



**DALHOUSIE  
UNIVERSITY**

FACULTY OF MANAGEMENT

MASTER OF PUBLIC ADMINISTRATION

CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

**MGMT 6555**

**MANAGING  
THE  
INFORMATION  
RESOURCES**

**DR. JEFFREY ROY**

## TABLE OF CONTENTS

### SYLLABUS

WELCOME .....	III
ABOUT THE PROFESSOR .....	III
COURSE ASSISTANCE.....	IV
COURSE OVERVIEW .....	IV
PRE-REQUISISTES .....	VI
READINGS AND RESOURCES .....	VI
EVALUATION AND PEDAGOGY.....	VI
SCHEDULE .....	VII
APPENDICES .....	IX

### LESSON NOTES

LESSON 1: WELCOME AND INTRODUCTION

LESSON 2: DIGITAL GOVERNMENT AND PUBLIC VALUE: OPPORTUNITIES AND CHALLENGES

LESSON 3: DIGITAL SERVICE & SERVICE INNOVATION

LESSON 4: INFORMATION AND DATA

LESSON 5: DIGITAL SKILLS AND WORKFORCE DEVELOPMENT

LESSON 6: FEDERALISM, MULTI-LEVEL GOVERNANCE & DIGITAL COHERENCE

LESSON 7: ARTIFICIAL INTELLIGENCE

The Masters of Public Administration (Management) MPA (M) 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 Managing the Information Resources 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 addition to the material presented, please contact Morven Fitzgerald at (902) 494-6312 or [morven.fitzgerald@dal.ca](mailto: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 an associate editor of the *International Journal of E-Government Research*, 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](mailto:roy@dal.ca)

## COURSE OVERVIEW

Managing information resources in the public sector is a constantly evolving cultural and structural challenge – one that has rapidly changed in recent decades with the advent of the Internet. One early and still relevant definition of e-government provided by the OECD is as follows - namely, the *'continuous innovation in the delivery of services, citizen participation, and governance through the transformation of external and internal relationships by the use of information technology, especially the Internet'*. We shall dissect and update this definition in lesson one. Broadly speaking, however, the purpose of this course is to better understand how the Internet and digital technologies are impacting public sector governance both administratively and democratically.

There has been much debate within past and current literatures on e-government as to whether digital technologies and the Internet are new tools to be mainly deployed within current structures and tradition or whether they are inherently more transformational in driving the need for more holistic changes to our systems of democratic governance. Both views have merit – governments today, and their managers within them, must work incrementally in adapting public sector organizations to new technological realities. How governments balance incremental innovation and performance improvement on the one hand, and more radical notions of transformation on the other hand is, accordingly, an important learning objective.

Within this context, the over-riding objective of this course is to provide participants with some theoretical and practical underpinnings to better navigate the fluid opportunities and challenges of working in a more open and digitized environment. Discussion and debate are encouraged (and expected) throughout the course – with active participation an essential component of the learning pedagogy. More specific learning objectives include:

- An appreciation of the growing importance of digital technologies in underpinning attempts to modernize government operations in terms of both delivering services and formulating policies;
- An understanding of the strategic and organizational choices confronting governments as they invest in new technological systems and attempt to align them with managerial and governance processes both within departments and agencies and across government(s);
- An appreciation of the shifting dimensions of openness and ownership at the heart of new governance models emerging today across all sectors;
- A working knowledge of how governments in Canada – and elsewhere, are grappling with tensions between traditions of secrecy and hierarchical control and greater calls for transparency, networking and greater public engagement; and
- A forward-looking capacity to better anticipate the social, managerial and governance implications of technological change and a more digitally and socially mobile era.

This course does not presume nor does it seek to develop technological expertise. Instead, the overall aim is to foster a greater knowledge and a critical appreciation of new tools and mindsets associated with the virtualization, the Internet, the emergent era of Web 2.0, and likeminded calls for Gov 2.0. Within this learning environment, it is both expected and useful that participants come to the course with varying levels of interest and comfort in digital devices and online processes across both personal and professional spheres. A variety of viewpoints and perspectives is in keeping with the pedagogy of the text and class discussions and it is essential to sparking an open and collective debate in terms of tensions and choices both old and new faced by governments today as well as in the years to come.

## PRE-REQUISITES

None. This is a required course for the MPA(M) program.

## READINGS AND RESOURCES

### LESSON READINGS

Each lesson will comprise a lesson note along with some additionally assigned readings and videos that vary in importance and usage depending on the length of the lesson note (more guidance will be provided on the course board for each lesson). All readings are linked or posted on the course board.

