

**School of Government**

**EGOV 501**  
**MANAGING SERVICE TRANSFORMATION**  
**(15 Points)**

**Trimester 1 / 2016**

**COURSE OUTLINE**

---

**Names and Contact Details**

**Course Coordinator:** **Associate Professor Karl Lofgren**  
Room RH 803, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 6349  
Email: [karl.lofgren@vuw.ac.nz](mailto:karl.lofgren@vuw.ac.nz) (preferred)

**Administrator:** **Darren Morgan**  
Room RH 821, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5458  
Fax: (04) 463 5454  
Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)

**School Office Hours:** 8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

From Monday 22 February to Monday 20 June 2016.

**Withdrawal from Course**

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 4 March 2016**.

2. The standard last date for withdrawal from this course is **Friday 27 May 2016**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an ‘*Application for Associate Dean’s Permission to Withdraw Late*’ including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks or [www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc](http://www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc) .

## **Class Times and Room Numbers**

<b>Module One:</b>	Friday 26 February 2016	9.00am – 5.00pm
<b>Module Two:</b>	Friday 29 April 2016	9.00am – 5.00pm
<b>Module Three:</b>	Friday 10 June 2016	9.00am – 5.00pm

**Locations:** Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email. The timetable is also available to view on the Victoria University website at [www.victoria.ac.nz/students/study/timetables](http://www.victoria.ac.nz/students/study/timetables) .

**Attendance is required at all teaching days**

## **Course Delivery**

This course is delivered in a modular format over three days (three ‘modules’) of 6 hours contact time each (18 hours total) between 9.00am and 5.00pm on the days indicated above.

## **Group Work**

The course requires 10 hours of group work between sessions. This work is considered part of the class structure, but rather than being accommodated during scheduled sessions it is supposed to be flexibly scheduled by groups of students, with a specific assignment undertaken and reported back as detailed below.

## **Expected Workload**

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course.

## **Mandatory Course Requirements**

In addition to obtaining, an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

If you believe that exceptional circumstances may prevent you from meeting the mandatory course requirements, contact the Course Coordinator for advice as soon as possible.

If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat) .

## **Prescription**

This course examines the managerial aspects and issues of ICT-enabled service transformation in the public sector and its external relationships, drawing on available theory, models, concepts, frameworks and strategies as well as on international and New Zealand experience.

## **Course Learning Objectives**

Following a successfully completed course, the individual student should be able to demonstrate:

1. Critically analyse ICT-enabled service transformation initiatives and their institutional, organisational and societal impact
2. Critically analyse service transformation initiatives and outcomes in New Zealand and internationally
3. Understand and apply service transformation models, concepts, strategies and analytical frameworks
4. Analyse and evaluate conditions and requirements for effectively managing ICT-enabled service transformation
5. Design an integrated management plan for the initiation, development and implementation of a service transformation initiative
6. Communicate the issues and implications of ICT-enabled service transformation to a variety of stakeholders.

## **Course Content**

Readings marked with an asterisk (\*) are available from the VUW library electronic catalogue (see below).

### **Module 1: Friday 26 February 2016**

#### **Introduction: The history of service delivery and E-Government (Karl Lofgren)**

- \* Lips, A. M. B., and Schuppan, T. (2009). 'Transforming E-Government Knowledge through Public Management Research,' *Public Management Review* , 11(6): 739–749.
- \* O'Neill, R. (2009) The Transformative Impact of E-Government on Public Governance in New Zealand, *Public Management Review*, 11(6): 751-770
- \* Lindgren, I. & Jansson, G. (2013) Electronic service in the Public Sector, *Government Information Quarterly*, 30(2): 163-172.

- Kernaghan, K. (2007) Beyond Bubble Gum and Goodwill: Integrating Service Delivery, In In Borins, S., Kernaghan, K., Brown, D., Bontis, N, 6, P., and Thompson, F. (eds.) *Digital State at the Leading Edge*, (pp. 102-136). Toronto: Toronto University Press.

