JSGS 882 STRATEGIC MANAGEMENT IN THE PUBLIC SECTOR

May 2022	University of Regina
Instructor:	Justin Longo, Associate Professor and Director, Digital Governance Lab
Phone and Email:	306-450-5345 (text preferred; phone only if necessary) justin.longo@uregina.ca
Office Hours:	Class days @ 10-11 am or direct message me on Slack, email, or text to request a time
Office Location:	JSGS College Avenue Campus, CB 332.6
Classroom:	JSGS College Avenue Campus, CB 330
Dates:	May 3, 5, 9, 11, 13, 17, 19, 23, 25, 27, 1-5 pm (attendance required)
Communications:	Canvas (gradebook only) Google Drive folder Slack
Teaching Assistant:	tbc

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, and 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 individuals and 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;
- Identify responsibilities and opportunities for advancing EDI principles in the workplace;
- approach conflict situations with confidence and empathy;
- assess and respond to change forces;
- identify changing workplace forces and respond strategically;
- consider opportunities for pursuing higher-level organizational goals; and
- understand themselves better, and apply that self-awareness for better organizational performance.

REQUIRED ATTENDANCE AND PARTICIPATION

JSGS 882 in May 2022 will be conducted as a face-to-face class with required attendance. Online attendance is possible where necessary, though online participants will need to be on camera for the entire session and participate fully in each class.

The course is organized in ten daily sessions, with a one-day break between each class (see the Course-at-a-Glance schedule, on the next page). Following each class, you will have until the start of the next class to review the course content consisting of online course notes, online readings, video uploads, and links to other online resources like articles and videos. Lab assignments are exercises that relate to the issues discussed in the videos, readings, and class notes. Each class participant will meet by video (or telephone) with the course instructor once during the two-week period (each meeting will be scheduled for 15 minutes) to discuss one of the labs. This meeting will form the basis of your evaluation on that lab assignment (this will be indicated in the assignment).

Course-at-a-Glance

Module	Date	Topics
0	April 19, 7pm	Syllabus Review (1 hour optional recorded session)
1	May 3, 1-5 pm	Course overview: frameworks and concepts; what is strategic management?
2	May 5, 1-5 pm	Managing in a political environment: responsible strategic management
3	May 9, 1-5 pm	Foresight and scenarios analysis
4	May 11, 1-5 pm	Working With Others + Collective intelligence and Artificial Intelligence
5	May 13, 1-5 pm	Equity, Diversity, and Inclusion
6	May 17, 1-5 pm	Influence, persuasion, motivation, goal-setting, and performance management
7	May 19, 1-5 pm	Negotiations, conflict resolution, and interpersonal workplace challenges
8	May 23, 1-5 pm	Dynamic and Distributed Organizations: Managing a Changing Workplace
9	May 25, 1-5 pm	The Exceptional Organization: Productivity, Creativity, and Stress Management
10	May 27, 1-5 pm	Leadership, self awareness, and personal reflection

Due Date Schedule

Item	Value	Due
Web Safari 1	2%	11 am May 3
Web Safari 2	2%	11 am May 5
Web Safari 3	2%	11 am May 9
Web Safari 4	2%	11 am May 11
Web Safari 5	2%	11 am May 13
Web Safari 6	2%	11 am May 17
Web Safari 7	2%	11 am May 19
Web Safari 8	2%	11 am May 23
Web Safari 9	2%	11 am May 25
Web Safari 10	2%	11 am May 27
Module 1 Lab	4%	1pm May 5
Module 2 Lab	4%	1pm May 9
Module 3 Lab	4%	1pm May 11
Module 4 Lab (individual meetings)	4%	May 13-22
Module 5 Lab	4%	1pm May 17
Module 6 Lab	4%	1pm May 19
Module 7 Lab	4%	1pm May 23
Module 8 Lab	4%	1pm May 25
Module 9 Lab	4%	1pm May 27
Module 10 Lab	4%	1pm May 30
Applied Project	30%	1 pm May 30
Self-Assessment (part 1)	0%	1 pm May 5
Self-Assessment (part 2)	5%	1 pm May 30

Course Modules

Module 1 - Course overview: frameworks and concepts; what is strategic management?

We start by discussing the core concepts that will guide our approach to strategic management in the public sector, and review two classic articles.

Module 2 - Managing in a political environment: responsible strategic management

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

Module 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.

Module 4 - Working With Others + Collective Intelligence and Artificial Intelligence

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. In the second part of this session, we will consider how collective intelligence and artificial intelligence are introducing a different concept of "working with others" (humans and machines). Collective intelligence involves groups of people, organizations, or even computational agents collectively doing intelligent things. 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 will also be considered.