### EVALUATION AND PEDAGOGY

Participation	25
Lesson 2 Posting	15
Graded Essay Posting (Lessons 4, 5, 6 or 7)	30
Final Exam*	30

\*You must earn a passing grade (B-) on the final exam in order to pass the course.

### PARTICIPATION

This grade will be based upon active participation including all postings throughout the semester made by appropriate deadlines and prepared and in a constructive and thoughtful manner. A particularly important aspect of participation is making linkages between the assigned lesson resources conceptually, and the analysis and examples of postings of class participants. There is a minimum of two postings per lesson (see Schedule before for deadlines): fewer than posts for any lesson may result in an 'INC' being assigned for participation and thus for the final course grade as well.

### LESSON TWO POSTING

Completed by all participants, this graded, introductory posting is meant to provide some early feedback in the course prior to the more substantive graded essay-postings in later

lessons (see below). The discussion question, deadline for posting (the weekend of the first week of this lesson: see also Scheduling page below), and word limit (500 words) are all posted on the Brightspace board (while all posting deadlines are also included in the Schedule below). The 2<sup>nd</sup> posting for this lesson is a shorter (max 300 words) and constructive critique of one aspect of a posting made by a fellow learner.

## **GRADED ESSAY POSTING**

Each class participant will select one lesson from amongst Lessons 4-7 (selection can be made anytime on Brightspace – made 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). By the end of the first weekend of your chosen lesson (as per Schedule page below), a short essay-stylized posting (max of 800 words) will be completed addressing the discussion questions for the lesson while drawing upon the assigned resources in doing so.

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. Everyone will then be required to make a very brief and informal 2<sup>nd</sup> posting by the end of the lesson in order to further the discussion and deepen our collective learning.

Please note that in any lesson, your first post should always be made as a new thread within the given lesson folder whereas your 2<sup>nd</sup> post should then be a reply to the posting of a colleague. Additional guidance and an open discussion of all posting requirements and deadlines shall take place online early in the semester.

## **FINAL EXAM**

The final exam shall be conducted on the 3<sup>rd</sup> day of the intensive. The format of the exam will be provided on the Brightspace board during the semester.

## **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.

## SCHEDULE

LESSON #	DATE	TITLE
1	January 6 – 12 (1 week)	<b>Introductions</b> and getting started <b>First posting</b> due Sat., <b>Jan. 11</b> at 11:59 pm <b>Second posting</b> by Mon., <b>Jan. 13</b> at 11:59 pm
2	January 13 - 26 (2 week)	<b>First (graded) posting</b> due Sun., <b>Jan. 19</b> at 11:59pm <b>Second posting</b> by Sat., <b>Jan 25</b> at 11:59 pm
3	January 27 – February 9 (2 week)	<b>First (not graded) posting</b> due Sun., <b>Feb. 2</b> at 11:59 pm <b>Second posting</b> by Sat., <b>Feb. 8</b> at 11:59 pm
4	February 10 - 23 (2 weeks)	<b>Graded Essay: First posting</b> due Sun., <b>Feb 16</b> at 11:59 pm <b>Second posting (all)</b> by Sat., <b>Feb 22</b> at 11:59 pm <b>Midterm Course Evaluation</b> available <b>Feb. 13 - 20</b>
5	February 24 – March 8 (2 weeks)	<b>Graded Essay: First posting</b> due Sun., <b>Mar. 1</b> at 11:59 pm <b>Second posting (all)</b> by Sat., <b>Mar. 7</b> at 11:59 pm
6	March 9 – 22 (2 weeks)	<b>Graded Essay: First posting</b> due Sun., <b>Mar. 15</b> at 11:59 pm <b>Second posting (all)</b> by Sat., <b>Mar. 21</b> at 11:59 pm
7	March 23 – April 5 (2 weeks)	<b>Graded Essay: First posting</b> due Sun., <b>Mar. 29</b> at 11:59 pm <b>Second posting (all)</b> by Sat., <b>Apr. 4</b> at 11:59 pm
Halifax Intensive	April 6 - 8	<b>Discussions and Activities: TBD</b> <b>Exam</b> <b>Student Rating of Instruction (SRI)</b> available <b>Apr. 7 - 13</b>
Vancouver Intensive	April 15 - 17	<b>Discussions and Activities: TBD</b> <b>Exam</b> <b>Student Rating of Instruction (SRI)</b> available <b>Apr 16 - 22</b>
<b>Access to this site closes May 31, 2020</b>		

\* Discussion postings are due by Midnight Atlantic time as per the course site time zone; dispensation granted for those outside the time zone by up to but no more than 4 hours (posts are time and date stamped). Be sure to use and check the course site calendar and schedule to manage dates.



## APPENDIX A: 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](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.

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 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.

## APPENDIX B: 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.