YORK U — AP/PPAS 3190 A 6.00 PUBLIC ADMINISTRATION

Course Outline

Summer 2023 SU
Mondays and Wednesdays, May 8 through August 15, starting at 14:30 (2:30 PM)
FC 106 Founders College
eClass: AP/PPAS3190 A - Public Administration (Summer 2022-2023)
This course is designated for in-person classroom delivery on the Keele campus.

Instructor

Professor John Wilkins
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One-day response to e-mail queries
Phone/in-person meetings by appointment

Professor Wilkins is a teaching practitioner with the School of Public Policy and Administration. He served as an international diplomat based in London (United Kingdom) and a career senior public executive in Canada. He was awarded the Lieutenant-Governor's Medal for Excellence in Public Administration.

Course Description

Examines the theory and practice of policy making and public administration as well as the machinery of government, with particular reference to Canada. It discusses who makes policy, how policy is developed and implemented, and how the system is controlled and evaluated. Course credit exclusion: GL/POLS 2500 6.00. - Course Timetable

Contents

Course Learning Outcomes

This course examines the theory and practice of Public Administration, featuring policy making and the machinery of government in Canada and abroad. It discusses who makes policy, how policy is developed and implemented, and how the system works and is managed for results. The course imparts knowledge and insights about public institutions, policies, practices, and leaders engaged in government decision making and issue management.

Learning Objectives. Third and fourth-year students who typically take this course accrue higher-order learning exposures as they progress toward professional careers or postgraduate studies. Experiential education marries academic learning with real-world expectations. It fills knowledge gaps and responds to demand for critical thinking.

Upon completion of the course, students should be able to:
- Describe the governance, operation, and performance of public institutions;
- Apply comparative strategies for public policy analysis and development;
- Assess the appropriateness and efficacy of public management practices;
- Detect trends, challenges, and prospects for Canadian Public Administration; and
- Recognize the intersection between Public Administration theory and practice.

Course Organization. The course is organized in three parts, as scheduled in the Class-by-Class Syllabus (pages 9-10):

I. *Institutions.* The first part explains the WHY and WHO of Public Administration. It frames the concepts, context, roles, and relationships of public institutions necessary to understand the fundamentals of good governance.

II. *Policy.* The second part explains the WHAT of Public Administration. It outlines the planning, analysis, design, and implementation of public policy necessary to manage rational problem solving and decision making.

III. *Practice.* The third part explains the WHERE, WHEN, and HOW TO of Public Administration. It explores the form, function, capacity, and opportunities of good management practice necessary to achieve public policy outcomes.

Teaching Approach. The Instructor serves as an expert resource by facilitating class discussions, clarifying topical issues, sharing experiences, and guiding the learning process. The Instructor is committed to: (1) creating an open, stimulating environment for exchanging ideas and questioning assumptions; (2) being available for questions and advice; and (3) being prompt, prepared, and respectful of all points of view. This does not mean accepting uncritically every argument. Public Administration is about using evidence and logic for strategic thinking and tactical action.

Learning Format. The course is grounded in experiential education that enables students to explore and apply theory in practical assignments. Learning is facilitated by readings, postings, and discussions. Classes are delivered in-person with online support as outlined below.

TIME	COMPONENT	LEARNING ACTIVITY
Before Class	Preliminaries	• Instructor preparation of lecture, briefing, or debriefing • Instructor posting of agenda, announcements, and materials • Student reading and preparation
14:30	Opening	• Class gathering, welcome, and story • Meeting objective and agenda • Announcements
14:45	Thematic Topic	• Lecture, readings, and current events • Case study, exercise, or learning activity • Plenary/breakout discussion and Q&A
15:45	Action Learning	• Assignment orientation, briefing, or debriefing • Plenary/breakout discussion and Q&A • Next class and closing
After Class	Follow-up	• Instructor assignment preparations and grading • Student individual study and exchanges • Instructor response to requests for coaching and advice

In-person classes are scheduled according to the Class-By-Class Syllabus (pages 9-10). Students who attend classes discuss questions about lectures, readings, cases, exercises, and assignments in plenary and/or breakout. Classes last up to three hours, including time for student exchanges and coaching.

