

**School of Government**

**MMPM 532**  
**IMPLEMENTATION AND SERVICE DELIVERY**  
(15 Points)

**Trimester One 2007**

**COURSE OUTLINE**

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**Contact Details**

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**Module Dates, Times and Locations**

**Module One:** Friday 23 February 2007 8.30am – 6.00pm

**Module Two:** Friday 20 April 2007 8.30am – 6.00pm

**Module Three:** Friday 8 June 2007 8.30am – 6.00pm

**Location:** Classes will normally be held on the Pipitea Campus of Victoria University 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. Where copyright does not restrict it, these readings are also available on the MMPM 532 Blackboard site. Go to <http://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 Format and Approaches to Teaching and Learning**

As you look at the topics and notes for the modules, you will see that the course is designed around several approaches to teaching and learning.

Module 1 is focused primarily on ‘the theory’ and the reading includes a wide and extensive range of published (academic) research and current practitioner thinking. Most of the works on the Required Reading list are connected but self-contained, and much of the material in them will be touched on only briefly (if at all) during Module 1 and your understanding of the contents will be assessed in the first assignment. In other words, private study is critical in this phase of the course. You have been provided with these materials well before the course starts and you are expected to read and absorb this material BEFORE the first Module.

Module 2, however, compared with Module 1, is much more practical in focus. Again, you are expected to do the required reading BEFORE the module. You will not be directly assessed on your understanding but, as you will see from the programme, the day will include participation by a range of guests. The purpose of inviting them is for you to hear their perspectives directly, but their presentations will be followed by your questions and discussion. The required reading will help sensitise and inform you on key issues you may wish to pursue with the guests.

The morning of Module 3 is given over first to case study presentations and later to your experiences as a ‘mystery shopper’. Be prepared to work in groups. The afternoon session is given over to final reflections at the end of the course. Again, be prepared to work in groups – and to learn collectively. The final session will attempt to review the entire collection of theory and practice covered on this course – so some reflection on your part before that session would be useful.

## **Course Structure: Modules, Topics and Readings**

### **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*.
- The constitution of ‘service delivery’; commercialism and consumerism. 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.

### **Module 1 Required Reading**

- Parsons W. (1995) *Public Policy*, Aldershot, Edward Elgar, ‘Delivery Analysis: The analysis of implementation...’ pp. 457-542
- Barrett, S. (2004) ‘Implementation Studies: Time for a Revival? Personal Reflections on 20 Years of Implementation Studies’, *Public Administration* 82 (2), pp. 249-262.
- Matland R. (1995) ‘Synthesizing the Implementation Literature: The Ambiguity-Conflict Model of Policy Implementation’, *Journal of Public Administration Research and Theory: J-PART*, Vol. 5, No. 2 (April), pp. 145-174.
- 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.
- Elmore R. (1979-80) ‘Backward Mapping: Implementation Research and Policy Decisions’, *Political Science Quarterly*, Vol. 94, No. 4, Winter, pp. 601-616.
- Sabatier P. (1993) ‘Top-down and bottom-up approaches to implementation research’, in Hill M. (ed) *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, Chapter 8 ‘Policy Implementation – Policy Design and the Choice of Policy Instrument’.
- O’Toole L. (1997) ‘Treating Networks Seriously: Practical and Research-Based Agendas in Public Administration’, *Public Administration Review*, Vol. 57, 1997.

- Schneider A. and Ingram H. (1990) 'Behavioral Assumptions of Policy Tools', *Journal of Politics*, Vol. 52, No. 2 (May), pp. 510-529
- State Services Commission (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.
- Controller and Auditor General (1999) *Towards Service Excellence: The Responsiveness of Government Agencies to their Clients*, OAG, Wellington.

### **Module 1 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.
- Shaw R. and Eichbaum C. (2005) *Public Policy in New Zealand: Institutions, processes and outcomes*, Auckland, Pearson Education.
- 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 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, learning to learn, learning by doing and learning to rely on emergence. Case studies and panel discussions of the management of implementation and service delivery.

*Please note that you may be asked to familiarise yourself with selected strategies or initiatives before this module. This will be available from various websites.*

- Implementation and complexity: shared outcomes, joined-up government, (regional) networks and coordination, collaborative implementation, the role of the non-government sector. Case studies, panel discussions of arrangements and practices.
- A case study in complex implementation: MED (2005) The Growth and Innovation Framework Sector Taskforces: Progress with Implementation
- Implementation and delivery in and through local government. Case studies, guest presenters and discussion.
- Implementation and delivery for and with Maori (and other specific communities): obligations arising from the Treaty and motives arising out of MFO. Case studies, guest presenters and discussion. Including discussion of *Pauo-te-ata-tu* (Daybreak)
- Implementation and service delivery: client perspectives, provider perspectives. Panels and discussion

