Victoria University of Wellington

MASTER OF PUBLIC MANAGEMENT PROGRAMME

MMPM 501

PUBLIC MANAGEMENT

(First Trimester Course – 15 points)

2005 COURSE OUTLINE

Co-ordinator:	**Associate Professor Bill Ryan** Room RH 801, Rutherford House, Pipitea Campus Phone: (04) 463 - 5848 Fax: (04) 463 - 5454 Email: Bill.Ryan@vuw.ac.nz
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Module Dates, Times and Locations

Module One:	Tuesday 15 February 2005	8:30am - 6:00pm
Module Two:	Tuesday 5 April 2005	8:30am - 6:00pm
Module Three:	Tuesday 31 May 2005	8.30am - 6.00pm
Locations:	Pipitea Campus. Rooms will be advised prior to each module.	

Course Objectives

By the completion of this course, candidates will:

- Understand what is meant by the theory and practice of 'public management', particularly as understood in the liberal democracies such as New Zealand;

- Understand the directions of and justifications for contemporary developments in public management in New Zealand; and

- Be able to apply these to present-day development in New Zealand state sector organisations.

Readings and Electronic Library / Blackboard

You have been provided with a hard copy of all Required Readings for the Course. Most of these readings are also available in the MPM Electronic Library and / or the Blackboard site.

Electronic Library: Go to http://www2.vuw.ac.nz/fcacoursenotes/, click on 'Click here to go to course notes', click on 'MPM', then, into the dialogue box, enter the following:

> Username: MPM [Note upper case]
>
> Password: 11west [Note lower case]

Blackboard: go to https://blackboard.vuw.ac.nz/webapps/login and login with your username and password, then navigate to MMPM501 Public Management

Any textbooks are available from Vicbooks, Student Union Building, Gate 3, Kelburn Parade, PO Box 12337, Wellington. You can purchase textbooks in person or by mail order, telephone (04) 463 - 5515, fax (04) 471 - 2124, email: vuwtexts@vicbooks.co.nz or online: www.vicbooks.co.nz.

Course Structure

Module 1

Topics

The constitutional foundations of 'public service' in Westminster-derived liberal democracies

- The role of the 'public servant'

- Public servants, ministers and the government of the day

The rise and rise of public management

- What is 'public management'?

- Public management and governance; 'public service' and the public 'manager'

- Reform agendas since the 1980s; social, political, managerial and economic

- Key features of 'new public management'

Public management in NZ and the liberal democracies

- The late-1980s and the 1990s: marketisation; outputs as the unit of analysis, principals/agents and contract, the CE as the pivot, accountability and compliance

- Questions and doubts: the Schick Report (1996), the Review of the Centre (2001) and the Standards Board (2000-2002)

- New directions; Pathfinder, Statements of Intent, Managing for Outcomes, Senior Leadership and Management Development

- Central agencies, line agencies, collective learning and emerging change

- Lessons learned and current international thinking: UK, Australia, New Zealand, US and Canada

<u>Required Readings</u>

SSC (1995) *Public Service Principles, Conventions and Practice*, Wellington *[This series is slightly out of date but the principles still hold]*

Feldman M. and Khademian A. (2002) 'To Manage is to Govern', *Public Administration Review*, Sept/Oct, Vol 62, No 5, pp. 541-54.

UK Cabinet Office (2002) *Creating Public Value*, London.

SSC (2002) *Review of the Centre One Year On: Getting Better Results for Ministers and Citizens*, Wellington

[Other documents on the SSC and Treasury websites update some of the contents of this document but it still stands as a useful overview of RoC and subsequent work]

Further Readings

The following documents should be regarded as essential reading for NZ public sector employees. Electronic copies are also in the MPM Electronic Library. All (except Scott) are also available from the SSC and/or Treasury websites

SSC-Treasury *Pathfinder* documentation, accessible from
> http://io.ssc.govt.nz/pathfinder/information.asp

MFO Steering Group (2003) *Managing for Outcomes: Guidance for Departments*, Wellington.

Scott G. (2001) *Public Management in New Zealand*, Centre for Law and Economics, ANU, Canberra, 'Foreword', 'Preface' and chapters 1-3.

Schick A. (1996) *The Spirit of Reform: Managing the New Zealand State Sector in a time of Change*, A Report Prepared for the State Services Commission and the Treasury, New Zealand, Wellington.

Ministerial Advisory Group (2001), *Report of the Ministerial Advisory Group on the Review of the Centre*, Presented to the Ministers of State Services and Finance, November.

It is also worth checking recent documents available on the SSC website http://www.ssc.govt.nz/display/home.asp (select from the boxes on the left hand side of the page)

Module 2

Topics

Elements of practice

- Institutions and organisations

- Strategic planning and management

- Budgeting and financial management

- Human resource management

- Implementation and service delivery

- Monitoring and evaluation

- Information systems and the management of knowledge

- Ethics, accountability and the public interest

The Public Finance (State Sector Management) Act (2003)

- Key features

- Implications for practice

From outputs to outcomes

- The 1990s focus on outputs

- The (re)turn to outcomes: 'managing for outcomes'

- The relationship between outputs and outcomes

- The future: outputs for budgetary and financial management; outcomes for policy management

Managing across government

- Managing horizontally

- Coordination

- Shared outcomes

The public manager and public leadership

- Personal attributes, knowledges and skill sets, leadership and management in the public sector

- Who does the public manager serve?

