

**School of Government**

**MMPM 507**  
**E-GOVERNMENT IN NEW ZEALAND**  
(15 Points)

**Trimester Two 2007**

**COURSE OUTLINE**

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**Contact Details**

**Course Coordinator:** **Rose O'Neill**  
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Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)

**Module Dates, Times and Locations**

**Module Four:** Tuesday 21 August 2007 8.30am – 6.00pm

**Module Five:** Tuesday 16 October 2007 8.30am – 6.00pm

**Module Six:** Tuesday 20 November 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 completion of this course, candidates will have:

- an increased understanding of the manner in which e-government initiatives might change the engagement between public and government and thereby influence future development of public management in countries like New Zealand with liberal-democratic polities;
- a detailed understanding of the stage of development of e-government related strategies in New Zealand and what agencies are required to do today and tomorrow to implement them;
- knowledge, through the use of selected case studies, of how particular agencies are using the new capabilities offered by information and communication technologies to improve their efficiency and effectiveness; and
- opportunities with their peers and colleagues to brainstorm, sketch and/or develop new ideas in 21<sup>st</sup> century public management that are applicable in their agency, and an action plan to realise those visions.

## Course Content

### **Module Four: Reflection on the Context and Issues**

The first session is designed to open up discussion about e-government as an emerging force in public management, and to look at how it is currently perceived by public officials. In particular it will focus on identifying why officials should pay attention to the development of e-government and how it is likely to manifest itself in the working environment of state agencies.

The following sessions are designed to introduce students to e-government as an emerging force in public management both internationally and in New Zealand agencies.

#### **Session 1: What does 'e-government' mean to you?**

- Why is e-government something that I have to pay attention to as a public official? Can I get away with ignoring it? What are the important issues behind the rhetoric? What changes can I expect in my working environment as a result of e-government initiatives? How do the things that happen in my agency link to what happens in other agencies? What are the potential impacts of this for public management in New Zealand?
- What does it all mean to me on a personal basis? Do I need to enter the world of cell phones, messages, attachments, laptops, pocket PCs or PDAs, downloadable documents, on-line applications, call centres, 24/7 service provision, electronic document clearance, shared data bases, video-conferencing, discussion groups, groupwork software, shared workspaces, blogs, wikis and facebook? Am I already there?

<p><b>Session 2: The international context of e-government.</b></p>	<p>Presentation by Professor Miriam Lips, E-Government Chair, VUW.</p> <p>Professor Lips is the newly appointed inaugural Chair of E-Government with responsibilities in both the School of Government and the School of Information Management. She comes to New Zealand with a wealth of experience from Europe and the UK in e-government.</p> <p>This session will provide an international context from which we can assess the importance of e-government as a phenomenon on the global stage, and gain an insight into how other countries are dealing with it.</p>
<p><b>Session 3: The strategic context of e-government in New Zealand public management.</b></p>	<p>Presentation by Hugh McPhail, Policy &amp; Strategy Manager, ICT Branch, State Services Commission.</p> <p>A new version of the e-government strategy was released in December 2006. Hugh will discuss the strategy and where it fits within the context of the State Sector Development Goals and other key government strategies e.g. ‘The New Zealand Digital Strategy’.</p> <p>This session will cover:</p> <ul style="list-style-type: none"> <li>• Current e-govt initiatives and the strategic context in the state sector</li> <li>• E-government - vision, mission, goals – <ul style="list-style-type: none"> <li>○ Key messages...</li> <li>○ ... and their relevance and meaning to everyday management and practice</li> </ul> </li> <li>• The digital strategy: content and implications for public management <ul style="list-style-type: none"> <li>○ Content, connectivity, and connection.</li> </ul> </li> </ul>
<p><b>Session 4: Detailed consideration of the key related strategies.</b></p>	<p>Given the information provided by our guest speakers, this session takes a closer look at the details behind the e-government and digital strategies and examines the implications for individual agencies and for officials.</p> <p>The session covers:</p> <ul style="list-style-type: none"> <li>• E-government Strategy: mandatory and discretionary initiatives.</li> <li>• Future strategy goals – how are these going to be achieved? What are the implications for individual agencies?</li> <li>• Digital Strategy – what are the connecting relationships for agencies?</li> </ul>

