

**School of Government**

**MMPM 501**  
**PUBLIC MANAGEMENT**  
(15 Points)

**Trimester One / 2011**

**COURSE OUTLINE**

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**Names and Contact Details**

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

**Trimester Dates**

Tuesday 22 February to Friday 10 June 2011

**Withdrawal from Course**

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.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 11 March 2011**.
2. The standard last date for withdrawal from this course is **Thursday 12 May 2011**. After this date, students forced to withdraw by circumstances beyond their control must apply for

permission on an ‘*Application for Associate Dean’s Permission to Withdraw Late*’ including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks.

## **Class Times and Room Numbers**

<b>Module One:</b>	Tuesday 22 February 2011	8.30am – 6.00pm
<b>Module Two:</b>	Monday 18 April 2011	8.30am – 6.00pm
<b>Module Three:</b>	Tuesday 7 June 2011	8.30am – 6.00pm

**Attendance is required at all three modular teaching days**

**Locations:** Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email.

## **Course Content and Readings**

The required readings for the course are listed below. Please note that students are required to purchase **Hughes, O. (2003) *Public Management and Administration*, 3rd ed., Palgrave Macmillan, Basingstoke/New York** as a required text. Copies are available for purchase from VicBooks, the University Bookshop ( [www.vicbooks.co.nz](http://www.vicbooks.co.nz) ). Other required readings are to be downloaded from the internet or from the course Blackboard site – those provided on Blackboard are identified below.

**Blackboard** is Victoria University’s online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the MyVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to [www.myvictoria.ac.nz](http://www.myvictoria.ac.nz) .
2. Log into MyVictoria using your ITS Username (on your Confirmation of Study) and password (if you’ve never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you’ve logged into MyVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The “My Courses” box displays the courses you have access to (please note that only courses that are actually using Blackboard will be displayed), so select “11.1.MMPM501: Public Management” for the course-specific Blackboard site.

Information emailed to you via Blackboard can only be sent to your @myvu.ac.nz email address (the free email address created for you when you enrol and accessed via the MyVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvu.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to

your preferred email address. Please go to [www.victoria.ac.nz/its/student-services/FAQs.aspx#Email\\_Foward](http://www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Foward) for more information.

**You are recommended to ensure that your computer access to Victoria University's computer facilities, such as MyVictoria, Blackboard and email, is working BEFORE your course starts.** If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz), or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

## MODULE ONE

**The constitutional foundations (Westminster-based conventions) in NZ; The public service and the public servant; Officials, ministers and the parliament**

### Reading:

- Cabinet Office, DPMC (2001) *Cabinet Manual*, Wellington, pp. 1-6 and Chapter 3 (you should also read Chapters 1 & 2 for background). The Manual can be downloaded from [www.cabinetmanual.cabinetoffice.govt.nz/](http://www.cabinetmanual.cabinetoffice.govt.nz/)
- See also the *Principles, Conventions and Practice Guidance Series* on the SSC website – download from [www.ssc.govt.nz/display/document.asp?NavID=114&DocID=5798](http://www.ssc.govt.nz/display/document.asp?NavID=114&DocID=5798). Note that the SSC says “that the information is no longer current and the material has been archived by the State Services Commission”. In fact, for our purposes, the underlying principles are still applicable and the documents worth reading. In particular, read:
  - “The Constitutional Setting” – download from [www.ssc.govt.nz/display/document.asp?docid=4277](http://www.ssc.govt.nz/display/document.asp?docid=4277)
  - “The Public Service and the Government” – download from [www.ssc.govt.nz/display/document.asp?docid=2006](http://www.ssc.govt.nz/display/document.asp?docid=2006)
  - “The Public Service and the Public” – download from [www.ssc.govt.nz/display/document.asp?docid=2005](http://www.ssc.govt.nz/display/document.asp?docid=2005)
  - “The Public Service and the Treaty of Waitangi” – download from [www.ssc.govt.nz/display/document.asp?docid=2004](http://www.ssc.govt.nz/display/document.asp?docid=2004)
  - “The Senior Public Servant” – download from [www.ssc.govt.nz/display/document.asp?docid=2010](http://www.ssc.govt.nz/display/document.asp?docid=2010)

**Public administration to public management: The bureaucratic era; 'New public management'; The NZ model of public management**

