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School of Government

## PUBL 302 MANAGING THE PUBLIC SECTOR

Trimester Two 2013

### COURSE OUTLINE

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#### Names and Contact Details

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#### Trimester Dates

*Teaching Period*

Monday 15 July – Friday 18 October 2013

*End of Year Study Period*

Monday 21 October – Thursday 24 October 2013

*Examination Period*

Friday 25 October – Sunday 16 November 2013 (incl)

#### Class Times and Room Numbers

*Lectures*

Friday 10:30-12:20

LWT

*Tutorials*

Thursday 10:30-11:20

RWW315

Thursday 15:40-16:30

RWW129

Friday 14:40-15:30

RWW222

Friday 15:40-16:30

RWW222

#### Withdrawal from Courses

Your fees will be refunded if you withdraw from this course on or before **Friday 26 July 2013**

The standard last date for withdrawal from this course is on or before **Friday 27 September 2013**. 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.

This application form is available from either of the Faculty's Student Customer Service Desks.

## Course Learning Objectives

This course is an introductory survey of management in the public sector. Public management – along with public administration and governance – is largely about the *technique* of government and seeks to answer questions such as: How should government be organised to deliver services? On what basis should policy be decided and resources allocated? How can the community know whether resources are used efficiently, or that services are achieving what was intended? But public management is also inherently *political* because these technical questions about structure, process and roles are about the way authority is (or should be) exercised and accounted for by Ministers and public servants: almost invariably there is no *one* best way to organise government. It is therefore also about power, integrity and the relationship between state and citizen.

This course will use the Westminster democracies (chiefly New Zealand and the UK, but also Canada, Ireland and the Australia) as a reference point for examining developments in the theory and practice of public management, as well as for undertaking comparisons with developments in other political systems. Prominent international organisations – notably the Organisation for Economic Cooperation and Development (OECD) – have been at the forefront of international ‘benchmarking’ in public management, and the course will encourage you to use this international literature to contextualise current approaches to managing in the public sector, and to critically analyse the key ideas and actors that have driven reform.

Most students enrolling in this course will be candidates for the BA and/or BCA degrees. There is a set of learning and teaching Major Attributes for students completing a BCA major in Public Policy. The following table explains what you can achieve by successfully completing this course, and shows how these objectives relate to the relevant Major Attributes.

LEARNING OBJECTIVES	PUBLIC POLICY MAJOR ATTRIBUTE (MA)
<b>By studying PUBL 302 you should be able to:</b>	<b>The learning objective relates to these MAs:</b>
1. Explain key elements, including public accountability and ethical requirements, that differentiate public from private management	<b>MA2:</b> Demonstrate an understanding of the influence of political ideas and philosophies, and of constitutional and political institutions on public policy <b>MA12:</b> Demonstrate an understanding of the significance of ethics and accountability in the study and practice of public policy
2. Explain key developments in public sector management within the Westminster democracies	<b>MA7:</b> Apply the comparative method to policy analysis, and identify insights that might be drawn from other policy jurisdictions <b>MA2, MA12</b>
3. Explain the key legal and institutional arrangements that govern financial and human resource management in the public sector	<b>MA2, MA12</b>
4. Explain and evaluate key theories of public management and politician-bureaucrat relations in the context of current practice	<b>MA2, MA7, MA12</b>

5. Explain and evaluate the key features of performance-based management in the public sector	<b>MA6:</b> Judge the relevance and importance of evidence in policymaking <b>MA12</b>
6. Explain the wider political context of public sector reform and evaluate the merits of different approaches to organising and managing the public sector	<b>MA8:</b> Judge and articulate the relevant criteria that might be used in assessing the advantages and disadvantages of particular policy options <b>MA2, MA12</b>

## Course Content and Delivery

This course will be delivered through two 50-minute lectures and one 50-minute tutorial each week.

The *lecture programme* appears on pages 10-11 of this course outline and comprises a mix of theory and practice lectures, guest speakers and (time permitting) large group seminars. This means there should be opportunities for discussion during most lectures. The lecture programme may vary slightly to accommodate the availability of guest speakers or to enable topical issues to be addressed.

The *tutorial programme* appears on page 12 of this course outline and comprises a mix of small group seminars to promote interactive discussion and debate, and workshops set aside for group-based assessment work. Tutorials will focus mainly on a specific topic or issue arising from previous weeks' lectures that deserves further exploration.

