

GOVT 603
INTEGRATING THEORY AND PRACTICE II
(30 Points)

Trimester 1 & 2, 2012

COURSE OUTLINE

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Trimester Dates

5 March–1 June with mid-trimester break 6–22 April; and 15 July–9 November, with mid-trimester break 27 August – 9 September.

Withdrawal from Course

The standard last date for withdrawal from this course is 16 March. 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* form and include supporting documentation. The application form is available from the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Classes will meet in RH 819, generally on Wednesdays, 3–5pm during term time. Some sessions are in the alternative time shared with GOVT604 on Fridays, 9–11am.

Course Content

The course will extend the examination of theories, concepts and ideas begun in GOVT 601 and GOVT602. It will explore more deeply a range of theories about the interaction between government, public service administrators and citizens, integrating understanding governance and the methodological underpinnings of these theories gained in GOVT 601 and GOVT602. In particular it will extend the range of meso-level theories, concepts and ideas developed to understand policy processes, collaborative governance, networks, complexity, ambiguity, innovation, leadership, the impact of new communications technologies, and contextual perspectives and the implications of these for personal and professional leadership practice. Students will relate these, and other material, to their own experiences as practitioners, in progressively developing their individual thesis topics, thus contributing to a fuller understanding of relationships between theory and practice.

Course Learning Objectives

Those who successfully complete GOVT 603 should be able to:

- 1. Identify, construct or synthesise the conceptual, methodological and pragmatic foundations of research to address applied practice issues and challenges*
- 2. Draw effectively on one's own and others' existing knowledge and apply it to complement scholarly knowledge in addressing applied practice issues and challenges*
- 3. Understand and apply the characteristics of 'thought leadership' in applied government practice*

Course Delivery

The course will be delivered in seminars. All candidates are expected to prepare appropriately for course sessions, to attend each session and may be asked to take responsibility for leading discussions as assigned.

Expected Workload

The total workload associated with this course is approximately 275–300 hours, and will include 48 classroom contact hours.

Readings

Required readings are listed on the detailed course outline below. The readings will be provided via Blackboard.

Candidates are required to have read two books before the sessions based on them on 23 May and 10 August respectively: 1) Kahneman, D. (2011). *Thinking, fast and slow*. New York: Farrar, Straus and Giroux; and 2) Jackson, B., & Parry, K. (2011). *A very short, fairly interesting and reasonably cheap book about studying leadership* (2nd ed.). Los Angeles: Sage. The books are available in the library on 3-day loan and an additional copy is available for loan from the course co-ordinator. For easier reference, candidates may wish to consider purchasing their own copies.

Assessment Overview

Assignment	Weight	Due Date	Objectives covered
Selecting and applying theory to practice: (approx. 5,000 words)	40%	25 May 2012	1
Reshaping and communicating theory in the light of practice (approx. 5,000 words)	40%	14 September 2012	2
Practitioner Seminar (30 minutes plus notes or appropriate seminar format)	20%	as per individually assigned timeslots in Oct	All

Assessment Detail

1. Selecting and applying theory to understand and explain practice:

The aim of this assignment is to select and justify the appropriateness of theoretical frameworks for understanding a chosen practice issue/problem (which will be closely linked to your intended thesis problem).

You are asked to apply two alternative theoretical frameworks to a topical/relevant practice issue appropriate to your doctoral study; and discuss the strengths and weaknesses of each theory in the context, justifying your choice of frameworks.

The specific focus for each candidate's essay is to be proposed by the candidate and discussed with the coordinator and the student's supervisor to obtain their sign-off before Easter (i.e. by 5 April). The assignment will be due on 25 May.

2. Reshaping theory in the light of practice:

The aim of this assignment is to gather a range of practice and theoretical understandings relevant to some aspect of your doctoral topic.

You are to report upon your analysis of interviews with a range of people, representing a breadth of perspectives, with interest in and knowledge about your topic.

Your interviews could include ministers, ministerial advisors, government officials, members of non-governmental organisations of various sorts (including informal community associations),

academics, DGov peers, and ‘ordinary’ citizens. The focus should be roughly the same across all interviews, and need not be approached as research for your doctorate, but rather, as research to inform you about the broader context, analogous issues, etc. The report should emphasise the theoretical frameworks at issue in the interviewees’ and your own interpretations. You should discuss any differences that you consider significant, and their implications for applied research/practice in the area of your doctoral topic. The assignment will be due on 14 September.