### Reading:

- Hughes O. (2003) *Public Management and Administration*, 3<sup>rd</sup> ed., Palgrave Macmillan Basingstoke/New York, Chapters 1, 2 and 3 (text)
- SSC (1998) “New Zealand's State Sector Reform: A Decade of Change”, Wellington. Download from [www.ssc.govt.nz/display/document.asp?docid=2384&PageType=toc&displaytype=pf](http://www.ssc.govt.nz/display/document.asp?docid=2384&PageType=toc&displaytype=pf)
- Scott G. (2001) *Public Management in New Zealand*, Centre for Law and Economics, ANU, Canberra, ‘Foreword’, ‘Preface’ and chapters 1-3. (Blackboard)
- Boston J., Martin J., Pallot J. and Walsh P. (1996), *Public Management: The New Zealand Model*, Auckland, Oxford University Press, chapter 2 (Blackboard)

## **The emergence of doubts: NZ in the mid-1990s: The Schick Report, The Standards Board; Review of the Centre**

### **Reading:**

- Schick A. (1996) *The Spirit of Reform: Managing the New Zealand State Sector in a Time of Change*, Wellington. Download from [www.ssc.govt.nz/display/document.asp?docid=2845](http://www.ssc.govt.nz/display/document.asp?docid=2845)
- The Standards Board (2001) "First Report". Download from [www.ssc.govt.nz/display/document.asp?docid=2330&pageno=2#P29\\_1346](http://www.ssc.govt.nz/display/document.asp?docid=2330&pageno=2#P29_1346)
- The Standards Board (2002) "The Ethos of the State Sector Report, as at 30 June 2002". Download from [www.ssc.govt.nz/display/document.asp?docid=2856&PageType=toc&displaytype=pf](http://www.ssc.govt.nz/display/document.asp?docid=2856&PageType=toc&displaytype=pf)
- Ministerial Advisory Group (2001) *Report of the Advisory Group on the Review of the Centre*, Wellington. Download from [www.ssc.govt.nz/display/document.asp?docid=2776](http://www.ssc.govt.nz/display/document.asp?docid=2776)

## **'Managing for outcomes' - often shared outcomes; 'Whole of government' and 'integrated service delivery'**

### **Reading:**

- DPMC, TPK, SSC, Tsy (2003) *Managing for Outcomes: Guidance for Departments*, Prepared by the Steering Group for the Managing for Outcomes Roll-out 2004/05, Wellington. Download from [www.ssc.govt.nz/mfo-guidance-04/05-rollout](http://www.ssc.govt.nz/mfo-guidance-04/05-rollout)
- DPMC, TPK, SSC, Tsy (2004) *Getting Better at Managing for Shared Outcomes*, Guidance prepared for the Managing for Outcomes Programme Office for Outcomes Roll-out 2005/06, Wellington. Download from [www.ssc.govt.nz/upload/downloadable\\_files/mfso-guidance.pdf](http://www.ssc.govt.nz/upload/downloadable_files/mfso-guidance.pdf)
- SSC (2008) *Factors for Successful Coordination - A Framework to Help State Agencies Coordinate Effectively*, Wellington. Download from [www.ssc.govt.nz/upload/downloadable\\_files/successful-coordination-framework.pdf](http://www.ssc.govt.nz/upload/downloadable_files/successful-coordination-framework.pdf)
- SSC, MSD (2003) *Review of the Centre Integrated Service Delivery: Regional Co-ordination - Final Workstream Report* [www.ssc.govt.nz/display/document.asp?docid=4897](http://www.ssc.govt.nz/display/document.asp?docid=4897)
- MSD (2003) *Mosaics (Whakaahua Papariki): Key Findings and Good Practice Guide for Regional Co-ordination and Integrated Service Delivery*, Wellington. Download from [www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/2003-mosaics.pdf](http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/2003-mosaics.pdf)

Other background reading if required:

- Pathfinder website <http://io.ssc.govt.nz/pathfinder/> . Click on 'Guidance' to go to the 'Building Blocks', 'Learning Documents' and 'Supporting Documents'. All of these are worth downloading and reading (the 'Lessons Learned' document provides a useful overview).
- Ryan B. (2003) *Learning MFO: Managing for Outcomes – The Queensland Case*, Institute of Public Administration Australia, Queensland, Brisbane. (Blackboard)
- Cook A-L. (2004) "Managing for Outcomes" in the *New Zealand Public Management System*, Treasury Working Paper 04/15, Wellington. Download from [www.treasury.govt.nz/publications/research-policy/wp/2004/04-15/twp04-15.pdf](http://www.treasury.govt.nz/publications/research-policy/wp/2004/04-15/twp04-15.pdf)

