TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

MMPM 532
IMPLEMENTATION AND SERVICE DELIVERY

Trimester 1 2006

COURSE OUTLINE

Contact Details

Course Co-ordinator:	**Associate Professor Bill Ryan**
	Room RH 801, Level 8, Rutherford House, Pipitea Campus
	Telephone: (04) 463-5848
	Fax: (04) 463-5454
	Email: bill.ryan@vuw.ac.nz
Administrator:	**Darren Morgan**
	Room RH 802, Level 8, Rutherford House, Pipitea Campus
	Telephone: (04) 463-5458
	Fax: (04) 463-5454
	Email: darren.morgan@vuw.ac.nz

Module Dates, Times and Location

Module One:	Friday 24 February 2006	8.30am-6.00pm
Module Two:	Thursday 13 April 2006	8.30am-6.00pm
Module Three:	Friday 9 June 2006	8.30am-6.00pm
Location:	Classes will normally be held on the Pipitea Campus and you will be advised of your classroom one week prior to each module by email.	

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 Blackboard

You have been provided with a hard copy of all Required Readings for the Course. Most of these readings are also available on the MMPM 532 Blackboard site. Go to www.blackboard.vuw.ac.nz and login with your username (on your Confirmation Of Study) and password (for new students, your VUW Student ID number on your Confirmation of Study or your VUW Student ID card), then navigate to MMPM 532 Implementation and Service Delivery.

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 programes 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*, 3rd edition, Berkley, University of California Press, Preface to the 3rd Edition 'Implementation and Evaluation as Learning', and Preface to the 1st 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*, 2nd 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.

<u>Required readings</u>
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.

<u>Module 3</u>

<u>Topics</u>
- 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 21st century: lessons learned, principles and approaches to be taken forward, new tools for new circumstances, and issues unresolved.

<u>Readings</u>
As for Modules 1 and 2

<u>Assessment Requirements</u>

1.   <u>Essay</u>

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: Tuesday 21 March 2006
Length: 2500 words
Weight: 40% of final mark

1.   <u>**Case Study**</u>

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

a.   <u>The 'written report + class presentation' option</u>

       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: Wednesday 7 June 2006
       Length: 2000 words
       Assessment value: 50% 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: Friday 2 June 2006
       Duration: 10 minutes maximum
       Assessment value: 10% of final mark

OR

b.   <u>The 'longer written report - no presentation' option</u>

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

       Due date: Wednesday 7 June 2006
       Length: 3000 words
       Assessment value: 60% of final mark

Please send / hand-in ALL assignments (unless instructed otherwise by the course co-ordinator) to:

       Francine McGee,
       School of Government,
       Victoria University of Wellington,
       Level 8 Reception,
       Rutherford House,
       23 Lambton Quay,
       P.O. Box 600,
       Wellington.
       Email: francine.mcgee@vuw.ac.nz

Students should keep a copy of all submitted work.

ANZSOG candidates taking this course as an elective should note that they take it for 24 points, and not 15 points. Accordingly, the learning outcomes to be achieved by ANZSOG candidates are wider and deeper than those expected for non-ANZSOG candidates. The content of those learning outcomes, and the means whereby they will be assessed, will be negotiated and confirmed with the course co-ordinator at the start of the course.

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 for every working day by which the assignment is late (weekends and public holidays excluded) and no assignments will be accepted after five working days beyond the date they are due. For out of town students, two calendar days' grace is given to allow for time in the post. Electronic versions of assignments may be submitted by email but should be followed by a hard copy.

If ill-health, family bereavement or other personal emergencies 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 co-ordinator know as soon as possible in advance of the deadline if you are seeking an extension.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office
The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours, call the office on (04) 463-5376.

Easterfield (EA) - FCA/Law Kelburn Office
The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices EA 125a to EA 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice;
- Information concerning administrative and academic matters;
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests);
- Examinations-related information during the examination period.

Check with the Student Administration Office for opening times on (04) 463-5376.

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 Conduct 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 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 (Students) 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 or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

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 penalized 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 Co-ordinator 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, or phoning (04) 463-6070, email: disability@vuw.ac.nz.   The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly, or put you in contact with someone who can.

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/ or 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, phone (04) 463-6983 or (04) 463-6984, email education@vuwsa.org.nz.

Manaaki Pihipihinga Maori and Pacific Mentoring programme (Faculties of Humanities and Social sciences and Commerce and Administration)

- **What:** Academic Mentoring for Maori and Pacific students studying at all levels in the above faculties. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the faculty's study rooms and computer suite, at any time, at Kelburn and Pipitea.

- Mature student and Post grad network

If you would like to register as a mentor or mentee, please contact the co-ordinator.

Where:

Melissa Dunlop
Programme Co-ordinator
Room 109 D
14 Kelburn Parade: back courtyard
Phone: (04) 463-6015
Email: Maori-Pacific-Mentoring@vuw.ac.nz

Please Note: A mentoring room will also be running at Pipitea Campus starting January. Please contact the Programme Co-ordinator for details.