JSGS 882 STRATEGIC MANAGEMENT IN THE PUBLIC SECTOR

May 2021	University of Regina
Instructor:	Justin Longo, Associate Professor and Director, Digital Governance Lab
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Office Hours:	Slack direct message me to request a time. Drop in on class days, 12-1 pm
Office Location:	All office hours & individual meetings will be held online via video or telephone
Classroom:	Online
Dates:	May 3 - 7, 10 - 14 (1-5 pm; synchronous class times are not mandatory)
Group Communications:	Twitter Class List　　　Google Drive folder　　　Class Recordings　　　Slack
Teaching Assistant:	tbd

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.

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. See this course framework for a visual on how the course is conceptualized and organized.

> *You are not here merely to prepare to make a living. You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world, and you impoverish yourself if you forget the errand.* President Woodrow Wilson, 1913 (ref)

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 performance.

THIS IS AN ONLINE CLASS

In light of the rapid reconfiguration of UofR classes in light of the COVID-19 pandemic, JSGS 807 has been transformed into an online format. This entails a significant change in the course design and delivery, and will require patience and extra effort from all of us as we adapt to this new setting.

"Classes" will be conducted asynchronously, and the course will be entirely online this term. Though there will be a daily "class time" (1-5 pm), there is for your benefit as you see fit—there is no mandatory synchronous class.

However, the course is still organized in ten daily sessions (see the Course-at-a-Glance schedule). At the start of each day, I will typically post a short introduction to that day's content overviewing the online materials, review the previous day's lab, and respond to questions I received over the previous day.

You will then have until the start of the next day to review the course content consisting of online course notes, online readings, and links to other online resources like articles and videos.

Lab assignments are daily exercises that apply the issues discussed in the videos, readings, and class notes. I may occasionally post short video "tutorials" to explain the lab assignments that are due each day. Discussion / study groups will be formed where you can meet over video with some of your colleagues to discuss the course, assignments, etc. Questions for discussion will be provided, and the instructor will attend from time to time. These are not graded, but will be organized for your benefit. These groups also provide an opportunity to improve your skills in interacting with colleagues in a professional environment using an online platform.

Each class participant will meet by video (or telephone) with the course instructor 3 times throughout the term (for approximately 15 minutes) to discuss the course topics. These meetings will form part of your evaluation on a selection of the lab assignments (this will be indicated in the assignment).

There is one major assignment this term where you will have the opportunity to develop a workplace-relevant application of one or more of the course topics.

There is no participation grade for this class, but you will provide a self-assessment of your performance as part of your evaluation.

COURSE-AT-A-GLANCE

Week	Date	Topics
0	April 19	Preview of the syllabus (link to the video overview)
1	May 3	Course overview: frameworks and concepts; what is strategic management?
2	May 4	Managing in a political environment: responsible strategic management
3	May 5	Foresight and scenarios analysis
4	May 6	Working With Others 1: Teamwork, collaboration, and knowledge sharing
5	May 7	Working With Others 2: Collective intelligence and artificial intelligence
6	May 10	Influence, persuasion, motivation, goal-setting, and performance management
7	May 11	Negotiations, conflict resolution, and interpersonal workplace challenges
8	May 12	Organizational culture and change management
9	May 13	The exceptional organization: productivity, creativity, and stress management
10	May 14	Leadership, self awareness, and personal reflection

DUE DATE SCHEDULE

Item	Value	Due
Preparatory Steps (required before any work is graded)	0%	1pm May 3
Web Safari 1	1%	1pm May 3
Web Safari 2	1%	1pm May 4
Web Safari 3	1%	1pm May 5
Web Safari 4	1%	1pm May 6
Web Safari 5	1%	1pm May 7
Web Safari 6	1%	1pm May 10
Web Safari 7	1%	1pm May 11
Web Safari 8	1%	1pm May 12
Web Safari 9	1%	1pm May 13
Web Safari 10	1%	1pm May 14
Day 1 Lab	4%	1pm May 4
Day 2 Lab	4%	1pm May 5
Day 3 Lab	4%	1pm May 6
Day 4 Lab	4%	1pm May 7
Day 5 Lab	4%	1pm May 10
Day 6 Lab	4%	1pm May 11
Day 7 Lab	4%	1pm May 12
Day 8 Lab	4%	1pm May 13
Day 9 Lab	4%	1pm May 14
Day 10 Lab	4%	1pm May 15
Applied Project Part 1 (proposal)	10%	1pm May 8

Applied Project Part 2 (final submission)	30%	1 pm May 28
Self-Assessment (part 1)	0%	1 pm May 3
Self-Assessment (part 2)	10%	1 pm May 28

COURSE WEEKS

Week 1 - Course overview: frameworks and concepts; what is strategic management?
In this first full week, we will discuss the core concepts that will guide our approach to strategic management, and review two classic articles.

Week 2 - Managing in a political environment: responsible strategic management
We'll focus on the concept of strategic management as it appears in the literature, and consider how it applies in the public sector and how "strategic management in the public sector" differs from the dominant literature on strategic management in the private sector. What does it mean to be a strategic manager and a responsible public servant?

