



**GMGT 7740 (1.5 CH)**  
**BUSINESS / GOVERNMENT RELATIONS**  
**Winter 2009**

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**INSTRUCTOR**

|        |                         |                  |                |
|--------|-------------------------|------------------|----------------|
| Name:  | Reg Alcock              | Office Location: | 318 Drake      |
| Phone: | 474-9486                | Office Hours:    | By Appointment |
| Fax:   | 474-7544                |                  |                |
| Email: | Reg_Alcock@umanitoba.ca |                  |                |

**COURSE DESCRIPTION**

This course focuses on the logic of political-economic-business relations. The point of view is that of the manager who must interact with various levels of government in his/her position. Specific tools of analysis are discussed that assist managers in understanding and working with aspects of public policy which interface with their private sector decisions.

Government in its various forms establishes the conditions within which business must function. Everything from curb cuts and simple licenses through to establishing the fiscal framework and monetary policy for the country is the domain of government. This course is designed to introduce MBA students to the unique elements of public management and to provide them with an understanding of how to manage the business/government relationship.

**LEARNING OUTCOMES**

On course completion:

A student should have a deeper understanding of the size and scope of government and its impact on business; and

Should be able to identify the key actors in public decisions; and

Understands how the major planning and decision making processes work; and

Is aware a variety of ways to intervene in public processes; and

Can synthesize a strategy to address a policy problem using a variety of public instruments.

**COURSE MATERIALS**

KSG Case C15-87-771.0 Civil War Shoulder Arms (A)  
KSG Case C15-87-772.0 Civil War Shoulder Arms (B)  
KSG Case C16-06-1835.0 Hard-Won Accord British Columbia and EDS Canada  
Harvard Business Review Article, Henry Mintzberg

Additional readings and case materials to be handed out in class:

“The Choice of Governing Instrument” Michael J. Trebilcock and Douglas Hartle

## LEARNING ASSESSMENT

The case method will be used extensively in the course. Students will be expected to form and work within study groups. Individuals will be assessed on the basis of three written assignments and their participation in class. Each will be worth 25% of the final grade.

- Participation exercise 1. 5%
- Written Assignment 1: 25%
- Participation exercise 1. 5%
- Written Assignment 2: 25%
- Written Assignment 3: 25%
- Classroom Participation 15%

Final grades will be assigned as follows;

| <b>Cumulative Marks</b> | <b>Grade</b> | <b>GPA</b> | <b>Performance</b> |
|-------------------------|--------------|------------|--------------------|
| 90-100                  | A+           | 4.5        | Excellent          |
| 80-89                   | A            | 4.0        | Very Good          |
| 75-79                   | B+           | 3.5        | Good               |
| 70-74                   | B            | 3.0        | Satisfactory       |
| 65-69                   | C+           | 2.5        | Marginal           |
| 60-64                   | C            | 2.0        | Unsatisfactory     |
| 50-59                   | D            | 1.0        | Unsatisfactory     |
| Below 50                | F            | 0.0        | Unsatisfactory     |

## DISABLED STUDENTS

Students are encouraged to contact Disability Services at 474-6213 or the instructor should special arrangements need to be made to meet course requirements.

### SESSION 1:

#### **Introduction to how governments make decisions.**

While the complexity and variety of governments coupled with the vagaries of the political process seem at times impenetrable; in fact they make decisions following some very straightforward and predictable processes.

Case: Civil War Shoulder Arms (A & B)

Readings: Trebilcock and Hartle: Introduction

*Please note: Session 1 will begin with the “Civil War Shoulder Arms Cases (A & B). It is expected that students will have read the cases and come to the first class prepared to discuss/debate them.*

## **SESSION 2:**

### **The size, structures, and functions of governments in Canada.**

Business must interact with a variety of governments at many levels. Understanding the differences and how they make decisions is important to businesses that operate within their jurisdictions.

Readings: HBR: Mintzberg article  
Trebilcock and Hartle: "The calculus of decision"

*Please note: The first assignment is due at the beginning of Session 2. There can be no extensions on this as we will be processing the work done in the assignment during Session 2.*

## **SESSION 3:**

### **Regulation/privatization, planning and budgeting.**

Understanding the various instruments through which governments enact and enforce their decisions is important as is the decision about which instrument to use. Also the issues around privatization will be explored.

Case: Hard-Won Accord British Columbia and EDS Canada

Readings: Trebilcock and Hartle

## **SESSION 4:**

### **Understanding public/political communication and the role of the media**

The media play a very important role in politics and business. How they operate, the changes which are taking place in the industry, the new media, the internet, and their impact on power are the focus of Session 4.

Readings: To be determined - (will be circulated in Session 2)

*Please note: The second written assignment is due at the beginning of Session 4.*

## **SESSION 5:**

### **Influencing Government Decisions:**

Accessing the political process, using the various policy development processes, lobbying and working through various professional associations are all part of a business person's toolkit. Understanding how they function and how they may be used is the focus of this final session.

Readings: Trebilcock and Hartle

## **EXAM PERIOD:**

There will be no final exam in this course. All outstanding assignments will be due by 4:30p on Friday, February 13, 2009.