## Expected Workload

You are expected to undertake on average between three and four hours of self-directed study per week for each contact hour. This course has three contact hours. Therefore, the expectation is that you will be investing *no less than twelve (12) hours per week, inclusive of class time*. It is important that you read the material assigned for each weekly class in advance of class discussion.

## Group Work

Assessment for this course includes a group work component.

It is expected that students will allocate *no less than twelve (12) hours to the group work*, inclusive of research, allocated tutorial workshop hours and meeting times. The assessment criteria for the group work component are outlined on pages 6-7 of this course outline, and will also be discussed in class with more detailed criteria to be posted on Blackboard.

## Prescription

A survey and comparison of government management reforms to promote greater transparency and efficiency, and to redefine the relationship between the state and its citizens across a range of countries.

## **Readings**

There is no textbook for this course. Readings may change to reflect current articles and recent developments.

All of the *required* readings for both lectures and tutorials are available for download from Blackboard.

A list of both required and highly recommended and other supplementary (i.e. further) reading appears in the ‘Readings for Lectures and Tutorials’ section on pages 13-22 of this course outline. Almost all of the supplementary reading is also available on Blackboard.

## **Assessment Requirements**

The learning objectives for this course relate to two main competencies: being able to *explain* and *evaluate* the key institutional arrangements, concepts and practices that relate to public management.

The assessment tasks for this course will gauge progress and/or accomplishment against these competencies by asking you to:

- write an *essay* in the form of a Cabinet Paper involving the sub-tasks of designing an essay, assembling material on specialised topics, analysing the material, and presenting arguments in literate and structured form;
- contribute to the design, development and writing of a group presentation, testing your ability to contribute effectively in a group context, and to present material in a coordinated and structured manner designed to meet the information needs of a specified audience; and
- write *examination* answers, testing your overall grasp of the content of the course and your ability to structure ideas quickly and to answer questions in brief, relevant essays.

The assessment for this course comprises:

<b>ASSIGNMENT</b>	<b>TYPE</b>	<b>LENGTH</b>	<b> DUE DATE</b>	<b>WEIGHTING</b>
<b>1. Essay</b>	Written	2000 words	14 August 2013	20 marks
<b>2. Presentation</b>	Conference paper	8000 words	4 October 2013	30 marks
<b>3. Examination</b>	Written	Three hours	To be advised	50 marks
<b>Total possible mark</b>				<b>100 marks</b>

*\* This is the total minimum word length for the Group Wiki. It assumes groups of four with individual contributions equivalent to 2000-2250 words. Further information on the Group Wiki Assignment can be found on pages 6-7 of this Course Outline.*

If you have difficulties meeting course requirements because of personal problems please see the Course Coordinator as soon as possible (and *before* the due date for submitting an assignment).

*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.*

## **ASSIGNMENT TASK 1 – ESSAY (20 MARKS)**

A research essay worth 20% of your final grade is due on **Wednesday 14 August 2013**.

The essay should be no more than 2000 words in length (excluding bibliography).

### *Instructions*

The Government undertook a number of structural changes in the State Sector in the 2011-2012 financial year. Prepare a paper for the State Sector Reform and Expenditure Control (SEC) Committee from the Minister of State Services that evaluates the costs of these changes and how these changes have (or have not) affected the performance of the public sector in New Zealand, and what further options there are for strengthening that performance.

The research essay must:

- be prepared using the Cabinet Paper format requirements set out on the CabGuide website at <http://cabguide.cabinetoffice.govt.nz/>  
*and*
- follow normal academic referencing requirements using the Harvard (author date: page) referencing system, appropriate citation practices and a full bibliography listing in alphabetical order all sources cited in the essay.

Essays should be electronically submitted in MS Word format via Blackboard.

You must keep a secure copy of all assignments (i.e. hard copy and e-file). Late essays will be accepted only with a medical certificate (or other appropriate documentation). Essays submitted late for no acceptable reason will be penalised.

## **ASSIGNMENT TASK 2 – GROUP CONFERENCE PAPER (30 MARKS)**

A group conference paper presentation worth 30% of your final grade is due to be delivered on **Friday 4 October 2013**.

Assessment of the conference paper will comprise two components:

- *individual assessment* (20 marks) will be based on individual input to the group project
- *group assessment* (10 marks) will be based on the coherence and quality of the Wiki page as a group product. All members of the group will be assigned this mark.

### *Instructions*

Prepare a conference paper of no more than 8000 words (excluding bibliography) on public management reform that compares New Zealand with *one* other country with a parliamentary system derived from Westminster (Australia, Canada, Ireland, and the United Kingdom).