### **The strategic context of managing electronic service transformation (Karl Lofgren)**

- \* Layne, K., & Lee, J. (2001). Developing fully function e-government: a four-stage model. *Government Information Quarterly*. 18(2):122-136.
- \* Coursey, D. & Norris, D.F. (2008) 'Models of eGovernment: Are They Correct? An Empirical Assessment', *Public Admin Review* 68(3): 523-536.
- McLoughlin, I. and Wilson, R. (2013) *Digital Government at Work: A Social Informatics Perspective*, Oxford: Oxford University Press. (pp. 13-30).
- Heeks, R. (2006) *Implementing and Managing e-government*, London: Sage Publ. pp. 42-70.
- (Recommended reading) HM Treasury (2011) [\*the Green Book: Appraisal and Evaluation in Government\*](#) , London.

### **Understanding the users of e-government services (guest lecture: Elizabeth Eppel)**

- \* Lips, A. M. B., Rose, O. N., & Eppel, E. (2011). Cross-agency collaboration in New Zealand: An empirical study of information sharing practices, barriers and enablers in managing for shared social outcomes. *International Journal of Public Administration*, 34, 255-266.
- Lips, A.M.B, E.A. Eppel, A. Cunningham & V. Hopkins-Burns (2010). *Public Attitudes to the Sharing of Personal Information in the Course of Online Public Service Provision*, Final Research Report, August 2010, Wellington: Victoria University of Wellington. Eppel, E., Gill, D., Lips, A. M. B., & Ryan, B. (2013). The cross-organisational collaboration solution? Conditions, roles and dynamics in New Zealand. In J. O'Flynn, D. Blackman & J. Halligan (Eds.), *Crossing boundaries in public management and policy: The international experience* (pp. 47-63). Abingdon.
- Eppel, E. (2012). *Case studies on the use of ICT-enabled social media in New Zealand Public Sector: Breastfeeding NZ on Facebook*. : Final Research Report to Department of Internal Affairs, Wellington.
- Eppel, E. (2013). Case studies on the use of ICT-enabled social media in the New Zealand public sector: New Zealand Transport Agency - Drugged Drivers. Wellington: Victoria University of Wellington  
[www.victoria.ac.nz/sog/researchcentres/egovt/research-projects/research-2011/NZTA-Drugged-drivers-case-study-FINAL1Aug2013.pdf](http://www.victoria.ac.nz/sog/researchcentres/egovt/research-projects/research-2011/NZTA-Drugged-drivers-case-study-FINAL1Aug2013.pdf)
- \* Lee, G., & Kwak, Y. H. (2012). An Open Government Maturity Model for social media-based public engagement. *Government Information Quarterly*, 29(4), 492-503.
- Lips, A. M. B., Eppel, E., Sylvester, A., Pacheco, E., & Cunningham, A. (2012). *Improving benefits realisation from ICT-enabled projects through identifying and promoting good practice from selected public entity case studies*. Wellington: E-government

### **Introduction and preparation for group work (Karl Lofgren)**

(See below)

## **Module 2: Friday 29 April 2016**

### **Shared services (Karl Lofgren)**

- \* Paagman, A , Tate, M., Furtmueller, E & de Bloom, J. (2014) An integrative literature review and empirical validation of motives for introducing shared services in government organizations, *International Journal of Information Management*, (35): 110-123.

- \* Dunleavy, P., Margetts, H., Bastow, S., & Tinkler, J. (2006). New public management is dead – Long live digital era governance. *Journal of Public Administration Research and Theory*, 16(3), 467-494.
- \* Klievink, B. and Janssen, M. (2009) Realizing joined-up government — Dynamic capabilities and stage models for transformation, *Government Information Quarterly*, 26(2): 275–284.
- Reddick, C.G. (2012) *Public Administration and Information Technology*, Burlington (MA): Jones&Bartlett Learning, pp. 135-156.

#### **Access to electronic services (Karl Lofgren)**

- Mossberger, K. Tolbert, C.J., McNeal, R. (2008) *Digital Citizenship. The Internet, Society and Participation*, Cambridge (MA): MIT Press, pp. 95-122.
- \* Livingstone, S. & Helpser, E. (2007) Gradations in digital inclusion: children, young people and the digital divide, *New Media and Society*, 9(4): 671-696.
- \* Greenbrook-Held, J. & Morrison, P.S. (2011) The domestic divide: access to the internet in New Zealand, *New Zealand Geographer*, 67, 25-38.

