

COURSE SYLLABUS



COURSE TITLE:	PADM 211 – Planning in Government
CLASS SECTION:	On-line class only
TERM:	Summer 2024
COURSE CREDITS:	3 credits
DELIVERY METHOD(S):	Online

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://camosun.ca/about/covid-19-updates>. There is also a FAQ page at the following link: <http://camosun.ca/covid19/faq/covid-faqs-students.html>.

INSTRUCTOR DETAILS

NAME:	Karen Saini
EMAIL:	sainik@Camosun.ca
OFFICE:	Virtual
HOURS:	By appointment (virtual office)

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

Karen Saini is a second-generation immigrant who was born and raised on the unceded Coast Salish Territory of the Lekwungen and W̱SÁNEĆ nations where she currently resides with her husband and seven-month-old baby.

Karen holds a Master of Public Administration, a Bachelor of Social Work degree, a Certificate in Arts and Science Studies, and a Certificate in Learning and Teaching in Higher Education. Karen is currently pursuing a PhD in Public Administration at the University of Victoria. Karen's PhD is centered around organizational theory, and more specifically – the opaqueness of policing data.

Karen is currently the Executive Director of the Oasis Society for Spiritual Health, an urban Indigenous organization supporting Indigenous adults experiencing multi-generational trauma. She is also a sessional instructor and content developer in the Faculty of Humanities at UVic and a term faculty in the School of Business at Camosun College. Previously, Karen was employed as the Executive Director of the Victoria Immigrant and Refugee Centre Society (VIRCS) and a Research, Policy, and Audit Analyst with the Victoria Police Department. Karen's employment and education focus on organizational theory, diversity and inclusion, cultural competency, and equity in service provision. She has experience working with Indigenous, law enforcement, health, social service, and immigrant and refugee organizations.

CALENDAR DESCRIPTION

Students study human behaviour in organizations from an individual, group or organization-wide perspective. The effects on behaviour of factors such as stress, leadership, motivation, team-based processes, conflict, structure, quality of work life and organizational culture are examined. Cases are used to develop and apply critical thinking and analytical skills.

COURSE LEARNING OUTCOMES / OBJECTIVES

This course will introduce students to the various aspects of planning in government including:

Components of a plan

- Types of plans
- Planning - strengths and challenges
- Types of performance measures
- Performance measurement - strengths and challenges
- Steps in project management
- Project management - strengths and challenges
- Other topics as they may arise – i.e. change management, emergency management, risk management, leadership, accountability, governance, transparency, public participation, oversight, and evaluation

By the end of this course, students should be able to:

- Identify the different stages in the development of a plan
- Identify the main components of an environmental scan and understand the need to develop pre-planning tools
- Develop the ability to succinctly frame an issue via an exercise on developing a planning framework for a public sector organization
- Identify the fundamental components of a performance measurement framework
- Understand the complexities of managing a project
- Identify the strengths and weaknesses to numerous planning processes thereby improving strategic and critical thinking skills

The course is highly participative and interactive, encouraging you to contribute and share your knowledge with your colleagues throughout the course.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

BEST PRACTICES IN PLANNING & PERFORMANCE MANAGEMENT

Author: AXSON

ISBN: 978-0-470539-79-8

Selected articles will be posted in throughout the course units.

You will also need to be able to access journals and other readings on-line through the Camosun College Library. These readings are identified in the course readings' section in each unit.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

Week	Topic / Module	Assignments and Activities
May 6-12 Week 1	Course & Program Introduction Teams	Form Work Groups for Online Discussions and Environmental Scan Assignment Orient to course materials
May 13-19 Week 2	Unit 1 – online	Read Unit 1 Materials Due– Discussion Post 1 “Planning in Government”
May 20-26 Week 3	Unit 2 – online	Read Unit 2 Materials Due – Enviro Scan – Individual or Pairs Assignment
May 27-Jun 2 Week 4	Unit 3 – online	Read Unit 3 Materials
Jun 3-9 Week 5	Unit 4 – online	Read Unit 4 Materials Due – Discussion Post 2 “Managing Performance in Government”
Jun 10-16 Week 6	Unit 5 – online	Read Unit 5 - Materials
Jun 17-22 Final Week 7		Due – Jun 22 Discussion Post 3 “Managing Projects in Government” Due – Jun 22 – Issue Brief – Individual Assignment

