

JSGS 882 Strategic Management in the Public Sector

| | UNIVERSITY OF REGINA CAMPUS | UNIVERSITY OF SASKATCHEWAN CAMPUS |
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| OFFICE HOURS: | | By appointment |
| OFFICE LOCATION: | | n/a |
| TERM: | | Fall 2020 |
| ROOM: | | n/a |
| DATE AND TIME: | | n/a |

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This development of this course has benefited from the contributions of numerous JSGS staff. The roles of Christopher Gunter, Justin Loango, Jeremy Rayner, and Martin Boucher are acknowledged and appreciated.

REMOTE LEARNING CONTEXT

Remote learning may be a new experience to some of you. Given that this course relies heavily on the active participation of students, it is important for us all to make extra effort at ensuring our online communications with each other are professional and cordial. We can disagree without being disagreeable. It is also important that we all protect time in our schedules to make meaningful contributions to online discussions, and doubly so for your work on the course's team-based capstone

project. Many of your classmates are working professionals with multiple responsibilities and we need to ensure we are each pulling our weight. This can be particularly challenging when teams meet virtually rather than in person, but I encourage you all to take advantage of the online tools available to build rapport and good working relations with your teammates. You may find it advantageous to “work ahead” at certain points in the course. There will typically be several weeks’ worth of content available to you on the course page and completing a unit ahead of its calendar discussion date may help you manage your schedule. While the course is entirely asynchronous, I will be hosting optional discussion sessions via Microsoft Teams over the course of the semester. These will serve as opportunities to participate in group conversations about the course content and assignments. I recognize that not every student is in the same time zone and I am happy to make myself available to meet with you virtually at a more convenient time. My cell and email are shared above, feel free to contact me.

CALENDAR DESCRIPTION

This course focuses on developing practical knowledge and skills that public sector managers require to effectively “get things done” through others. Management skills developed include self-assessment / reflection, goal-setting, teamwork / collaboration, verbal / written communication, influence / persuasion, conflict resolution, stress management, and creative thinking.

LEARNING OBJECTIVES

Following successful completion of this course, students should be able to:

- describe concepts and theories in strategic management, and its application to the public sector;
- apply methods for thinking strategically when confronting organizational challenges;
- apply techniques to influence those around you for achieving organizational objectives;
- approach conflict situations with confidence and empathy;
- assess and respond to change forces;
- identify organizational culture markers and consider ways to influence cultural change;
- consider opportunities for pursuing higher-level organizational goals; and
- understand themselves better, and apply that self-awareness for better organizational

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- **Analysis and Use of Evidence** – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- **Politics and Democracy** – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- **Policy Delivery** – the importance of effective service delivery and the ongoing management and evaluation of public policy.

COURSE CONTENT AND APPROACH

This course will provide students with an understanding of selected theories of strategic management as applied to the public sector and how those theories might translate into practical skills and strategies for being effective future public service leaders. While effective strategic management is contextualized in the wider framework of external forces and the implementing environment, of having a vision for dealing with an uncertain future and the strength to follow through on that vision, an additional emphasis will be on your ability to work effectively with the networks of people you will need to reach your organization's strategic objectives. With that in mind, this course adopts a dual focus: on the forces that influence the world of the public sector manager and policy analyst, and how the strategic manager can use various tools and techniques to respond to those forces; and on learning more about yourself, as an aspiring leader, and how cultivating self-awareness can be the foundation for being a better colleague for the people you will work with and better manager of the processes you will be operating in. Rather than an approach that emphasizes creating a grand strategic vision that will succeed as a consequence of its own brilliance, our approach emphasizes how effective strategic management is built day-by-day, through the continual efforts of the people in an organization working together for common purpose.

COURSE OUTLINE AND ASSIGNMENTS

Module 1: 3rd September

- Strategic Management
- Critical Journal 1 and Discussion Board

Module 2: 7th September

- Managing in a Political Environment
- Annotated Bibliography 1 and Discussion Board

Module 3: 14th September

- Foresight and Scenario Analysis
- Critical Journal 2 and Discussion Board

Module 4: 21st September

- Working with Others - Part 1
- Discussion Board

Module 5: 28th September

- Working with “Others” - Part 2
- Critical Journal 3 and Discussion Board

Module 6: 5th October

- Influence, Persuasion, Motivation, Goal Setting, and Performance Management
- Annotated Bibliography 2 and Discussion Board

Capstone Project - Part 1: 12th October

- **No module this week.**
- The written portion of your Capstone Project is due by midnight on 18th October.

Module 7: 19th October

- Negotiations, Conflict Resolution, and Interpersonal Workplace Challenges
- Discussion Board
- Comments on the written portion of your Capstone Project will be returned by midnight on 25th October.

