

School of Government

**PUBL 401**  
**METHODOLOGY IN PUBLIC POLICY**

Trimester One 2008

**COURSE OUTLINE**

**Contact Details**

**Course Coordinator:**

**Dr Karen Baehler**

Room RH 823, Level 8, Rutherford House, Pipitea Campus

Telephone: (04) 463 5711

Fax: (04) 463 5454

Email: [karen.baehler@vuw.ac.nz](mailto:karen.baehler@vuw.ac.nz)

**Other Lecturers:**

**Professor Claudia Scott**

Room RH 805, Level 8, Rutherford House, Pipitea Campus

Telephone: (04) 463 5377

Fax: (04) 463 5454

Email: [claudia.scott@vuw.ac.nz](mailto:claudia.scott@vuw.ac.nz)

**Administrator:**

**Darren Morgan**

Room RH 821, Level 8, Rutherford House, Pipitea Campus

Telephone: (04) 463 5458

Fax: (04) 463 5454

Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)

**Class Times and Room Numbers**

<b>Module One:</b>	Tuesday 19 February 2008	8.30am – 6.00pm
<b>Module Two:</b>	Tuesday 15 April 2008	8.30am – 6.00pm
<b>Module Three:</b>	Tuesday 3 June 2008	8.30am – 6.00pm

**Locations:**

Classes will 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**

This course examines critically how policy analysts apply different methods, theories, and substantive knowledge to problems and opportunities, and support economic, social, environmental and cultural outcomes in different contexts. The course considers the role of

analysts and advisers and the value they create by providing information and analysis to support policy understanding and decision-making.

By the end of the course, participants will:

- Understand the various ways policy analysts frame their tasks, the main characteristics of their practices, and various standards of ‘good’ practice;
- Appreciate the importance of undertaking policy analysis tasks holistically, drawing on a variety of theories and methods, and designing practices to suit specific contexts; and
- Demonstrate skills in analytic reasoning and communication.

### **Course Content**

New Zealand’s democratic Westminster traditions require public sector advisers to balance out the dual roles of implementing the decisions of politicians, while also providing them with analytically sound and professional policy advice which is free and frank. Advisers need to add value to decision-makers by bringing evidence-based perspectives to bear on issues, while having regard for a government’s policy preferences, existing policy commitments and international best practice.

The course provides an overview of policy analysis and advising as activities in the New Zealand context. It reviews the academic and practitioner literatures and various policy analysis frameworks which underpin quality policy analysis and advice. Attention is given to the positioning and comparative advantage which public sector analysts and advisers can bring to their role. The course addresses the challenges faced by governments to build policy capability – including strategies for enhancing the knowledge, skills, competencies and attitudes of policy analysts and advisers.

Professor Scott is subject leader of the core policy offering “Designing Public Policy and Programmes” for the Australia and New Zealand School of Government (ANZSOG). She and her colleague, Dr Karen Baehler, have developed an integrated policy model for use in New Zealand and Australia. The model will feature in a book, co-authored by Claudia Scott and Karen Baehler, called *Value-Adding Policy Analysis and Advice*, which is being published by the University of New South Wales Press.

### **Expected Workload**

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.

### **Group Work**

Students will engage in group discussion and work during the course; however assessments in the course will be based on individual assignments.

### **Readings**

Participants in this course are supplied with a set of readings, which is supplemented by further materials distributed throughout the course. There is no set text. Priority should be

given to the readings marked with a \* but all are interesting and will enhance your learning outcomes from the course (the following topics and readings will not necessarily be covered in this order, nor appear in this order in the course readings).

1. Introduction to Policy

- \* Colebatch, H. (2004) ‘What do they say about it?’ in *Policy*, Buckingham: Open University Press, pp. 82-95
- \* D. Weimer & A. Vining (1999) *Policy Analysis: Concepts and Practice*, chapters 1 & 2
- \* D. Howlett and M. Ramesh (2003) ‘Actors and Institutions: Assessing the Policy Capability of States’, in *Studying Public Policy: Policy Cycles and Policy Subsystems*, Toronto: Oxford University Press, pp. 50-79.