Week 3 - Foresight and scenario analysis
Foresight is an approach to exploring plausible, alternative futures and identifying the challenges and opportunities that may emerge in such futures. Rather than trying to predict the future (that's what forecasting is), foresight allows us to consider a range of plausible futures and, through collective policy choice and the accumulation of individual decisions, guide society in the desired direction. Scenario analysis is a structured process of considering alternative possible future outcomes. And backcasting is an alternative form of scenario analysis, where a desired future emerges as a process of stakeholder engagement, and the steps required to get to that future are backward-mapped to the present.

Week 4 - Working With Others Part 1: Teamwork, collaboration, and knowledge sharing
How can you get things done more efficiently by working with others? The traditional model of group work is to bring people into an organization, and then add a management layer on top to coordinate their activity. To reduce the inefficiency of the manager layer, the idea of "teamwork" has cascaded throughout the management literature with mixed success in practice. Recently, a new model has emerged: collaboration, an interactive process involving multiple parties working together using shared rules, norms, and structures, to act or decide on issues or co-create a common understanding, output, or outcome. We'll also discuss workplace knowledge sharing - the process of exchanging information, both verbal and nonverbal, within an organization, with the goals of supporting organizational objectives, increasing productivity, sharing knowledge, and addressing conflicts. Effective communication means synthesizing complicated concepts, minimizing misinterpretation, and supporting decision makers.

Week 5 - Working With 'Others' Part 2: Collective intelligence and artificial intelligence
Collective intelligence involves groups of people, organizations, or even computational agents collectively doing intelligent things. We'll consider how techniques such as these can be used to further our strategic management objectives. We'll also look at the recent and rapid development of artificial

intelligence (AI) and the ways in which decision algorithms and decision support systems can support our attainment of strategic management objectives. Advances in AI and robotics are predicted to have profound impacts on the workplace and job scarcity in coming years, but a more nuanced concept of "Intelligence Amplification" sees AI and robots being adopted by human workers as a complement to their activities.

Week 6 - Influence, persuasion, motivation, goal-setting, and performance management
How do you get someone to do what you want them to do? Pay them, and promise to pay them more if they do better? Why do you do the things you do? Do you work more on things that will get you a higher grade? What lies beneath our motivation? Is it different for our chosen career as public servants? And are "millennials" really that different? Performance management is a systematic process by which an organization involves its employees in the pursuit of improved organizational effectiveness towards accomplishing the organization's mission and goals. It includes planning work and setting expectations, continually monitoring performance, developing the capacity to perform, periodically evaluating performance, and rewarding performance.

Week 7 - Negotiation, conflict resolution, and interpersonal workplace challenges
Negotiation is a process by which two or more parties engage in a discussion and attempt to influence each other, with an eye towards reaching an agreed-upon outcome. Negotiation can be used for conflict prevention and for conflict resolution, for reaching an agreement and for resolving disagreements. Negotiation can be as important as global peace agreements or as mundane as where to go for lunch. "Successful" negotiating is not only about being tough, but also involves cognitive strategizing and planning, as well as being aware of the emotional aspects inherent in human interactions. Lastly, we'll discuss how to manage interpersonal workplace conflicts like horrible bosses, terrible colleagues, awful employees, and unreasonable clients.

Week 8 - Organizational culture and change management
Organizational culture is the collection of beliefs, assumptions, values, and norms that are predominant or shared by members of an organization. Organizations can also have different subcultures, which can conflict with each other. As culture can affect organizational development, productivity, cohesion, and effectiveness, understanding the organizational culture is crucial. And when attempting to change an organizational culture, that culture can both help and derail your change efforts. While we're looking at managing change, we'll also consider how the workplace is rapidly changing, from accelerating workplace automation to the spread of the gig economy.

Week 9 - The exceptional organization: productivity, creativity, and stress management
Buzzwords such as innovation, creativity, mindfulness, and "design thinking" urge us to create organizational settings, and provide leadership, to create exceptional organizations, and produce better outcomes. Are these reasonable expectations? How can we create ambitious targets that can guide us towards creating better, healthier workplaces for us and our colleagues?

Week 10 - Leadership, self awareness, and personal reflection

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Leadership is the ability to influence people towards a goal, and support individuals to contribute to that goal. Studying leadership is part of a process of preparing to become a leader in your organization and community. Becoming and being a leader is a continual process of self-development, practice, and growth. So we end where we started - by looking inward to assess our strengths and weaknesses as leaders and how we can better support those around us to make our organizations better.

EVALUATION

Web Safari (10 @ 1%)	10%
Weekly Labs (10 @ 4%)	40%
Applied Project	40%
Self-Assessment	10%

Web Safari (10%): We are going to collectively build a repository of news stories, articles, videos, blog posts, and other web-accessible resources related to the course themes and content. You can contribute 10 unique posts related to the 10 daily themes (1% each). Instructions and a link to the form for posting are available in the notes for each day (scroll down to "Web Safari" at the bottom of the daily course notes). Due at 1 pm on each day (see the Due Date Schedule). No late submissions accepted. Only one submission per daily theme will count (though you can submit these in advance of each deadline if you wish). For this for more information on the learning objectives behind this exercise.

