



MASTER OF
Public Administration
SCHOOL OF POLICY STUDIES

Winter Term 2016

MPA 809: Management in the Public Sector

Section A: 8:30am - 9:50am on Tuesdays

10:00am – 11:20am on Thursdays

Section B: 10:00am -11:20am on Tuesdays

8:30-9:50am on Thursdays

(Please note: Week #6 and Week #11's schedules are adjusted for pedagogical reasons)

Classroom: Robert Sutherland Hall, Room 334

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Students should read this syllabus carefully.

COURSE DESCRIPTION AND COURSE OBJECTIVES

Management in the Public Sector is a mandatory MPA course. The course covers major topics in the study of public management/public administration. The course has two parts. The first part provides an overview of the study of public administration at a sectoral level (a macro-perspective). Some fundamental issues will be analyzed and discussed, such as the relationship between politics and public administration, as well as trends, reforms, and challenges of public management in Canadian and international contexts. The second part focuses on an organizational level (a micro-perspective). Although both the first part and the second part are intertwined, the second part introduces students to managerial skills that are applicable in public organizations, such as leadership, decision-making, and teamwork.

The course is designed to be interactive and engaging. Multiple formats of teaching and learning will be used, including lecturing, discussions, case studies, videos, and a simulation exercise. Textbooks, cases, academic journal articles, news articles, and other materials will be used to facilitate teaching and learning.

There are three levels of learning objectives.

- Conceptual/theoretical level: You are expected to know fundamentals in the study of public administration/public management. For example, you should understand basic concepts related to public sector reforms, including New Public Management and New Public

Governance. 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 theories, including motivation theories and leadership theories.

- 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. Applying conceptual level knowledge to understand cases and examples is also a form of application. 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 and decision-making skills.
- 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 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?

There are three learning components to this course, and all three components are equally important to your performance in this course:

- Pre-class reading materials provide background knowledge and prepare you for the class meeting. All reading materials are listed in this syllabus.
- Pre-class "Study Questions" guide you through your reading by highlighting the important ideas and insights.
- Class discussion clarifies concepts and ideas, relates reading materials to practice or policy, and provokes further thinking.

REQUIRED TEXTS AND CASES

Our course materials are from many sources and have multiple forms. The following contains two books that we will use. Other materials are equally important. Both books are available at Campus Bookstore.

- Rainey, H. G. (2014, 2010). *Understanding and Managing Public Organizations*. Jossey-Bass. Previous edition are acceptable.
- Good, D. A. (2003). *The Politics of Public Management: The HRDC Audit of Grants and Contributions*. University of Toronto Press.
- A coursepack comprised of four cases and a simulation exercise is available for purchase via the Harvard Business Publishing website: <https://cb.hbsp.harvard.edu/cbmp/access/43384239> [Important: You need to create an account following this link in order to access these materials. This coursepack includes a multi-player simulation. Before running the simulation, students must first use the coursepack link and acquire the course materials; then you will appear in the simulation roster ready for role assignment.]

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 (guided by study questions) in preparation for serious discussion about the readings.

It is highly unlikely that I will summarize the assigned reading in class. I only will walk through difficult concepts or theories in class and you are encouraged to ask questions. You are responsible to take your own notes for later review and exam preparation.

You need to remain open-minded. There is often no single right answer in many topics. Not only are you not always offered the correct answer, but you are also asked to challenge the existing ideas or stereotypical thinking.

You should be aware of some prominent features of graduate level social science courses:

- I will assign approximately 3-4 items of reading for each class as a standard practice. The amount of reading will be adjusted due to the difficulty level of reading.
- You often do not need to read all materials word-by-word, but only focus on the study questions and the key issues discussed in the reading material.
- You will not learn “universal principles,” but only empirically tested possibilities that are mostly likely to happen in prescribed situations.
- You will not be lectured or instructed. You will engage with others' ideas and contribute your own thoughts.
- You are expected to constantly apply the learned knowledge to cases, examples, and scenarios. You need to reflect your own experience with subject topics throughout the course.

