

Victoria University of Wellington



## MASTER OF PUBLIC MANAGEMENT PROGRAMME

**MMPM 532**

### IMPLEMENTATION AND SERVICE DELIVERY

(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](mailto:Bill.Ryan@vuw.ac.nz)

**Administrator:**

**Darren Morgan**

Room RH 802, Rutherford House, Pipitea Campus

Phone: (04) 463 - 5458

Fax: (04) 463 - 5454

Email: [Darren.Morgan@vuw.ac.nz](mailto:Darren.Morgan@vuw.ac.nz)

#### Module Dates, Times and Locations

Module One:	Thursday 17 February 2005	8:30am - 6:00pm
Module Two:	Thursday 7 April 2005	8:30am - 6:00pm
Module Three:	Thursday 2 June 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 the significance of implementation and service delivery to effective public management and the achievement of government goals and objectives
- Understand some of the main principles and methods being adopted in the liberal democracies to improve implementation and service delivery
- Understand current developments in New Zealand public management in relation to implementation and service delivery, especially those flowing out of 'Managing for Outcomes' and 'Review of the Centre'.

## 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/fcoursenotes/>, 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 MMPM532 Implementation and Service Delivery

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: [yuwtexts@vicbooks.co.nz](mailto:yuwtexts@vicbooks.co.nz) or online: [www.vicbooks.co.nz](http://www.vicbooks.co.nz).

## Course Structure

### *Module 1*

#### Topics

- Implementation research. Implementation failure as the primary cause of policy failure? The necessary connection of policy development and implementation and the complimentary roles of 'analyst' and 'manager'.

- The conditions of implementation. Implementation and street-level bureaucrats; access, voice, consumers/clients and citizens; polycentric polities; policy networks and communities; participation and partnership; collective policy and management learning. Implementation, management, effectiveness and utilization.
- Developments in public management: outsourcing service provision; coordination in policy development and implementation; joining-up implementation and service delivery; coordination across agencies, sectors and levels of government; devolution and localism; outcomes, effectiveness and appropriateness.
- Developments in New Zealand 2001-3, especially those flowing out of the *Review of the Centre* and the introduction in 2002 of *Managing for Outcomes*.

### Required Readings

Pressman J. and Wildavsky A. (1984) *Implementation: How great Expectations in Washington are Dashed in Oakland; Or Why it's amazing that federal programmes work at all this being a saga of the Economic Development Administration as told by two sympathetic observers who seek to build morals on a foundation of ruined hopes*, 3<sup>rd</sup> edition, Berkley, University of California Press, Preface to the 3<sup>rd</sup> Edition 'Implementation and Evaluation as Learning', and Preface to the 1<sup>st</sup> Edition.

Sabatier P. (1993) 'Top-down and bottom-up approaches to implementation research', in Hill M. (ed) *The Policy Process: A Reader*, London, Harvester Wheatsheaf.

Parsons W. (1995) *Public Policy*, Aldershot, Edward Elgar, 'Delivery Analysis' pp. 457-542

Howlett M. and Ramesh M. (1995) *Studying Public Policy: Policy Cycles and Policy Sub-systems*, Oxford, Oxford University Press, Chapter 8 'Policy Implementation – Policy Design and the Choice of Policy Instrument'.

SSC (2002-3) *Review of the Centre – One Year On @ February 2003*

Performance and Innovation Unit (2001) *Better Policy Delivery and Design: A Discussion Paper*, London.

UK Treasury (2001) *Customer-focused Government*, London.

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

### Further Reading

Hill M. (ed) (1993) *The Policy Process: A Reader*, London, Harvester Wheatsheaf.

Howlett M. and Ramesh M. (1995) *Studying Public Policy: Policy Cycles and Policy Sub-systems*, Oxford, Oxford University Press.

Bardach E. (1998) *Getting Agencies to Work Together*, Washington, Brookings Institution Press.

Davis G. et al. (1993) *Public Policy in Australia*, 2<sup>nd</sup> ed., Sydney, Allen and Unwin.

Bridgeman P. and Davis G. (1998) *Australian Policy Handbook*, Sydney, Allen and Unwin.

## **Module 2**

### Topics

- The constitution of 'service delivery'; commercialism and clientism. The characteristics of 'services'. Client focus and cultural change. 'Public sector marketing'.
- Models of service delivery, planning and monitoring delivery effectiveness, the delivery mix (presentation, pricing, communication, distribution). 'Total quality service'; charters, service standards, one-stop-shops; 'joining-up' delivery, service coordination; service delivery in regulation, compliance and facilitation settings
- Service delivery and the role and value of 'contracting out'. The management of outsourced provision, contract management.
- The implications of the Treaty for service delivery
- Differing approaches to service delivery. Production, procedural, craft and coping organisations and practices; social services (including welfare, health and education), regulation, economic development, infrastructure and defence.
- Case studies of the management of implementation in complex, multi-layered, polycentric policy and programme settings, including managing across the funder/purchaser/provider split, across sectors (public, private and community) and across levels of government. Case studies of the management of direct service delivery, including social services and regulation.

Module 2 will also include examination of selected New Zealand case studies.

### Required Readings

Controller and Auditor General (1999) *Towards Service Excellence: The Responsiveness of Government Agencies to their Clients*, OAG, Wellington.

SSC Progress Report for MoSS (2003) *Integrated Service Delivery*, Wellington.

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

Amerhst Group/Treasury (2003) *Getting Results: Case Studies in Innovation*, Wellington

Deputy Minister Task Force (1996) *Discussion Paper on Service Delivery Models*, Ottawa.

Parsons W. (1995) *Public Policy*, Aldershot, Edward Elgar, 'Delivery Analysis' pp. 457-542.

The Report of the Ministerial Advisory Committee on a Maori Perspective for the Department of Social Welfare (1988, reprinted 2001), *Puao-te-ata-tu*, Wellington. Department of Social Welfare.

### **Module 3**

#### Topics

- Case studies and presentations: Candidates who have elected to do a presentation will present their case studies to the class.
- Managing implementation and service delivery in the 21<sup>st</sup> century: lessons learned, principles and approaches to be taken forward, new tools for new circumstances, and issues unresolved.

#### Readings

As for Modules 1 and 2.

### **Assessment**

#### **1. Essay**

Write an essay on one of the following topics:

- a. It can be argued that public policy failure is due as much to ineffective implementation as inadequate development and design. What are some of the key factors that are thought to cause ineffective implementation – or at least complicate implementation significantly? Do these arguments apply as much in New Zealand as in the other liberal democracies? Justify your argument with examples.

OR

- b. It can be argued that organisations and officials focused on ‘managing for outcomes’ would necessarily want to focus on implementation and service delivery to ensure that the actual outcomes achieved are those intended. Is this a reasonable proposition? Justify your argument with New Zealand examples.

Due date: 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**

Conduct a critical analysis of implementation and/or service delivery in a selected organisation (e.g. the one you work for). In what ways could practice be improved?

Due date: 7 June  
Length: 3000 words  
Weight: 60% of final mark

#### **Class Presentation**

Do a 10 minute (maximum) presentation to the class of selected key points arising out of your case study. This will occur during Module 3.

Due date: 2 June  
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: 7 June  
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](http://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](http://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](http://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](http://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](http://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](mailto: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.

	<u>Staff</u>	<u>Location</u>
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/](http://www.vuw.ac.nz/st_services/) Email [student-services@vuw.ac.nz](mailto: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](mailto:education@vuwsa.org.nz).