## **Local government reform**

The focus of this section of the course is on recent local government reform, including the 2002 Local Government Act and the creation of the Auckland 'super-city'

**Reading:**

- Explore the Local Government New Zealand (LGNZ) website at [www.lgnz.co.nz/lg-sector/](http://www.lgnz.co.nz/lg-sector/)
- Explore the local government website DIA [www.localcouncils.govt.nz/](http://www.localcouncils.govt.nz/)
- Legislation etc from DIA website [www.localcouncils.govt.nz/lcip.nsf/wpg\\_url/Policy-Local-Government-Legislation-Index](http://www.localcouncils.govt.nz/lcip.nsf/wpg_url/Policy-Local-Government-Legislation-Index)
- Auckland supercity – from the DIA website [www.localcouncils.govt.nz/lcip.nsf/wpg\\_url/Policy-Local-Government-Legislation-Local-Government-Arrangements-in-Auckland?OpenDocument](http://www.localcouncils.govt.nz/lcip.nsf/wpg_url/Policy-Local-Government-Legislation-Local-Government-Arrangements-in-Auckland?OpenDocument)

**Public management and the Treaty of Waitangi****Reading:**

- Go to the SSC Treaty of Waitangi Information Programme at [www.ssc.govt.nz/display/document.asp?navid=252](http://www.ssc.govt.nz/display/document.asp?navid=252) and from there to the NZ History Online site at [www.nzhistory.net.nz/category/tid/133](http://www.nzhistory.net.nz/category/tid/133)
- *He Tirohanga o Kawa ki te Tiriti o Waitangi* (A Guide to the Principles of the Treaty of Waitangi) is maintained on the TPK website at [www.tpk.govt.nz/en/in-print/our-publications/publications/he-tirohanga-o-kawa-ki-te-tiriti-o-waitangi/](http://www.tpk.govt.nz/en/in-print/our-publications/publications/he-tirohanga-o-kawa-ki-te-tiriti-o-waitangi/) from which the section detailing the principles can be downloaded from [www.tpk.govt.nz/en/in-print/our-publications/publications/he-tirohanga-o-kawa-ki-te-tiriti-o-waitangi/download/tpk-treatyprinciples-2001-en.pdf](http://www.tpk.govt.nz/en/in-print/our-publications/publications/he-tirohanga-o-kawa-ki-te-tiriti-o-waitangi/download/tpk-treatyprinciples-2001-en.pdf)

**Current developments in public management in New Zealand**

This section of the course will undertake an exploration of current preoccupations of the central agencies in New Zealand. Note that both website refer to the ‘Performance Improvement Framework’. This initiative will be examined in detail in Module 3.

**Reading:**

- Explore the Treasury website at [www.treasury.govt.nz/statesector](http://www.treasury.govt.nz/statesector) and note the issues and matters under consideration
- Explore the SSC work programme page at [www.ssc.govt.nz/display/document.asp?navid=78](http://www.ssc.govt.nz/display/document.asp?navid=78) and note the issues and matters under consideration
- On the SSC website, focus particularly on the ‘Briefing for the MoSS’ October 2007 [www.ssc.govt.nz/display/document.asp?docid=6307](http://www.ssc.govt.nz/display/document.asp?docid=6307) ; ‘Delivering Better Public Services - Briefing for the MoSS’ November 2008 [www.ssc.govt.nz/display/document.asp?docid=7061](http://www.ssc.govt.nz/display/document.asp?docid=7061) and ‘Next Steps in Improving State Services Performance’ [www.ssc.govt.nz/display/document.asp?docid=7868](http://www.ssc.govt.nz/display/document.asp?docid=7868)

**MODULE TWO****Emerging ideas I: public management as creation of public value****Reading:**

- UK Cabinet Office (2002) *Creating Public Value*, London, Strategy Unit (authors: Gavin Kelly, Geoff Mulgan and Stephen Muers). (Blackboard)
- Louise Horner, Rohit Lekhi, Ricardo Blaug (2006) *Deliberative democracy and the role of public managers*, Final report of The Work Foundation’s public value consortium – November 2006. Download from [www.theworkfoundation.com/research/publications/publicationdetail.aspx?oItemId=107](http://www.theworkfoundation.com/research/publications/publicationdetail.aspx?oItemId=107)