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

Assessment	% of Final Grade	Total %
a) Assignments		70
Assignment One: Environmental Scan due May 26 1159 pm	30	
Assignment Two: Briefing Note due June 21 11:59 pm	40	
b) Participation		30
Attendance, online discussion, self-assessments	30	
Total Assessments		100

Percentage – Grade / Grade Point Equivalency

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a “D” grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

NOTES ON ASSESSMENTS:

Assignment Instructions

Online Discussions (*Questions posted at the end of each unit*)

WEIGHT: 30%

For your online discussions you will be placed in a group of approximately 6 of your peers. As a group, you are responsible to respond to the week’s discussion questions. Your participation online will build on the readings by drawing out the details that you can apply to your own work context. Sharing your own reaction to the material with outer in the class will bring multiple points of view and experiences “in the field” that will allow you to continue learning beyond the print resources. Give the level of

effort expected from you in the online forum and the anticipated learning that will result, this part of the course will contribute over one-third to your final grade. Here's what you need to do each week:

- 1) **In the first week, by the end of the day on Wednesday, each of you should aim to have posted at least one initial response to the question.** Your initial responses must be thoughtful and thorough, between 250 – 350 words for each question posed. It is very important that your response is not just your own opinion and also that your response is not just “lifted” from other sources. You need to back up your initial response by referring to at least three cited sources, found through research (including the course materials and on line or print sources) – avoid Wikipedia and other secondary sources.
- 2) **Review the marking rubrics for the online discussions before you get started so you will know what is expected in terms of content, sources and engagement.** There are two rubrics. One for your self-assessment and the other that the instructor uses to compare your own evaluation to what is expected in terms of the assignment.
- 3) You can then begin to respond to the initial responses of other members of your group and, in so doing, start building a —thread or discussion of connected thoughts related to the topic. You can also add to your own initial response. **Having an actual DISCUSSION with your peers is how you earn marks beyond marks for your initial posting.**
- 4) **Individually, you should be aiming at a minimum of four postings (in addition to your initial positing) during each week,** which are substantive and contribute to the discussion. Don't just cut and paste long passages into your posts – better to summarize and give the link to the full version, in most cases.
- 5) By end of the day on Sunday (before the discussion closes), you can begin to wrap up your discussions.

On completion of each discussion, you are to perform a “**SELF ASSESSMENT**” of your discussion. **There is a self-assessment for each discussion found under the quizzes tab.** Your instructor will review your self-assessments and may point out any discrepancies they see in what you have assessed yourself at to what you actually produced in the discussion. **Note the instructors rubric also posted in week one.**

- 7) The self-assessment is an opportunity for you to reflect on your work and assess your own efforts in terms of substance and analysis. I offer this form of evaluation in some of my classes as a form of student centered, reflective and more empowering means of self and academic development. This approach is more in line with my own Indigenous worldview and its application to teaching and learning. I do review each of your contributions and will compare my review with your own assessments and if a correction is needed will make suggestions and an adjustment. You may choose not to complete the self-assessment, in which case I will complete it for you. Not to penalize but to help guide your good work.

a. Discussion Posts – Small Group Discussions

Discussion post 1

Please respond to the following online discussion questions and develop your post within your group, using the course threaded discussion area. Please discuss each of the following:

- What are some of the benefits to planning in government?
- What are some of the challenges to planning in government?
- What are some solutions to the previously discussed challenges?

Provide examples, links, and references when appropriate and relevant.

Discussion post 2

Please respond to the following online discussion questions and develop your posts within your group, using the course threaded discussion area.

Please discuss each of the following:

- What are some of the benefits to measuring and managing performance in government?
- What are some of the challenges to managing and measuring performance in government?
- What are some solutions to the previously discussed challenges?

Provide examples, links, and references when appropriate and relevant.

Discussion post 3

Please respond to the following online discussion questions and develop your posts within your group, using the course threaded discussion area.

Please discuss each of the following:

- What are some of the benefits to project management in government?
- What are some of the challenges to project management in government? ☒
- What are some solutions to the previously discussed challenges?

Provide examples, links, and references when appropriate and relevant.

B) Environmental Scan– Individual or Pairs Assignment

Note you may work individually or with someone who is assigned to your small discussion group for this assignment.

Purpose: To learn how to develop an environmental scan to provide context and evidence for decisions and plans in an organization.

Background:

It is important to note that there are a variety of environmental scans, and that if you are asked to assist in writing a scan in your career, you should always identify the components and framework the organization has chosen to adopt before beginning to write.

