**MPA 809: Management in the Public Sector**  
**Class Time:** 8:30am – 11:20am on Mondays  
**Classroom:** Robert Sutherland Hall, Room 202  
**Professor:** Gail MacAllister, MTS, MIR, CHRP  
**Office:** Robert Sutherland Hall, Room 301B  
**Tel:** 613.533.6085  
**Office hours:** one hour following class time or by appointment  
**Email:** macallis@queensu.ca

**COURSE DESCRIPTION AND COURSE OBJECTIVES**

Management in the Public Sector is a mandatory MPA course. Countless MPA graduates of this program become public managers – from managers of hospitals to deputy ministers. The course covers major topics in the study of public management and public administration, including: public management reform, performance management, policy implementation and service delivery, and stakeholder management.

The course content is designed to focus on three aspects of these topics:  
1. the overall general trends of public management in the current Anglo-American democracies*;  
2. the Canadian landscapes and applications of these trends; and  
3. how the knowledge is relevant to professional practice of public managers at various levels.

The course is designed to be interactive, engaging, and relevant to practice. To achieve these goals, there are a few unique features of this course that are worth noting:

1. Guest lecturers in order to offer the best learning by bringing together diverse theoretical knowledge and practical experiences.

*Anglo-American democracies refers to the four largest English-speaking democracies —Australia, Canada, Great Britain, and the United States.
2. Multiple formats of teaching and learning will be used, including lecturing, discussions, case studies, and class handouts. In this course, special attention is paid to link theoretical knowledge to practice-oriented learning; hence, cases, news articles, videos and professional articles will be used and they are equally important as our textbook. Groups of students will present on current literature relevant to management in the public sector throughout the course.

There are three levels of learning objectives.

1. **Conceptual/theoretical level**: You are expected to know fundamentals in the study of public administration/public management. You also should know the fundamentals about the politics-administration dichotomy and how it looks like in real-life public management in Canada. You should also understand basic management knowledge such as what performance management is and how it is done in practice.

2. **Application level**: You are expected to apply learned knowledge. There are several forms of application. One is to engage in class discussion, participate in and contribute to teaching and learning. Class discussion often requires you to link conceptual or theoretical level knowledge to real-life public administration issues. Application also requires one to link learned conceptual or theoretical level knowledge to your own work experience or others’ work experience to provide a better understanding and interpretation of such experience and enhance your analytical thinking.

3. **Critical thinking level**: Students should be able to engage with controversies and understand the multiple facets in public administration/public management. Some issues do not have a right or wrong answer. Students should be able to integrate different views and different topics and understand why each view may be valid in certain circumstances. For example, there is no absolute divide between politics and administration. How do we understand the relative separation of politics and administration, and how do we understand this relationship through the lens of accountability and ethical conduct of public servants? This level of learning is largely completed during class and will be examined both during class exercises and in exams.

**READING MATERIALS**


2. Supplementary Reading: available via Queen’s onlinelibrary, onQ linked to the Syllabus or OnQ as a separate hyperlink

**COURSE EXPECTATIONS**

This is a graduate level mandatory core course, which means that expectations of this course will be at a Queen’s graduate course level, including the amount of reading, the methods of assessment, and the engagement in class discussions. Students are expected to attend the class having done the assigned reading and being prepared to engage in thoughtful discussion.

Classes will complement, but not necessarily duplicate the assigned readings. You are responsible to take your own notes for later review and exam preparation.
COURSE WEBSITE

☐ Administration of this class will operate through Queen’s OnQ website https://onq.queensu.ca/.
☐ Please visit this website regularly.

ASSESSMENT

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<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Date</th>
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<tbody>
<tr>
<td>Group Seminar Presentation on a recent change/relevant happening in the public service as it relates to the course</td>
<td>20%</td>
<td>Weeks 2-12 excluding Week One and Midterm Exam Week.</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>20%</td>
<td>Weeks 2-12 excluding exam weeks. Participation grades are specifically for active engaged participation in academic group exercises in each class. Summary of exercise must be passed in and signed to receive the mark. Participation, for obvious reasons, cannot be made up.</td>
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<tr>
<td>Reflection Paper</td>
<td>20%</td>
<td>March 15th</td>
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<tr>
<td>Midterm exam (Take Home)</td>
<td>20%</td>
<td>February 24th</td>
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<tr>
<td>Final Exam (Take Home)</td>
<td>20%</td>
<td>During Exam period in April</td>
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Attendance

Your attendance at all classes is critical to your performance in this course. From past observations and student experience, missing a class most often meant the student lost opportunities to earn some aspect of his or her grade in some form of assessment. Learning public management concepts and practices demands a high level of student engagement. The goal of learning is beyond “memorization,” but instead is “comprehension” and “application.” Just memorization without understanding or without the ability to apply concepts and theories will inevitably result in poor performance on assignment and exams. In order to facilitate such learning during the course you will be supplied with real-life examples, discussions, cases, and other materials that are supplemental to the assigned readings to help you understand the materials. Attending each class therefore becomes very important to learn skills.