## **Emerging Ideas II: Networks, collaboration and coproduction**

### **Reading:**

- Hughes (2003) *Public Management and Administration*, Chapter 11.
- Bovaird T. (2007) "Beyond Engagement and Participation: User and Community Coproduction of Public Services", *Public Administration Review*, Sep/Oct. (Blackboard)

## **Emerging ideas III: public management, the-official-as-governor, democracy, participation and enablement. And public management as 'governance'**

### **Reading:**

- OECD (2001) *Citizens as Partners: Information, Consultation and Public Participation in Policy-Making*, Paris, OECD (pp. 1-77) (Blackboard)
- Feldman M. and Khademian A. (2002) 'To Manage is to Govern', *Public Administration Review*, September/October, Vol. 62, No. 5 (Blackboard)
- Kooiman J. (1999) 'Social-political governance: Overview, reflections and design', *Public Management Review*, Vol 1, No 1, pp. 67 — 92 (Blackboard)
- Rhodes R. (1996) 'The New Governance: Governing without Government', *Political Studies*, XLIV, pp. 652—667 (Blackboard)
- Peters GB (2004) 'Governance and Public Bureaucracy: New Forms of Democracy or New Forms of Control?' *The Asia Pacific Journal of Public Administration*, Vol. 26, No 1, June, pp. 3-15. (Blackboard)

## **Is 'reform' finished? Or is 'change a constant'? Envisaging and leading continuing change? Where is NZ at/heading?**

### **Reading:**

- Norman, R. (2006) New Governance, New Dilemmas: Post-Reform Issues in New Zealand's Public Sector, *Policy Quarterly*, Vol. 2 No 3, pp. 24-31. (Blackboard)
- Duncan G. and Chapman J. (2010) 'New Millennium, New Public Management and the New Zealand Model', *The Australian Journal of Public Administration*, vol. 69, no. 3, pp. 301–313. (Blackboard)
- Lodge M. and Gill D. (2011) 'Toward a New Era of Administrative Reform? The Myth of Post-NPM in New Zealand', *Governance*, Vol. 24, No. 1, pp. 141–166. (Blackboard)
- Ryan B. (2008) 'Constitutional adaptation in practice: Emerging realities in 21st century governing in Aotearoa/New Zealand?' Paper presented to the symposium *After the Reforms: Where are we? Where are we going?*, Duxton Hotel, Wellington 28 – 29 February. (Blackboard)
- Lindquist E. (2010) New Zealand's Future State and Public Sector Improvement: Integrating Frameworks and Implications for Centre-of-Government, unpublished draft document (author's draft only - provided for discussion) (Blackboard - note that the final version of this document may be available before the course is completed)
- Ryan B. (2010) 'Key Ideas in Post-NPM Public Management', paper prepared for the Public Service Association, Wellington (Blackboard – a final published version of this paper may be provided before the course is completed)
- Bourgon J. (2009) 'Serving Beyond the Predictable' Keynote Address to the CISCO Public Services Summit December, Stockholm, Sweden. (Blackboard)

## **The practices and preoccupations of public management; Machinery of government (public service, state sector, public sector)**

### **Reading:**

- Read the SSC Machinery of Government web pages at [www.ssc.govt.nz/display/document.asp?navid=306](http://www.ssc.govt.nz/display/document.asp?navid=306)



- SSC (2007) *Reviewing the Machinery of Government*, Wellington. Download from [www.ssc.govt.nz/upload/downloadable\\_files/reviewing-mog.pdf](http://www.ssc.govt.nz/upload/downloadable_files/reviewing-mog.pdf)
- Also explore the guidance for Crown entities and other bodies at [www.ssc.govt.nz/display/document.asp?navid=215](http://www.ssc.govt.nz/display/document.asp?navid=215)
- Hughes (2003) *Public Management and Administration*, Chapter 5
- Gill D. (2002) 'New Zealand', in OECD, *Distributed Public Governance: Agencies, Authorities and Other Government Bodies*, Paris, OECD. (Blackboard)

## **Organisational form, structure, control and coordination**

### **Reading:**

- Hughes (2003) *Public Management and Administration*, Chapter 2
- Budd L. (2007) 'Post-bureaucracy and reanimating public governance: A discourse and practice of continuity?' *International Journal of Public Sector Management*, Vol. 20 No. 6, 2007, pp. 531-547 (Blackboard)
- Morris J. and Farrell C. (2007) 'The 'post-bureaucratic' public sector organization. New organizational forms and HRM in ten UK public sector organizations', *The International Journal of Human Resource Management*, Vol. 18, No. 9, pp. 1575 — 1588 (blackboard)

