

School of Government

PUBL 302 PUBLIC MANAGEMENT

Trimester Two 2006

COURSE OUTLINE

Contact Details

<u>Course Co-ordinator:</u>	Associate Professor Bill Ryan Bill.Ryan@vuw.ac.nz	RH 801
<u>Administrator:</u>	Francine McGee 04 463 – 6599 Francine.McGee@vuw.ac.nz	RH 821 (Reception)

Class Times and Room Numbers

Wednesday	2.40pm – 5.30pm	RWW 415 (Pipitea)
Thursday	2.40pm – 3.30pm	GB 117 (Pipitea)

General

The one-hour of weekly ‘tutorial’ time is used to do group work and is added to the 2hr teaching and learning session on Wednesday. The Thursday session is usually more like a traditional ‘lecture’ although there is often discussion of current events that are relevant to the course.

A Note about Learning on PUBL 302

This is a course that goes deeply into public management in New Zealand (and elsewhere) to help you acquire knowledge of current developments. The required reading list is relatively small. This means that you will need to learn its contents *in detail*. You should also expect a fair amount of *small group learning and teaching*, including working in groups for your strategy analysis.

Blackboard

All the important administrative and learning materials for this course are available via Blackboard.

To go to Blackboard, click on <http://blackboard.vuw.ac.nz/?bbatt+Y> enter your login and password. If you are not sure how to do this, please see ITS.

Course Content and Objectives

The objective of the course is to give students a working knowledge of contemporary approaches and issues in public management, particularly in relation to current theory and practice in New Zealand.

You are assumed to already have a good understanding of the constitutional basis, organisations and institutions of New Zealand government. (If you do not, or are not concurrently enrolled in PUBL 202, you may need to undertake some remedial learning based on the material covered in that course).

Learning outcomes

- A conceptual understanding of the theory and practice of public management especially in New Zealand, current practice, key issues, and likely future developments.
- A practical understanding of how the public management framework is being applied in selected NZ agencies achieved through analysis of a key policy strategy.

Course requirements

To meet terms, students must complete all assignments and participate adequately and effectively in tutorials and the case study group work. While students are graded individually, a significant part of the work on this course is undertaken in groups – such that your success depends on your ability to help make the group function effectively. This is an essential part of this course, since most public sector work relies on interdependencies and the skills of participants to collaborate and achieve synergies.

Expected Workload

Students are expected to undertake on average between two and three hours of self-directed study per week for each contact hour. Assuming four contact hours for a course, between eight and 12 hours per week of additional study should be undertaken for that course

Assessment

Summary of Assessment Requirements

Assignment	Type	Indicative Length	Due Date	Percent of overall mark
Essay	Written	1,500 words	Aug 10	20%
Presentation (case study)	Oral	10 mins + discussion	Oct 5	10%
Case study	Written	2,000 words	Oct 5	20%
Final examination	Written	3 hrs	TBA	50%

Required Readings/Reader

All the Required Readings for this course are available electronically for downloading via Blackboard. A hard copy reader of all required reading will be available from the bookshop early in the trimester.

Weekly Schedule and Topics

WK	WEEK COMMENCING	TOPIC
1	July 10	Introduction
2	July 17	What is 'public management', anyway...?
3	July 24	Public management in New Zealand: from the past to the present
4	July 31	Public management in New Zealand: from the past to the present
5	Aug 7	Planning, strategising and reporting
6	Aug 14	Implementing, delivering, reviewing and reporting performance
	Aug 21 Aug 28	Trimester break
7	Sept 4	Ethics, accountability and the role of the state sector Briefing: Doing your strategy analysis
8	Sept 11	Analysis of strategy (no lectures – work on strategy analysis)
9	Sept 18	Managing people, finances and organisations
10	Sept 25	Project preparation
11	Oct 2	Presentations
12	Oct 9	The future

Course Schedule

Week 1

Course Introduction

Weeks 2 – 4

Public management in New Zealand: the past and the present

Required Readings

All of these are also available electronically for downloading via Blackboard

- SSC. State Services Commission (1995) *Public Service Principles, Conventions and Practices*, Wellington.
- Scott G. (2001) *Public Sector Management in New Zealand*, Wellington, Centre for Law and Economics ANU/Business Round Table version, Chapters 1 & 2.
- Mallard T. Hon (Minister for State Services) (2003) 'The New Zealand Story: Public Management Reform and Ethics, Values and Standards', paper presented on a visit to Santiago, Republic of Chile, April, accessed from <http://www.beehive.govt.nz/ViewDocument.cfm?DocumentID=16563>
- Ryan B. (2003) *Learning MFO: Developments in Learning for Outcomes – A Case Study of Queensland*, IPAA Qld, Brisbane [*This document is provided to students for their personal study and is not to be distributed*]
- SSC/Tsy. State Services Commission/Treasury Steering Group (2002) *Managing for Outcomes: Guidance for Departments*, Managing for Outcomes Roll-out 2003-2004, August, Wellington, accessed from <http://www.ssc.govt.nz/display/document.asp?NavID=208&DocID=2510>
- Tsy/SSC. New Zealand. Treasury/State Services Commission (2002) *Review of the Centre – One Year On*, Wellington, accessed from <http://www.ssc.govt.nz/display/document.asp?navid=105>

