VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

MMPM 501
PUBLIC MANAGEMENT
(15 Points)

Trimester 1 / 2012

COURSE OUTLINE

Names and Contact Details

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

Trimester Dates

From Tuesday 21 February to Tuesday 12 June 2012

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 2 March 2012**.

2. The standard last date for withdrawal from this course is **Friday 18 May 2012**. 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

Module One:	Tuesday 21 February 2012	8.30am – 6.00pm
Module Two:	Tuesday 17 April 2012	8.30am – 6.00pm
Module Three:	Tuesday 12 June 2012	8.30am – 6.00pm

Attendance is <u>required</u> 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 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.

Readings and Blackboard

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). Other required readings are to be downloaded from the internet or from the course Blackboard site – those provided on Blackboard are identified below.

Note that students are expected to do their first reading of this text <u>before</u> the first module.

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.

It is essential therefore that you set up your computer access to myVictoria and Blackboard BEFORE the 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.

Course Content

MODULE 1

Note regarding the readings
You will see immediately that there is a considerable amount of reading (and thinking) to be done for this course. I have separated the readings into 'required' and 'further' reading. You must read the required readings and should do so before the relevant module – if you are short of time, at least scan-read them in advance. The further readings you can leave till after but I strongly recommend that you manage your study so that you read all or most of them following the module and before the completion of the course.

All the 'Hughes' readings are from the text. To access the others, go either to Blackboard or click on the URL.

Public management: an overview
Refer to the 'Public management (in Australasia)' diagram provided in the module notes (to be distributed prior to the module. A discussion of the key elements that make up the field of public management.

Required reading:
*   Hughes, O. (2003) *Public Management and Administration*, all chapters (if you prefer, you can save reading chapters 12 and 14 until later in the course)

Role of Government and the machinery of government (public service, state sector, public sector)

Required reading:
- Hughes (2003) *Public Management and Administration*, Chapters 4 & 5
- SSC (2007) *Reviewing the Machinery of Government*, Wellington. Download from www.ssc.govt.nz/upload/downloadable_files/reviewing-mog.pdf . Also examine the 'Guide to New Zealand's Central Government Agencies" at www.ssc.govt.nz/sites/all/files/guide-to-central-govt-agencies-1sept11.pdf

Further reading:
- Gill D. (2002) 'New Zealand', in OECD, *Distributed Public Governance: Agencies, Authorities and Other Government Bodies*, Paris, OECD. (Blackboard)
- You will also find interesting and current material on the SSC website at www.ssc.govt.nz/mog

Ethics, values and 'public' service

Required reading:
- Dobel, J. (2005) 'Public Management as Ethics'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).
- *Code of Conduct for State Services* (2007). Download from 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

Further reading:
- Also read the SSC website on the 'Code of Conduct for State Services' at www.ssc.govt.nz/display/document.asp?DocID=7063
- Other useful material can be found on the Integrity and Conduct section of the SSC website at www.ssc.govt.nz/integrityandconduct

e-Government and the new technologies

Required reading:
- Hughes (2003) *Public Management and Administration*, Chapter 10.
- OECD (2005) *e-government for Better Government*, OECD, Paris. Chapters 1 & 2 (Blackboard)

Further reading:
- SSC (2006) *Enabling Transformation: A strategy for e-government* 2006, Wellington. Go to http://archive.ict.govt.nz/plone/archive/about-egovt/strategy/ and download the document.

Organisational form, structure and control

Required reading:
- Hughes (2003) *Public Management and Administration*, Chapters 2 and 3

- Meier, K. and Hill, G. (2005) 'Bureaucracy in the Twenty-First Century'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).

Further reading:
- 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)

Human resource management and organisational capability
Required reading:
- Hughes (2003) *Public Management and Administration*, Chapter 8.

Further reading:
- Ingraham, P. (2005) 'Striving for Balance: Reforms in Human Resource Management'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).

Leadership/leading, influence and change
Required reading:
- OECD (2001) *Public Sector Leadership for the 21st Century*, Paris, OECD (pp. 1-56) (Blackboard)
- Denis, J-L., Langley, A. and Rouleau, L. (2005) 'Rethinking Leadership in Public Organisations'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).