The paper will be presented by **all members** of the group in lecture on **4<sup>th</sup> October** in a presentation lasting no more than 10 minutes (with 5 minutes for Q&A)

The conference paper must cover the following areas:

- A. a short overview of the structure of government (e.g. presidential or parliamentary, unitary or federal, civil service structure etc) and the scope of government (e.g. size and composition of the public sector etc)
- B. a detailed description of recent reforms across *three (3)* of the following components of public management:
  - structure of the machinery of government
  - strategic and performance management
  - budgeting and financial management
  - human resource management
  - the accountability or integrity system
- C. a comparative analysis of the recent reforms that:
  - identifies important differences and/or similarities
  - sets out the problems that were being addressed
  - uses available evidence to evaluate the extent to which the reforms addressed these problems (or, alternatively, generated unanticipated consequences).

The conference paper must follow normal academic referencing requirements using the Harvard (author date: page) referencing system, appropriate citation practices and a full bibliography listing in alphabetical order all sources cited in the paper.

During the presentation PowerPoint and other audio/visual equipment may be used.

The conference paper should be electronically submitted in MS Word format via Blackboard.

*The tutorial programme sets aside two tutorials as presentation workshops. These are common class times in which (a) your group can have face-to-face discussion on the assignment and (b) the Course Coordinator will be available to answer questions and provide assistance.*

## **ASSIGNMENT TASK 3 – EXAMINATION (50 MARKS)**

There will be a three hour, closed book examination. Details of the structure and content of the examination will be advised in class in advance of the examination.

The final examination for this course will be scheduled at some time during the period from Friday 26 October to Sunday 18 November 2012 (inclusive). Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

You should make yourself familiar with the University's rules about cases where illness, bereavement or other exceptional circumstances prevent attendance or impair performance at an examination. Students who would benefit from special facilities at examination time because of medical or other reasons should contact the relevant Faculty Student Administration Office, or a member of the Student Health, Counselling or Disability Services, as soon as possible.

### **Penalties**

Extensions beyond the due dates for assignment tasks will be granted only to those who meet the University's aegrotat rules, i.e. a medical certificate, personal bereavement or personal circumstances beyond your control. If you are encountering difficulties let the Course Coordinator know immediately.

Please note the following:

- requests for extensions must be received before the due date of an assignment
- essays not submitted, or a Group Wiki not completed, by the due date or by the date of an agreed extension may have their mark out of 100 reduced by 5 percentage points for each day the essay was late
- essays submitted, or a Group Wiki completed, more than 5 days late after the due date or after the date of an extension may not be accepted.

### **Mandatory Course Requirements**

To pass PUBL 302 you must do the following:

- submit the essay assignment
- contribute to the preparation and submission of a group conference paper
- attend at least nine (9) of the eleven (11) scheduled tutorials
- sit the examination.

Students who fail to satisfy the mandatory requirements for passing this course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show a "K" (fail due to not satisfying mandatory course requirements, even though the student's course requirements reached the level specified for a pass).

**TO PASS PUBL 302 YOU MUST MEET THE MANDATORY REQUIREMENTS AND ACHIEVE AT LEAST A TOTAL OF 50 PERCENT OVER ALL THE ASSESSMENT.**

## **Communication of Additional Information**

Any additional information about the course will be posted on Blackboard. Please ensure that you check Blackboard on a regular basis for notices.

## **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## **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 will be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. 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 <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.

### School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be ‘normal’ practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time –

[www.victoria.ac.nz/home/about/avcacademic/publications/assessment-handbook.pdf](http://www.victoria.ac.nz/home/about/avcacademic/publications/assessment-handbook.pdf) ).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School’s programme support staff will direct you to the relevant Programme Director/Coordinator.