Lectures, briefings, and debriefings can be accessed anytime, anywhere via the course eClass site. They are delivered in shorter segments to facilitate learning focus. Action learning benefits from student preparations outside class.

Please review the entire Course Outline and eClass to familiarize yourself with how the class meets and how office hours and other interactions are conducted.

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Deliverables at a Glance

Students are expected to complete assignments according to schedule and quality requirements. The impact of each assignment on your final course grade is indicated in the table below. For details, please refer to Written Assignments, Projects, and Exams (pages 4-7).

Assignment	Quantity	% Weight	Total %	Responsibility	Due Date
Public Institution Research: Fact Sheet	1	30	**30**	Individual	June 7
Public Policy Review: Briefing Paper	1	30	**30**	Individual	July 12
Case Study Analysis: Memorandum	1	40	**40**	Individual	August 9
			100%		

Course Material

Required reading for this course is:

Dunn, Christopher. Editor. 2018. *The Handbook of Canadian Public Administration*. Third Edition. Oxford University Press Canada. 561 Pages. ISBN 9780199026166, ISBN 9780199026173 (PDF).

Dunn (2018) is an acclaimed Canadian textbook on the theory and practice of Public Administration: "This edited collection identifies current issues, interprets their relevance, and blankets the Canadian scene more so than counterparts. [It] is a refreshed compendium of emerging themes and topical issues authored by leading scholars in the field. It paints an abstract portrait of twenty-first-century national political-administrative realities and aspirations upon the vast canvass of the decentralized and evolving landscape of Canadian federalism." – John Wilkins, York University

Chapter readings from Dunn (2018) are listed in the Class-by-Class Syllabus (pages 9-10). The text can be purchased online through the York University Bookstore. It is available for free delivery in Canada or for online eClass access to the Day1Digital E-Book.

Supplementary readings are available on the York University eClass course web page for AP/PPAS3190 A - Public Administration (Summer 2022-2023). Please arrange for access, and check the site between classes. All remaining course readings and materials are posted on eClass.

Suggested readings may be flagged by the Instructor from time to time. Students may also request the Instructor to identify readings on specific subject matter of special interest.

Class Preparation and Participation

The course format and interactive style require students to practice self-directed learning.

Preparation. Students are expected to do advance readings and be well prepared to engage in class. You are assumed to bring perspectives, knowledge, and experience that are of value to exploring course topics. While course materials are posted on eClass, you may wish to keep notes to reinforce your learning. On average, you should expect to spend 3-6 hours per class for reading and assignments.

Participation. Students are expected to multi-task across diverse streams of thought (theory) and activity (practice). The course works best when students attend classes in their entirety, listen actively, volunteer questions, and engage in plenary/group discussions. Everyone is encouraged to contribute and communicate respectfully in a secure environment, consistent with the Code of Student Rights & Responsibilities, Secretariat Policies, and General Academic Policies (pages 7-9). Students are welcome to form self-managed study groups, discussion forums, or freelance syndicates to aid their studies. Group discussions encompass short cases, scenarios, role plays, Q&A, and related activities.

Technology. [AP/PPAS3190 A - Public Administration (Summer 2022-2023)](#) is the eClass platform that enables students to interact with the course material, Instructor, and one another. As circumstances warrant, the Instructor will announce if in-person classes need to switch to remote delivery of virtual classes via [Zoom at YorkU](#) videoconferencing. In this event, students will be required to access a stable, higher-speed Internet connection, plus a computer or smart device with webcam and microphone.

Useful links for student computing information, resources, and help include:
[Student Guide to eClass](#)
[Zoom@YorkU Best Practices](#)
[Zoom@YorkU User Reference Guide](#)
[Computing for Students Website](#)
[Student Guide to eLearning at York University](#).

Written Assignments, Projects, and Exams

The three assignments identified under Deliverables at a Glance (page 3) are described in detail below. All materials needed to complete these assignments are posted on eClass.

The costs and consequences of presenting late advice or inferior work are especially high in Public Administration. Increased expenditures and lost revenues go directly to fiscal deficits. They reduce spending power, discount public value, and undermine confidence in government. The multiplier effects on public policy outcomes impact people and change lives.