**Module Five: Exploring different aspect e-Government and the relevance to public management.**

<p>This day will focus on the collective exploration of key aspects of e-government and how they are operating in the New Zealand context.</p>	
<p><b>Session 1: The different faces of e-government.</b></p>	<p>This session will focus on deconstructing the concept of e-government. It is a generic term that includes a number of different, often inter-related but quite separate initiatives including:</p> <ul style="list-style-type: none"> <li>• E-business</li> <li>• E-participation</li> <li>• E-democracy</li> <li>• E-services, and</li> <li>• E-executive.</li> </ul> <p>We will look at how they each work, and what their relevance is to agencies and to public management.</p>
<p><b>Session 2: E-participation</b></p>	<p>Presentation by Laura Sommer, ICT Branch, SSC.</p> <p>The New Zealand government through the Digital Strategy is committed to increasingly the use of online technologies by its citizens. How this initiative being developed and what is its relevance for public management?</p>
<p><b>Sessions 3: A case study of e-government in operation</b></p>	<p>Guest presenter from an operational agency.</p> <p>A look at how a major e-government initiative is being implemented within one state sector agency. This session will give us the opportunity to examine the opportunities and challenges that e-government poses for public officials and managers. How might this apply in your agency?</p> <p>Case studies that you could look that will give an indication of the range of things happening in the e-government space include:</p> <ul style="list-style-type: none"> <li>• NZ LandOnline, go to <a href="http://www.landonline.govt.nz/about-landonline/index.asp">www.landonline.govt.nz/about-landonline/index.asp</a></li> <li>• Online tax services, go to <a href="http://www.ird.govt.nz/">www.ird.govt.nz/</a> and explore</li> <li>• Justice information system, go to <a href="http://www.justice.govt.nz/jsis/">www.justice.govt.nz/jsis/</a> and explore. In particular, look for Courts and the recording of evidence initiative. Check also the Justice Information Strategy.</li> <li>• Export applications online, check the Customs website, <a href="http://www.customs.govt.nz/default.htm">www.customs.govt.nz/default.htm</a></li> </ul>

<p><b>Session 4: Futures thinking</b></p>	<p>This session will be an opportunity for you to explore the potential impacts of e-government for the sector that you work in. Discussion will include, but not be restricted to, a consideration of issues such as:</p> <ul style="list-style-type: none"> <li>• Will the public face of government change as a consequence of e-government? If so, in what ways?</li> <li>• What is meant by ‘transformation’ of government and what will it look like?</li> <li>• What is the potential for emerging communication technologies to change the relationships between stakeholder groups in your sector of influence?</li> </ul>
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**Module Six: E-government in the workplace**

<p>This day will focus on how e-government is contributing to various aspects of public management, and what you as public officials can do to contribute to the success of the strategy.</p>	
<p><b>Session 1: Key themes emerging</b></p>	<p>This session looks at some of the key themes recently emerging in public management, and how e-government will contribute to them. For example:</p> <ul style="list-style-type: none"> <li>• How will e-government initiatives contribute to achieving the State Sector Development Goals?</li> <li>• Can e-government initiatives and working practices assist the Managing for Outcomes agenda?</li> </ul>
<p><b>Session 2: Shared working practices</b></p>	<p>This session looks at the possibility that e-government may change the way that we work as public officials in carrying out the executive functions of government.</p> <p>The original conceptual thinking around public sector shared workspace will be introduced and explored. For information on shared workspace go to <a href="http://www.e.govt.nz/services/workspace/">www.e.govt.nz/services/workspace/</a></p>
<p><b>Session 3: The operation of shared working practices</b></p>	<p>This session will include either a site visit or a workshop with SSC (ICT Branch).</p>
<p><b>Session 4: Wrap-up</b></p>	<p>Revisiting the issues: what does e-government mean to you now?</p> <p>How would you rate its relevance and significance for today and tomorrow?</p> <p>What actions will you take within your workplace to contribute to the successful implementation of e-government strategies and initiatives?</p>