3. Practitioner Seminar and Seminar critique contribution:

The aim of this assignment is for you to display a command of the theories you are using to problematise and reflect upon issues and for you to demonstrate thought leadership in your analysis for a practitioner audience.

You are expected to prepare and present a seminar or workshop for invited fellow practitioners (which might also be attended by academics), which critically examines the particular practice problem area selected for your thesis. In the seminar you are expected to

- (a) identify the problem area and the aspects of the problem you have focused on, particularly as fleshed out in the first two assignments;
- (b) present the theoretical framework(s) you have selected and justify them
- (c) briefly compared your selected framework/s with alternatives, including ones that you found through interviews in assignment 2; and
- (d) identify the new perspectives gained through the application of your chosen theoretical lens and any weaknesses along with any further steps/research you would undertake to address them.

All assessment items will be graded on a pass-fail basis. Criteria for ‘pass’ for each assignment is set at a level to ensure doctoral-level competency and achievement. Passing standards will be more-or-less equivalent to a B+ at Honours level. All assignments must be passed to achieve an overall pass in the course.

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 programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Penalties

No penalties will apply. Candidates who cannot meet assessment deadlines must negotiate an alternative arrangement with the course coordinator.

Detailed Course Outline

Date	Topic/ Presenter	Focus questions and Readings
<p>7 March 3-5pm</p> <p>RH819 (2 hrs)</p>	<p>Introduction and overview of 603</p> <p>Integrating Theory and Practice.</p> <p>Coming up to speed and beginning to make sense of the theoretical and methodological mess and relate it to the real world of public management.</p> <p>/Eppel</p>	<p>As we embark on this journey you need to think about how you begin to develop and display ‘leadership’ in practice and theory. Adair advances a vision for the exercise of personal strategic leadership – ‘I am my own commander’.</p> <p>Adair, J. (2003). <i>Effective strategic leadership; An essential path to success guided by the world's greatest leaders</i>. London: Pan. (See especially pp.259-320.)</p> <p><i>What do we mean by theory? And what does integration between theory and practice look like when it is happening?</i></p> <p>How might we use different ‘levels of theory’? In 601, some of the different methodological underpinnings of research theory and practice (e.g. objectivist, subjectivist, inter-subjectivist) were explored. You also encountered some of the socio/political theories that have been developed for thinking about and explaining public administration, public management, policy and governance in 602.</p> <p>In 603 we are going to build on this foundation and will revisit some of the themes discussed previously, but will also extend our study into a meso-level range of theories and how these theories might be used to provide new knowledge about practice. You will also use practice knowledge to extend and develop these theories.</p> <p>You will become more accustomed the examining the theoretical underpinnings of different ideas, concepts and theories and making these explicit, integrating them in ways that help to understand and explain practice, and using practice examples to augment and modify theory (the latter perhaps growing into part of your thesis).</p> <p>Remember: ‘Every theory has its blind spot’ Ryan, B (personal communication, 2011).</p> <p><i>What are some of the big ideas about ‘causality’ in public policy and public management and how do they differ methodologically?</i></p> <p>Callahan and Byrne suggest that we need to integrate theories about structure and interdependent agents with consideration of context and boundaries to achieve a ‘negotiated order’.</p> <p>Callaghan, G., & Byrne, D. S. (2011). <i>Complexity and negotiated order</i>. Paper presented at the COMPACT, Rotterdam 23-26 June, 2011.</p> <p>Pollitt, C., & Hupe, P. L. (2011). Talking about government: The role of 'magic' concepts. <i>Public Management Review</i>, 13(5), 641-658.</p> <p>Huby, G., Harries, J., & Grant, S. (2011). Contributions of</p>