Policies and Penalties. Experiential learning calls on students to embrace high standards of quality, cost-effectiveness, and timeliness in their work. Course assignments simulate realistic public service working conditions and performance expectations to level the playing field for equitable student evaluation. Policies and penalties on late papers and word counts are intended to reinforce related guidance and learning outcomes.

The following implications will be administered across all assignments:
- Assignments submitted for grading must be received by the Instructor on or before the due date;
- Extensions must be pre-authorized before the due date for valid policy reasons (e.g., illness);
- Deferred assignments are only accepted when supported by proper documentation (e.g., medical);
- Late or missing assignments otherwise are not graded and/or receive a mark of zero (e.g., 0/30);
- Student rework of graded assignments may be allowed to facilitate learning without course credit;
- Word count limits are inclusive of all content in the assignment, excepting the Bibliography;
- Excess word counts above the maximum length specified are penalized according to the assignment's ratio of words to marks (e.g., -1:33 = 1 mark deducted for every 33 words in excess); and
- The Instructor's computer is the authoritative source for calculating lateness and word counts.

PUBLIC INSTITUTION RESEARCH: FACT SHEET

> ***Parameters:*** 1,000 words <u>all-inclusive</u> maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/bullet format
> ***Due Date:*** June 7 ***Value:*** 20% ***Word Count Penalty:*** -1:33

Public Institution Research is the foundational component of the course. The purpose is to introduce students to the complexities and issues of public institutions. In the role of advisor, students will conduct desk-based research and draft a Fact Sheet on an institution of interest. The product is intended to inform senior management planning of an important institutional problem. Visualizing the target audience for the Fact Sheet helps motivate and focus research and development.

Institution. Students are asked to select an existing public institution operating in a Canadian (federal, provincial, municipal, Indigenous) or foreign (country, international) jurisdiction. The task is to research the history, role, and impact of the institution. The Instructor will orient students to the Fact Sheet Outline and Scoping Mission Assessment Tool in workshop in Class 2. There will be regular briefings and interrogation of the Outline through Class 7.

Assessment. Students are asked to identify gaps in institutional performance and sustainable results. The task is to make a preliminary assessment of the institution's effectiveness and efficiency in fulfilling its mandate. In Classes 3-6, the Instructor will review symptoms of possible problems via the Scoping Mission Assessment Tool. Coaching to pinpoint and assess institutional issues is available on request.

Deliverable. Students are asked to document the outcome of their research in a Fact Sheet. The task is to compartmentalize key information in bullet format according to the section headings of the Fact Sheet Outline. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Fact Sheet as an attachment to the Instructor by the Class 7 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 8.

Evaluation. Fact Sheets will be assessed using five criteria and the section weightings below:
1. Presentation of sound, clear, and coherent information;
2. Demonstrated understanding of the issues under consideration;
3. Depth, breadth, and quality of preliminary analysis;
4. Originality of approach, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, in-text citations.

SECTION	WORDS	MARKS
Title [Institution: Jurisdiction]	10	1
Executive Summary	90	3
History	200	5
Profile	500	15
Performance	200	5
Bibliography	∞	1
Total	**1,000**	**30**

PUBLIC POLICY REVIEW: BRIEFING PAPER

Parameters: 1,000 words all-inclusive maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/paragraph format
Due Date: July 12   *Value:* 30%   *Word Count Penalty:* -1:33

Public Policy Review is the developmental component of the course. The purpose is to give students practice in policy analysis and advice. In the role of advisor, students will conduct desk-based research and draft a Briefing Paper on an existing or emerging policy issue of interest. The product is intended to inform senior management decision making on an important policy matter. Visualizing the prospective target audience for the Briefing Paper helps motivate and focus analysis and advice.

Issue. Students are asked to select a contemporary public policy issue found in a Canadian (federal, provincial, municipal, Indigenous) or foreign (country, international) jurisdiction. The task is to research policy issues and define a significant, urgent, or growing problem to address. The Instructor will orient students to the Briefing Paper Outline and Public Policy Review Guidance in workshop in Class 9. There will be regular briefings and interrogation of the Outline through Class 15.

Assessment. Students are asked to identify gaps in institutional performance and policy outcomes. The task is to analyze the central issue and assess comparative policy development strategies. In Classes 10-15, the Instructor will review analytical frameworks and policy options via the Public Policy Review Guidance. Coaching to pinpoint and assess the central issue is available on request.