## 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.

## Readings and Learning Materials

Hard copies of two required readings have been included. These are:

Fountain, Jane **Building the Virtual State: Information Technology and Institutional Change**, The Brooking Institution, 2001, pp 3 – 30

Gauld, Robin & Goldfinch, Shaun **Dangerous Enthusiasms: E-government Computer Failure and Information System Development**, Otago University Press, 2006, pp 27 - 44

Students are encouraged to read these papers prior to the commencement of the course. Other prescribed readings and learning materials for this course are identified below. Note that it is a relatively short list: you are therefore expected to read all of the material in considerable detail and to think deeply about its contents and applications.

Moreover, other learning materials will be distributed at various points in the course via Blackboard and you should regard these too as prescribed learning materials. You should check Blackboard regularly before, during and immediately after the course contact days.

To access Blackboard, go to [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz). Log in with your SCS Username (which is on your Confirmation of Study) and password (initially, your VUW Student ID number, which is on your Confirmation of Study or your VUW Student ID card). Once you have logged in, the “My Courses” section displays what courses you have access to - select “07.2.MMPM507: e-Government in New Zealand”.

Also note that, because ‘e-government’ is topical, there are many publications presently entering the public domain. Feel free to explore these (although it is essential that you read them critically) and use them to extend your learning – and if you find any that seem useful, draw them to the attention of other candidates.

MED et al. (2005) *The Digital Strategy: Creating Our Digital Future*, Wellington: NZ Government, accessible from [www.digitalstrategy.govt.nz/templates/Page\\_11.aspx](http://www.digitalstrategy.govt.nz/templates/Page_11.aspx)

INTL (2002) Windley, Philip, J, **eGovernment Maturity**, Office of the Governor, State of Utah.  
(2006) UK Policy document on e-Government **Transformational Government** ([www.govtalk.gov.uk](http://www.govtalk.gov.uk))

- (2003) Robillard, Lucienne, **When e-Government Becomes Simply Government: Making the Case for Radical Incrementalism in Public Sector Governance**, Crossing Boundaries Conference, Ottawa, May 8.
- (2006) The Australian Government Information Management Office  
[www.finance.gov.au](http://www.finance.gov.au)
- OECD (2003) *The e-Government Imperative*, Paris; Organisation for Economic Co-operation and Development, 'Executive Summary', pp. 12-20. *To access this document, go to the MMPM 507 Blackboard website at [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz)*
- OECD (2005) *E-government for better government*, Paris: Organisation for Economic Co-operation and Development, 'Introduction', pp. 12-17. Also: Chapter 4: 'The Business Case for E-government', pp 97 – 113. *To access this document go to the MMPM 507 Blackboard website [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz)*
- SSC *E-government Strategy and The Digital Strategy: Creating Our Digital Future* accessible at [www.e-government.govt.nz](http://www.e-government.govt.nz). Also: Case studies of e-government initiatives (see 'Research') *Conceptual model for an Electronic Shared Workspace* (see 'Archived material' Shared Workspace: S.E.E. Workspace: Phase 3) *Shared Workspace at a Glance* (Shared Workspace: Home) *This is an extensive website with a wide range of material. You are expected to explore this site in detail to become familiar with the full range of its contents. Note also that, as a state sector employee (with an email address including the domain name .govt.nz), you may be able to register to access confidential material available through this site.*
- SSC (2005) *Development Goals for the State Services* accessible at [www.ssc.govt.nz/display/document.asp?navid=242](http://www.ssc.govt.nz/display/document.asp?navid=242) *The SSC has recently released a full report on the 'state of play' regarding these goals that can be accessed at [www.ssc.govt.nz/display/document.asp?DocID=5432](http://www.ssc.govt.nz/display/document.asp?DocID=5432)*
- VUW (2006) Gault, Robin *E-government: What is it and Will It Transform Government* in **Policy Quarterly**, Vol. 2, No. 2.