Module 8: 26th October

- Organizational Culture and Change Management
- Critical Journal 4 and Discussion Board

Module 9: 2nd November

- Exceptional Organizations, Productivity, Creativity, and Stress Management
- Discussion Board

Fall Break: 9th November

- **No module this week.**

Capstone Project: 16th November

- **No module this week.**
- The presentation portion of your Capstone Project is due by midnight on 22nd November.

Module 10: 23rd November

- Leadership, Self-Awareness, and Personal Reflection
- Questions to Presenters (counts as a Discussion Board assignment)

DESCRIPTION OF ASSIGNMENTS:

Every module will have one of the following three assignments attached to it. Full instructions for each can be found in Module 1. **Late assignments will not be accepted. This includes the Capstone Project.**

Critical Journaling

A useful tool for tracking your own learning over time, this assignment will see you identify your pre-existing interpretations and understandings of course content and contrast these assumptions against the interpretations you arrive at following the unit.

Annotated Bibliography

A concise summary of the content and significance of a given course reading, this assignment provides you with an opportunity to collect and review material of use in completing your capstone project.

Discussion Board

The most common assignment across the course, conversations on the course discussion board will allow you an opportunity to build rapport with your class and teammates. Discussion questions will be provided and students will be required to create one top-level comment for each, plus respond to at least two posts made by other students.

Capstone Project

The course's largest assignment is broken into two pieces. A written portion, which I will provide comments on, and a class presentation, which provides your colleagues an opportunity to pose questions and test your understanding of the issue and your recommended solution. Presentations will be made using the same asynchronous method as the rest of the course and can be posted anytime in the final two weeks of the course. Students will be expected to pose at least one question to every presentation, and presenters will have until the end of the course to respond. The two parts will be marked as a complete project. You have the option of revising the written portion of your project and submitting it with the presentation.

REQUIRED READINGS

While this course does not have a textbook, extensive readings are assigned each week. Please review to the individual modules for required and supplementary readings.

EVALUATION

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|------------------------|-----|
| Critical Journaling | 20% |
| Annotated Bibliography | 10% |
| Discussion Board | 30% |
| Capstone Project | 40% |

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session at a later time. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy at <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php>. For information on students' rights, see <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

STUDENT RESOURCES

- DEU Writing Centre – Quality writing help for free! Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at <http://distanceeducation.usask.ca/support/writing-centre.php>.
- Netiquette information resources for faculty, instructors and students highlight the basics of internet etiquette including how to appropriately connect and communicate in a remote teaching and learning context. See <https://teaching.usask.ca/remote-teaching/netiquette.php> and <https://studentstest.usask.ca/articles/netiquette.php>.
- Remote learning readiness tutorial for students. This resource engages students in learning about the skills associated with remote learning success. Feel free to send this to students or embed it in your Canvas or Blackboard course as a recommended or required activity. See – see https://libguides.usask.ca/remote_learning.
- Remote learning resources have been pulled together for students on the students.usask.ca website. This site is updated regularly. See <https://students.usask.ca/remote-learning/index.php>.
- Academic integrity tutorial for students. This resource introduces students to the concept of academic integrity and guides them to better understand their responsibilities regarding academic work, their rights, and the supports and services available to ensure they succeed within the larger scholarly community. Feel free to embed this in your Canvas or Blackboard course as part of your course-based activities on academic integrity. See <https://libguides.usask.ca/AcademicIntegrityTutorial>.
- Be Well at USask is a podcast for all members of the university community highlighting campus initiatives and resources designed to engage and support. Included are episodes on how to thrive at university, transitioning to remote learning, academic supports, career planning in a crisis, as well as many other student supports. See https://www.youtube.com/playlist?list=PLQptLdMDrox2_HZ0XAfHQW6DZoQOhoXes.

- Information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>.
- The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>.

LATE ASSIGNMENTS

Late assignments will not be accepted. This includes your Capstone Project.

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact one of the following:

USask: Disability Services for Students (DSS) – 966-7273.

U of R: Coordinator of Special Needs Services – (306) 585-4631.

STUDENTS EXPERIENCING STRESS

Students who are experiencing stress can seek assistance from one of the following:

USask: Student Affairs and Outreach – <https://students.usask.ca/health/centres/student-affairs-and-outreach.php> or call (306) 966-5757.

U of R: Counselling Services – <http://www.uregina.ca/student/counselling/contact.html> or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

USask: Guidelines for Academic Conduct – www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php.

U of R: Academic Misconduct – <https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html>

JSGS GRADE DESCRIPTIONS

85+ excellent

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.