		<p>ethnography to the study of public services management: Past and present realities. <i>Public Management Review</i>, 13(2), 209-225.</p> <p>Huxham, C., & Hibbert, P. (2011). Use matters ... and matters of use: Building theory for reflective practice. <i>Public Management Review</i>, 13(2), 273-291.</p> <p>Hood, C. (2011). Conclusion: Public management research on the road from consilience to experimentation? <i>Public Management Review</i>, 13(2), 321-326.</p> <p>Raadschelders, J. C. N. (2010). Identity without boundaries: Public administration's cannon(s) of integration. <i>Administration and Society</i>, 42(2), 131-159.</p> <p>See also references about theory, and types of theory, from 601 and 602.</p> <p><i>In discussion of these readings, you might consider, what do we mean by theory?; how might we use different 'levels of theory'?; and what does integration look like when it is happening? Also, what might pragmatism have to offer to the integration of theory and practice?</i></p>
<p>Wed, 14 March 3-5pm and Fri, 16 March, 9-11am</p> <p>RH819 (4 hrs)</p>	<p>Policy processes 1 and 2/ Eppel</p>	<p><i>What does the conceptual mapping of policy processes look like and how is it changing?</i></p> <p><i>A quick gallop through the literature of the last 60 years reveals some trends. From single rational decision makers to multi-actor social processes; from linear, top-down processes to horizontal networks of actors; from stages to continuous processes without a precise beginning or end; to consideration of dynamics such as time; and complex social interactions.</i></p> <p>e.g.</p> <p>Hill, M. J., & Hupe, P. L. (2009). <i>Implementing public policy: An introduction to the study of operational governance</i> (2nd ed.). London: Sage.</p> <p>Kingdon, J. W. (1995). <i>Agendas, alternatives and public policies</i> (2nd ed.). New York: Addison-Wesley Educational Publishers.</p> <p>Kickert, W. J. M., Klijn, E.-H., & Koppenjan, J. F. M. (Eds.). (1997). <i>Managing complex networks: Strategies for the public sector</i>. London, Thousand Oaks, New Delhi: Sage Publications.</p> <p>Sabatier, P. A. (Ed.). (2007). <i>Theories of the policy process</i>. Cambridge MA: Westview Press.</p> <p>Sanderson, I. (2009). Intelligent policy making for a complex world: Pragmatism, evidence and learning. <i>Political Studies</i>, 57, 699-719.</p> <p>Morcol, G. (2010). Issues in reconceptualising public policy</p>

		<p>from the perspective of complexity theory. <i>Emergence: Complexity and Organisation</i>, 12(1), 52-60.</p> <p>Eppel, E. (2010). <i>The contribution of complexity theory to understanding and explaining policy processes: A study of tertiary education policy processes in New Zealand</i>. Unpublished PhD Thesis, Victoria University Wellington. http://researcharchive.vuw.ac.nz/handle/10063/1202.</p>
<p>Wed_21 and Fri 23 March (4 hrs)</p>	<p>Collaborative Governance 1 and 2/ Eppel</p>	<p><i>Theories of public administration have evolved over the years to accommodate changing practices which have developed as society, and the relationship between society and government, change. In recent years the term ‘governance’ has been employed increasingly to represent the shifts that are occurring, although the pattern of what is meant by governance is still far from clear.</i></p> <p><i>What is meant by ‘governance’? What lies beyond the shift from public administration to ‘new’ public management?</i></p> <p>Ryan, B. (2011). The signs are everywhere: 'Community' approaches to public management. In B. Ryan & D. Gill (Eds.), <i>Future state: Directions for public management in New Zealand</i>. Wellington: (pp. 85-122). Wellington: Victoria University Press.</p> <p>Osborne, S. P. (Ed.). (2010). <i>The new public governance? Emerging perspectives on the theory and practice of public governance</i>. London: Routledge.</p> <p>Osborne, S. P. (2010). Delivering public services: Time for a new theory. <i>Public Management Review</i>, 12(1), 1-10.</p> <p><i>What is the contribution of normative notions of governance, for example, ‘deliberative governance’, and the accompanying shifts in governance practice.</i></p> <p>Wagenaar, H. (2007). Governance, complexity and democratic participation. <i>The American Review of Public Administration</i>, 37(1), 17-50.</p> <p>Fischer, F. (2003). Beyond empiricism: Policy analysis as deliberative practice. In M. Hajer & H. Wagenaar (Eds.), <i>Deliberative policy analysis. Understanding governance in the networked society</i>. Cambridge UK: Cambridge University Press.</p> <p>Hill, M. J., & Hupe, P. L. (2009). <i>Implementing public policy: An introduction to the study of operational governance</i> (2nd ed.). London: Sage.</p> <p>Peters, B. G. (2007). Institutions and governance. In G. Gjelstrup & E. Sorensen (Eds.), <i>Public administration in transition</i> (pp. 131-148). Copenhagen: DJOF Publishing.</p> <p>Sorensen, E. (2007). Public administration as metagovernance. In G. Gjelstrup & E. Sorensen (Eds.), <i>Public administration</i></p>