#### **User focused design (guest lecture: Jim Scully)**

Reading (TBA)

#### **Presentations of group work (Karl Lofgren)**

### **Module 3: Friday 10 June 2016**

#### **Assessing the outcome and benefits realisation – performance and measures (Karl Lofgren)**

- \* Flak, L.S., Dertz, W., Jansen, A., Krogstie, J., Spejlkavik, I, and Ølnes, S. (2009), What is the value of eGovernment – and how can we actually realise it?, *Transforming Government: People, Process and Policy*, 3(3): 220-226.
- \* Bannister, F. (2007) The Curse of the Benchmark: An Assessment of the Validity and Value of E-government Research, *International Review of Administrative Services*, 73(2): 171–188.
- C. Codagnone and T. A. Undheim, (2008) Benchmarking eGovernment: tools, theory, and practice, in: *European Journal of ePractice* 4.
- \* D. Janssen, S. Rotthier, K. Snijkers, If you measure it they will score: An assessment of international eGovernment benchmarking, in *Information Polity* 9, IOS Press (2004), 121-130.

#### **Privacy, surveillance and security (Guest lecture: Miriam Lips)**

- \* Boyd, D. & Crawford, K. (2012) Critical Questions for Big Data. *Information, Communication & Society*, 15 (5): 662-679
- Lips, A.M.B., E.A. Eppel, Sim, D., Barlow, L. & Löfgren, K. (2015). *Kiwis Managing their Online identity Information: Second and Final Research Report – Interview Findings, Focus Group Findings and Project Recommendations (Executive Summary)*, commissioned by the Department of Internal Affairs. Full report available at: [www.victoria.ac.nz/sog/researchcentres/egovt/research-projects#koi](http://www.victoria.ac.nz/sog/researchcentres/egovt/research-projects#koi)
- Lips, A.M.B., E.A. Eppel, Sim, D., Barlow, L. & Löfgren, K. (2014). *Kiwis Managing their Online identity Information: Interim Report – Survey Findings (Executive Summary)*, commissioned by the Department of Internal Affairs. Full report available at: [www.victoria.ac.nz/sog/researchcentres/egovt/research-projects#koi](http://www.victoria.ac.nz/sog/researchcentres/egovt/research-projects#koi)
- \* Lips, AMB. O’Neill, R. & Eppel, E. (2011) Cross-agency Collaboration in New Zealand: An Empirical Study of Information Sharing Practices, Enablers and Barriers in Managing for Shared Social Outcomes. *International Journal of Public Administration*, 34 (4): 255-266.

- \* Lips, A.M.B., Taylor, J.A., & Organ, J. (2009) 'Managing Citizen Identity in E-Government Service Relationships', in: *Public Management Review*, Vol. 11:6, 833-856

### **The technical side. ICT in schools as an empirical example – guest lecture by Allan Sylvester (TBC)**

- Lyytinen, K., & Damsgaard, J. (2011). Inter-organizational information systems adoption - a configuration analysis approach. *European Journal of Information Systems*, 20(5), 496-509.
- Burton-Jones, A. and C. Grange (2013). "From Use to Effective Use: A Representation Theory Perspective." *Information Systems Research* 24(3): 632-658.
- Cordella, A. and L. Willcocks (2012). "Government policy, public value and IT outsourcing: The strategic case of ASPIRE." *The Journal of Strategic Information Systems* 21(4): 295-307.

### **Building a business case (TBA)**

### **Readings**

Due to new instructions regarding copyright rules, we are no longer allowed to post any electronic full versions of copyrighted material on Blackboard. Academic articles should be downloaded through the library website. However, book chapters and other material not available through the library will still be posted on Blackboard. In addition, we recommend the students to obtain a copy of: Doherty, T.L., Horne T. and Wootton, S. (2014) *Managing Public Services – Implementing Changes*, 2<sup>nd</sup> ed, Routledge.

### **Assessment**

The Assessment Handbook will apply to all VUW courses: see [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf).

The content of all assignments will be presented at the introductory lecture.

**Students should keep a copy of all submitted work.**

Assessment 1, 2 and 4 are both submitted through Blackboard. Assessment is an oral presentation.