Further reading:
- Look at the SSC website and the Leadership Capability Profile at www.ssc.govt.nz/leadership-capability-profile
- You can read about the chief executive competency profile at www.ssc.govt.nz/ce-competency-profile

Strategic management and managing for results/outcomes
Required reading:
- Hughes (2003) *Public Management and Administration*, Chapter 7.

Further reading:
- TSY, SSC (2003) *Managing for Outcomes – Guidance for Departments*, Wellington. Download from 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

Financial management and budgeting

Required reading:

- Hughes (2003) *Public Management and Administration*, Chapter 9.
- Rubin, I. and Kelly, J. (2005) 'Budget and Accounting Reforms'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).

Further reading:

- Treasury (2006) *A Guide to the Public Finance Act*, Wellington.   Download from www.treasury.govt.nz/publications/guidance/publicfinance/pfaguide/guide-pfa.pdf

Implementation and service delivery

Required reading:

- Mulgan G. and Lee A. (2001) *Better Policy Delivery and Design*, UK Cabinet Office, London, pp. 1-22. (Blackboard)
- Herbert, R. (2009) 'Implementing Government Strategies for Complex Social Problems'. *Policy Quarterly*, 5(3): 50-57 (Blackboard).

Further 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

Outsourcing, markets, contract management and public/private partnerships

Required reading:

- OECD (2005) *Modernising Government: The Way Forward*, OECD, Paris. Ch 5 "The Use of Market-type Mechanisms to Provide Government Services" (Blackboard)

Further reading:

- 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)

Performance monitoring and evaluation

Required reading:

- Dahler-Larsen, P. (2005) 'Evaluation and Public Management'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).

Further reading:

- Ryan B. (2011) 'Getting in the Road: Why outcome-oriented performance monitoring is underdeveloped in New Zealand', in Gill D. (ed.) *The Iron Cage Recreated: The*

Performance Management of State Organisations in New Zealand, Wellington, Institute of Policy Studies, pp. 447-470. (Blackboard)
- 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
- 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
- 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

Reporting and accountability
Required reading:
- Hughes (2003) *Public Management and Administration*, Chapter 13.

Further reading:
- See the section on 'Reporting and Review' on the Treasury website www.treasury.govt.nz/publications/guidance/reporting . In particular, read 'Preparing the Annual Report: Technical and Process Guide for Departments' and 'Guidance and Requirements for Crown Entities: Preparing the Annual Report 2011'
- Treasury (2010) *Statement of Intent – Guide to the Content and Production*, Wellington. Download from www.treasury.govt.nz/publications/guidance/strategy/soi-depts

The recent history of public management (in New Zealand)

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

Further Reading:
- See the Principles, Conventions and Practice Guidance Series on the SSC website – download from 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:
  o "The Constitutional Setting"
  o "The Public Service and the Government"
  o "The Public Service and the Public"
  o "The Public Service and the Treaty of Waitangi"
  o "The Public Service Employee"
  o "The Senior Public Servant"

NOTE: At the time of writing (Dec 2010), these documents were not available on the SSC website but I have been assured that they will be reposted shortly. If they are not available during the trimester, they will be made available as downloads from Blackboard.

Public administration to public management: The bureaucratic era; 'New public management'; The NZ model of public management
Required reading:
- Hughes O. (2003) *Public Management and Administration*, Chapters 1, 2, 3 and 14 (text)
- Boston J., Martin J., Pallot J. and Walsh P. (1996), *Public Management: The New Zealand Model*, Auckland, Oxford University Press, chapter 2 (Blackboard)

Further reading:
- 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
- Scott G. (2001) *Public Management in New Zealand*, Centre for Law and Economics, ANU, Canberra, 'Foreword', 'Preface' and chapters 1-3. (Blackboard)

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

Further 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
- The Standards Board (2001) "First Report". Download from 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

'Managing for outcomes', 'whole of government' and 'integrated service delivery'
Required 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
- Ryan B. (2003) *Learning MFO: Managing for Outcomes – The Queensland Case*, Institute of Public Administration Australia, Queensland, Brisbane. (Blackboard)

Further reading:
- 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

- 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).
- 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
- 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
- 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
- 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

MODULE 2

Public management in New Zealand: the present

The state of play
Required 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)

The 'Performance Improvement Framework'
Required reading:
- For background on this initiative go to the SSC website at www.ssc.govt.nz/pif . Find and read the document titled 'Performance Improvement Framework: Agency Self Review Workbook' (Nov 2010).
- Read at least one of the reports listed on that page (click 'More files').