## **Strategic management and managing for results/outcomes**

### **Reading:**

- Hughes (2003) *Public Management and Administration*, Chapter 7.
- TSY, SSC (2003) *Managing for Outcomes - Guidance for Departments*, Wellington. Download from [www.ssc.govt.nz/upload/downloadable\\_files/MfO\\_Guidance\\_2003.pdf](http://www.ssc.govt.nz/upload/downloadable_files/MfO_Guidance_2003.pdf)
- Tsy, SSC (2005) *Planning and Managing for Results - Guidance for Crown Entities*, Wellington. Download from [www.ssc.govt.nz/upload/downloadable\\_files/planning-and-managing-for-results-crown-entities-guidance.pdf](http://www.ssc.govt.nz/upload/downloadable_files/planning-and-managing-for-results-crown-entities-guidance.pdf)

## **Human resource management and organisational capability**

### **Reading:**

- Hughes (2003) *Public Management and Administration*, Chapter 8.
- Read the SSC Human Resources - People Capability web pages at [www.ssc.govt.nz/display/document.asp?navid=86](http://www.ssc.govt.nz/display/document.asp?navid=86)
- Also read the Senior Leadership and Management Development section of the SSC website at [www.ssc.govt.nz/display/document.asp?navid=214](http://www.ssc.govt.nz/display/document.asp?navid=214)

## **Financial management and budgeting**

### **Reading:**

- Hughes (2003) *Public Management and Administration*, Chapter 9.
- Treasury (2006) *A Guide to the Public Finance Act*, Wellington. Download from [www.treasury.govt.nz/publications/guidance/publicfinance/pfaguide/guide-pfa.pdf](http://www.treasury.govt.nz/publications/guidance/publicfinance/pfaguide/guide-pfa.pdf)

## **Implementation and service delivery**

### **Reading:**

- Ryan B. (2003) *Learning MFO: Managing for Outcomes – The Queensland Case*, Institute of Public Administration Australia, Queensland, Brisbane. Chapter 3 (Blackboard)
- APSC (2009) *Policy implementation through devolved government*, Canberra. Download from [www.apsc.gov.au/publications09/devolvedgovernment.pdf](http://www.apsc.gov.au/publications09/devolvedgovernment.pdf)
- Mulgan G. and Lee A. (2001) *Better Policy Delivery and Design*, UK Cabinet Office, London. (Blackboard)

## Performance monitoring and evaluation

### Reading:

- DPMC, TPK, SSC, TSY (2003) *Learning from Evaluative Activity: Enhancing Performance through Outcome-focussed Management*, Wellington. Download from [www.ssc.govt.nz/upload/downloadable\\_files/Learning\\_from\\_Evaluative\\_Activity.pdf](http://www.ssc.govt.nz/upload/downloadable_files/Learning_from_Evaluative_Activity.pdf)
- Auditor and Comptroller-General (2008) *The Auditor-General's observations on the quality of performance reporting*, Wellington. Download from [www.oag.govt.nz/2008/performance-reporting](http://www.oag.govt.nz/2008/performance-reporting)
- SSC, TSY (2008) *Performance Measurement: Advice and examples on how to develop effective frameworks*, Wellington. Download from [www.ssc.govt.nz/upload/downloadable\\_files/performance-measurement.pdf](http://www.ssc.govt.nz/upload/downloadable_files/performance-measurement.pdf)

## Reporting and accountability

### Reading:

- Hughes (2003) *Public Management and Administration*, Chapter 13.
- See the section on 'Accountability Documents' on the SSC website at [www.ssc.govt.nz/display/document.asp?navid=339#P68\\_1247](http://www.ssc.govt.nz/display/document.asp?navid=339#P68_1247)
- Treasury (2010) *Statement of Intent - Guide to the Content and Production*, Wellington. Download from [www.treasury.govt.nz/publications/guidance/strategy/soi-depts](http://www.treasury.govt.nz/publications/guidance/strategy/soi-depts)