## **ACADEMIC INTEGRITY**

I.H. Asper School of Business—Faculty of Management, The University of Manitoba

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It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it related to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty are passed to the Dean’s office in order to ensure consistency of treatment.



# MEDICAL ABSENTEEISM FORM

L.H. Asper School of Business—Faculty of Management, The University of Manitoba

### STUDENT IDENTIFICATION: (PLEASE PRINT CLEARLY)

|                     |                 |                |                                      |
|---------------------|-----------------|----------------|--------------------------------------|
| _____               | _____           | _____          | _____                                |
| Last Name           | First Name      | Middle Initial | U of M Student Identification Number |
| _____               | _____           |                |                                      |
| Course #            | Instructor Name |                |                                      |
| _____               | _____           |                |                                      |
| Student's Signature | Date            |                |                                      |

### TO BE COMPLETED BY THE ATTENDING PHYSICIAN: (after the above section is completed) (PLEASE PRINT CLEARLY)

|                       |                        |                |
|-----------------------|------------------------|----------------|
| _____                 | _____                  | _____          |
| Physician's Last Name | Physician's First Name | Middle Initial |
| _____                 | _____                  | _____          |
| Street Address        | City, Province         | Postal Code    |
| _____                 | _____                  |                |
| Telephone Number      | Fax Number             |                |

**To the attention of the physician:** Your evaluation of the student's condition is being used for the purpose of determining whether or not the student has a valid reason to miss an important exam or assignment. Your professional evaluation is necessary to ensure that only valid cases are excused.

**I certify that the nature of the student's condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above named instructor/administrator that this information is accurate.**

The student's condition will likely span the following dates:

|                       |       |                     |
|-----------------------|-------|---------------------|
| _____                 | until | _____               |
| (Indicate start date) |       | (Indicate end date) |
| _____                 |       | _____               |
| Physician's Signature |       | Date                |

### NOTES TO PHYSICIAN:

- Please make a note in the student/patient's file indicating that the student has given the above named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student's condition.
- **PLEASE ATTACH THIS FORM TO YOUR REGULAR OFFICE STATIONERY THAT INDICATES THE STUDENT VISITED YOUR OFFICE.**

### NOTES TO STUDENT:

- The use of this form is at the option of the student. However, in order to obtain an excused absence for an assignment or exam the student must obtain a doctor's certification that the student's condition is severe enough to prevent the student from taking the exam or completing the assignment.
- It is **NOT SUFFICIENT** to provide a note that only indicates the student visited the doctor's office.



### **Honourable Reginald B. Alcock PC, MPA**

I.H. Asper School of Business

Reg Alcock has been a manager since his late teens. A businessman who entered politics later in life to pursue a passion for reforming public management, Alcock is currently a member of the faculty of the I.H. Asper School of Business, University of Manitoba, serving as “Executive in Residence.” He is also a Research Affiliate of the Leadership in a Networked World program located at the John F. Kennedy School of Government, Harvard University.

It was this passion for reforming the management of large systems that led former Prime Minister Paul Martin to appoint Reg Alcock to the position of President of the Treasury Board of Canada, in December of 2003.

His responsibilities were expanded in March of 2004, when he was asked to restructure the governance of Canada’s Crown Corporations and the Responsibilities and Accountabilities of Ministers. In September of 2004 responsibility for the Human Resources Management Agency and the Canada School for the Public Service were added to his portfolio and he was also asked to lead a government wide regulatory reform process.

First elected to the House of Commons of Canada in 1993, Reg Alcock quickly became known for his interest in understanding the way that the new information and communication technologies enabled organizational change. In his rookie term he was elected Chair of the Standing Committee on Transport where he managed the legislation Privatizing Canada’s Ports and the St. Lawrence Seaway. He also undertook a major study of the renewal of the National Highway System, with a focus on public-private partnerships.

As a Member of Parliament Alcock became active in supporting Canadian firms who were doing business in China. Following a visit by then Chinese President Jiang Zemin, Alcock was asked by Prime Minister Chretien to work with the Chair of the Standing Committee of the People’s Congress of China, to establish the first Parliamentary relationship between China and Canada. He served as the founding chair of this association and continues to be actively involved in Canada-China issues. In 2005, he was presented with the Golden Dragon award by the Chinese community in Canada in recognition of his longstanding support.

Alcock also served as Chair of the Standing Committee on Human Resources where he managed changes in Labour legislation as well as a renewal of Student Financial Aid. During this term he was also appointed as Parliamentary Secretary to the Minister of Inter-governmental Affairs and served as Parliamentary lead on Bill C-20 the Clarity Act. He also organized a series of studies on the need to modernize the management of the government of Canada. This work led to the holding of the first “Crossing Boundaries” national conference which he Co-Chaired.

In his third term, to provide a legislative focus for the modernization of public management Alcock led the establishment of a new standing committee in the House of Commons, the Standing Committee on Government Operations. He served as the chair of this committee until his appointment as President of the Treasury Board.

Prior to his time in government, Alcock was President and CEO of a small computer consulting agency and owner/operator of a hotel in Winnipeg.

Mr. Alcock has a Masters Degree in Public Administration from Harvard University and an undergraduate degree from Simon Fraser University. He is married and has three children.