Deliverable. Students are asked to document the outcome of their research and analysis in a Briefing Paper. The task is to make specific, actionable recommendations and present strategic advice in paragraph format according to the section headings of the Briefing Paper Outline. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Briefing Paper as an attachment to the Instructor by the Class 15 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 16.

Evaluation. Briefing Papers will be assessed using five criteria and the section weightings below:
1. Presentation of sound, clear, and coherent argumentation;
2. Demonstrated understanding of the issues under consideration;
3. Depth, breadth, and quality of analysis;
4. Originality of approach, arguments, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, in-text citations.

SECTION	WORDS	MARKS
Title [Issue: Institution, Jurisdiction]	10	1
Executive Summary	120	4
Issue	100	3
Background	100	3
Current Status	100	3
Options	190	5
Recommendation	190	5
Implications	190	5
Bibliography	∞	1
Total	**1,000**	**30**

CASE STUDY ANALYSIS: MEMORANDUM

Parameters: 1,000 words <u>all-inclusive</u> maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; memo/essay format
Due Date: August 9   *Value:* 40%   *Word Count Penalty:* -1:25

Case Study Analysis is the integrating component of the course. The purpose is to consolidate learning, advance critical thinking, and test new competencies. In the role of advisor, students will conduct desk-based research and draft a Memorandum on the central issue of the case. The product is intended to inform senior management decision making on the form and function of good governance. Visualizing the target audience for the Memorandum helps motivate and focus research and advice.

Case. The case study is posted on eClass under Class 17. It is grounded in a Canadian (federal, provincial, municipal, Indigenous) or foreign (country, international) jurisdiction. The task is to review and research the case, with a view to presenting rational arguments, empirical evidence, and practical advice. The Instructor will orient students to the Case Study/Question, Essay Format, and Conceptual Framework in workshop in Class 17. There will be regular briefings and interrogation through Class 22.

Assessment. Students are asked to resolve case problems and opportunities. The task is to map the issues, identify the central issue, and plot strategies to improve governance. In Classes 18-22, the Instructor will review the Case Question relative to the updated case context and good governance principles. Coaching to pinpoint and assess case issues is available on request.

Deliverable. Students are asked to write a Memorandum to a target audience in response to the Case Question. The task is to assemble key information, analysis, and advice in paragraphs with reference to the Essay Format. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Memorandum as an attachment to the Instructor by the Class 22 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 23.

Evaluation. Memoranda will be assessed using five criteria:
1. Presentation of sound, clear, and coherent argumentation;
2. Demonstrated understanding of the issues under consideration;
3. Depth, breadth, and quality of analysis;
4. Originality of approach, arguments, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, in-text citations.

Section headings and information organization are discretionary in the Essay Format. Weightings are allocated notionally within the Memorandum according to a proforma outline:

SECTION	WORDS	MARKS
Memo Header/Title [Case Study]	20	1
[Beginning]	200	8
[Middle]	580	22
[End]	200	8
Bibliography	∞	1
Total	**1,000**	**40**

Course Grades

Course grades conform to the 9-point system used in undergraduate programs at York University.

Percentage Mark	Letter Grade	Grade Point	Description
90 – 100%	A+	9	Exceptional
80 – 89%	A	8	Excellent
75 – 79%	B+	7	Very Good
70 – 74%	B	6	Good
65 – 69%	C+	5	Competent
60 – 64%	C	4	Fairly Competent
55 – 59%	D+	3	Passing
50 – 54%	D	2	Marginally Passing
40 – 49%	E	1	Marginally Failing
0 – 39%	F	0	Failing

General Academic Policies

Academic Integrity. Honesty is fundamental to the integrity of university education and degree programs. It applies in every course offered. Cheating and plagiarism are serious academic offences that can result in severe sanctions. Quoting material without citing its source or using others' arguments without acknowledging authorship is dishonest and subject to penalties that can affect your grade and university standing.

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Rules regarding academic honesty apply to all academic materials submitted for credit in this course. Students are deemed to have read and have full knowledge of all such regulations and enforcement mechanisms. Please consult YU's [Senate Policy on Academic Honesty](#). The University may verify the origin and creativity of all work submitted for academic credit, and all appropriate steps may be taken where necessary. It is suggested that you save draft assignments and rough notes in case intellectual property problems arise. For more resources, students should visit YU's [Academic Integrity](#) website and refer specifically to [SPARK](#).