## **Assessment Requirements**

### ***1. Knowledge of the field***

A take-home, short-answer test of selected terms and concepts designed to assess your knowledge of terms and concepts relevant to e-government. This test will require you to write approximately 2000 words. On Day 1 of the course, you will be provided with a 'learning checklist' from which this test will be drawn.

Select 10 of the terms provided that are commonly used in literature on e-government. For each one:

- (i) Write a brief definition and indicate how this aspect of e-government is generally applied in the state sector, and
- (ii) Write a paragraph outlining a specific example of how and where this aspect of e-government is being used within your organisation (where possible) or another state sector organisation you are familiar with.

**Due date: Wednesday 3 October 2007: 5.00pm**

## ***2. Application/Case study***

This assessment item is designed to test your ability to apply the principles and ideas covered in this course in a forward-looking manner to a particular agency or unit (3000 words). Choose either (A) **OR** (B) below. If you would like to vary one of these to suit the plans of your agency, negotiate this with the course coordinator.

### **EITHER**

- (A) Prepare a paper that reports on an initiative being developed and implemented within your organisation that contributes to one of the five different aspects of e-government: e-business; e-participation; e-democracy; e-services; or e-executive.

Identify which aspect it contributes to; the nature of the contribution; how it will be implemented; and what changes in behaviour will be observable once it is operating. Provide an assessment of the business value of the initiative to your organisation. You may also wish to comment on the impact the initiative is likely to have on the relationship between the different groups of users involved in the initiative over time.

### **OR**

- (B) Prepare a discussion document for your SMT to gain support for developing a specific e-government initiative to improve the way your agency carries out either service delivery, **OR** inter-agency collaboration, **OR** internal business practices. Provide the context for your SMT of how such an initiative would fit with the e-government strategy and the wider development goals of the state sector. Indicate how its development and implementation would benefit your organisation, and assess any associated risks.

**Due date: Wednesday 28 November 2007: 5.00pm**



**Please submit ALL assignments IN HARD COPY 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.

### **Materials and Equipment**

Candidates should be aware that – befitting a course on this topic – they will need to have and know how to use the internet to read and access websites and downloadable documents. If individuals prefer to do 'detailed reading' from hard copy, access to a reasonably fast printer is also required.

Any site visits organised as part of this course will be within walking distance of Rutherford House or transport will be organised.

## **Group Work**

Candidates on this course will be required to work individually and in groups. The group work will not itself be assessed but the type and extent of collective learning thereby achieved will significantly influence the degree to which each candidate meets the learning objectives set for the course.

## **Mandatory Course Requirements**

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

1. Submit all assignments by the due date;
2. Attend all contact sessions of the course.

## **Communication of Additional Information**

Course materials and any additional items will be posted on the MMPM 507 Blackboard website. You should check this site regularly.

## **Withdrawal Dates**

Students giving notice of withdrawal from the course after 4 September 2007 will not receive a refund of tuition fees.

Students giving notice of withdrawal from the course after 23 October 2007 are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

## **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.

## **Notice of Turnitin Use**

Student work provided for assessment in this course **may be** checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com). Turnitin is an online 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 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.

## **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 students 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 penalized 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)

## **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 hardcopy or under "About Victoria" on the VUW homepage at [www.vuw.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically at [www.vuw.ac.nz/home/studying/downloads/course\\_outlines\\_general\\_information.pdf](http://www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf)

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## **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 phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.