midterm Course Evaluation available Feb. 10 – 16
Lesson 4 ~ Is it What we Hoped?	February 15 - 28, 2021	Policy evaluation, purposes and uses	<input type="checkbox"/> Discussion Feb. 28 (Sun) <input type="checkbox"/> Assign 3 due Feb. 28, (Sun) <input type="checkbox"/> Midterm Course Eval closes Feb. 17
Lesson 5 ~ Players and the Game	March 1 – 14, 2021	Understanding and managing policy relationships	<input type="checkbox"/> Discussion Mar. 14 (Sun)
Lesson 6 ~ Describing Policy	March 15 - 28, 2021	Policy communication, choices and alternatives	<input type="checkbox"/> Discussion Mar. 28 (Sun) <input type="checkbox"/> BN due Mar. 28 (Sun)
Lesson 7 ~ What next?	March 29 – April 11, 2021	The evolving context for policy design and analysis	<input type="checkbox"/> Discussion Apr. 11 (Sun)
Intensive ~ Atlantic	April 12 – 14, 2021	Details will be posted in advance of the session	<input type="checkbox"/> Student Rating of Instruction available Apr. 13 - 19
Intensive ~ West	April; 16 – 18, 2021	Details will be posted in advance of the session	<input type="checkbox"/> Student Rating of Instruction available Apr. 17 - 23
Access to this course site ends May 31, 2021			

APPENDIX 1: 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.

Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. 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.

GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

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 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 or send an email to notetaking@dal.ca.

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 fully 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.

UNIVERSITY STATEMENTS

ACCESSIBILITY

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

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.