ASSESSMENT

1. Class preparation (by panels), attendance, and participation: 20%
2. 2-page literature review: New Public Management and a policy field: 20%
3. Short group case analysis: Environment Canada: 20%
4. Take-home exam (a short case analysis and an essay question): 40%

OFFICE HOURS AND COMMUNICATION

Office Hours: by appointment

Email me to book an appointment for meetings. I always hold additional office hours before assignment's deadline and exam deadlines to help you to prepare. Announcements about specific dates and times of these office hours will be sent out.

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. I cannot guarantee I will be able to respond to your questions that are sent within 24 hours prior to the exam or the deadline

of an assignment.

Communication upon returning of the exams/assignments: 48 hours after

I also require that, in order to speak with me about an assignment or examination I may have returned to you, you **wait 48 hours** after I have returned the assignment or examination to reflect on my comments and grading rationales. The reason behind this policy is that it is most productive to talk to you after you have read my comments, read the posted exemplary assignments (if available), and did your own thinking.

LATE ASSIGNMENT POLICY

All assignments are required to be submitted in hardcopy. Usually, a late submission will entail a deduction of 5% a day (both weekdays and weekends) as a penalty (with a maximal penalty of 25%). Late submission of coursework due to medical reasons must be supported by written documentation. For other special circumstances, you are responsible to communicate with me at least one week before the due date.

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.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Students needing academic accommodations should make the necessary arrangements with Student Health, Counseling and Disability Services Office, who need to know as soon as possible, well in advance of the due date for any assignments or exams.

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 book chapters and journal articles.
- Access reading materials:
 - “Lib” – free access from Queen’s online library;
 - “Dropbox” – available in the online course Dropbox folder.
 - “Hvd” – available in the course pack through Harvard Business Publishing website.

	Date	Topics	Reading	Notes
Week 1.1	Jan. 5, Tue.	Introduction: How is public management different from private management?	<ul style="list-style-type: none"> • The syllabus • Rainey, Chapter 3 • HRDC case: Good, D. A. (2005). Introduction and Chapter 3. • (Optional) Andrews, R., Boyne, G., & Walker, R. M. (2011). Dimensions of publicness and organizational performance: a review of the evidence. <i>Journal of Public Administration Research and Theory</i>, 21, SI, 3, 1301-1319. Lib 	Distribute instruction for “literature review”
Week 1.2	Jan. 7, Thurs.			
Part I. Sector Level: Public Management: Contexts, Trends and Challenges				
Week 2.1	Jan. 12, Tue.	Current trends: from New Public Management to New Public Governance	<ul style="list-style-type: none"> • Osborne, S. P. (2010). Introduction: The (New) Public Governance: a suitable case for treatment? In S. P. Osborne (ed.). <i>The New Public Governance: Emerging Perspectives on the Theory and Practice of Public Governance</i>. Dropbox • Ohemeng, F. (2014). “New Public Governance: The Changing Landscape of Canadian Public Administration.” In C. Conteh & I. Roberge (eds.). <i>Canadian Public Administration in the 21st Century</i>. Taylor & Francis Group. Dropbox • HRDC case: Good, D. A. (2005). Chapter 2 	
Week 2.2	Jan. 14, Thurs.			
Week 3.1	Jan. 19, Tue.	The politics- administration dichotomy	<ul style="list-style-type: none"> • Maor, M. (1999). The paradox of managerialism. <i>Public Administration Review</i>, 59, 1, 5-18. Lib. • Aucoin, P. & Savoie, D. J. (2009). The politics-administration dichotomy. In O. P. Dwied, T. Mau, & B. Sheldrick (eds.), <i>The Evolving Physiology of Government: Canadian Public Administration in Transition</i>, Chapter 4 (available at Queen’s 	
Week 3.2	Jan. 21, Thurs.			