Articial Intelligence. Authorized student uses of generative artificial intelligence (AI) may be permitted for certain course assessments. Specific uses are noted in the Course Outline and/or written instructions. Students are required to cite AI-generated material used in assignments to avoid taking credit for work that they did not do themselves. Failure to cite AI-generated work could amount to plagiarism. Quoted text, image, and code, as well as paraphrased material (without quotation marks), require in-text citation of specific AI tools used and student prompts. Generative AI should also appear in the bibliography or reference list. Citations follow a standard format: Generative AI tool (version). Prompt: "[insert the actual prompt entered by the user]". Generated at [insert URL address] on [date].

Students will learn continuously about what generative AI can and cannot do. Currently, text-generating AI like ChatGPT cannot engage in critical thinking, personalized reflection, interpretation of meaning(s), complex problem solving, and context-specific applications of course material. It cannot provide nuanced understanding or articulation of course material. Importantly, AI cannot evaluate the accuracy of material generated.

Accommodation of Religious Observances. YU is committed to respecting the religious beliefs and practices of all members of the community and to accommodating observances of special significance to adherents. Should any due dates specified in the syllabus for an in-class presentation, assignment, or examination pose a conflict, please notify the Instructor in writing within the first three weeks of classes. More information is available at [Academic Accommodation for Students' Religious Observances](#).

Accommodation of Students with Disabilities. The YU Senate has adopted policy on [Academic Accommodation for Students with Disabilities](#). Students who require accommodation in a course need to be registered with [Student Accessibility Services](#). A Letter of Accommodation should be provided to the Instructor as soon as possible after start of the course.

Attendance. Students are expected to attend all classes. Instructors are under no obligation to re-teach material that has already been taught during a regularly scheduled class. Students seeking adjustments to scheduled class activities and evaluations by way of medical, religious, compassionate, work-related, military service, or other *bona fide* reasons must give appropriate notice to the Instructor and/or responsible YU officials if reasonable accommodations are sought. Students failing to obtain signed deferral from the Instructor for a *bona fide* reason according to law and YU policy may receive a failing grade for given grade components, and consequently in the course. Please refer to the appropriate regulations, deadlines, processes, and forms at [Secretariat Policies](#)**.**

Health and Safety. All members of the YU community share responsibility for keeping others safe on campuses. Students must comply with all YU health and safety protocols. Please refer to current information about COVID-19 measures relative to vaccination mandate, masking protocol, and daily health screening at [Better Together](#). The Senate Executive Committee's [Principles to Guide 2021-2022 Course Planning](#) encourage the community to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. Everyone has a duty to uphold professional and respectful interactions with one another.

Privacy. Even though this course meets in person, it may occasionally involve Hyflex sessions when guest speakers join parts of a class remotely via Zoom. Hyflex sessions are digitally transmitted and may be recorded to support teaching and learning in the classroom. YU may collect your image, voice, name, personal views and opinions, and course work under authority of *The York University Act, 1965* and for related educational purposes. Students who participate in Hyflex sessions are consenting to have their video or image transmitted and/or recorded. If you have concerns, please sit in the designated seating area which is outside of camera range. In addition, students who participate orally are consenting to have their voices, personal views, and opinions transmitted and/or recorded. If you do not consent, please use the text-based chat function to communicate during class.

Students are not permitted to use any third-party software or application to record a transmitted Hyflex session. If you have any questions about the collection or use of your personal information, please contact your Instructor or the Privacy Office at info.privacy@yorku.ca.

Research Ethics. Students are subject to the *Policy for the Ethics Review Process for Research Involving Human Participants*. According to Human Participants - Research & Innovation, all research involving human participants for graduate and undergraduate courses, theses, independent projects, and major research papers (MRPs) that are non-funded and minimal risk must be reviewed by the relevant unit-level Delegated Ethics Review Committee. Research subject to review includes, but is not limited to, surveys, questionnaires, interviews, participant observation, and secondary data analysis.