<b>Assessment items</b>	<b>Length</b>	<b>%</b>	<b>CLO(s)</b>
<b>1</b> Take-home test	2,000 words	35%	1, 2, 3
<b>2</b> Team-based assignment	1,000 words	15%	1, 2, 3, 4
<b>3</b> Group assignment and presentation	20 minutes	10%	1, 2, 3, 4, 6
<b>4</b> Integrated management plan for a service transformation initiative	4,000 words	40%	1, 3, 4, 5, 6

### **1. Take home test [35% course assessment]**

This assignment is designed to assess the student's critical understanding of concepts, theories and models of ICT-enabled service transformation initiatives and their institutional, organisational and societal impact. On the basis of a number of open questions the student is required to write approximately 2,000 words.

*Date for submission: 5.00pm, Monday 18 April 2016.*

### **2. Team-based assignment [15% course assessment]**

This assignment is designed to assess the student's ability to apply concepts, theories and models of ICT-enabled service transformation initiatives in order to collectively work out a strategy plan. While the objective is to work out an implementation strategy which will be presented in a team (see assignment 3), the written assignment as such is individual.

*Date for submission: 5.00pm, Friday 22 April 2016.*

### **3. Presentation assignment [10% course assessment]**

This assignment seeks to assess the student's ability to collectively apply concepts, theories, and models of ICT-enabled service transformation initiatives within the frames of implementation issues and to communicate these issues and implications to a variety of stakeholders.

Each team is supposed to give a 20 minutes presentation at module 2 (Friday 29 April 2016) to a 'group of stakeholders' about an implementation strategy of an e-service and will be assessed as a group.

### **4. Business case for a service transformation initiative [40% course assessment]**

This final assignment is meant to assess the student's ability to individually design a business case for the initiation, development and implementation of a real-life service transformation initiative. It should ideally be based on the student's actual work situation.

*Date for submission, 5.00pm, Monday 20 June 2016.*

## **Penalties**

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

## **Academic Integrity, Plagiarism, and the Use of Turnitin**

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website ([www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)). You could fail your course or even be suspended from the University. Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com). Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website [www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx). If in doubt, seek the advice of your course coordinator.

**Plagiarism is simply not worth the risk.**



## Communication of Additional Information

If additional information needs to be communicated, this will occur in class and/or via notices on Blackboard. It is **essential**, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must modify the settings so all emails sent to it are automatically forwarded to your preferred email address. For more information, please go to [www.victoria.ac.nz/its/student-services/FAQs.aspx#Email\\_Forward](http://www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward).

## Computation of Grades

The translation from numerical marks to letter grades is set by the following grade ranges.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal range</i>	<i>Indicative characterisation</i>
Pass	A+	90% - 100%	Outstanding performance
	A	85% - 89%	Excellent performance
	A-	80% - 84%	Excellent performance in most respects
	B+	75% - 79%	Very good performance
	B	70% - 74%	Good performance
	B-	65% - 69%	Good performance overall, but some weaknesses
	C+	60% - 64%	Satisfactory to good performance
	C	55% - 59%	Satisfactory performance
Fail	C-	50% - 54%	Adequate evidence of learning
	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements	
Pass	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

## Access to Blackboard

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal. Ensure that you can access Blackboard before the course begins.

To access the Blackboard site for this course:

1. Open a web browser and go to [www.myvictoria.ac.nz](http://www.myvictoria.ac.nz).
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).

3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or [its-servicedesk@vuw.ac.nz](mailto:its-servicedesk@vuw.ac.nz) . See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

## **School of Government Service Standards**

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

*Standards relating to staff timeliness of responses to email and phone queries:*

- Email or phone queries from students will be responded to in 48 hours

*Standards relating to availability of course materials:*

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

*Standards relating to attendance:*

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

*Variations to the assessment details provided in the course outline:*

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

*Standards relating to assignments – turnaround and feedback:*

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

## **Student Feedback**

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php) .

## **Link to General Information**

For general information about course-related matters, go to [www.victoria.ac.nz/vbs/studenthelp/general-course-information](http://www.victoria.ac.nz/vbs/studenthelp/general-course-information) .

## **Note to Students**

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

\*\*\*\*\*