

School of Government

PADM 510

**APPROVED PERSONAL COURSE OF STUDY
(‘MOORE’S MODEL OF PUBLIC VALUE IN THE CONTEXT OF
TRANSNATIONAL AID – A CRITICAL ANALYSIS’)
(24 Points)**

**For
CHRIS KING**

Trimester Two 2007

COURSE OUTLINE

Contact Details

Course Coordinator: **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

Course Dates, Times and Locations

This course has no set class times. The candidate will complete the reading, study and assessment items over the course of the trimester and according to the agreed milestones. The course coordinator will be available for discussion and provide feedback as required by the candidate.

Course Objectives

By the end of the course, the candidate will have:

- Developed a critical understanding of the concept of public value as formulated by Mark Moore;
- Developed a broader understanding of the various approaches to defining public value;
- Identified some of the underlying theoretical or ideological frameworks that inform notions of public value;
- Identified ways in which the concept of public value has been applied to aid relationships;
- Identified ways in which public value is culturally defined; and
- Identified potential means of measuring public value within aid relationships

Course Content

The problematic the candidate wishes to explore can be expressed as follows:

Harvard Professor Mark Moore's 1995 text "Creating Public Value: Strategic Management in Government" generated a wave of interest in the notion of 'public value' - a term that has now become almost synonymous with Moore's approach despite various other articulations of the concept. Prestigious public institutions such as the BBC in the United Kingdom adopted both Moore's conceptual and measurement approaches, and many graduate public management programmes have followed the Kennedy School of Government in using Moore's framework as the central theme around which other disciplines revolve.

The notion of public value has become something a catchcry that is a counter to the rather austere approach of the 'new public management' movement and the often cynical (or at least sceptical) views of citizens in respect of their public servants. Moore himself squarely targeted public sector managers, encouraging them to think broadly and bravely about what it is they do. What they are to do, according to Moore, is create public value, although he cautioned that "the problem is that they cannot for sure know what it is". This creation of value may or may not involve reference to the vagaries of the political (or democratic) process.

The approach appeals to many public sector managers as it empowers them to be champions for the best interests of citizens (something that is typically consistent with their own values of 'making a difference') and Moore provides a range of techniques and tactics to achieve this apparently laudable aim. Moore says a lot less about the role of actual citizens in his work, but his approach is often appealing to citizens who want 'value' for their taxes in a way that conforms to their individual expectations of what 'value' is for them - a notion that Moore seems, at least superficially, amenable to.

A concern that exists with such an enthusiastic uptake of a new approach is that central concepts, in this case 'public value', become co-opted, diluted, or otherwise transformed in a way that obscures both the original framework and location of the idea. Of particular interest here is the way in which 'public value' can become reified or separate from the actual human endeavours (with their own attendant motivations) that produce it. While reification is often a mental shortcut or means of turning highly complex interrelationships into a more easily comprehensible form, it becomes especially problematic when

organisations are ascribed anthropomorphic characteristics, thereby obscuring who is actually doing what and why. This leads to vision/mission/strategic statements such as “Organisation X is a public value creating entity”.

Public Value in an Aid Context

There are obvious tensions in the notion of public value, as there are in the motivations and approaches of the actors involved. One place where these tensions can be examined is in the context of the aid provided to less affluent nations by wealthier countries. Locating the concept of public value in a transnational or international context highlights a range of issues that are not as easily apparent when looking at service delivery within one jurisdiction.

Public value from a donor perspective may range from altruistic notions of assisting those who are less well off (begging the question of prioritising the needs of citizens who may make a strong case that they are equally disadvantaged) through to thinly disguised imperialism. Also relevant is the influence of international organisations such as the OECD to whom NZ makes commitments with respect to aid expenditure – typically by committing to greater aid contributions. This then raises the question that will be explored in this course of study:

Is there a notion of public value that exists at an international level, and if so, can it be defined apart from the geopolitical interests of states (donor states especially)? If so, in what terms?

Readings

The following works are core readings. Others will be agreed between the candidate and the coordinator.

Moore M. (1995) *Creating Public Value: Strategic Management in Government*, Cambridge Mass., Harvard University Press.

UK Cabinet Office (2002) *Creating Public Value*, London, Strategy Unit (authors: Gavin Kelly and Stephen Muers).

Blaug R., Horner L. and Lekhi R. (2006) *Public value, politics and public management literature*, London, The Work Foundation.

Assessment Requirements

Two essays of 3,500 words each.

Essay 1 3,500 words Due: 5.00pm, Monday 1 October 2007

The first essay will explore Moore’s concept of public value, developments in the thinking since then and the ways in which the concept can be applied in the theory and practice of public management.

Essay 2 3,500 words Due: 5.00pm, Monday 12 November 2007

The second essay will explore potential applications (empirical, prescriptive, critical) of the notion of public value in the context of aid flowing from developed to developing countries.

Please submit all assignments by email to both the course coordinator (bill.ryan@vuw.ac.nz) and the administrator (darren.morgan@vuw.ac.nz).

The student should keep a copy of all submitted work.

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, the student is required to submit all assignments by the due date.

Withdrawal Dates

Students giving notice of withdrawal from the course after 20 July 2007 will not receive a refund of tuition fees.

Students giving notice of withdrawal from the course after 21 September 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. 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

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

Information on the following topics is available electronically at 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 or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.