



FACULTY OF MANAGEMENT

MASTER OF PUBLIC ADMINISTRATION

CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

MGMT 6501

**BUSINESS AND
GOVERNMENT**

DR. JEFFREY ROY

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LESSONS

INTRODUCTION

LESSON 1 BC REAL ESTATE – COMMERCIAL AND GAURDIAN PERSEPCTIVES

LESSON 2 THE PURPOSE OF BUSINESS

LESSON 3 CORPORATE GOVERNANCE IN BUSINESS AND GOVERNMENT

LESSON 4 LOBBYING

LESSON 5 PROCUREMENT AND PARTNERING

LESSON 6 STATE CAPITALISM

LESSON 7 SILICON VALLEY AND INNOVATIVE CITIES

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 Business and Government 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) 225-1806 or morven.fitzgerald@dal.ca.

ABOUT THE INSTRUCTOR/AUTHOR

JEFFREY ROY BA (WATERLOO), MBA (OTTAWA), PHD (CARLETON)

Jeffrey Roy is professor in the School of Public Administration, Faculty of Management at Dalhousie University where he specializes in democratic governance, business and government relations, and digital government reforms. In addition to teaching and research, he has consulted to governments at all levels, the private sector, as well as the United Nations and the OECD. He is a member of the Editorial Board of *Canadian Public Administration*, a featured columnist in *Canadian Government Executive*, and author of several books (the most recent, *From Machinery to Mobility: Democracy and Government in the Participative Age*, published by Springer in 2013). His research has been supported by several funding bodies including the Social Sciences and Humanities Research Council of Canada and the IBM Center for the Business of Government. Professor Roy is also a member of the Transparency Advisory Group (TAG) for Public Safety Canada.

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.

Office Number: (902) 494-2752 / *Email:* roy@dal.ca

FOREWORD

With rising interdependence between economic, political, and social and civic agendas, managers in both government (the public sector) and business (the private sector) must understand how decisions and policies undertaken in one sector will impact those of the other. The purpose of this course is to gain an appreciation of both differences and similarities across business and government on the one hand, and the ways in which these sectors interact with one another on the other hand.

Three typologies of interactions between government and business will be examined: independence (market and state as separate environments); influence (how corporations and special interests lobby the public sector); and interdependence (the growing importance of collaborative dynamics between the sectors in facing contemporary and shared governance challenges). While the emphasis will be on the Canadian environment, international comparisons will be both encouraged and welcomed. Indeed, while the text book and much of the readings are Canadian a particular focus on the United States and continental dynamics is also essential.

This course has four main objectives:

- Provide participants with a basic understanding of the key differences between public sector and private sector structures; and behaviour.

- Examine the various ways in which these sectors interact, and how the nature of these inter-relationships are important variables in the performance of individual organizations;
- Appreciate the growing space for collaborative efforts between industry, government and civic organizations; and
- Grapple with real world policy and strategy questions pertaining to transnational, domestic and local issues.

As a graduate seminar, the course will be conducted in a discursive format with widespread participation both encouraged and expected. Regular online participation is essential as is familiarity with assigned readings. Students are responsible for both readings and the ensuing analysis and online conversation emerging during the lesson postings.

As recent and ongoing events demonstrate, boundaries between industry and government are constantly in flux—shaped by both ideology and strategy (and, at times, chance and unanticipated circumstance). There is never a correct answer or simplistic solution to the complexities of today’s governance challenges. Bearing this point—while respecting and being open to the views of others on the one hand, and putting forth reasoned argumentation on the other hand, are essential ingredients for an enriching and enjoyable learning environment.

READINGS AND RESOURCES

READINGS AND RESOURCES

Roy, J. (2007) *Business and Government in Canada* (University of Ottawa Press). In addition to the Introduction of this text, two chapters have been assigned (included on our course site as PDFs). You may opt to purchase a used copy of this text for convenience although it is not required to do so.

Additional readings and resources have also been assigned for each lesson (either linked online or as PDF’s). The professor reserves the right to post additional readings on line as appropriate.

EVALUATION

Evaluation Area	% Grade
Participation	20
Lesson 2 (First Posting)	20
Essay Post (L5, 6, or 7)	30
Final Exam*	30

*You must pass the final exam with a minimum grade of B- in order to pass the course.

PARTICIPATION

The individual participation grade includes all individual postings throughout the term as well as contributions during the intensive. There is a minimum posting requirement of two postings per lesson (any lesson with fewer than two posts will result in an INC being assigned for participation and thus for the course as a whole).