*Standards relating to staff timeliness of responses to email and phone queries:*

- Email or phone queries from students will be responded to in 48 hours

*Standards relating to availability of course materials:*

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

*Standards relating to attendance:*

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

*Variations to the assessment details provided in the course outline:*

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

*Standards relating to assignments – turnaround and feedback:*

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

**For general information about course-related matters, go to:**

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

### **Student Feedback**

Student feedback on University courses may be found at:

[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php)

### **Note to Students**

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

## LECTURE PROGRAMME

WEEK	DATE	LECTURE THEMES
One	19 July	<b>Introduction and Course Organisation The State, the Public Sector and Comparative Methodology</b>
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• Gill. 2010. Appendix A: ‘Changing Role of the New Zealand State during the Past 20 Years’ from IPS working paper 2010 – 08</li> <li>• R. Hague and M. Harrop. 2007. ‘<i>Comparative Government and Politics: An Introduction</i>’. 7th Edition. Palgrave Macmillan. Chapter 5 ‘The Comparative Approach’: 83-98. Chapter 17 ‘Public Management and Administration’: 355-374.</li> </ul>		
Two	26 July	<b>Bureaucracy and Public Administration The New Zealand Version of Westminster</b>
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• O. E. Hughes. 2004. ‘Public Management and Administration: An Introduction’. 3rd Edition. Palgrave Macmillan. Chapter 2 ‘The Traditional Model of Public Administration’: 17-43</li> </ul>		
Three	2 August	<b>New Public Management – Concepts and Practice New Public Management – Drivers and Developments</b>
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• Gregory, R. (2013) Normativity and NPM: A Need for Some Theoretical Coherence’ in Christensen, T and Lægreid, P, eds. <i>The Ashgate Research Companion to New Public Management</i> (Ashgate: Farnham)</li> <li>• O. E. Hughes. 2004. ‘<i>Public Management and Administration: An Introduction</i>’. 3rd Edition. Palgrave Macmillan. Chapter 3 ‘Public Management’: 44-70.</li> </ul>		
Four	9 August	<b>The New Zealand Model of Public Management Government and Governance – Emerging Trends</b>
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• G. Duncan and J. Chapman. 2010. ‘<i>New Millennium, New Public Management and the New Zealand Model.</i>’ Australian Journal of Public Administration 69(3): 301–313.</li> <li>• B. Ryan. 2011. ‘<i>The signs are already there? Public management futures in Aotearoa/New Zealand</i>’ IPS WP 11/01 April 2011.</li> </ul>		

<b>Five</b>	<b>16 August</b>	<b>The changing role of the citizen: client; customer or co-producer? engagement and participation</b>
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• J. Alford. 2009. '<i>Engaging Public Sector Clients: From Service Delivery to Co-production</i>', Palgrave Macmillan. Chapter 1 'The Co-production Concept':15-29.&amp; Chapter 5 'Postal Service Customers as Co-producers': 73-95</li> <li>• Bang H (2005) 'Among Everyday Makers and Expert Citizens', in J. Newman, ed., Remaking Governance: Peoples, Politics and the Public Sphere (Bristol: The Policy Press),159-79.</li> </ul>		
<b>Six</b>	<b>23 August</b>	<b>Managing Structure and Strategy</b>
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• J. Stewart. 2004. 'The Meaning of Strategy in the Public Sector', <i>Australian Journal of Public Administration</i> 63 (4)</li> </ul>		
<b>Mid-Trimester Break</b>	<b>26 August – 9 September</b>	<b>No Lectures</b>
<b>Seven</b>	<b>13 September</b>	<b>Managing Organisational Performance</b>
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• Pollitt. 2006. '<i>Performance Information for Democracy: The Missing Link?</i>' Evaluation 12(1): 38–55.</li> <li>• Gill (ed.). 2011. '<i>The Iron Cage Recreated: The Performance Management of State Organisations in New Zealand</i>' Part 2 Page 41 - 134 IPS.</li> </ul>		
<b>Eight</b>	<b>20 September</b>	<b>Managing Money How are finances managed in the contemporary New Zealand public sector?</b>
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• J. Boston and C. Eichbaum. 2008. 'Financial management and democratic accountability: Lessons from New Zealand' in M. Ezzamel, N. Hyndman, A. Johnsen and I. Lapsley (eds) <i>Accounting in Politics: Devolution and Democratic Accountability</i>, Routledge: 109-133.</li> </ul>		

<b>Nine</b>	<b>27 September</b>	<b>Managing People</b>
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• OECD. 2005. ‘<i>Modernising Government: The Way Forward</i>’, OECD. Chapter 6 ‘Organising and Motivating Public Servants: Modernising Public Employment’: 157-183.</li> </ul>		
<b>Ten</b>	<b>4 October</b>	<b>Group Presentations</b>
<b>Eleven</b>		
<b>11 October</b>		
<b>Ethics in Public Service</b> <b>Integrity systems and integrity management</b>		
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• TINZ, 2013, <i>National Integrity System Assessment: New Zealand</i></li> <li>• TIUK, 2011, <i>National Integrity System Assessment: UK</i></li> <li>• R. Gregory. 1998. ‘Political Responsibility for Bureaucratic Incompetence: Tragedy at Cave Creek’, <i>Public Administration</i>, 76 Autumn: 519-538.</li> </ul>		
<b>Twelve</b>	<b>18 October</b>	<b>Public Value</b> <b>Course Review</b>
<b>Required reading</b>		
<ul style="list-style-type: none"> <li>• M. H. Moore. 1995. ‘<i>Creating Public Value: Strategic Management in Government</i>’, Harvard University Press. Chapter 2 ‘Defining Public Value’: 27-56.</li> </ul>		