For the purposes of research ethics review, "minimal risk" is defined under Panel on Research Ethics as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research. Please note that research conducted by students that is more than minimal risk and/or involves Indigenous peoples or clinical trials must be reviewed by the Human Participants Review Committee (HPRC). For these types of research, students are required to complete the HPRC protocol form. Please contact the Office of Research Ethics at ore@yorku.ca for further information.

For more information on ethics review requirements for graduate and undergraduate course-related research and MRPs, please go to Ethics-Review-Requirements-Course-Related-Research-8.15.17-1-1.pdf. Please consult your Instructor if you are in doubt as to whether these requirements apply to you.

Class-by-Class Syllabus

Topics, learning activities, readings, and other class preparations are summarized below. Notice of schedule changes and assignment requirements, as well as news of potential interest to students, will be posted and/or announced via eClass. Regular course updates will normally be posted weekly.

Class: Date / Topic	Learning Activities / Assignments	Reading
PART I – INSTITUTIONS		
Class 1: May 8 **Introduction to Public Administration**	Course, teaching, and student expectations	Dunn Introduction eClass
Class 2: May 10 **Public Institution Research Workshop**	Fact Sheet orientation and institution selection	eClass
Class 3: May 15 **Canadian Federalism**	'Power' exercise Fact Sheet briefing and coaching	Dunn 4, 6, 7 eClass
Class 4: May 17 **The Public Service**	Fact Sheet briefing and coaching	Dunn 1 eClass
May 22: Victoria Day – no classes, University closed		
Class 5: May 24 **Governance and Accountability**	Fact Sheet briefing and coaching	Dunn 24 eClass
May 27-June 2: Break for 2023 Congress – no classes, University open		

Class: Date / Topic	Learning Activities / Assignments	Reading
Class 6: June 5 **Institutional Governance**	Fact Sheet briefing and coaching	Dunn 11, 12 eClass
Class 7: June 7 **Local Governance**	'Pan Am Games' case Fact Sheet briefing and coaching ***Fact Sheet due***	Dunn 9 eClass
Class 8: June 12 **International Governance**	Fact Sheet debriefing Interim course check-up	eClass
PART II – POLICY		
Class 9: June 14 **Public Policy Review Workshop**	Briefing Paper orientation and policy issue selection	eClass
Class 10: June 19 **Budgeting**	Briefing Paper briefing and coaching	Dunn 2, 3, 18 eClass
Class 11: June 21 **Public Consultation**	'Collaboration' exercise Briefing Paper briefing and coaching	eClass
Class 12: June 26 **Public Policy Making**	Briefing Paper briefing and coaching	Dunn 14 eClass
June 27-July 3: Summer Break – no classes, University open (except July 3: July 3: virtual Canada Day – closed)		
Class 13: July 5 **Public Sector Reform**	Briefing Paper briefing and coaching	eClass
Class 14: July 10 **Citizen-Centred Service**	Briefing Paper briefing and coaching	eClass
Class 15: July 12 **Alternative Service Delivery**	Briefing Paper briefing and coaching ***Briefing Paper due***	eClass
Class 16: July 17 **Public-Private Partnerships**	'Brampton Civic Hospital' case Briefing Paper debriefing	Dunn 17 eClass
PART III – PRACTICE		
Class 17: July 19 **Case Study Analysis Workshop**	Memorandum orientation to case study/question, essay format, and conceptual framework	eClass
Class 18: July 24 **Change Management**	Memorandum briefing and coaching	eClass
Class 19: July 26 **Performance Management**	'Balanced Scorecard' exercise Memorandum briefing and coaching	eClass
Class 20: July 31 **Values and Ethics**	Memorandum briefing and coaching	Dunn 5, 20 eClass
Class 21: August 2 **Political-Administrative Leadership**	Memorandum briefing and coaching	Dunn 10, 16, 23 eClass
August 7: Civic Holiday – no classes, University closed		
Class 22: August 9 **Public Service Renewal**	'Blueprint 2020' case Memorandum briefing and coaching ***Memorandum due***	eClass
Class 23: August 14 **Future Trends and Challenges**	Memorandum debriefing	Dunn 13, 21, 22, 25 eClass
Class 24: August 15 **Drop-in Workshop**	Course review and evaluation	eClass
August 24: Summer term ends		