In addition to general postings through the term, the first posting for Lesson two is graded separately (see below). For Lessons 5-7, the different types of posts (Essay, Assessment and Discussion) are further described below. Only one Essay Post is completed per student (see below). The two posting minimum nonetheless applies to all lessons.

LESSON TWO (INDIVIDUAL GRADED POSTING)

Details of the Lesson Two assignment are provided in the lesson note for Lesson Two. Please be advised that in light of submissions being posted, there can be no granting of extensions for this deliverable (without the entire class being impacted): any exceptional circumstances shall thus be addressed on a case by case basis. As per above, a 2nd and less formal posting is also required for this lesson (though it is not graded beyond inclusion under General Participation).

INDIVIDUAL ESSAY POST (L5, L6 OR L7)

Each class participant will select one lesson from amongst Lessons 5, 6 & 7 (selection can be made anytime on Brightspace – under Group Tools - on a first come, first serve basis as each lesson will have a maximum number of participants in order to share contributions evenly through the term). Please select a lesson according to your topical preference and your calendar for the semester. By the end of the first weekend of your chosen lesson (as per Schedule page below), a *Graded Essay Post* (max of 900 words, excluding citations) will be completed addressing the lesson topic while drawing upon the assigned resources in doing so. Further guidance, along with the discussion questions, shall be provided online early in the semester.

ASSESSMENT & DISCUSSION POSTS

For those not completing a *Graded Essay Post* for any given lesson, your first post requirement is to provide a thoughtful and constructive critique (max 400 words) of a contribution of a fellow learner (*Assessment Post*). Everyone will then be required to make a very brief and informal 2nd posting (*Discussion Post*) by the end of the lesson in order to further the discussion and deepen our collective learning.

(For example, if your Essay Post selection is Lesson 7, this means that for Lessons 5-6, you complete an Assessment Post and a Discussion Post (whereas for L7, you would complete an Essay Post and a Discussion Post).

Further discussion will take place on the Board early in term in order to ensure clarity on the different posts across different lessons. Please bear in mind that questions posted early in the term benefit the entire class in ensuring clarity for all, rather than risking confusion later in the term.

FINAL EXAM

Details on the final exam shall be forthcoming during the semester. You must earn a passing grade on the final exam in order to pass the course.

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 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.

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SCHEDULE

LESSON #	DATE	DELIVERABLES
Getting Started	Jan 4 - 10 (1 week)	Familiarize yourself with the syllabus and site
Introduction	Jan 11 - 17 (1 week)	First posting due Thurs, Jan. 14 at 11:59 pm Second posting by Sun, Jan. 17 at 11:59 pm
1	Jan 18 - 24 (1 week)	First (not graded) posting due Thurs, Jan. 21 at 11:59 pm Second posting by Sun, Jan. 24 at 11:59 pm
2	Jan 25 – Feb 7 (2 weeks)	First (graded) posting due Sun., Jan. 31 at 11:59pm Second posting by Sat., Feb 6 at 11:59 pm
3	Feb 8 - 14 (1 week)	First (not graded) posting due Thurs., Feb 11 at 11:59 pm Second posting by Sun., Feb 14 at 11:59 pm Midterm Course Evaluation available Feb 10 - 16
4	Feb 15 - 28 (2 weeks)	First (not graded) posting due Sun., Feb 21 at 11:59 pm Second posting by Sat., Feb 27 at 11:59 pm
5	Mar 1 - 14 (2 weeks)	Graded Essay Posting due Sun., Mar 7 at 11:59 pm Assessment Post by Sat., Mar 13 at 11:59 pm Discussion Post by Sun. Mar 14 at 11:59 pm
6	Mar 15 - 28 (2 weeks)	Graded Essay Posting due Sun., Mar 21 at 11:59 pm Assessment Post by Sat., Mar 27 at 11:59 pm Discussion Post by Sun. Mar 28 at 11:59 pm
7	Mar 29 – Apr 11 (2 weeks)	Graded Essay Posting due Sun., Apr 4 at 11:59 pm Assessment Post by Sat., Apr 10 at 11:59 pm Discussion Post by Sun. Apr 11 at 11:59 pm
Atlantic Intensive*	April 15 - 17	Discussions and Activities (days one and two) Exam (day three am) Student Rating of Instruction (SRI) available Apr 16 - 22
Western Intensive*	April 19 - 21	Discussions and Activities (days one and two) Exam (day three am) Student Rating of Instruction (SRI) available Apr 20 - 26
Access to this site closes May 31, 2021		
*Attendance and participation are mandatory for a passing grade		

APPENDIX II: 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.