If you have other special circumstances that require special accommodation, please email me for individual arrangements.

OFFICE HOURS AND COMMUNICATION

Office Hours:
I will be available for the hour after class ends on Monday morning – alternatively to book an appointment for office hours, please send me an email. My office is located in the Robert Sutherland Hall (Room 301C).

Email communication before exams/assignment deadlines: 24 hours before
If you have a question regarding exams or assignments, you need to send your questions to me at least
24 hours prior to the exam or the deadline of the assignment. This will allow you to incorporate the response to the question into your assignment.

**Communication upon returning of the exams/assignments:**
I ask that you wait at least 24 hours before discussing the outcome of an assignment or examination – this will allow you to review comments and research your responses on the assignment.

**Late Submission and Missed Assignment**

Your assignment will only be accepted by the due date and the computer will monitor this automatically, except by prior arrangement. Usually, a late submission will entail a deduction of 5% a day (both weekdays and weekends) as a penalty (with a maximal penalty of 35%). If you are a student with a formal accommodation (through QSAS) and require extra times for assignments, please negotiate those dates with me at least 7 days before the due date, otherwise, I will assume you have chosen to submit on time.

You will receive a grade of zero for any missed assignment or exam (anything after 7 days will not be accepted).

This being said, I am prepared to be infinitely reasonable – please see me first if you are having difficulty meeting expectations.

**Grade Revision Policy**

From time to time, students have legitimate concerns about grades they have earned on an assignment or an exam. It is important to understand that you do have recourse if you are concerned that any submission released back to you has not been graded appropriately. If you are concerned about this during this course, you must embark upon the following procedure after 48 hours but within one week of the paper being handed back in class:

- Indicate in writing specifically what your concern(s) is (are). In your draft, clearly indicate where you believe I made an error in my grading of the assignment. In this regard, you must refer to the class readings, notes, excerpt in the textbook, etc., supporting your claim.

- After completing the above, submit the assignment with your written comments back to me via email within one week of the assignment being handed back. If you did not pick up the paper when it was handed back, you still have only one week from the original hand-back date to request a re-grade.

- I will review the re-grading request and email you the result. I will re-read the entire submission for errors, meaning that your grade may increase, decrease, or stay the same.

- This grade revision process is set to correct marking errors, but is not an opportunity for you to rewrite your answers after you checked the answers and the text. I will only read the original submission and look for marking errors, and I will not read your later added/edited interpretation of the original submission. This kind of interpretation is not valid because it is written after the answers are released.

- If a request is not resubmitted following the above guidelines, I will regard the grade as originally assigned to be Final. NO GRADES will be changed at a later date.

- No make-up activity or assignment can be undertaken in order to improve your pre-class quizzes, midterm, final exam, or course grades. The weight on final grades of the exams and the case cannot be changed from what is outlined above.
## Course Outline and Reading Assignments

- The instructor reserves the right to make reasonable changes according to the progress of teaching and learning.
- All course materials are equally important to your performance in the course, including guest speakers, journal articles, and exercises/cases. All cases and examples discussed in class can also be tested in various assessment forms.