The 'Better Public Services' initiative
- At the time when this course outline was being prepared (December 2011), the report of the 'Better Public Services' group had been presented to government but was still confidential. I anticipate that by the time we get to this point in the course, the content of that report and government's responses will be well-known. This section of the course will explore this material some detail and it is likely to be at www.dpmc.govt.nz/better_public_services/index.htm

Public management and the Treaty of Waitangi

Required reading:

- *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/ . In particular, read the section detailing the principles, namely, the 'Principles of the Treaty as expressed by the Courts and the Waitangi Tribunal' downloadable 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
- Durie, M. (2004) 'Public Sector Reform, Indigeneity and the Goals of Māori Development'. Paper delivered to the Commonwealth Advanced Seminar, Wellington, 17th February (Blackboard).

Further reading:

- Go to the section on the Treaty of Waitangi on the NZ history on-line site at www.nzhistory.net.nz/category/tid/133

Public management in developing and non-Anglo-American-Australasian countries

In this section of the course, we will focus in particular on issues of public management confronting those countries from which our international students come.

Required reading:

- Hughes O. (2003) Public Management and Administration, Chapter 12.
- Proeller. I and Schedler, K. (2005) 'Change and Continuity in the Continental Tradition of Public Management'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).

Further reading:

- Mathiasen D. (2005) 'International Public Management'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).

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'

Required reading:

- Explore the Local Government New Zealand (LGNZ) website at www.lgnz.co.nz/lg-sector/ especially the section on 'Local Government in New Zealand'.

Further reading:

- Explore the local government website DIA www.localcouncils.govt.nz/
- Legislation etc from DIA website www.localcouncils.govt.nz/lgip.nsf/wpg_url/Policy-Local-Government-Legislation-Index
- Auckland supercity – from the DIA website www.localcouncils.govt.nz/lgip.nsf/wpg_url/Policy-Local-Government-Legislation-Local-Government-Arrangements-in-Auckland?OpenDocument

MODULE 3

The future of public management

Public management as creation of public value
Required reading:
- Kelly, G., Mulgan, G. and Muers, S. (2002) *Creating Public Value*, London, Strategy Unit. (Blackboard)

Further reading:
- 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 (Blackboard)

Networks, collaboration and coproduction
Required reading:
- Ryan, B. (2010) 'A Mood for Change? Ideas for Public Management Renewal in New Zealand'. Discussion paper prepared for the Public Service Association, Wellington, November (Blackboard)
- Klijn, E-H. (2005) 'Networks and Inter-organizational Management'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).

Further 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)

Public management as 'governance'
Required reading:
- Ryan, B. (2010) A Mood for Change? Ideas for Public Management Renewal in New Zealand. Discussion paper prepared for the Public Service Association, Wellington, November (Blackboard)
- de Leon, L. (2005) 'Public Management, Democracy and Politics'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).

Further reading:
- 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)
- OECD (2001) *Citizens as Partners: Information, Consultation and Public Participation in Policy-Making*, Paris, OECD (pp. 1-77) (Blackboard)
- Kooiman J. (1999) 'Social-political governance: Overview, reflections and design', *Public Management Review*, Vol 1, No 1, pp. 67 — 92 (Blackboard)

The Future of Public Management?
Required reading:
- Bogason, P. (2005) 'Post-Modern Public Management'. In E. Ferlie, L. Lynn and C. Pollitt (eds) *The Oxford Handbook of Public Management*. Oxford, Oxford University Press (see Blackboard for instructions on accessing this reading).
- OECD (2000) *Government of the Future*, Paris, OECD, pp. 1-88 (Blackboard)
- Bourgon J. (2009) 'Serving Beyond the Predictable' Keynote Address to the CISCO Public Services Summit December, Stockholm, Sweden. (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)