*Briefing on the case study required for the major item of assessment*

*Briefing on a small 'mystery shopper' exercise you are to conduct before Module 3 (this is an unassessed and easy activity you are required to undertake in the period between Modules 2 and 3).*

### **Module 2 Required Reading**

- Gray A. (2002) *Integrated Service Delivery and Regional Co-ordination: A Literature Review*, Prepared as part of the Review of the Centre Regional Co-ordination Workstream, October.
- Ministry of Social Development (2003) *Mosaics (Whakaahua Papariki): Key Findings and Good Practice Guide for Regional Co-ordination and Integrated Service Delivery*, Wellington
- Bakvis H. & Juillet L. (2004) *The Horizontal Challenge*, Canadian School of Public Service, Canada.
- Cribb J. (2006) 'Agents or Stewards? Contracting with Voluntary Organisations', *Policy Quarterly*, Vol 2 No 2, pp. 11-17.
- Amerhst Group/Treasury (2003) *Getting Results: Case Studies in Innovation*, Wellington
- Ministry for Economic Development (2005) *The Growth and Innovation Framework Sector Taskforces: Progress with Implementation*, Wellington.
- Deputy Minister Task Force (1996) *Discussion Paper on Service Delivery Models*, Ottawa.
- 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 study presentations (morning)
- Findings from your 'mystery shopper' exercise (to be conducted prior to module according to the supplied brief, findings and conclusions to be discussed in groups)

And a final round of issues for the future. Three questions for discussion:

- What is the significance of implementation and delivery in relation to 'managing for outcomes'?
- Revisiting the separation of policy/delivery: must we restructure or are communication and new work practices in networks the key?
- Thinking forward: how far do we yet have to go in improving implementation and delivery?

### **Module 3 Reading**

As for Modules 1 and 2.

### **Learning Commitment**

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 module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

## **Assessment Requirements**

### **1. Essay**

Write an essay on one of the following topics:

- a. Barrett (2004) wonders whether it isn't time for a 'revival' of implementation studies. Ryan (2003) says much the same. What is the basis of these types of arguments? Are they relevant in the New Zealand context? Illustrate your argument with examples.

**OR**

- b. It can be argued that, because implementation and service delivery are critical to effectiveness, that 'managing for outcomes' would necessarily demand that agencies pay maximum attention to them. Is this in fact occurring? If not, what needs to be done? Why? Illustrate your argument with examples.

**OR**

- c. What is meant by the notion of 'client focus' in implementation and service delivery? Are the available models correct to demand that agencies acquire a deep understanding of their client's needs and provide services that meet them? Does this prescription conflict with Westminster expectations regarding the obligations of officials to ministers? If so, how is that tension to be resolved? Illustrate your arguments with examples.

**Due date: Wednesday 7 March 2007**

**Length: 2500 words**

**Weight: 40% of overall assessment**

### **2. Case Study**

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: Friday 8 June 2007**

**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. You will give this presentation during Module 3.

**Due date: Friday 8 June 2007**

**Duration: 10 minutes maximum**

**Assessment value: 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 proportionally longer. You are not required to do a class presentation.

**Due date: Friday 8 June 2007**

**Length: 3000 words**

**Assessment value: 60% of final mark**

### **Please post / hand-in ALL assignments to:**

Francine McGee,  
School of Government,  
Victoria University of Wellington,  
Level 8 Reception,  
Rutherford House,  
23 Lambton Quay,  
P.O. Box 600,  
Wellington.

### **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 Coordinator 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 may be deducted where assignments are submitted after the due date. For out of town students, two calendar days' grace is given to allow for time in the post.

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. Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded. You should let your Course Coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

## **Mandatory Course Requirements**

To fulfil the mandatory course requirements for this course, you are required to:

1. Submit all assignments by the due date, unless you have been granted an extension;
2. Attend all contact sessions of the course. If you are unable to attend a session, you must inform the Course Coordinator as soon as possible and you may be required to submit a further item of assessment.

## **Communication of Additional Information**

Additional information may be provided in class, by post, by email or via Blackboard.

## **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 (EA 005) 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](http://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](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; 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](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. 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](http://www.vuw.ac.nz/home/studying/plagiarism.html).

## **Notice of Turnitin Use**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine Turnitin ([www.turnitin.com](http://www.turnitin.com)). Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the Course Coordinator if you are uncertain about how to use and cite material from other sources. 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.

## **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](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 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](mailto: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/](http://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 (telephone (04) 463 6983 or (04) 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

## **Manaaki Pihipihinga Programme**

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email [manaaki-pihipihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or telephone (04) 463 5233 extension 8977. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or telephone (04) 463 5842.