Week 5

Planning, strategising, reporting

Week 6

Implementing, delivering, reviewing and reporting performance

Required Readings for weeks 5-12

The following are also available for downloading via Blackboard

- Ryan B. (2003) *Learning MFO: Developments in Learning for Outcomes – A Case Study of Queensland*, IPAA Qld, Brisbane [*This document is provided to students for their personal study and is not to be distributed*]
- SSC. State Services Commission (2003) *Review of the Centre: State Sector Human Resources Framework*, Wellington, accessed from <http://www.ssc.govt.nz/display/document.asp?docid=3304&PageType=content&NavID=225>
- Treasury (2005) *A Guide to the Public Finance Act*, Treasury, Wellington, accessed from <http://www.treasury.govt.nz/pfa/>
- OECD (2005) *e-government for better government*, OECD, Paris, pp. 1-17
- SSC (2005) *Development Goals for the State Sector*, SSC, Wellington, accessed from <http://www.ssc.govt.nz/display/document.asp?DocID=4741> *Note that this document will be replaced as required reading by a more complete document from the SSC due for*

publication in early July 2006. You will be required to download this document from a URL that will be advised at the time.

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

OECD. (2000) *Government of the Future*, OECD, Paris, pp. 1-89

You will also be required to access, read and analyse a nominated government strategy. Details will be provided in Week 7.

Mid-term break

Week 7

Ethics, accountability and the role of the state sector.
Briefing on the strategy analysis

Week 8

Analysis of a strategy. You are being given time this week to work on your strategy. The course convenor will be available for consultation on Monday at the usual time and place.

Week 9

Managing people, finances and organisations
The advent of e-government

Week 10

Preparation of strategy analysis – no classes. The course convenor will be available for consultation on Monday at the usual time and place.

Week 11

Monday: Trial runs and opportunity for final consultation
Thursday: Presentation of case studies (compulsory attendance at full session)

Week 12

The future?
Briefing for exam

Further Readings

Allison, Graham T (1982); 'Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects?'; in Lane F. (ed) *Current Issues in Public Administration*, New York, St Martin's Press

Boston J. Martin J. Pallot J. and Walsh P. (1996) *Public Management: The New Zealand Model*, Auckland, Oxford University Press

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

Crozier, Michel (1964), *The Bureaucratic Phenomenon*, University of Chicago Press, Chicago

- Durie M. (2000) 'Citizenship, Indigeneity, and the Treaty of Waitangi: Challenges to the State', paper presented to the Public Sector Senior Management Conference, *Citizens Centre Stage: A Conference About Serving Citizens Better*, Wellington, October
- Hood, C and M Jackson (1991), *Administrative Argument*, Dartmouth Publishing, Aldershot
- Hughes, O. (1998) *Public Management and Administration*, South Yarra, Macmillan
- Kelsey, Jane (1995); *The New Zealand Experiment: A World Model for Structural Adjustment?*; Auckland University Press/Bridget Williams Books; Auckland
- Lane, Frederick S (ed) (1982); *Current Issues in Public Administration*; St Martin's Press, New York
- Martin, John (1994); "Ethics in Public Service: The new Zealand Experience", in Preston, Noel (ed) *Ethics for the Public Sector: Education and Training*; Sydney, Federation Press, pp 91-114
- Ministerial Advisory Group (2001) *Report on the Review of the Centre*, Wellington, December
- Mintzberg, Henry and James A. Waters (1985); "Of Strategies, Deliberate and Emergent"; *Strategic Management Journal*, Vol 6, pp 257-272
- Moore, M H (1995) *Creating Public Value: Strategic Management in Government*, Harvard University Press.
- Preston, Noel (ed) (1994); *Ethics for the Public Sector: Education and Training*; Sydney, Federation Press
- Schick, A (1996) *The Spirit of Reform: Managing the New Zealand Public Sector in a Time of Change*, report for the State Services Commission and The Treasury, Wellington, 'Executive Summary' (an e-copy of the full report is in the Course Folder)
- Scott G. (2001) *Public Management in New Zealand: Lessons and Challenges*, New Zealand Business Roundtable, Wellington
- State Services Commission (1999) *Looping the Loop: Evaluating Outcomes and Other Risky Feats*, Occasional paper No 7, SSC Wellington
- Wilson, J Q (1989), *Bureaucracy: What Government Agencies Do and Why They Do It*, Basic Books, New York

Assessment

Summary of Assessment Requirements

Assignment	Type	Indicative Length	Due Date	Percent of overall mark
Essay	Written	1,500 words	Aug 10	20%
Presentation on case study	Oral	10 mins + discussion	Oct 5	10%
Case study report	Written	2,000 words	Oct 5	20%
Final examination	Written	3 hrs	TBA	50%

Essay

Write an essay of 1,500 words on the following topic.