## MODULE THREE

### The 'Performance Improvement Framework'

#### Reading:

- For background on this initiative go to the SSC website at [www.ssc.govt.nz/display/document.asp?navid=346](http://www.ssc.govt.nz/display/document.asp?navid=346) and read at least one of the reports published at [www.ssc.govt.nz/display/document.asp?navid=346&docid=7860&pageno=2#P23\\_1724](http://www.ssc.govt.nz/display/document.asp?navid=346&docid=7860&pageno=2#P23_1724)

## e-Government and the new technologies

### Reading:

- Hughes (2003) *Public Management and Administration*, Chapter 10.
- Go to the SSC E-government web pages at [www.ssc.govt.nz/display/document.asp?navid=106](http://www.ssc.govt.nz/display/document.asp?navid=106) and the e-government website at [www.e.govt.nz/about-egovt/strategy](http://www.e.govt.nz/about-egovt/strategy)
- SSC (2006) *Enabling Transformation: A strategy for e-government* 2006, Wellington. Download from [www.e.govt.nz/about-egovt/strategy/strategy-nov-06.pdf](http://www.e.govt.nz/about-egovt/strategy/strategy-nov-06.pdf)
- OECD (2005) *e-government for Better Government*, OECD, Paris. Chapters 1 & 2 (Blackboard)

## Ethics, values and 'public' service

### Reading:

- *Code of Conduct for State Services* (2007). Download from [www.ssc.govt.nz/upload/downloadable\\_files/Code-of-conduct-StateServices.pdf](http://www.ssc.govt.nz/upload/downloadable_files/Code-of-conduct-StateServices.pdf)  
Teo reo Maori version from [www.ssc.govt.nz/upload/downloadable\\_files/State\\_Services\\_Code\\_of\\_Conduct-Te\\_Reo\\_Maori.pdf](http://www.ssc.govt.nz/upload/downloadable_files/State_Services_Code_of_Conduct-Te_Reo_Maori.pdf)
- Also read the SSC website on The 'code of Conduct for State Services' at [www.ssc.govt.nz/display/document.asp?DocID=7063](http://www.ssc.govt.nz/display/document.asp?DocID=7063)



## **Leadership/leading, influence and change**

### **Reading:**

- OECD (2001) *Public Sector Leadership for the 21st Century*, Paris, OECD (pp. 1-56) (Blackboard)
- Read the SSC website on Senior Leadership and Management Development at [www.ssc.govt.nz/display/document.asp?NavID=214&DocID=7521](http://www.ssc.govt.nz/display/document.asp?NavID=214&DocID=7521)
- SSC (2003 rev 2009) *Leadership Capability Profile*, Wellington. Download from [www.ssc.govt.nz/upload/downloadable\\_files/Leadership-Capability-Profile-Nov09.pdf](http://www.ssc.govt.nz/upload/downloadable_files/Leadership-Capability-Profile-Nov09.pdf)

## **Outsourcing, markets, contract management and public/private partnerships**

### **Reading:**

- OECD (2005) *Modernising Government: The Way Forward*, OECD, Paris. Ch 5 “The Use of Market-type Mechanisms to Provide Government Services” (Blackboard)
- Hodge G. (1998) 'Contracting Public Sector Services: A Meta-Analytic Perspective of the International Evidence, *Australian Journal of Public Administration*, 57(4), pp. 98-110 (Blackboard)
- Hodge G. and Greve C. (2007) 'Public – Private Partnerships: An International Performance Review', *Public Administration Review*, May/June, pp. 545-558 (Blackboard)

## **The Future of Public Management?**

### **Reading:**

- Hughes (2003) *Public Management and Administration*, Chapter 14
- OECD (2000) *Government of the Future*, Paris, OECD, pp. 1-88 (Blackboard)
- Robert B. Denhardt R. and Denhardt J. (2000) “The New Public Service: Serving Rather than Steering, *Public Administration Review*, November/December, Vol. 60, No. 6 (Blackboard)

## **Course Learning Objectives**

By the completion of this course, candidates will:

- Understand what is meant by the theory and practice of ‘public management’, particularly as understood in the liberal democracies such as New Zealand;
- Understand the directions of and justifications of contemporary developments in public management in New Zealand; and
- Be able to apply these to present-day development in New Zealand public sector organisations.

## **Course Delivery**

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a ‘module’). There are three modules in the course with approximately five to six weeks between each module. **Attendance is required at all three modular teaching days (8.30am – 6.00pm).**

## **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**

Each student is expected to contribute to discussion during the modules. No group work will be set for assessment.