- A public servant for the 21st century

Required Reading (all topics)

Many of the above topics recur in the Required Readings set for Module 1. Regard them all as readings for this Module as well.

Ryan B. (2003) *Learning MFO: Managing for Outcomes – The Queensland Case*, Report prepared for the Institute of Public Administration Australia.

MFO Steering Group (2003) *Managing for Outcomes: Guidance for Departments*, Wellington

SSC (2004) *Getting Better at Managing for Shared Outcomes*, Wellington.

SSC (2001) *NZ Public Service Code of Conduct*, Wellington.

Further Readings

Bakvis & Juillet (2004) *The Horizontal Challenge*, Canadian School of Public Service, pp. 1-18

OECD (2001) *Citizens as Partners: Information, Consultation and Public Participation in Policy-Making*, Paris, OECD (pp. 1-77)

OECD (2001) *Public Sector Leadership for the 21st Century*, Paris, OECD (pp. 1-56)

SSC (2004) *Getting Better at Managing for Shared Outcomes: A Resource for Agency Leaders,* Wellington

SSC (2001) *New Zealand Public Service Chief Executive Competencies*, Wellington.

Module 3

Case studies (presentations)

As detailed under 'Assessment', the first half of this day will be given over to candidates' presentations of their case studies.

Topics

The characteristics of 21st century society

- Complexity, uncertainty, intractability, contextuality, paradox, plurality and networks

- Implications for public management and governance

Governance in the 21st century

- Present trends

- Scenarios

Required Readings

Ryan B. (2003) *Learning MFO: Managing for Outcomes – The Queensland Case*, Report prepared for the Institute of Public Administration Australia.

OECD (2002) *Public Sector Modernization: A New Agenda*, GOV/PUMA(2002)2, Paris, OECD.

Further Readings

OECD (2000) *Government of the Future*, Paris, OECD, pp. 1-88

Assessment

1. Essay

Write an essay considering one of the following questions:

a.   What is 'public management'?   What justification is there for arguing that public management can and should be regarded in terms of governance and the creation of public value (however defined) rather than a mere collection of technical tools to be used in managing government organisations?

OR

b.   What have proved to be some of the main strengths and weaknesses of the so-called 'New Zealand model of public management'? What justification is there for arguing that the turn towards 'managing for outcomes' is a desirable and overdue development?

Due Date: Monday 21 March
Length: 2000 words
Weight: 30% of final mark

2. Case study

Note: candidates are to choose one of the two following options:

a.   *The 'written report + class presentation' option*

Report

Write a report on the following topic:

Important developments in public management have been occurring in New Zealand since 2001 as reflected in the implementation of Review of the Centre, the Pathfinder project, the SOI roll-out, the shift towards 'Managing for Outcomes', the Senior Manager and Leadership Development programme, the new Local Government Act and so on.

Conduct a critical analysis of your agency (or any other public agency with which you are familiar) aimed at weighing up where your agency sits in relation to these changes. Most of all, consider the state-of-play in your agency in relation to its opportunity, motivation and capacity to develop. Are there some aspects in which your agency is performing quite well? In that case, what was it that enabled successful change? Are there other respects in which it is not? If so, what might be needed to facilitate that change?

Due date: Tues 31 May
Length: 3000 words
Weight: 60% of final mark

Class Presentation

Give a 10 minute presentation (maximum) of selected key points arising from your case study, to be presented in class during the Module 3.

Due date: Tues 31 May
Duration: 10 minutes maximum
Weight: 10% of final mark

OR

b.   The 'longer written report - no presentation' option

Report

The brief for your case study is the same as above but your written report is to be 4000 words. You are not required to do a class presentation.

Due date: Tues 31 May
Length: 4000 words
Weight: 70% of final mark

Submission of Assignments

Send your assignments to:

Darren Morgan,
Masters Administrator,
School of Government,
Victoria University of Wellington,
P O Box 600,
Wellington.

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the VUW website at: www.vuw.ac.nz/policy/studentconduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/staffconduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy, which is published on the VUW website: www.vuw.ac.nz/policy/academicgrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

> *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. It includes material from books, journals or any other printed source, the work of other students and staff, information from the Internet, software programs and other electronic material, designs and ideas. It also includes the organisation or structuring of any such materials.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- suspension from class or university,
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism, and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available.

Disability Support Services are located on Level 1, Robert Stout Building, Telephone: (04) 463 - 6070, Email: disability@vuw.ac.nz.

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the Administrative Assistant.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	Staff	Location
FHSS	Ann McDonald	Student Support Coordinator, 2 Wai - te - ata Road
Law	Kirstin Harvey	Old Government Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk Building, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Parade, room 109D
Victoria International	Anne Cronin	10 Kelburn Parade, room 202

The Student Services Group is also available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/ Email student-services@vuw.ac.nz.

VUWSA employs two Education Co-ordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, Telephone: (04) 463 - 6983 or (04) 463 - 6984, Email education@vuwsa.org.nz.