Module 5 - EDI: Equity, Diversity, and Inclusion

Session description to come.

Module 6 - Influence, persuasion, motivation, goal-setting, and performance management

How do you get someone to do what you want them to do? Why do you do the things you do? Is motivation different for our chosen career as public servants? And are "millennials" really that different?

We'll also consider performance management: 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.

Module 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 workplace incivility and interpersonal workplace conflicts like horrible bosses, terrible colleagues, awful employees, and unreasonable clients.

Module 8 - Dynamic and Distributed Organizations: Managing a Changing Workplace

While digital technologies have been used in the workplace for some time, the embrace of remote work accelerated in 2020. Many people transitioned to telework in response to the COVID-19 pandemic, and these changes are likely to stay even after restrictions ease. For managers, leading an organization is made more complicated when workers are in distributed locations. We'll also consider how the workplace is rapidly changing, from accelerating workplace automation to the spread of the gig economy.

Module 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?

Module 10 - Leadership, self awareness, and personal reflection

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 @ 2%) (see the Due Date Schedule, above)	20%
Module Labs (10 @ 4%) (see the Due Date Schedule, above)	40%
Applied Project (due May 30 at 1pm)	30%
Self-Assessment (part 2 due May 30 at 1pm)	5%
Engagement (instructor evaluation)	5%

Web Safari (20%): 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 module themes (1% each; due at 11 am on that day's class), and you will speak to your post during that day's class (1%). Only one submission per daily theme will count (though you can submit these in advance of each deadline if you wish). See this for more information on the learning objectives behind this exercise.

Module Labs (10 * 4%): Ten labs 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, above). An answer key (if applicable) will be posted after the lab is due. The module 4 lab 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 the basis for your grade on that lab.

Applied Project (30%): This assignment lets you explore in greater depth one of the course topics that is of interest to you, taking a **public sector strategic *management problem*** (*not* a public policy problem) and investigating, developing, and presenting an assessment, analysis, response, plan, or solution that addresses it. The format can be a model, visualization, poster, app prototype, CI or AI application, prototype IoT device, website, podcast, video, new organization, workshop, conference, public meeting or event, briefing note or cabinet submission, game (board or computer-based), etc. Anything but an academic paper, please. Your project will be evaluated based on how well you are able to identify the key problem or issues (**5%**), your ability to link these issues with the theory and material discussed in class - going beyond the readings and references in the syllabus (**5%**), the creativity of your idea (**10%**), how persuasive your analysis and recommendations are (**5%**), and the content of the presentation (including spelling and grammar) (**5%**). Submit your project using this link.

Self-Assessment (5%): After the final class, using the expectations note you wrote to yourself during the first day, reflect on your performance and growth during the course. You will assign yourself a grade out of 5%, articulating why you deserve that grade. Submit your grade and rationale here.

Engagement (5%): Class participants are expected to be present and engaged in the class. This includes being prepared for class by reviewing the materials beforehand, contributing thoughtfully to class face-to-face and online discussions, and engaging with the course material and one's colleagues to build a community of developing professionals.

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	**Other Supports for Students** ● Sexual Violence Prevention and Response ● UofS Aboriginal Students' Centre ● UofS International Student Centre ● JSGS (UofS) Student Handbook
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. The grade descriptors can be found at p. 10 of the [JSGS (UofR) Student Handbook](#) and pages 11-12 of the [JSGS (UofS) Student Handbook](#). Note also that I am required to submit grades which yield a class average no higher than 80% (assuming a normal distribution of grades, you should expect that half of your classmates will have a grade below 80%; and you should further assume that you have a 50% chance of being in that below-80% group). Grading complaints should be filed with the Director of the JSGS Regina Campus, [Dr. Jim Farney](#). **See this additional [note](#) about my philosophy of 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. However, if you want to buy a strategic management textbook ...

Some (fairly expensive) textbooks you may find useful:
Ferlie, E., & Ongaro, E. (2015). *[Strategic management in public services organizations: Concepts, schools and contemporary issues](#)*. Routledge.
FitzRoy, P., Hulbert, J. M., & O'Shannassy, T. (2016). *[Strategic Management: The Challenge of Creating Value](#)*. 3rd edition. Routledge.
Joyce, P. (2015). *[Strategic management in the public sector](#)*. Routledge.
Joyce, P., & Drumaux, A. (Eds.). (2014). *[Strategic Management in Public Organizations: European Practices and Perspectives](#)*. Routledge.

Technology Requirements:
- 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.
- 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 may not be able to connect to any Zoom sessions.
- 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](#).