		<p><i>in transition</i> (pp. 107-126). Copenhagen: DJOF Publishing.</p> <p>Bourgon, J. (2009). New directions in public administration: Serving beyond the predictable. <i>Public Policy and Administration</i>, 24(3), 309-330.</p> <p>Crozier, M. (2008). Listening, learning, steering: New governance, communication and interactive policy formation. <i>Policy and Politics</i>, 36(1), 3-19.</p> <p>Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. <i>Journal of Public Administration Research and Theory</i>, 18(4), 543-572.</p> <p><i>Managing for shared outcomes: what is involved in sharpening the focus on the how, when and why of the three 'C's': co-operation, co-ordination, collaboration.</i></p> <p>Agranoff, R. (2006). Inside collaborative networks. <i>Public Administration Review</i>, December 2006 (Special Issue), 56-65.</p> <p><i>Policy communities, networks and other variations in conceptualising horizontal governance networks</i></p> <p>Keast, R., Brown, K., & Mandell, M. (2007). Getting the Right Mix: Unpacking Integration Meanings and Strategies. <i>International Public Management Journal</i>, 10(1), 9-33.</p> <p>Termeer, C. J. A. M. (2009). Barriers to new modes of horizontal governance: A sense-making perspective. <i>Public Management Review</i>, 11(3), 299-316.</p> <p>Ferlie, E., Fitzgerald, L., McGivern, G., Dopson, S., & Bennett, C. (2011). Public policy networks and 'wicked problems': A nascent solution? <i>Public Administration</i>, 89(2), 307-324.</p> <p>Klijn, E.-H., Steijn, B., & Edelenbos, J. (2010). The impact of network management on outcomes in governance networks. <i>Public Administration</i>, 88(4), 1063-1082.</p> <p>McGuire, M., & Agranoff, R. (2011). The limitations of public management networks. <i>Public Administration</i>, 89(2), 265-284.</p>
<p>Wed 28 and Fri 30 March (4 hrs)</p>	<p>Complexity, Ambiguity and Uncertainty / Eppel</p>	<p><i>What do we mean by complexity, how does it differ from complicated, and how might we recognise it when we see it? What are the implications for how we lead and manage in the face of complexity?</i></p> <p>Australian Public Service Commission. (2007). Tackling wicked problems. A public policy perspective.</p> <p>Eppel, E. (forthcoming). What does it take to make surprises less surprising? The contribution of complexity theory to anticipation in public management. <i>Public Management Review</i>.</p> <p>Morcol, G. (2010). Issues in reconceptualising public policy from the perspective of complexity theory. <i>Emergence: Complexity and Organisation</i>, 12(1), 52-60.</p> <p>Morcol, G. (2011). <i>Why Complexity theory? What kind of theory is it?</i> Paper presented at the COMPACT Conference.</p>

		<p>Rotterdam, The Netherlands, 23-25 June, 2011.</p> <p>Teisman, G., van Buuren, A., & Gerrits, L. (Eds.). (2009). <i>Managing complex governance systems: Dynamics, self-organization, and coevolution in public investments</i>. New York: Routledge.</p> <p>Boisot, M. H., & McKelvey, B. (2010). Integrating modernist and postmodernist perspectives on organizations: A complexity science bridge. <i>Academy of Management Review</i>, 35(3), 415-433.</p> <p>Jarvie, W., & Stewart, J. (2011). Working with complexity: Community engagement and the Murdi Paaki COAG trial 2002–2007. <i>Australian Journal of Public Administration</i>, 70(3), 259-274.</p>
2-20 April	Easter – Good Friday (6 April)	<p>No class – Opportunity to work on issue/problem identification and talk with practitioner colleagues.</p> <p>Time for reading.</p>
11-20 April	Easter and Mid Trimester Break and Anzac Day 25 April	Time for reading.
Wed2 May (2 hours)	Policy processes 3 /Eppel	<p>Actor Network Theory</p> <p>Czarniawska, B., & Hernes, T. (Eds.). (2005). <i>Actor-network theory and organizing</i>. Malmo, Sweden: Liber AB.</p> <p>Wessells, A. T. (2007). Reassembling the social: An introduction to actor-network- theory by Bruno Latour. <i>International Public Management Journal</i>, 10(3), 351-356.</p> <p>Advocacy Coalition Theory</p> <p>Sabatier, P. A., & Jenkins-Smith, H. (1988). An advocacy coalition model of policy change and the role of policy oriented learning therein. <i>Policy Sciences</i>, 21, 129-168.</p> <p>Institutional Analysis and Development</p> <p>Ostrom, E. (1990). <i>Governing the commons: The evolution of institutions for collective action</i>. New York: Cambridge University Press.</p> <p>Ostrom, E. (2005). <i>Understanding institutional diversity</i>. Princeton, NJ: Princeton University Press.</p> <p>Hill, M. J., & Hupe, P. L. (2006). Analysing policy processes as multiple governance: accountability in social policy. <i>Policy and Politics</i>, 34(3), 557–573.</p> <p>Cognitive Attention and Punctuated Equilibria</p> <p>Simon, H. (1991). Bounded rationality and organizational learning. <i>Organization Science</i>, 2(1), 125-135.</p> <p>Jones, B. D. (2003). Bounded rationality and political science:</p>

