

PMPA 809: Management in the Public



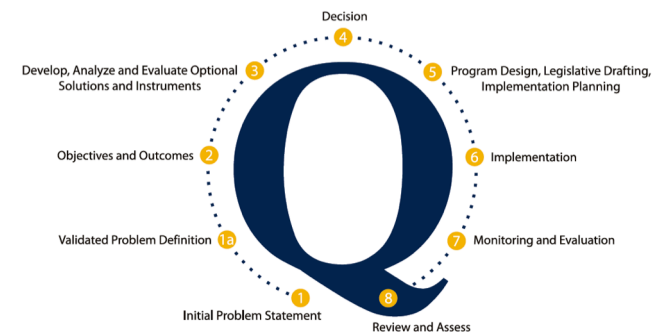
Fall-Winter, 2016-17

What This Course is About: Learning Objectives

Moving from having a policy idea and then actually bringing it to fruition poses of the greatest challenges for those working in and thinking about the public sector. Many good ideas and intentions founder when they meet reality. Many fast and easy solutions ignore the complexity of the public realm. What does it take to manage successfully in the public sector? If we can answer even part of that question for you, the course will have achieved its over-riding goal. This course contributes to your journey through the Policy and Delivery Roadmap that guides our thinking about public policy and delivery at Queens School of Policy Studies.

It is the objectives of this course that, at the end, the student will be to:

- Situate public management in the context of policy analysis and design, democratic values and democratic institutions to ensure the delivery of public value.
- Think about management in an integrated way through the application of a framework for assessing how to deliver public goods within a public sector values.
- Understand and assess the implications of managing through various delivery instruments, sustaining the public sector values inherent and assessing the optimal instrument choice.
- Assess, mitigate and manage risk in management.
- Understand key public sector management challenges such as accountability, managing with partners in an increasingly complex array of organizational service delivery systems and the changing landscape of management technique.



Policy and Delivery Roadmap



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Approach to Learning

This is a survey-type course as the subject is very broad and we have only so much time. The objective is to learn through relating the ideas to real life situations, working them through and coming to the conclusions we come to about them. To that end, the course will be a mix of:

- Lectures, with a strong orientation towards discourse during them: this will demand that we recognize that, for the most part, lectures are not about getting to final slide, but rather finding ways to integrate the overall ideas through dialogue,
- Stories, yours and mine: we will do our best to relate concepts to the real world of work and management,
- Case studies and case exercises: you can expect lots of discussion in class on cases and the “what would you do?” type question,
- Readings and other resources designed to stimulate thinking,
- Assignments that require you to apply the theoretical to the practical, and
- Having fun through working together, sharing and hopefully finding more than a few insights of your own.

Please note: All lectures are created as PowerPoint presentations and will be available to you in advance of the class. They are intended to anchor the presentation, discussions and exercises. We will not be playing PowerPoint karaoke in a rush to finish every slide. The learning objectives are best met when we explore ideas collectively. My job is to keep us on focus. Your job is to review the material in advance so that you can participate.

Statement on 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

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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.

Attendance

You are expected to attend all classes. If you cannot, please let me know in advance. I am fully aware of the professional and family pressures that you must juggle to participate in this program and sympathetic when these clash. However, let me know in advance, as both a courtesy and professional behavior.

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Note: All readings, case material and assignments unless otherwise indicated, are available on the Moodle site.

Date	Section	Readings All readings available on Moodle	Class Activities
Sept. 16	Putting Policy to Work: Framing Effective Implementation <ul style="list-style-type: none"> • Course objectives ▪ Outline and expectations ▪ Review of assignments/readings ▪ Case study methods ▪ A tour of various management mantras ▪ The public in public management 	<i>Public Management: The Word, The Movement, The Science</i> , Christopher Hood, in The Oxford Handbook of Public Management , Oxford, 2005 <i>Public Management: A Concise History of the Field</i> , Laurence E. Lynn, in The Oxford Handbook of Public Management <i>The Management Century</i> , Walter Keichell, Harvard Business Review, Nov. 2012	Roundtable on expectations and background. Group Discussion: Public Versus Private Sector Management
Sept. 17	Enablers and Constraints: A Public Management Framework	<i>Putting Policy to Work: A Framework for Public Management</i> , Andrew Graham Sandfort, Jodi, and Stephanie Moulton. 2014;. <i>Effective implementation in practice: Integrating public policy and management</i> . 1st ed. San Francisco: Jossey-Bass/A Wiley Brand., Chapters 2 & 3.	Discussion Challenge: “If we can put a man on the Moon...” What does it take to get things done in the public sector? Note: The discussion guide for “If we can...” is on the website, but I will be distributing it at class the day before as well.
Oct. 21	What Managers Really Do	<i>The Manager’s Job: Folklore and Fact and Crafting Strategy</i> , Mintzberg, Henry,	

