TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

# VICTORIA
## UNIVERSITY OF WELLINGTON

## School of Government

# MMPM 522 / MAPP 529
## STRATEGIC MANAGEMENT IN THE PUBLIC SECTOR
### (15 Points)

### Trimester Two 2008

### COURSE OUTLINE

## Names and Contact Details

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|---|---|
| **Course Coordinator:** | **Associate Professor Bill Ryan**<br>Room RH 801, Level 8, Rutherford House, Pipitea Campus<br>Telephone: (04) 463 5848<br>Email: bill.ryan@vuw.ac.nz |
| **Other Lecturer:** | **Professor Claudia Scott**<br>Room RH 805, Level 8, Rutherford House, Pipitea Campus<br>Telephone: (04) 463 5377<br>Email: claudia.scott@vuw.ac.nz |
| **Administrator:** | **Darren Morgan**<br>Room RH 821, Level 8, Rutherford House, Pipitea Campus<br>Telephone: (04) 463 5458<br>Fax: (04) 463 5454<br>Email: darren.morgan@vuw.ac.nz |

**School of Government Office Hours:**         8.30am to 5.00pm, Monday to Friday

## Trimester Dates

Monday 7 July to Saturday 8 November 2008

## Class Times and Room Numbers

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|---|---|---|
| **Module One:** | Friday 22 August 2008 | 8.30am – 6.00pm |
| **Module Two:** | Friday 17 October 2008 | 8.30am – 6.00pm |
| **Module Three:** | Friday 21 November 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 Content

The course draws on literature discussing strategic management in the public sector, guidance documents currently in use in New Zealand and on candidates' experiences and critical reflections on current practice. The course contents will be organized as follows:

| MODULE 1 | |
|---|---|
| Challenging the assumptions | Bloodworth G. (2001) 'Review essay: From strategic planning to strategic management: A manifesto', *Canadian Public Administration*, Vol. 44, No 3, Fall, pp. 346-54.<br>Bryson J. (1988) 'An Effective Strategic Planning Approach for Public and Nonprofit Organizations', from *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*, Jossey-Bass, New York.<br>Nutt P and Backoff R. (1987) 'A Strategic Management Process for Public and Third-Sector Organizations', *Journal of the American Planning Association*, Vol. 53, No 1, pp. 44-57.<br>Nutt P and Backoff R. (1993) 'Transforming Public Organizations with Strategic Management and Strategic Leadership', Journal of Management, Vol. 19, No. 2, pp. 299-347<br>Rittel H. and Webber M. (1973) 'Dilemmas in a General Theory of Planning', *Policy Sciences* Vol. 4, pp. 155-169<br>Mintzberg H. (1994) *The Rise and Fall of Strategic Planning*, Prentice Hall, Hemel Hempstead, Ch 5, 'Fundamental Fallacies of Strategic Planning'. |
| Strategy in the public sector: contemporary views | Alford J. (2001) 'The implications of 'publicness' for strategic management theory', in G. Johnson and K. Scholes (eds) *Exploring Public Sector Strategy*, Pearson Education, Harlow.<br>Collier N., Fishwick F. and Johnson G. (2001) 'The process of strategy development in the public sector', in G. Johnson and K. Scholes (eds) *Exploring Public Sector Strategy*, Pearson Education, Harlow.<br>Moore M. (2000) 'Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations', *Nonprofit and Voluntary Sector Quarterly*, vol. 29, no. 1, Supplement 2000 183-204 (other readings regarding public value will be available via Blackboard) |
| The NZ context: From SRA/KRA to 'managing for outcomes' | Boston J. and Pallot J. (1997) 'Linking Strategy and Performance: Developments in the New Zealand Public Sector', *Journal of Policy Analysis and Management*, Vol. 16, No. 3, Special Issue: The New Public Management in New Zealand and beyond, (Summer), pp. 382-404<br>Ryan B. (2004) *Learning MFO*, IPAA, Brisbane |

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|---|---|
| Strategic Planning: The Pathfinder Approach | *Pathfinder* documents<br>Building Block 1: Identifying Outcomes<br>Building Block 2: Outcome Indicators<br>Building Block 3: Intervention Logic<br>Building Block 4: Assessing Impact<br>Building Block 5: Maximising Outcomes from Interventions<br>Learning Paper: Managing for Outcomes in Complex Policy Environments<br>Supporting Paper: Strategic Planning |
| Strategy and Learning: Evaluative Activity and Planning | DPMC/TPK/SSC/Treasury (2003) *Learning from Evaluative Activity*, Wellington. |

| MODULE 2 | |
|---|---|
| Community Strategic Planning and Management under the Local Government Act 2002 | L. Worrall, C. Collinge and T. Bill (1998) Managing Strategy in Local Government, *International Journal of Public Management*, No. 6, pp. 472-493.<br>Local Futures Research project *Local Government, Strategy and Communities*, chapter 2 Annex -The Local Government Act 2002: an overview; and chapter 3 Community Planning Practice, IPS, pp. 55-99 |
| The Role of Consultation and Collaboration in Strategy Development | Mike Reid, Claudia Scott and Jeff McNeill (2006) Strategic planning under the Local Government Act: Towards Collaboration or Compliance? *Policy Quarterly,* Vol 2(2), pp. 18-25.<br>C. Huxham (2003) Theorizing Collaboration Practice, *Public Management Review*, Vol 3, pp. 401-23 |
| Assessing Strategic Performance and Capability | *S. Goldsmith and W. Eggers (2004) Building the Capacity for Network Governance* in Governing by Networks: The New Shape of the Public Sector, *Washington, The Brookings Institution, pp. 157-178. (skim)*<br>UK Cabinet Office (2006) Capability Reviews: the Findings of the First Four Reviews (skim). |