Typically, though, an environmental scan in a public organization attempts to identify and highlight some key trends and issues on the horizon that will likely influence the decision-making process and governing environment of the organization. To ensure that all issues are addressed, many organizations tend to organize their environmental scan in the following manner (STEEP):

- **Socio-cultural trends and issues** ☒
- **Technological trends and issues**

- Economic trends and issues
- Environmental trends and issues
- Political trends and issues

Assignment:

- Write an environmental scan for either one of the federal, provincial, local, or aboriginal levels of government.
 - Target audience – you are a civil servant presenting the environmental scan to the political decision makers in the organization.
 - Should you wish to focus on a particular department, please obtain permission from me before writing the environmental scan.
- Organization –Use the STEEP format outlined above to complete this assignment.
- Length – the assignment should be approximately 8 pages (no longer) not including references, or you will lose marks.
- Format –prepare the scan as a professional document suitable to present to a Director or Manager.
- Include a minimum of five credible sources to support your analysis.
- Use APA formatting, citation and referencing style.
- The level of writing should be geared toward someone who is intelligent but does not have specialized expertise. Concepts should be explained in simple language and avoid using jargon.
- Focus on identifying trends, not necessarily issues. This is a difficult task. Focus on what might stay the same, increase, decrease, improve, or get worse.
- It is important to identify a trend and then address how the trend will likely impact the organization.

If you have any questions, please let me know.

C) Policy Brief– Individual

Purpose: To introduce and educate students on how a policy brief is written and allow learners to reiterate to government officials the importance and steps in planning.

Focus: You are required to develop a policy brief on the development of a planning framework for a government jurisdiction that has a particular issue to address (i.e. federal, provincial, territorial, regional, aboriginal, or local) and the brief can be written addressing the planning framework for the entire organization or a department, agency, or board. Your target audience and the recipient of the brief is the Minister or other political person in charge of the chosen organization. You have to assume that there is no planning framework in place.

For example:

Level= Municipal Government

Issue that is being addressed = Receiving and Integrating Syrian Refugees into the community.

Assume that this gov't has not created a planning process around this issue. Present the rationale for needing to plan and make recommendations on what the best process for planning is. Think about all of the considerations the plan will need to address.

If you would like to develop a policy brief for an organization that already has a planning framework in place (and you have access to it), you may write a brief addressing the need for the organization to change the planning framework instead of developing a framework from scratch for that particular issue.

Your task is to identify the importance of a planning framework, assess planning frameworks, present options, and develop a recommendation on what would be the most appropriate planning framework for your chosen organization and the issue at hand. Please see the format section below for ideas on how to structure the issue brief.

Content:

- The policy brief is a short, neutral summary of what is known about a particular issue or problem. It is widely used in government and industry.
- A policy issue brief is about a problem, one that may or already does affect, or is affected by the government. Analysts prepare such briefs for educated generalists (e.g., legislators, managers), who may know little or nothing about the topic but need to have a general background, quickly. The policy brief synthesizes a large amount of complex detail, so the reader can easily understand the heart of the issue, its background, the players (“stakeholders”) and any recommendations, or even educated guesses about the future of the issue.
- The brief may have tables and graphs; it usually has a short list of references, so the reader knows something about the sources on which it is based, and where to go for more information. Often, the brief has its own ‘brief,’ which is a one-page executive summary that allows the reader to quickly grasp the essence of the report. There are many examples of briefs on the Internet. Please research to find out the different styles of briefs and to get familiar with the type of format and writing style.

Audience: The Minister of a department or other political authority.

Format:

- The following sections are typically included in a brief: an executive summary, introduction, the policy/issue’s history/background, importance and context of the problem, stakeholder analysis, and analysis of the problem, proposed or possible solutions, and recommendations for action.
- Length – the assignment should be approximately 8 pages (no longer) not including references. The reference page is in addition to the eight-page maximum requirement.
- Format – you may use intros, headings, bullets, etc.
- Include a minimum of five credible sources to support your analysis.
- Use APA formatting citation and referencing style.
- The level of writing should be geared toward someone who is intelligent but does not have specialized expertise. Concepts should be explained in simple language and avoid using jargon. Remember that in policy or issue writing, the goal is NOT to be exhaustive or overly idealistic or theoretical, but realistic, practical, concise, persuasive, balanced, and applied. The goal is to present "doable" options that might lead to action or a change in strategy on the issue or problem you are addressing.