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		<p>Mintzberg on Management: Inside Our Strange World of Organizations</p> <p>Youtube: Great interview with Henry Mintzberg (only 9 minutes): https://www.youtube.com/watch?v=TVBPhCJh-dw</p> <p><i>What knowledge managers really do: An empirical and comparative analysis.</i> Asllani, A., & Luthans, F Journal of Knowledge Management, 7(3), 53-66. Retrieved from http://search.proquest.com/docview/230327193?accountid=6180</p>	
Oct. 22	Organizing to Manage: How Governments Direct Management	<p>Donald Savoie, <i>Render unto the Centre</i> in Governing From the Centre, 1999, University of Toronto Press</p> <p>S: MacMillan, Paul and Todd, Paul, <i>Closing the gap: Eliminating the disconnect between policy design and execution</i>, Canadian Government Executive, Jan. 2009</p>	CasePack: Case Discussions: Managing Management
Nov. 25	Managing in Real Time	<p>Master Class with Guest: David Szwarc, CAO, Region of Peel : Mr. Szwarc, a graduate of the PMPA program, is the leader of a large and complex public service (over 5000 employees) in a diverse and growing part of Canada.</p>	The Peel Cases: There will be a 15 minute period for groups to discuss the cases that you will be discussing with David Szwarc the next day.
Nov. 26	Implementing through Others: Agencies, Third Parties and Contracting	<p>Amir Hefetz, Mildred Warner Eran Vigoda-Gadot, Concurrent Sourcing in the Public Sector: A Strategy to Manage Contracting Risk Authors. International Public Management Journal 17 (3), July, 2014 July 2014</p> <p>Germà Bel, Jordi Rosell, Public and Private Production in a Mixed Delivery system: Regulation, Competition and Costs, Journal of Policy Analysis and Management, Vol. 35, No. 3, 533–558 (2016)</p> <p>Case Study: ORNGE: Steering and Rowing on a Sinking Ship</p>	Group Discussion: ORNGE: Ornge: Steering And Rowing On a Sinking Ship
Jan. 20	Framework Pieces: Risk Management and Control	<p>Graham, Andrew, Integrated Risk Management, Implementation Guide, Section 2 – the Business Case, Conference Board of Canada Brief How Good is Your Organization’s Risk Culture? Christopher Hood on Blame and Risk: YouTube:</p>	Case Discussions: The Risk Cases

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		https://www.youtube.com/watch?v=xMy87HIQShI	
Jan. 21	Management Pieces: Having the People to Deliver	<p>Identifying Psychopathic Fraudsters, Interview with Dr. Robert D. Hare and Dr. Paul Babiak, Fraud Magazine, July/August 2008</p> <p>Regina Hartley, Why the best hire might not have the perfect resume, TedTalk at https://www.ted.com/talks/regina_hartley_why_the_best_hire_might_not_have_the_perfect_resume?language=en</p> <p>Mathieu Carrier, Benoit Rigaud and Andrew Bazinet, Human Resources Management in Canadian Public Sectors, INAP, 2013</p>	The HR Cases
Feb. 10	Framework Pieces: Resources Secured	Andrew Graham Financial Management in Canada's Public Sector , Introduction and Chapter 1	
Feb. 11	Holding to Account: Performance Management, Assessment and What Counts	<p>Eugene Bardach, Smart (Best) Practices Research: Understanding and Making Use of What Look Like Good Ideas from Somewhere Else,</p> <p>Gwynn Bevan and Christopher Hood What's measured is what matters: targets and gaming in the English public health care system, Public Administration, 2006</p>	
March 3	Leadership In Government	<p>Public Policy Forum, Leadership in the Public Service of Canada</p> <p>Roselinde Torres: What makes a great leader today? https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader</p> <p>Adrian Furnham, The Dark Side of Leadership Management Derailment</p>	
March 4	Leadership and You: The You in Management	<p>Peter Drucker, Managing Oneself, Harvard Business Review, 1999</p> <p>Banaji, Mahzarin, Baserman, Max & Chugh, Dolly, Harvard How (Un)Ethical Are You, Business Review, 2003</p> <p>YouTube: Barbara Kellerman on Bad Leadership, available at http://www.youtube.com/watch?v=nRZWVTrTWM .</p>	Ethics Case Pack

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Assignments and Mark Structure

Mark Structure

Assignments (3)	15
Final Paper	45
Participation	10

Criteria for participation mark:

- Being there in a mindful way
- Engagement with colleagues in group activities
- Evidence that you have read the required readings
- Positive involvement in class discussion and group work

Assignments

Three Short Case Study Assignments: 15 marks each. Cases will be introduced that invite your response *from a management perspective*. **Maximum length: 800 words.** At no time do I want you to summarize or précis the case. Submissions should be focused on your ideas. References to the readings or other literature are useful but not essential.

Due Dates: Submit by the following dates:

- #1: Wednesday, Nov. 9, 2016 – end of day
- #2: Wednesday, December 14, 2016 – end of day
- #3: Wednesday, Feb. 8, 2017 - end of day

Final Case Paper: The purpose of the Term Paper is to apply the Management Framework analysis to a complex management case. This will be posted in February, 2017. You will be expected to prepare a paper which outlines your understanding of the management challenges faced in this situation, the relative risks and opportunities that are presented and the plans of action need to either resolve issues or establish a management approach to improving the situation. You will also be expected to use the readings where useful and appropriate. **Maximum length: 3000 words or 20 pages in PowerPoint.**

Term Paper: Due: Wednesday, March 22, 2017 – end of day