Daily Labs (10 * 4%): Ten labs completed individually demonstrating competency in the concepts covered in the video introductions, the course notes, readings, and other material for each day. Worth 4% each. Due at 1 pm on the day following the session (see the Due Date Schedule). An answer key (if applicable) will be posted after the lab is due and the lab questions will be discussed in the video introduction uploaded on the day they are due (for that reason, late submissions cannot be accepted). Three of the daily labs will involve a one-on-one video conversation with the course instructor (this will be indicated in the lab), and your demonstrated understanding of the course material in that conversation will form part of the basis for your grade on that lab.

Applied Project (40%): This assignment lets you explore in greater depth one of the course topics that is of interest to you. This is your chance to take a **public sector strategic management problem** (*not* a policy problem) and investigate, develop, and present an assessment, analysis, response, plan, or solution that addresses it. The format can be a model, visualization, poster, app prototype (mobile or computer application), computer program or algorithm, prototype IoT device, website, video documentary or presentation, new organization, workshop, conference, public meeting or event, cabinet submission, game (board or computer-based), prototype product, podcast, etc. Please try not to do a paper. Marks will be allocated based on your one-page initial proposal (**10%**, due Saturday May 8 at 1 pm), and your final submission (due at 1 pm on May 28, submitted via email though you are encouraged to also post it to your blog) based on how well you are able to identify the key issues (**5%**), your ability to link these issues with the theory and material discussed in class (**5%**), the creativity of your idea (**5%**), how persuasive your analysis and recommendations are (**5%**), and your presentation (including spelling and grammar) of the concept (**10%**). For assignments that cannot be submitted as

digital files or URLs, please contact me to arrange an alternative. Late submissions will receive a grade of 0%.

Self-Assessment (10%): After the final week, using the expectations note you wrote to yourself during the first week, reflect on your performance and growth during the term. You will assign yourself a grade out of 10%, articulating why you deserve that grade. Due at 1 pm on May 28. Submit your grade and rationale here.

STUDENT RESOURCES

UNIVERSITY OF REGINA	UNIVERSITY OF SASKATCHEWAN
Student Success Centre: Academic advising, learning skills, writing, math, and stats tutoring!	**Student Learning Services:** Academic advising, learning skills, writing, math, and stats tutoring!
Students with Special Needs Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility at 306-585-4631	**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 Access and Equity Services at (306) 966-7273
Students Experiencing Stress Students in this course who are experiencing stress can seek assistance from Counselling Services, or call (306) 585-4491. Additional information is available here.	**Students Experiencing Stress** Students in this course who are experiencing stress can seek assistance from the Student Wellness Centre or call (306) 966-4920.
Other Supports for Students ● Sexual Violence Prevention and Response ● ta-tawâw Student Centre ● UR International ● JSGS (UofR) Student Handbook ● Being a Not-Rich Student	**Other Supports for Students** ● UofS Sexual Assault Information ● UofS Aboriginal Students' Centre ● UofS International Student Centre ● JSGS (UofS) Student Handbook ● Being a Not-Rich Student
Academic Integrity and Conduct Ensuring that you understand and follow the principles of academic integrity and conduct as set out by the University of Regina 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 your course instructor to discuss your questions.	**Academic Integrity and Conduct** Ensuring that you understand and follow the Regulations on Student Academic Misconduct 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.

COURSE POLICIES

Grading: JSGS has recently re-confirmed its grading policy, one that this course is required to strictly adhere to. ***See this additional note about my philosophy of grading***:
https://jlphd.wordpress.com/2018/02/04/a-note-about-grading/

Course Materials: All readings are accessible through the UofR / UofS library systems,[1] or free online. Since you already pay tuition, and part of your tuition goes to funding the materials available through the library, it does not seem fair to ask you to pay extra for a textbook. I've also not found a decent textbook for this course.

Technology Requirements:
- Note that some governments (particularly the Government of Saskatchewan) have restricted access to Zoom meetings using corporate equipment. If you are using a computer provided to you by an organization that restricts access to Zoom, you will likely not be able to use that computer to engage in any Zoom sessions.
- Not a problem, though. If you do not have access to a computer that can access Zoom sessions, alternative options are available.
- To view the course materials, a standard Internet-connected device and web browser will work.
- All software used in this course is available for use for free from a standard current computer configuration (e.g., laptop computer) with access to the Internet.
- Some assignments may require the downloading and installing of free programs, which requires a computer that you have administrator privileges on (n.b., most workplace computers will not let you install software). There is no penalty for not being able to install this software, and alternatives will be available.
- Students who are unable to participate due to a technology barrier should contact the instructor as soon as possible to discuss alternative arrangements.

Non-registered Students: This course was developed and deployed for the benefit of graduate students registered in the Johnson Shoyama Graduate School of Public Policy (JSGS). It is made freely available as a learning resource for anyone interested in the course content. However, access to the JSGS student community, the resources of either university, or the course instructor is only available to formally registered students.

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[1] Links are active for on-campus use at the University of Regina. If you are a UofR student connecting from off-campus, use these instructions. If you are a UofS student connecting from off-campus, use these instructions.