| MODULE 3 | |
|---|---|
| The NZ context (cont from Module 1) | The Pathfinder documents (see Module 1) |
| Statements of Intent | DPMC/TPK/SSC/Treasury (2004) 2005/06 Statements of Intent: Guidance and Requirements<br>Treasury/SSC (2005) *Getting Better at Managing for Outcomes A tool to help organisations consider their progress in results-based management and identify development objectives*, Wellington<br>Various SOIs |

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|---|---|
| Strategy and Shared Outcomes | DPMC/TPK/SSC/Treasury (2004) *Getting Better at Managing for Shared Outcomes*, Wellington. <br> DPMC/TPK/SSC/Treasury (2004) *Getting Better at Managing for Shared Outcomes: A resource for Agency Leaders*, Wellington <br> DPMC/TPK/SSC/Treasury (2004) 2005/06 *Statements of Intent: Guidance and Requirements, Wellington* |

\* Where copyright restrictions allow, these documents will also be posted on Blackboard

## Course Objectives

Candidates completing this paper are expected to achieve the following learning outcomes:

- New levels of understanding of theories, models and issues regarding strategic management, particularly in relation to the public sector in the context of 21st century society;
- Knowledge of current thought and contemporary debates around strategy;
- Deepened knowledge of the legislated requirements for planning for central and local government in NZ and emerging thinking in ongoing reform;
- Knowledge of some important tools and techniques of strategic analysis;
- New levels of understanding of strategic planning processes, particularly in relation to creation of key planning documents (e.g. Statement of Intent, Long Term Council and Community Plan)

## Expected Workload / 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

The key documents (Required Reading) listed above are included in the course reader. Most are also available on Blackboard.

A recommended text on strategic management in the public sector is G. Johnson and K. Scholes (2001) (eds) *Exploring Public Sector Strategy*, Pearson Education, Harlow.

It is also worth noting that Mintzberg H. (1994) *The Rise and Fall of Strategic Planning*, Prentice Hall, Hemel Hempstead, remains an outstanding contribution to the field.

## Assessment Requirements

### First item: Conceptual essay
**Length: 2,000 words          30%          Due date: Friday 12 September 2008**

Choose one of the following topics:

> What are the main strengths and weaknesses of the traditional approach to strategic planning (Mintzberg's 'design' school)? To what extent are these same strengths and weaknesses reflected in conventional prescriptions for strategy and planning (e.g. the Pathfinder approach) introduced in recent years in western public sectors?

**OR**

> Can the basic ideas underpinning the notions of 'strategy' and 'strategic management' be applied without difficulty to the 'public' sector - much less in the conditions emerging in 21st century societies? Why/why not? And if not, what might they mean?

**OR**

> The notion of 'public value' emerged out of thinking about strategic management in the public sector. What is the core argument from this position in linking strategy and public value? To what extent is this position a critique of or substitute for a 'managing for outcomes' approach?

### Second item: Application/case study
**Length: 3,000 words          60%          Due date: Friday 21 November 2008**

Choose one of the following topics:

> Critique the state of play of regarding strategic management in government in NZ (you may choose to focus on central or local government, whole-of-government or within one agency). In particular, consider the integration of planning, budgeting, implementation and evaluation; the engagement of clients and stakeholders in the strategising process; and the work done in relation to shared outcomes (pay particular attention to the practice).

**OR**

> Conduct a critical analysis of strategic planning as conducted in a New Zealand public sector agency. In particular, consider the characteristics, role, value and use of the Statement of Intent as one output in that process.

**Third item: Presentation**
**Duration: 10 mins          10%          Due date: Friday 21 November 2008**

Do a presentation to the class (at Module 3) of the main points arising out of your case study/application.

**NOTE: you may elect not to do a presentation, but to convert your application/case study into a 4,000 word item, worth 70%, and due on Friday 21 November 2008.**

**Please submit ALL assignments IN HARD COPY to:**

> Post Experience Programmes,
> School of Government,
> Victoria University of Wellington,
> Level 8 Reception,
> Rutherford House,
> 23 Lambton Quay,
> P.O. Box 600,
> Wellington.

Assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House) during office hours of 8.30am to 5.00pm, Monday to Friday.  The assignment box is cleared daily, and assignments will be date stamped.

**Students 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, you are required to:

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

## Communication of Additional Information

Any additional announcements will be circulated by email or made in class.

## Withdrawal Dates

Students giving notice of withdrawal from this course after **Monday 1 September 2008** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Wednesday 19 November 2008** are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

## 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 (EA 005). 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.

## Use of Turnitin

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 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/students.aspx

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

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

## 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: including the work of others will not be considered plagiarism as long as the work 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: www.victoria.ac.nz/home/studying/plagiarism.html

## 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 telephone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or telephone (04) 463 5842.