## TUTORIAL PROGRAMME

WEEK	DATE	TUTORIAL TOPIC
One	18 and 19 July	No Tutorials
<b>General reading</b>		
<ul style="list-style-type: none"> <li>• Stewart J (2012) 'Multiple case study methods in governance-related research' <i>Public Management Review</i> 14, 1, pp. 67-82</li> <li>• R. Gregory. 2007. 'New Public Management and the Ghost of Max Weber: Exorcised or Still Haunting?' in T. Christensen and P. Laegreid (eds), <i>Transcending New Public Management: The Transformation of Public Management Reforms</i>, Ashgate: 221-244.</li> <li>• Lindblom. 1979. 'Still muddling, not yet through'. In <i>Public Administration Review</i> 39: 517-26.</li> <li>• J. Pierre (ed.). 1995. '<i>Bureaucracy in the Modern State: An Introduction to Comparative Public Administration</i>', Edward Elgar. Chapter 1 'Comparative public administration: the state of the art' : 1-17. Chapter 10 'Conclusions: a framework of comparative public administration' : 205-218.</li> </ul>		
Two	25 and 26 July	Changing Nature of Public Management
<b>Recommended Reading</b>		
<ul style="list-style-type: none"> <li>• D. Cook and D. Law. 2011. 'Government and economic growth: Does size matter?' New Zealand Treasury Paper 11/01 April 2011.\</li> <li>• J. Bourgon. 2009. 'New directions in public administration: Serving beyond the predictable' <i>Public Policy and Administration</i> 24(3): 309–330.</li> <li>• J. Denhardt and R. Denhardt. 2007. 'The New Public Service: Serving, Not Steering' Expanded Edition (Armonk, NY: Sharpe).</li> <li>• D. Gill, S. Pride, H. Gilbert, and R. Norman. 2010. 'The Future State' Institute of Policy Studies Working Paper 10/08, Wellington: Victoria University of Wellington. Part 4&amp;5 27-49.</li> <li>• G. Boyne. 2002. 'Public and private management: What's the difference' <i>Journal of Management Studies</i> 39:1</li> <li>• Public Administration Review. 2010. 'The Future of Public Administration in 2020' <i>Public Administration Review</i>, Vol 70, Issue Supplementary.</li> <li>• Nabatchi, T. (2010) 'Addressing the Citizenship and Democracy Deficits: The Potential of Deliberative Democracy for Public Administration', <i>The American Review of Public Administration</i> 40, 4, pp376-399</li> </ul>		