Further reading:
- Hughes (2003) *Public Management and Administration*, Chapter 14

The Future State: Directions for Public Management in New Zealand
In 2011, researchers in and around the School of Government published a book (Victoria University Press) looking at various aspects of the future for public management in New Zealand. This session will feature some of the contributors to that book speaking about the issues they raised.
- Ryan, B. and Gill, D. (eds) (2011) *Future State: Directions for Public Management in New Zealand*. Wellington, Victoria University Press. In particular, read the final chapter, Ryan and Gill, 'Past, Present and the Promise: Rekindling the Spirit of Reform' (this final chapter is on Blackboard).

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 seven weeks between each module. **Attendance is <u>required</u> 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 day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course.

Group Work

Group work is not required for assessment on this course. However, students are expected to engage and participate fully in class discussion and in commentary and discussion on Blackboard between modules.

Materials and Equipment

No special materials or equipment are required for this course.

Assessment Requirements

Please note the following:
- *All assignments are to be posted to Blackboard in Word (.doc or .docx) format. For those students new to Blackboard, instructions will be provided before the assignment is due.*
- *In all cases, files are to be named according to the following convention:*
  <yourname>_501_conceptstest1' *or* '..._conceptstest2' *or* '..._essay' *as appropriate.*
- *All assignments are to have a front page showing the course code and name, the name of the assignment – and if the essay, the essay topic typed in full – your name and student number.*
- *Note the emphasis placed on avoiding plagiarism, even if inadvertent because of inadequate referencing. You may use either the author/year system or the notes system. For those unfamiliar with referencing techniques, you will find a useful 'quick guide' at* www.chicagomanualofstyle.org/tools_citationguide.html

This course requires that each student complete three items of assessment:

1. **Concepts test 1**: approximately 2,000 words (20%), **distributed on Monday 27 February 2012 and due on Monday 5 March 2012.**
2. **Concepts test 2**: approximately 2,000 words (20%), **distributed on Monday 23 April 2012 and due Monday 30 April 2012**.
3. **Essay**: 3,000-4,000 words (60%), **due on Tuesday 12 June 2012.**

The details are as follows:

1. **Concepts test 1**
   Prior to each module, students will be provided with an extensive list of 'learning outcomes', a 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 for the concepts test and students are to provide a 100 word answer. The concepts test will be distributed via Blackboard and students have 7 days in which to complete the assignment. Answers are to be submitted via Blackboard by the due date (see above).

2. **Concept test 2**
   As per concepts test 1.

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 the due date (see above)

    a. What is meant by the term 'new public management' (NPM)? How does NPM differ from 'public administration'? What can be argued to be the strengths and weaknesses of NPM as introduced in countries like New Zealand, Australia and Britain?

    b. What is meant by the term 'governance'? Of those public management writers who use the term, what image of governing in modern societies do they want to convey? To what extent is this idea consistent with or antithetical to the 'new public management' reforms of the late 20th century?

    c. How would you characterise the state of play of public management in Aotearoa/New Zealand? Do present circumstances suggest a progressive or conservative agenda for the future of governing in this country?

    d. What are the main issues confronting public administration and management in your jurisdiction/level of government? What would you argue needs to be done to improve matters?

Note that each of these topics requires you to <u>critically analyse</u> a question based on and evidence and/or authority, come to a conclusion and mount an argument to that effect.

Quality Assurance Note
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

Attendance is <u>required</u> at all three modular teaching days

If, before enrolment for a course, you are aware that you will not be able to attend for part of a day, 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 significant part of a day (i.e. more than two hours), you must advise the course coordinator 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

You must submit or participate in all pieces of assessment required for this course.

Communication of Additional Information

All communication with students coming from the course coordinator will come through myVictoria and Blackboard. Note the information and advice provided at the beginning of this document.

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). 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 . 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 .

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

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.aspx

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.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

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support
www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices
www.victoria.ac.nz/fca/studenthelp/

Te Putahi Atawhai
Maori and Pacific Mentoring Programme
www.victoria.ac.nz/tpa/