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<th>Dates</th>
<th>Resources</th>
<th>Topics</th>
<th>Notes</th>
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<tr>
<td>January 6</td>
<td>Chapter 1 Legislative map of the Federal Public Service</td>
<td>Guest: Christopher Rootham – he is the author of the first chapter of your text for this course.</td>
<td>The first class will be a review of the syllabus and a guest speaker. We will also form our groups for the seminars. I will also discuss reflection papers and provide a couple of articles for your review so you know what is expected.</td>
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4 Student Seminars - Groups of 2, 15 minutes, 15 slides
Academic, newspaper, or other relevant current information that builds on the topic being presented on the week you present. (so this week you would be filling your classmates in on something relevant that you have found out about organizational change in the Public sector. Please confer with other groups who are presenting in the same week.) You must not repeat a topic that has already been covered. |
| January 20   | Chapter 19 – Collective bargaining and Dispute Resolution in the Public Sector | Gail MacAllister: Dispute Resolution Overview and Workshop | 4 Student Seminars - Groups of 2, 15 minutes, 15 slides
Dispute Resolution Exercise                                                                                                     |
<p>| January 27   | Chapter 13 Indigenous Peoples and the Reconciliation Agenda: Funding, Accountability and Risk. Recognition and Reconciliation of Rights Policy for Treaty Negotiations in BC <a href="https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-">https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-</a> | Workshop on Bargaining between Indigenous Communities and the Government | Guest: <a href="https://www.queensu.ca/devs/robert-bob-lovelace-recipient-2016-educational-leadership-award">Robert Lovelace</a> | NO Student Seminars this week as the workshop will take the full 3 hours. |</p>
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<th>Topics</th>
<th>Notes</th>
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<td>Feb 3</td>
<td><strong>people/aboriginal-peoples-documents/recognition_and_reconciliation_of_rights_policy_for_treaty_negotiations_in_bc_aug_28_002.pdf</strong></td>
<td>Guest: Tim Mercer, Clerk of the Legislative Assembly of the Northwest Territories. Pre-Reading on OnQ and Mr. Mercer will provide a comparative of the government system in the NWT to the remainder of Canada and how transitioning occurs from one system to the next</td>
<td>4 Student Seminars - Groups of 2, 15 minutes, 15 slides</td>
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<td>Feb 10</td>
<td>Chapter 4 Introduction to Administrative Law</td>
<td>Guest: Harry Smith, Program Counsel, Smith School of Business and former Queen’s University Ombudsman</td>
<td>4 Student Seminars - Groups of 2, 15 minutes, 15 slides</td>
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<td>Feb 24</td>
<td>Chapter 21: Gendering the Canadian Public Service; and,</td>
<td>Guest: Gail MacAllister</td>
<td>4 Student Seminars - Groups of 2, 15 minutes, 15 slides&lt;br&gt;Midterm Take Home (Due March 9, 2020)</td>
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<td>Dates</td>
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<td>Mar. 2</td>
<td>Chapter 22: Information, Technology and Canadian Public Administration</td>
<td>Information Technology, Big Data and Data Analytics</td>
<td>Guest: Dean McKeown&lt;br&gt;4 Student Seminars - Groups of 2, 15 minutes, 15 slides</td>
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<td>Mar. 9</td>
<td>Risk Management</td>
<td>Managing Risk in Delivering Public Goods and Services: Examining what is risk and how it relates to public sector management</td>
<td>Guest Speaker: Andy Graham&lt;br&gt;4 Student Seminars- Groups of 2, 15 minutes, 15 slides</td>
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<td>Mar. 16</td>
<td>Chapter 26: The 3rd Sector</td>
<td>3rd Sector</td>
<td>4 Student Seminars - Groups of 2, 15 minutes, 15 slides</td>
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<tr>
<td>Mar. 23</td>
<td>Chapter 12 Crown Corporation in Canada: “In theory there is no difference between theory and practice. But in practice, there is”</td>
<td>Crown Corporations Gail MacAllister</td>
<td>4 Student Seminars - Groups of 2, 15 minutes, 15 slides</td>
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<tr>
<td>March 30</td>
<td>Chapter 9 Local Public Administration</td>
<td>Local Public Administration</td>
<td>4 Student Seminars - Groups of 2, 15 minutes, 15 slides&lt;br&gt;Guest: (invited)</td>
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Appendix A: Academic Integrity

- Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html).

- Students are responsible for familiarizing themselves with the Academic Integrity Policy of the School of Graduate Studies, available at http://www.queensu.ca/sgs/forstudents/policiesprocedures/SGSAcademicIntegrityPolicyasofFeb2012.pdf.

- Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment or the failure of a course to the rescinding of a degree.

Appendix B. Accommodation for Students with Disabilities

- Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.

- Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Appendix C. Academic Consideration for Students in Extenuating Circumstances

- Policy approved by Queen’s Senate in Spring 2017.

- Purpose: “To outline the university’s approach to providing consistent and fair academic considerations to students for a range of extenuating personal circumstances”

- “Good Faith” is a general presumption that all involved are acting with honest and sincere intentions.

- View the full policy: http://www.queensu.ca/secretariat/policies/student-policy-index
**TURNITIN STATEMENT**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy.

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