Topic:

The shift towards ‘managing for outcomes’ (MFO) is regarded by some as an important stage of development of public management in New Zealand. One of the key components of MFO is networking to achieve shared outcomes. First, discuss what you think ‘managing for outcomes’ means. How does it differ from previous approaches to public management? Then, assess how departments can network better to meet shared outcomes. What problems do you foresee in this process? How can they be ameliorated? (Feel free to consider the Statement of Intent of any Public Service Department in preparing your response).

A hard copy of the essay is to be **handed in to reception, School of Government, 8th floor, Rutherford House on the Pipitea Campus by Thurs 11th August. The essay is worth 20% of marks.**

Case study: The analysis of a strategy: public management in practice:

You conduct this analysis as part of a small group (2-5 students). Note that while your final grades are allocated individually, this part of the assessment has an implicit component which is not, in itself, assessed but which contributes to the overall success of the group. The final project report will be awarded a single grade which will apply to all its members. Each of you, therefore, needs to strive to ensure that the group produces the best work of which it is capable. The group will also be given the power to sanction any individual who does not contribute effectively. And why are you required to undertake a group work component? Because almost all public sector work is undertaken with others, and effectiveness depends on the capability and willingness of the individuals to collaborate and to achieve synergies. This project represents a training ground for this capability.

For this aspect of the assessment you will work in a group and conduct a critical analysis of a selected programme or strategy for which there is extensive public documentation. A list of strategies will be provided at an appropriate time from which you will make your selection and join the group studying that strategy. As far as possible, the group formation and operation will be set up to suit your style of learning and working – but trade-offs are inevitable.

Using the analytical framework identified below, your group will conduct a **critical analysis of the management framework surrounding the strategy or programme allocated**, based on the publicly available documentation. Key documents will be identified for you: in most cases these will be the appropriate strategy plan and/or departmental statement of intent.

The primary focus of your analysis is to be on the following:

- What is the strategy/programme trying to achieve and how is it organised? How is it supposed to achieve its effect? (You may wish to pay particular attention to the goals, objectives and outcomes – including the putative problem to which the strategy is a proposed solution – and the overall management framework).
- Given the goals and objectives of the strategy/programme how strategic, coherent and comprehensive does the strategy appear to be? (Here, you may wish to pay particular attention to the goals and objectives, the intervention logic, and the scope and scale of the intervention).

- How adequate does the implementation/service delivery framework appear to be? (Pay particular attention to the form of implementation, the range of agencies and stakeholders involved, and any whole-of-government issues and associated co-ordination mechanisms).
- What appear to be the management strengths and weaknesses of the strategy/programme (i.e., institutional framework; co-ordination; strategic planning and management; personnel, IT and financial management; service delivery; and monitoring and evaluation)?
- Considered from a public management and governance perspective what is your overall assessment of the strategy/programme? Will it be effective? Justify your conclusions.

The course convenor will assist your group to clarify the precise approach to be taken for your case study. Time for consultation will be provided in class. If your group wishes to have individual consultation, email the convenor to make an appointment.

Check the Course Schedule above for important dates relating to the briefing and development of case study.

Assignments due:

Presentation: **10-12 mins presentation** of the main points of your case study + 5 mins discussion and questions. Date is **Thursday 5th Oct.** Worth **10%** of marks. Note that a **1-2 page overview** of the presentation is to be given to each member of the class at the time of the presentation.

The final **Case Study Report** is to be **2,000 words** in length and is to be submitted in hard copy form to the convenor **no later than 4pm Thurs Oct 5th, SoG Reception desk, 8th floor Rutherford House.** Worth **20%** of marks.

Examination

The examination will be for three hours to be taken on a day to be advised.

It will comprise a selection of **short essay questions.** The questions will be based primarily on **material covered in lectures.** Worth **50%** of marks.

Class Participation

It should be evident that the course places a premium on class participation. All students are expected to come to the class well-prepared – by studying in depth the required readings before the session for which they are assigned. Additional readings may be set and further material distributed during the course.

Furthermore full participation in tutorial work and group work associated with the case study by all students is essential both for the success of the case study and to meet terms.

Late Assignments

Assignments must be handed in at the designated time and on the designated date to avoid penalty. You will lose 5 marks out of 100 off the assessed grade for every day that your assignment is late. Assignments will not be accepted after seven days.

Reasonable pre-arranged extensions for valid reasons of illness or personal or family problems will usually be granted. But it is essential that you let the co-ordinator know as soon as possible in advance of the due date if these circumstances prevent you meeting the deadline.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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 Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

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

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in 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 at 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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

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

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 Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS 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 School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and Faculty delegates. The Education Office (tel. 04 463 6983 or 04 463 6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta
Room 210, Level 2
Railway West Wing
Tel. (04) 463 8997
Email: Puawai.Wereta@vuw.ac.nz

Fa'afai Seiuli
Room 109 B
14 Kelburn Parade
Tel. (04) 463 5842
Email: Faafoi.Seiuli@vuw.ac.nz