2. Models and Frameworks for Policy Analysis: Cycles, Hexagons & the Integrated Model

- \* G. Bardach (1995) *Policy Analysis: A Handbook for Practice*, Electronic Hallway
- \* Mayer, I. E. Van Daalen, E, and P. Bots (2004) Perspectives on Policy analysis: A Framework for Understanding and Design, *Journal of Technology, Policy and Management*, Vo. 2, No. 2, pp. 169-191

3. The Problem Definition: the Use of Systems Modelling and Intervention Logic

- \* K. Baehler, ‘Intervention Logic’, *Public Sector*, Vol 25, No. 3 pp. 14-20  
3 examples of IVL models
- \* Brassard, Michael and Diane Ritter (1994). ‘Affinity Diagram,’ and ‘Cause & Effect/Fishbone Diagram,’ in *The Memory Jogger*. Salem, NH: Goal/QPC  
Systems Thinking source: [www.systems-thinking.org/arch/arch.htm](http://www.systems-thinking.org/arch/arch.htm)

4. The Context for Policy Advising in New Zealand

- \* Scott, C. (2003) ‘Policy Analysis and Policy Styles in New Zealand Central Agencies’, paper for the Public Policy Network Conference
- \* James, C. (2002) *The Tie that Binds: The Relationship between Ministers and Chief Executives*, Wellington, Institute of Policy Studies, chapters 6, 12
- Eichbaum, C. and R. Shaw, ‘A Third Force? Ministerial Advisers in the Executive’, *Public Sector*, 26(3), pp 7-13

5. The Role of Government, Ideology and Framing Policy

- \* O. Hughes, ‘The Role of Government’ in *Public Management and Administration: An Introduction*, Basingstoke: Palgrave Macmillan, 2003, pp. 71-93
- \* Heywood, Andrew (2002). ‘Political Ideology,’ chapter 3 in *Politics* (2<sup>nd</sup> edition). Palgrave
- \* Woolcock, Michael (2001), ‘Social Capital’ *ISUMA*, pp 11-17
- Parsons, W. (1995) Varieties of analytical Frameworks in *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Edward Elgar
- Maori Potential, Pacific Island Gender Frameworks – see [www.tpk.govt.nz](http://www.tpk.govt.nz); [www.minpac.govt.nz](http://www.minpac.govt.nz); [www.mwa.govt.nz](http://www.mwa.govt.nz)

6. Case Studies

- A Towering Dilemma

7. Matching Problems and Solutions
  - \* Frameworks for Problem definition (3 pages)
  - \* Weimer, D. and Vining (1999) *Correcting Market and Government Failure: Generic Policies, Policy Analysis: Concepts and Practice (3<sup>rd</sup> edition)* Upper Saddle River, Prentice-Hall (skim)
  - \* Arthur Ringeling (2002) 'European Experience with Tools of Government' in L. Salamon (ed) *The Tools of Government: A guide to the new governance*, Oxford, Oxford University Press, pp. 585-99 (skim)
  
8. Defining Options, Selecting Criteria and Projecting Outcomes

Tables 10.1, 10.2 and 11.1

  - \* 'Selecting Criteria' in D. MacRae, Jr and D. Whittington, *Expert Advice for Policy Choice: Analysis and Discourse*, Washington, DC, Georgetown University Press, Washington, D.C., 1997, pp. 66-103. (skim)
  
9. Policy implementation
  - \* P. Bridgman and G. Davis (2000), *The Australian Policy Handbook*, Crows Nest: Allen & Unwin, 2000, pp. 116-125
  
10. Policy evaluation
  - \* P. Duignan (2001) 'Approaches and Terminology in Programme and Policy Evaluation' in N. Lunt, C. Davidson and K. McKegg, *Evaluating Policy and Practice*, Pearson Education Ltd, New Zealand, pp. 77-90
  
11. Smart Practices
  - \* Musso et al (2000) *Tradecraft: professional writing as problem-solving*
  - J. Patrick Dobel (2003) *Memo Writing*, Teaching Resource from the Electronic Hallway
  - \* Catherine Smith (2005) 'Position paper: Know the arguments: in *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process*, Oxford University Press, 2005
  - \* Dealing with Wicked Issues:  
[www.apsc.gov.au/publications07/wickedproblems.htm](http://www.apsc.gov.au/publications07/wickedproblems.htm)
  - \* Ministerial Advisory Committee Report:  
[www.apsc.gov.au/mac/connectingsummary.htm](http://www.apsc.gov.au/mac/connectingsummary.htm)  
[www.apsc.gov.au/mac/connectingguide.htm](http://www.apsc.gov.au/mac/connectingguide.htm)
  - Consultation practices and stakeholder management: [www.iap2.org](http://www.iap2.org)
  