## **Assessment Requirements**

This course requires that each student complete two concepts tests and an essay:

1. Concepts test 1: approximately 2,000 words (20%), distributed Monday 28 February 2011, **due Monday 7 March 2011**
2. Concepts test 2: approximately 2,000 words (20%), distributed Thursday 28 April 2011, **due Thursday 5 May 2011**
3. Essay: 3,000-4,000 words (60%), **due Friday 10 June 2011**

The details are as follows:

### **1. *Concepts test 1***

Students will be provided with an extensive list of concepts (expressed in the form of a question), each of which should be regarded as a necessary learning outcome for the course. 20 of these items will be selected and students are to provide a 100 word answer. Students will be given the test via Blackboard and be given 7 days in which to complete the test. **Answers are to be submitted via Blackboard by Monday 7 March 2011.**

### **2. *Concept test 2***

As per concepts test 1. **Answers are to be submitted via Blackboard by Thursday 5 May 2011.**

### **3. *Essay***

Students are to select one of the topic questions below and write an essay of 3,000-4,000 words. **To be submitted via Blackboard by Friday 10 June 2011**

- i. Duncan and Chapman (2010) argue that, in NZ, "While cost-control and some changes of direction may influence the agenda, the National-led government seems determined to continue with Labour's pragmatism, as distinct from public-management reform modelled upon economic rationalism". In August 2010, the Treasury Secretary John Whitehead emphasised ([www.treasury.govt.nz/publications/media-](http://www.treasury.govt.nz/publications/media-)

[speeches/speeches/publicsectorperformance2](#)) the importance of productivity, the importance of performance and the role of Performance Improvement Framework (PIF) for the immediate future. Relative to the range of ideas being canvassed in public management generally, how would you characterise the state of play in New Zealand at the end of the first decade of the 21st century?

- ii. What is meant by the term 'public administration'? What is meant by 'new public management'? What are the main points of difference between the two paradigms? What were the main market-based reforms of the NPM period and what rationales were offered for their introduction? Do those rationales still hold today in your jurisdiction/New Zealand? If so/if not, what are the implications for the continuing development of the public sector? Is 'going back' to the administration paradigm a possible solution or are even newer solutions required for the 21st century?
- iii. In the international public management literature, what is meant by talking less about 'public management' and more about 'governance'? What is the shift in thinking going on that underlies this change? What might the implications be for ministers, public sector employees and citizens? How might we expect the work of public servants to change as a result?
- iv. Writers such as Beryl Radin (challenging the Performance Movement, 2006) amongst others, argue that the preoccupation with 'performance' - applicable in several countries including New Zealand - means that public sector organisations become obsessed with counting things, use inappropriate metrics, emphasise control, compliance and gaming, and take attention away from the difficulties of evaluating outcomes and the substance of governing. Do such criticisms have any validity at present in the New Zealand context? (Illustrate your arguments with examples).

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

**Students should keep a copy of all submitted work.**

## **Class Attendance**

**The School expects you to attend all three modules for the course.**

If, before enrolment for a course, you are aware that you will not be able to attend a module, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend a module or a significant part of a module (i.e. more than two hours in any given day), you must advise the course coordinator before the module explaining why you will be unable to attend. The course coordinator

may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.

## **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 will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control 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. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

## **Mandatory Course Requirements**

Submit or participate in all pieces of assessment required for this course.

## **Communication of Additional Information**

Blackboard will be an important medium of communication and distribution for this course. Please check it regularly. It is also possible that emails may be sent to you via Blackboard so please ensure that your VUW email account is activated and that you check it.

## **Academic Integrity, Plagiarism, and the Use of Turnitin**

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for all material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website ( [www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx) ). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

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 on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website: [www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx) .

If in doubt, seek the advice of your course coordinator.

**Plagiarism is simply not worth the risk.**

## **For the following important information, follow the links provided**

### **Academic Integrity and Plagiarism**

[www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx)

### **General University Policies and Statutes**

- Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)
- Find out about academic progress and restricted enrolment at [www.victoria.ac.nz/home/study/academic-progress.aspx](http://www.victoria.ac.nz/home/study/academic-progress.aspx)
- The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy) except qualification statutes, which are available via the Calendar webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (see Section C)
- Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at [www.victoria.ac.nz/home/about\\_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

**Faculty of Commerce and Administration Offices**

[www.victoria.ac.nz/fca/studenthelp/](http://www.victoria.ac.nz/fca/studenthelp/)

**Manaaki Pihipihinga Programme**

[www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)