<b>Three</b>	<b>1 and 2 August</b>	<b>The Westminster Model</b>
<b>Recommended Reading</b>		
<ul style="list-style-type: none"> <li>• R. A. W. Rhodes, J. Wanna and P. Weller. 2009. '<i>Comparing Westminster</i>'. Oxford University Press. Chapter 6 'The Public Service': 155-186. Chapter 3 'Living Traditions': 45-77.</li> <li>• M. Prebble. 2011. '<i>With Respect: Parliamentarians, officials and judges too</i>'. Institute of Policy Studies, Victoria University of Wellington. Chapter 3 'The Iron Rule of Political Contest': 33-46. Chapter 4 'The Everyday Paradox': 47-58.</li> <li>• Eichbaum, C. and Shaw, R., "Revisiting Politicization: Political Advisers and Public Servants in Westminster Systems", <i>Governance</i>, Vol 21 No 3, July 2008.</li> <li>• Eichbaum, C., Shaw, R., 'Ministerial advisers, politicization and the retreat from Westminster: The case of New Zealand', <i>Public Administration</i>, Volume 85, Number 3, 2007.</li> </ul>		
<b>Four</b>	<b>8 and 9 August</b>	<b>New Public Management</b>
<b>Recommended Reading</b>		
<ul style="list-style-type: none"> <li>• T. Christensen and P. Laegreid (eds.). 2010. '<i>The Ashgate Research Companion to New Public Management</i>' (Farnham, Ashgate). <ul style="list-style-type: none"> <li>○ Chapter 1 'Introduction': 1-13.</li> <li>○ Chapter 2 'Basic NPM Ideas and their Development': 17-32.</li> <li>○ Chapter 27 'Beyond NPM? Some Development Features' : 391-403.</li> </ul> </li> <li>• P. Aucoin. 1990. 'Administrative Reform in Public Management: Paradigms, Principles, Paradoxes and Pendulums', <i>Governance</i>, 3 (2).</li> <li>• C. Hood. 1991. '<i>A Public Management for All Seasons?</i>' <i>Public Administration</i>, 69 (1): 3-19.</li> <li>• Hood and B. Guy Peters. 2004. '<i>The Middle Aging of New Public Management: Into the Age of Paradox?</i>' <i>Journal of Public Administration Research and Theory</i>, 14 (3): 267-282.</li> <li>• C. Pollitt and G. Bouckaert. 2004. '<i>Public Management Reform: A Comparative Analysis</i>', 2nd Edition, Oxford University Press. Chapter 2 'Problems and Responses: a Model of Public Management Reform': 169-176.</li> <li>• OECD. 2005. '<i>Modernising Government: The Way Forward</i>', OECD. Chapter 7 'Modernisation: Context, Lessons, and Challenges'.</li> </ul>		

<b>Five</b>	<b>15 and 16 August</b>	<b>The New Zealand Model of Public Management</b>
<b>Recommended Reading</b>		
		<ul style="list-style-type: none"> <li>• G. Duncan and J. Chapman. 2010. ‘<i>New Millennium, New Public Management and the New Zealand Model</i>’. Australian Journal of Public Administration 69(3): 301–313</li> <li>• E. Lindquist. 2011. ‘<i>No Reform Left Behind: Integrating Frameworks and Implications for New Zealand’s Centre-of-Government and Public Sector Improvement</i>’ IPS WP 11/02.</li> <li>• G. Scott. 2001. ‘<i>Public Sector Management in New Zealand: Lessons and Challenges</i>’, NZ Business Roundtable. Chapter 1 ‘Launching the Revolution to the State Sector in 1987’: 1-10. Chapter 2 ‘The Reforms: Contents and An Analytical Perspective’: 11-36.</li> <li>• S. Hitchiner and D. Gill. 2011. ‘<i>The Formal System of Organisational Performance Management in the State Sector</i>’ in Gill D. (ed) 2011. <i>The Iron Cage Recreated: The Performance Management of State Organisations in New Zealand</i>’ IPS. Chapter 5 ‘The Formal System: Themes and Conclusions’ : 119-140.</li> <li>• J. Boston, J. Martin, J. Pallot and P. Walsh. 1996. ‘<i>Public Management: The New Zealand Model</i>’, Oxford University Press. Chapter 1 ‘The New Zealand Model: Key Features and Continuing Dilemmas’: 2-15. Chapter 2 ‘The Ideas and Theories Underpinning the New Zealand Model’ : 16-40.</li> <li>• M. Lodge and D. Gill. 2011. ‘<i>Toward a New Era of Administrative Reform? The Myth of Post-NPM in New Zealand.</i>’ Governance 24(1): 141–166.</li> <li>• R. Norman. 2003. ‘<i>Obedient Servants: Management Freedoms and Accountabilities in the New Zealand Public Sector</i>’, Victoria University of Wellington. Chapter 4 ‘Introducing Business-Like Controls – a Public Sector Revolution in New Zealand’ : 55-78. Chapter 11 ‘Moving Beyond One-Dimensional Thinking’ : 219-233.</li> </ul>
<b>Six</b>	<b>22 and 23 August</b>	<b>Presentation Workshop</b>
<b>Mid-Trimester Break</b>	<b>27 August – 9 September</b>	<b>No Tutorials</b>