		<p>Lessons from public administration and public policy. <i>Journal of Public Administration Research and Theory</i>, 13(4), 395-412.</p> <p>Jones, B. D., & Baumgartner, F. R. (2005). <i>The politics of attention. How government prioritises problems</i>. Chicago IL, London: University of Chicago Press.</p> <p>Jones, B. D. (1999). Bounded rationality. <i>Annual Review of Political Science</i>, 2(2), 297-321.</p>
<p>Wed 9 May (2 hrs)</p>	<p>Governing in the digital era 1 /Lips</p>	<p><i>Information sharing and privacy: Service state/surveillance state/ fair state</i></p> <p>Taylor, J.A. (1998). Informatization as X-ray: What is Public Administration for the Information Age? In: I.Th.M. Snellen & W.B.H.J. van de Donk (eds.), <i>Public Administration in an Information Age. A Handbook</i> (pp.21-32). Amsterdam: IOS Press.</p> <p>Lips, A. M. B., Eppel, E., Cunningham, A., & Hopkins-Burns, V. (2010). <i>Public attitudes to the sharing of personal information in the course of online public service provision</i>. Wellington: Victoria University of Wellington.</p> <p>Ball, K. & Murakami Wood, D. (eds.) (2006). A report on the Surveillance Society: Summary Report. Report for the UK Information Commissioner by the Surveillance Studies Network, 21pp.</p>
<p>Wed_16 May 2 hrs</p>	<p>Governing in the digital era II /Lips</p>	<p><i>Citizen-centric governance</i></p> <p>Lips, A. M. B. (2011). 'E-government is dead - long live networked governance': Fixing system errors in the New Zealand public management system. In B. Ryan & D. Gill (Eds.), <i>Future state: Directions for public management in New Zealand</i> (pp. 248-261). Wellington: Victoria University Press.</p> <p>Noveck, B.S. (2009). <i>Wiki Government. How Technology can make Government Better, Democracy Stronger, and Citizens more Powerful</i>. Washington D.C.: Brookings Institution Press. Book reading advised - Ch5 and Ch8 compulsory reading.</p>
<p>Wed 23 May) (2 hrs)</p>	<p>Social Psychology and Behavioural Economics 1/ Desai</p>	<p><i>Both this session and the following week will be based on an understanding that all candidates have read and are prepared to discuss the public management implications of Daniel Kahneman's book:</i></p> <p>Kahneman, D. (2011). <i>Thinking, fast and slow</i>. New York: Farrar, Straus and Giroux</p>
<p>Wed 30 May (2 hrs)</p>	<p>Social Psychology and Behavioural Economics 2 / Desai</p>	
<p>Week 5 – 8</p>	<p>Queens Birthday 4 June</p>	<p>No class – Opportunity to work on issue/problem identification, talk with practitioner colleagues, and hold seminars for</p>