			digital library, downloadable PDF). Lib	
Week 4.1	Jan. 26, Tue.	Canadian experience on the ground	<ul style="list-style-type: none"> • HRDC case: Good, D. A. (2005). Chapter 1 • (Optional) Aucoin, P. (2012). New political governance in Westminster Systems: Impartial public administration and management performance at risk. <i>Governance: An International Journal of Policy, Administration, and Institutions</i>, 25, 2, 177-199. Lib • HRDC case: Good, D. A. (2005). Chapter 6 • Case: Canadian Sponsorship Scandal: The Whistleblower's Perspective. Hvd 	Distribute instruction of short group case analysis
Week 4.2	Jan. 28, Thurs.	<i>Class Cancelled: Ottawa Trip</i>		
Week 5.1 Week 5.2	Feb. 2, Tue. Feb. 4, Thurs.	Governance (I): Alternative Service Delivery and its efficacy	<ul style="list-style-type: none"> • Zussman, D. (2010). Alternative service delivery in Canada. In Dunn, Ch. (ed.). <i>The Handbook of Canadian Public Administration</i>. Oxford University Press. Dropbox • Ohemeng, F. L. K. & Grant, J. K. (2014). Neither public nor private: the efficacy of mixed model public service delivery in two Canadian municipalities. <i>Canadian Public Administration</i>, 57, 4, 548-572. Lib • Brown, T. L., Potoski, M., Van Slyke, D. M. (2006). Managing public service contracts: Aligning values, institutions, and markets. <i>Public Administration Review</i>, 66, 3, 323-331. Lib 	
Week 6.1 Week 6.2	Feb. 9, Tue. Feb. 11, Thurs.	Governance (II): Government-nonprofit relationship	<ul style="list-style-type: none"> • Evans, M. & Shields, J. (2010). The third sector and the provision of public good: partnership, contracting, and the Neo-Liberal state. In Dunn C. (ed.). <i>The Handbook of Canadian Public Administration</i>. Dropbox • Van Slyke, D. M. (2007). Agents or stewards: Using theory to understand the government-nonprofit social service contracting relationship. <i>Journal of Public Administration Research and Theory</i>, 17(2), 157-187. Lib • Guest Speaker: Debbie MacDonald Moynes, Prince Edward County Community Care for Seniors Association 	
Reading Week: Feb. 15-Feb. 19				
Week 7.1	Feb. 23, Tue.	Governance (III): Cross-	<ul style="list-style-type: none"> • Matti, S. (2015). Public-private partnership 	Short literature

Week 7.2	Feb. 25, Thurs.	sector collaborations: An integrated view	<p>in Canada: Reflection on twenty years of practice. <i>Canadian Public Administration</i>, 58, 3, 343-362. Lib.</p> <ul style="list-style-type: none"> • David, R. & Matti, S. (2015). Fostering meaningful partnership in public-private partnership: innovations in partnership design and process management to create value. <i>Environment and Planning-Government and Policy</i>, 33, 4, 780-793. Lib. • Bryson, J. M., Crosby, B. C., & Stone, M. M. (2015). Designing and implementing cross-sector collaborations: needed and challenging. <i>Public Administration Review</i>, 75, 5, 647-663. Lib. 	review due in class
Part II. Organizational Level: Public Management in Action				
Week 8.1	Mar. 1, Tue.	Motivation	Rainey, Chapter 10	
Week 8.2	Mar. 3, Thurs.			
Week 9.1	Mar. 8, Tue.	Leadership	Rainey, Chapter 11	
Week 9.2	Mar. 10, Thurs.			
Week 10.1	Mar. 15, Tue.	Decision-making	Rainey, Chapter 7, p. 160-169 Case: The Canada Pension Plan Investment Board: Governance Hvd.	Group case analysis due in class
Week 10.2	Mar. 17, Thur.			
Week 11.1	Mar. 22, Tue. (Section A)	Teamwork	Rainey, Chapter 12 Simulation: Everest V2	
Week 11.2	Mar. 24, Thur. (Section B)			
Week 12.1	Mar. 29, Tue.	Organizational Change and culture change	Rainey, Chapter 11, p. 307-316 Rainey, Chapter 13	
Week 12.2	Mar. 31			
Final Exam		Submission time: TBA		