<b>Seven</b>	<b>12 and 13 September</b>	<b>Managing Strategy and Structure</b>
<b>Recommended Reading</b>		
		<ul style="list-style-type: none"> <li>• Gill. 2002. '<i>Signposting the zoo, from agentification to a more principled choice of organisational form</i>', OECD Journal of Budgeting, 2 (1).</li> <li>• Gill. 2008. '<i>By Accident or Design: Changes in the Structure of the State of New Zealand.</i>' Policy Quarterly 4(2): 27–32.</li> <li>• C. Hood and M. Jackson. 1991. '<i>Administrative Argument</i>', Dartmouth Publishing Group P71-100.</li> <li>• M. Edwards and R. Clough. 2005. '<i>Corporate Governance and Performance: An Exploration of the Connection in a Public Sector Context</i>', Issues Paper Paper No. 1, 2005, University of Canberra.</li> <li>• H. Mintzberg. 1989. '<i>Mintzberg on Management: Inside Our Strange World of Organizations</i>'. New York: Free Press. 418. Part II: 93-115.</li> <li>• S. Petris. 2010. '<i>The nature of strategy in the public sector</i>' ANZSOG Occasional Paper No 7.</li> <li>• Scott. 2001. '<i>Public Sector Management in New Zealand: Lessons and Challenges</i>', NZ Business Roundtable: 269-361.</li> <li>• State Services Commission. 2003. '<i>Managing for Outcomes: Guidance for Departments</i>', SSC</li> </ul>
<b>Eight</b>	<b>19 and 20 September</b>	<b>Managing Performance</b>
<b>Recommended Reading</b>		
		<ul style="list-style-type: none"> <li>• State Services Commission and The Treasury. 2008. 'Performance Measurement: Advice and examples on how to develop effective frameworks', SSC.</li> <li>• Module 1 'Why measure performance?': 11-18.</li> <li>• Module 4 'Defining outcomes, intermediate outcomes and outputs': 31-40.</li> <li>• Module 5 'Developing measures and indicators': 41-54.</li> <li>• Hood. 2006. 'Gaming in Targetworld: The Targets Approach to Managing British Public Services', Public Administration Review, 66 (4) July/August: 514-521.</li> <li>• R. Behn. 2003. 'Why Measure Performance? Different Purposes Require Different Measures', Public Administration Review, 63 (5) September/October: 586-606.</li> <li>• Gill. 2008. 'Managing for Performance in New Zealand: The Search for the Holy Grail?' in KPMG International (ed) <i>Holy Grail or Achievable Quest: International Perspectives on Public Sector Performance Management</i> (chapter 3). KPMG International: 29-40.</li> <li>• C. Hood. 2007. 'Public Service Management by Numbers: Why Does it Vary? Where Has it Come From? What Are the Gaps and the Puzzles?' Public Money and Management, April: 95-102.</li> <li>• D. P. Moynihan. 2008. 'The Dynamics of Performance Management: Constructing Information and Reform', Georgetown University Press. Chapter 6 'The Interactive Dialogue Model of Performance Information Use': 95-117. Chapter 10 'Rethinking Performance Management': 189-209.</li> <li>• State Services Commission and The Treasury. 2008. 'Performance Measurement: Advice and examples on how to develop effective frameworks', SSC.</li> <li>• P. Thomas. 2006. 'Performance Measurement, Reporting, Obstacles and Accountability: Recent Trends and Future Directions', ANZSOG and ANU E-Press.</li> </ul>