June		practitioners. Time for reading.
Weeks 11 June- 13 July	Mid year Break	Thinking, reflecting, more reading and writing. Seminars
Wed 18 July (2 hrs)	Innovation in Public management / Eppel	<p><i>What do we mean by public sector innovation? How can public innovations be understood in terms of the need for linking capacities in order to create meaningful interactions between government, the market and society?</i></p> <p>Albury, D. (2011). Creating conditions for radical public service innovation. <i>Australian Journal of Public Administration</i>, 70(3), 227–235.</p> <p>Bekkers, V. J. J. M., Edelenbos, J., & Steijn, B. (Eds.). (2011). <i>Innovation in the public sector: Linking capacity and leadership</i>. London: Palgrave.</p> <p><i>Transition management</i></p> <p>Kemp, R., Loorbach, D., & Rotmans, J. (2007). Transition management as a model for managing processes of co-evolution towards sustainable development. <i>International Journal of Sustainable Development and World Ecology</i>, 14(1), 78–91.</p> <p><i>Public-private partnerships: innovation, marriage of convenience, or something else?</i></p> <p>Hallyar, M. R., & Wettenhall, R. (2010). Public-private partnerships: Promises, politics and pitfalls. <i>Australian Journal of Public Administration</i>, 69(1), 1–7.</p> <p>Hodge, G., & Greve, C. (2010). Public-private partnerships: Governance scheme or language game? <i>Australian Journal of Public Administration</i>, 69(Supplement 1), S8-S22.</p>
Wed 25 July (2 hrs)	Evaluating success / Eppel	<p><i>What counts as success?</i></p> <p>Klijn, E.-H., Steijn, B., & Edelenbos, J. (2010). The impact of network management on outcomes in governance networks. <i>Public Administration</i>, 88(4), 1063-1082.</p> <p>McConnell, A. (2010). Policy success, policy failure and grey areas in-between. <i>Journal of Public Policy</i>, 30(3), 345-362.</p>
Wed 1 Aug (2 hrs)	Complex Implementation/ Wolf	<p><i>How might we better understand and do complex implementation?</i></p> <p>Barrett, S. (2004). Implementation studies: Time for a revival? Personal reflections of 20 years of implementation studies. <i>Public Administration</i>, 82(2), 249-262.</p> <p>Askew, R., John, P., & Liu, H. (2010). Can policy makers listen to researchers? An application of the design experiment methodology to a local drugs policy intervention. <i>Policy and Politics</i>, 38(4), 583-598.</p>

		<p>Eppel, E., Turner, D., & Wolf, A. (2011). Experimentation and learning in policy implementation: Implications for public management. In B. Ryan & D. Gill (Eds.), <i>Future state: Directions for public management in New Zealand</i> (pp. 182-212). Wellington: Victoria University Press.</p> <p>O'Toole, L. J. (2011). The EDA in Oakland: The case that catalyzed a field. <i>Public Administration Review</i>, 71(1), 116-120.</p> <p>Stoker, G., & John, P. (2009). Design experiments: Engaging policy makers in the search for evidence about what works. <i>Political Studies</i>, 57(2), 356-373.</p> <p><i>What might pragmatism have to offer to the integration of theory and practice?</i></p> <p>Sanderson, I. (2009). Intelligent policy making for a complex world: Pragmatism, evidence and learning. <i>Political Studies</i>, 57, 699-719.</p> <p>Wolf, A (2011) on pragmatism</p>
<p>Fri 10 Aug</p> <p>2 hrs</p>	<p>Leadership 1/ Jackson</p>	<p><i>What is leadership?: Popular and theoretical (scientific) conceptualisations and their implications in a public management/public policy context.</i></p> <p><u>Essential reading</u></p> <p>Jackson, B., & Parry, K. (2011). <i>A very short, fairly interesting and reasonably cheap book about studying leadership</i>. (2nd ed.) Los Angeles: Sage.</p> <p><u>Some other material of potential interest</u></p> <p>Adair, J. (2003). <i>Effective strategic leadership; An essential path to success guided by the world's greatest leaders</i>. London: Pan.</p> <p>Grint, K. (2011). A history of leadership. In A. Bryman, D. Collinson, K. Grint, B. Jackson & M. Uhl-Bien (Eds.), <i>Sage handbook of leadership</i> (pp. 3-14). London: Sage.</p> <p>Liddle, J. (2011). Twenty-first-century public leadership within complex governance systems: Some reflections. <i>Policy and Politics</i>, 38(4), 657-663.</p> <p>Brookes, S. (2010). Asking the intelligent leadership questions. <i>Policy and Politics</i>, 38(4), 665-667.</p> <p>Crosby, B. (2010). Leading in a shared-power world of 2020. <i>Public Administration Review</i>, 70(Supplement 1), S69-S77.</p> <p>Elkin, G., Jackson, B., & Inkson, K. (2008). <i>Organisational behaviour in New Zealand: Theory and practice</i> (3rd ed.). Auckland: Pearson Education.</p> <p>Jackson, B., & Parry, K. (2001). <i>The hero manager: Learning from New Zealand's top chief executives</i>. Auckland: Penguin.</p>