Evaluation: The brief will be evaluated on clarity, conciseness, accuracy, relevance, writing style, organization, citation style, and strategic assessment of the issue.

Assignment Grading Rubric:

Your submission addresses the major organization challenges 5
Your submission puts forward practical solutions for each challenge 10
Each recommendation is strategic and substantive 10
The submission is well organized/organization of ideas 5
Adequate references are made to readings and class discussions 4
The paper has correct grammar, spelling, and punctuation 6
Total Marks = 40

Links to assist you with this assignment:

- <http://www.policy.hu/ipf/fel-pubs/samples/PolicyBrief-described.pdf>
- http://www.euro.who.int/observatory/Publications/20020527_16
- <http://www.cthealth.org/matriarch/MultiPiecePage.asp?PageID=116&PageName=Publi>
- <http://www.wphf.org/pubs/briefs.html>
- http://www.odi.org.uk/Rapid/Tools/Toolkits/Communication/Writing_policy_papers.html
- <http://www.valdosta.edu/pa/argyle/POLPOSPA.pdf>
- http://www.unt.edu/cjus/Writing_Pages/prp.htm
- <http://stokeslib.princeton.edu/writingelements.htm>
- <http://www.stelzner.com/copy-HowTo-whitepapers.php>
- http://www.rhsupplies.org/fileadmin/user_upload/toolkit/B_Advocacy_for_RHS/Guideli

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Assignment formatting. The School of Business uses APA 7 style for formatting assignments and citing references. Proper citations and formatting using APA style will be required. See Camosun College citation guides: <http://camosun.ca/libguides.com/apa7>

- Where required by your instructor, submit all assignments into the D2L assignments by your last name.
- In text citations for quotes, paraphrasing, and references must be consistent with APA standards.
- Grammar, spelling, style and APA formatting, citations and referencing will be assessed in your mark.
- All submitted work must be properly referenced to sources where required by your instructor.
- Unless otherwise specified, you are to submit your own work, any work collaborated (unless permitted by the course) will be considered in violation of the College's Academic Integrity Policy. See Camosun's (2021) policy at: <https://legacy.camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf>.

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 ideas of another person, whether written or verbal, without referencing the source.
- Providing answers to another student in any test, examination, or take-home assignment.
- Taking any unauthorized materials into an examination or test.
- Submitting the same paper or portions thereof for more than one assignment in different courses without the instructor's permission.
- If you are uncertain or have any questions regarding academic integrity, please do not hesitate to discuss these with your instructor.**

SCHOOL OR DEPARTMENTAL INFORMATION

The School of Business is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is your responsibility to become familiar with the content and the consequences of academic dishonesty.

Camosun College School of Business (2016) Academic Honesty Guidelines from:

<http://camosun.ca/learn/school/business/current-students/documents/Academic-Honesty-Guidelines.pdf>.

Deadlines, exams, and assignments. You must submit your assignments on the due date or as announced. A grade of zero will be assigned to late submissions. There are no additional assignments or make-up exams of any kind if you performed poorly on an assignment, midterm or final exam.

- a. **EXAM DATES WILL NOT BE RESCHEDULED.** Non-attendance on scheduled exam dates results in a zero grade. Exceptions will be made only for medical reasons or extenuating circumstances that must be submitted and then accepted by the instructor. Please advise your instructor promptly.
- b. Students registered through the [Centre for Accessible Learning \(CAL\)](#) should discuss timelines with their instructors at the beginning of each semester.
- c. Medical notes must be dated, signed, and be written on letterhead or prescription paper imprinted with the physician's name and address. Notes are accepted from Physician (GP or medical specialist), Nurse Practitioner, Psychiatrist, Psychologist, Counsellor and Aboriginal Elder. Electronic notes will not be accepted. Medical documentation must be received as soon as reasonably possible.

Final exams: Students are expected to write tests and final exams at the scheduled time and place. In emergency circumstances, a student may write a test or final examination before or after the scheduled time if the student would otherwise be unable to complete the program or course. Exceptions due to emergency circumstances, such as unavoidable employment commitments, health problems, or unavoidable family crises, require the approval of the appropriate instructor. **Holidays or scheduled flights are not considered emergencies.** The student may be required to provide verification of the emergency circumstance. See

Camosun College (2018) Final Examinations from:

<http://camosun.ca/learn/calendar/current/procedures.html#academic>.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/

Support Service	Website
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that

course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.