<b>Nine</b>	<b>26 and 27 September</b>	<b>Presentation Workshop Self-Directed Learning</b>
<b>Ten</b>	<b>3 and 4 October</b>	<b>Managing People</b>
<b>Recommended Reading</b>		
<ul style="list-style-type: none"> <li>• J. Boston, J. Martin, J. Pallot and P. Walsh. 1996. ‘Public Management: The New Zealand Model’, Oxford University Press. Part V – Human Resource Management: 204-257.</li> <li>• S. Horton. 2009. ‘Human Resource Management in the Public Sector’ in T. Bovaird and E. Loffler (eds.), <i>Public Management and Governance</i>, 2nd Edition, Routledge: 121-134.</li> <li>• OECD. 2005. ‘Performance-related Pay Policies for Government Employees’, OECD.</li> <li>• State Services Commission. 1998. ‘New Zealand’s State Sector Reform: A Decade of Change’, SSC. Chapter 7 ‘Human Resource Management in the Public Service’.</li> <li>• State Services Commission. 2010. ‘Human Resource Capability Survey of Public Service Departments as at 30 June 2010’, SSC.</li> <li>• J. Storey. 1995. ‘Human Resource Management: A Critical Text’, Routledge. Part II: 59-78.</li> <li>• J. Perry, T. Engbers and S. Jun. 2009. ‘Back to the Future? Performance-Related Pay, Empirical</li> <li>• Research, and the Perils of Persistence’ <i>Public Administration Review</i> January February.</li> </ul>		
<b>Eleven</b>	<b>10 and 11 October</b>	<b>Public Sector Ethics</b>
<b>Recommended Reading</b>		
<ul style="list-style-type: none"> <li>• de Graaf, G; van der Wal, Z (2010) ‘Managing Conflicting Public Values: With Integrity and Effectiveness.’ <i>American Review of Public Administration</i>. Vol. 40 Issue 6, p623-630.</li> <li>• Evans, M (2012) Beyond the integrity paradox – towards ‘good enough’ governance?’ <i>Policy Studies</i>. Vol. 33 Issue 1, p97-113.</li> <li>• Head, B W (2012) ‘The contribution of integrity agencies to good governance’. <i>Policy Studies</i>. Vol. 33 Issue 1, p7-20.</li> <li>• Lawton, A. and Macaulay, M. (2009), ‘Ethics management and ethical management’, in Ethics and Integrity in Public Administration: cases and concepts eds. Cox III, R., (New York: M. E. Sharpe) pp. 107-120</li> <li>• Lawton, A., Macaulay, M and Six F (2010), ‘Ethical audit: control, performance and review’, in Social Accounting and Accountability eds. Ball, A. and Osborne, S. (London: Routledge).</li> <li>• Macaulay, M and Hickey, G (2011) <i>Corruption in the UK: National Integrity Assessment</i> (London: Transparency International UK)</li> <li>• Maesschalck, J and Bertok, J (2009) Towards a Sound Integrity Framework: Instruments, Processes, Structures and Conditions for Implementation OECD Global Forum on Public Governance, Paris</li> <li>• J. Boston and D. Gill. 2011. ‘Joint or Shared Accountability: Issues and Options’ IPS WP 11/03</li> <li>• H. Davis. 2008. ‘Ethics and Standards of Conduct’ in T. Bovaird and E. Loffler (eds.), <i>Public Management and Governance</i>, Second Edition, Routledge 2008: 311-325</li> </ul>		

Twelve	17 and 18 October	Public Value and Course Review
<b>Recommended Reading</b>		
<ul style="list-style-type: none"> <li>• R. A. W. Rhodes and J. Wanna. 2007. ‘The Limits to Public Value, or Rescuing Responsible Government From the Platonic Guardians’, Australian Journal of Public Administration, 66 (4): 406-421.</li> <li>• H. Wollmann. (ed.) 2003. ‘Evaluation in Public-Sector Reforms: Concepts and Practice in International Perspective’, Edward Elgar. Chapter 1 ‘Evaluation in Public-Sector Reform: Towards a ‘Third Wave’ of Evaluation?’ : 1-11. Chapter 11 ‘Learning from Evaluation Practice: The Case of Public-Sector Reforms’ : 209-230. Chapter 12 ‘Evaluation in Public-Sector Reform. Trends, Potentials and Limits in International Perspective’: 231-258.</li> <li>• J. Alford. 2008. ‘The Limits to Traditional Public Administration, or Rescuing Public Value from Misrepresentation’, Australian Journal of Public Administration, 67 (3): 357-366.</li> <li>• J. Alford and J. O’Flynn. 2009. ‘Making Sense of Public Value: Concepts, Critiques and Emergent Meanings’, International Journal of Public Administration, 32 (3): 171-191.</li> <li>• H. K. Colebatch. 2011. ‘Valuing Public Value: Recognising and Applying Knowledge About the Governmental Process’, Australian Journal of Public Administration, 69 (1): 66-78.</li> <li>• J. O’Flynn. 2007. ‘From New Public Management to Public Value: Paradigmatic Change and Managerial Implications’, Australian Journal of Public Administration, 66 (3): 353-366.</li> <li>• G. Stoker. 2006. ‘Public Value Management: A New Narrative for Networked Governance?’ American Review of Public Administration, 36 (1): 41-57.</li> <li>• Wond, T. And Macaulay, M. (2010) ‘Evaluating Local Implementation: An Evidence-based Approach’, <i>Policy and Society</i> pp. 161-169</li> </ul>		

## A NOTE ABOUT READINGS

All the **required** reading for lectures will be placed onto BlackBoard so that you can easily access it. I will endeavour to put on as much of the **recommended** reading as well, although there is clearly a limit to how much can be uploaded.

The joy of scholarship, however, is in discovering things for yourselves so please use the online resources as much as possible. My personal recommendation is to start with *Business Source Complete (EBSCO)*, which is easily accessible through the library website.