		<p>Williams, R. (2006). The experience of leading public sector organizations in a performance management regime. In R. D. Stacey & D. Griffin (Eds.), <i>Complexity and the experience of managing in public sector organizations</i> (pp. 46-80). Abingdon, UK: Routledge.</p> <p>McCauley, C. D., Drath, W. H., Palus, C. J., O'Connor, P. M. G., & Baker, B. A. (2006). The use of constructive-developmental theory to advance understanding of leadership. <i>The Leadership Quarterly</i>, 17, 634-653.</p> <p>Eglene, O., Dawes, S. S., & Schneider, C. A. (2009). Authority and leadership in public sector knowledge networks. <i>The American Journal of Semiotics</i>, 37(1), 91-113.</p> <p>de Graaf, G. (2011). The loyalties of top public administrators. <i>Journal of Public Administration Research and Theory</i>, 21(2), 285-306.</p>
13-17 Aug (4 hrs)	Available for student seminars	
Fri 24 Aug (2 hrs)	Leadership II/TBC Available for seminars	<p>Leading practice</p> <p>Yukl, G. (2009). Leading organizational learning: Reflections on theory and research. <i>The Leadership Quarterly</i>, 20(1), 49-53.</p> <p>Uhl-Bien, M., & Marion, R. (2009). Complexity leadership in bureaucratic forms of organizing: A meso model. <i>The Leadership Quarterly</i>, 20(4), 631-650.</p> <p>Lichtenstein, B., & Plowman, D. A. (2009). The leadership of emergence: A comparative leadership theory of emergence at successive organizational levels. <i>The Leadership Quarterly</i>, 20(4), 617-630.</p> <p>The role of leadership in the development of public institutions</p> <p>Boin, A., & Christensen, T. (2008). The developing of public institutions: Reconsidering the role of leadership. <i>Administration and Society</i>, 40(3), 271-297.</p>
27 Aug-7 Sept	Mid-trimester Break	
Wed 12 and Fri 14 Sept (4hrs)	Treaty of Waitangi in public policy theory, research and practice /TBC	<p>Durie, M. (2011). <i>Ngā tini whetū: Navigating Māori futures</i>. Auckland: Huia.</p> <p>Andreotti, V., Ahenakew, C., & Cooper, G. (2011). Epistemological pluralism. <i>AlterNative</i>, 7(1), 40-50.</p> <p>Bishop, R. (2005). Freeing ourselves from neocolonial domination in research: A kaupapa Maori approach to creating knowledge. In N. Denzin & Y. S. Lincoln (Eds.), <i>The Sage handbook of qualitative research</i> (pp. 109-138). Thousand Oaks, CA: Sage.</p> <p>Smith, L. T. (2005). On tricky ground: Researching the native</p>

		<p>in the age of uncertainty. In N. Denzin & Y. S. Lincoln (Eds.), <i>Sage handbook of qualitative research</i> (3rd ed.). Thousand Oaks CA: Sage.</p> <p>http://www.treaty2u.govt.nz/</p> <p>http://www.waitangitribunal.govt.nz/scripts/reports/reports/262/05AC7023-0EEA-4ECC-8B6E-AB136A2EA7F8.pdf</p> <p><i>Readings indicative; may be amended when presenter is confirmed.</i></p>
Wed 17 and 21 Sept	Writing Retreat	
Wed 24 and Fri 26 Sept	Available for seminars/ TBC	Practitioners' Seminars and Presentations continue (see Assignment 3)
Weeks 1-5, 8-12, 15-19 Oct	Available for seminars/ TBC	<u>N.B. All seminars for 603 and 604 assessment must be completed by the end of this period.</u>
Wed 7 and Fri 9 Nov	TBC	Seminar Debrief

Mandatory Course Requirements

To pass the course, a candidate is required to pass each assessment item.

Communication of Additional Information

Additional information will be conveyed via email.

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 .
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" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

NOTE: Information emailed to you via Blackboard can only be sent to your @myvuw.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 @myvuw.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_Forward 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, or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See www.victoria.ac.nz/its/student-services/ for more information.

Use of Turnitin

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 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.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<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.

Find out about academic progress and restricted enrolment at www.victoria.ac.nz/home/study/academic-progress.

The University's statutes and policies are available at 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 (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

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

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/