12. Value-Adding Policy Advice
  - \* Behm, A. et al (2000) 'A Value-Creating Model for Effective Policy Services', *Journal of Management Development*, 19(3): pp. 162-178
  - \* C Scott (2005), 'Value-Added Policy Analysis and Advice: New Roles and Skills for the Public Sector', *Policy Quarterly*, vol. 3, no. 3, pp 10-15
  - SSC (1999) 'Essential Ingredients: improving the Quality of Policy Advice' Occasional Paper # 9, Wellington.  
[www.ssc.govt.nz/display/document.asp?docid=2910](http://www.ssc.govt.nz/display/document.asp?docid=2910)
  
13. Enhancing Policy Capability and Performance

Lindquist, E. (2001) 'Building Policy Capability in Government: Evaluating Recruitment Strategies', in *Public Sector*, Vol 24, No. 2 pp. 8-10

## Assessment Requirements

<i>Assignment</i>	<i>Due Date</i>	<i>Weight</i>	<i>Guidelines</i>
Comparative Essay	Monday 17 March	30%	2,000 words max
Analysis Critique	Monday 5 May	35%	3,000 words max
Good Practice Guide	Monday 16 June	35%	3,000 words max
Contribution to discussion	Ongoing	Considered at the margin	Balance of quality and appropriate quantity

Please submit all assignments by email attachment to [Karen.baehler@vuw.ac.nz](mailto:Karen.baehler@vuw.ac.nz) and make sure to keep a copy of everything that you send. The assignments will be marked electronically, using the 'track changes' function in Word, and then returned by email. Please send your papers in a format that is compatible with Word (no pdf's, thanks) and make sure that the university has a current email address for you on file. Indicate your document's word length on the cover sheet of each assignment and don't forget your name.

### *Assessment 1: Comparative Essay*

Compare and contrast the perspectives on policy analysis as a profession and activity found in Mayer, van Daalen, and Bots (2004) and Weimer and Vining, Chapter 2 (1999). What do these different perspectives tell us about policy analysis methodology in practice? Feel free to refer to other sources as well in this essay, if they help illuminate the similarities and differences between perspectives. (For example, Colebatch (2004) and Scott (2003) might be especially useful.)

### *Assessment 2: Analysis Critique*

Find a policy paper from a government department, think tank, or international organisation such as the OECD that incorporates policy analysis. Summarise the paper and its use of policy analysis, and critique it. Answer the following questions and explain your answers thoroughly: What is the paper's general approach to its topic? What is its purpose? Does the approach fit the purpose? What analytical techniques were used? Were they appropriate? Were they applied correctly? Do the results make sense and aid understanding of the policy issue? What methods/techniques/approaches would you use in addition to or instead of those used by the author(s)? Does the paper clearly communicate its points? Do you think it would be useful to policymakers? How would you change the paper if you could?

Please provide either a URL or other location information for the policy paper that you choose to critique.

### *Assessment 3: Good Practice Guide*

Prepare a guide to good practice in policy analysis and advising based on what you have learned in this course and elsewhere. The guide should focus not only on practical techniques but also on helping the reader understand the role of the policy worker in the policymaking process. The guide should be written for mid-level analysts and advisers who wish to progress from solid competence to excellence. You should assume that the readers of your guide are aware of the basic features of the profession and moderately experienced, but not

necessarily familiar with all of the relevant literature or trends in thinking. The guide should weave together key points from the course readings and discussions and from your own insights into the field. Students may wish to maintain a course journal in which reflections on various readings and discussions can be recorded throughout the semester. This will aid in the composition of the good practice guide.

### **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;
2. Attend all contact sessions of the course.

### **Communication of Additional Information**

Additional information or information on changes will be conveyed to students by email.

### **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 on the ground floor (EA005). This counter is the first point of contact for :

- 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 <<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 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.

## 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 or go to [www.victoria.ac.nz/home/about/policy/default.aspx](http://www.victoria.ac.nz/home/about/policy/default.aspx)

For information on the following topics, go to the Faculty's website [www.victoria.ac.nz/fca](http://www.victoria.ac.nz/fca) under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- 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 6015. 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.