TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

# VICTORIA
### UNIVERSITY OF WELLINGTON

## School of Government

# MMPM 521 / MAPP 530
## COMPARATIVE PUBLIC MANAGEMENT
### (15 Points)

## Trimester 1 / 2014

## COURSE OUTLINE

## Names and Contact Details

| | |
|---|---|
| **Course Coordinator:** | **Associate Professor Graham Hassall** |
| | Room RH 826, Level 8, Rutherford House, Pipitea Campus |
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| | Fax: (04) 463 5454 |
| | Email: graham.hassall@vuw.ac.nz |
| | |
| **Course Coordinator:** | **Professor Evan Berman** |
| | Room RH 803, Level 8, Rutherford House, Pipitea Campus |
| | Telephone: (04) 463 5044 |
| | Fax: (04) 463 5454 |
| | Email: evan.berman@vuw.ac.nz |
| | |
| **Administrator:** | **Darren Morgan** |
| | Room RH 821, Level 8, Rutherford House, Pipitea Campus |
| | Telephone: (04) 463 5458 |
| | Fax: (04) 463 5454 |
| | Email: darren.morgan@vuw.ac.nz |
| | |
| **School Office Hours:** | 8.30am to 5.00pm, Monday to Friday |

## Trimester Dates

Monday 3 March – Tuesday 10 June 2014

## Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 14 March 2014**.

2. The standard last date for withdrawal from this course is **Friday 16 May 2014**. 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

This course is delivered in a weekly format over the whole trimester.

**Class Times:**     Tuesdays, 5.40pm – 7.30pm

**Class Dates:**     Starting 4 March (first class) to 15 April 2014
Mid-trimester break (no classes) on 22 and 29 April 2014
Resuming 6 May to 3 June (final class) 2014

**Class Location:**     Room RWW 501, Level 5, Railway West Wing, Pipitea Campus
The timetable is available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables .

**Attendance is <u>required</u> at all teaching days**

## Course Delivery

This course is delivered in a weekly format over the whole trimester, consisting of twelve 2-hour classes.

**You are required to attend ALL the weekly sessions.** Presentations and discussions in class are an important part of the learning for the course.

## 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 (including class contact time) for a 15-point course.

## **Prescription**

An introduction to the study of public management drawing on comparative analysis of public administration and management mainly in OECD countries. The course will examine the role of public management in implementation and also ask what constitutes "good" public management.

## **Course Learning Objectives**

This course is about how governments develop their public management systems to serve public purposes.  As a policy-maker or adviser or public manager, how would you use the public management system to achieve policy objectives or reform the system to help achieve them better?

The course will therefore examine public management both as:

- An instrument of public policy: the role of public management in implementing policy intentions in the public sector; and
- A set of policy choices: what constitutes "good" public management in terms of its purpose and how can it be achieved?

The prescribed course content focuses on public management in OECD countries but a large part of the class contact will revolve around candidates analysing and discussing the situation, developments and cases in their own jurisdictions.

The course examines the management of the public sector in diverse contexts, including both OECD and non-OECD countries – principally in the Asia-Pacific region.  Its purpose is to understand (1) which common (and uncommon) challenges are addressed in these settings; (2) theoretic approaches available to assist in comparative study of public management; and (3) issues in implementation effectiveness and "good public management". Attendance for the full two hours is compulsory.

At the end of this course, you should be competent in:

- Forming your own views about what constitutes good public management;
- Able to advise on the development or improvement of public management systems;
- Able to design and argue the case for a public management reform programme.

It is very important that you engage in constant discussion with the lecturer and your colleagues – in fact, many of the sessions will consist of open discussion and debate.  All members of the class are encouraged to participate, even if this means having to interrupt the lecturer to do so!

## Course Content

Note:   GH = Graham Hassall                EB = Evan Berman

| Wk | Date | Session |
|----|------|---------|
| 01 | 4 March | Introduction to the study of public management – GH |
| 02 | 11 March | Method in Comparative public management & Evolution of the Public Sector – GH |
| 03 | 18 March | Models of reform and reform agendas – GH & NIDA (Thailand) |
| 04 | 25 March | New Public Management & The New Zealand Experience – GH |
| 05 | 1 April | 1. Political economy approaches to comparative public management – EB<br>2. China's economic miracle – Prof. Yijia Jing |
| 06 | 8 April | 1. The Singapore Story and Innovation – EB<br>2. Technological innovation – Prof. Li Tang |
| 07 | 15 April | Accountability and Ethics Management – EB |
| 08 | 6 May | 1. Decentralization and Local Government – GH<br>2. Decentralization in China – Prof. Yijia Jing |
| 09 | 13 May | Regionalism in Asia – EB |
| 10 | 20 May | Public Management in the Pacific Islands – I: Papua New Guinea – GH |
| 11 | 27 May | Public Management in the Pacific Islands – II: Pacific Regionalism – GH |
| 12 | 3 June | Future issues for public managers – GH |

**Teaching Weeks**

International co-teaching is increasingly common in academia which broadens expertise and discussion.  This course in comparative public administration involves participation by expert and qualified foreign faculty, specifically, from Chinese and possibly Thailand elite universities with which VUW has collaboration MOUs, as well as participation by students from these universities.  Participation by additional staff also helps provide up-to-date and in-depth insights from other countries, relevant to course learning objectives.  Per international exchange and cooperation, students from foreign universities also participate in our lectures, thereby benefiting from our perspectives, including about New Zealand public governance, and adding to classroom discussion.

The delivery of lectures by external faculty is subject to technology and foreign events.  In the event of infeasibility, the scheduled topic will be suitably substituted in the allotted time.

All readings are subject to change.  Changes will be announced in class or by Blackboard, at least 3 weeks prior.

1. **Tuesday 4 March: Introduction to the Course: The Study of Public Management**

   This session will review the Course outline, expectations, and assessment requirements.  It will then investigate methodological questions concerning the study of public management.  How are the meaning and scope of "public" and "public sector" to be defined?  What principles and practices concerning *Organisational structure* apply to the overall organisation and governance of the public sector?  In what ways does the scope of the "public sector" differ between countries?  How is it understood in OECD countries?  Where is direct political control appropriate and where should principles of separation be applied?  What is the appropriate relationship between "separating" and "joining up"?  How should objectives and tasks *concerning managing performance and resources* be specified and monitored in the public sector?  What are the special characteristics of employment in the public sector?

*Required Reading*

> Pollitt, C. (2011). Not odious but onerous: Comparative public administration. *Public Administration, 89*(1), 114-127.

*Additional Reading*

> Bowman, J. S., & West, J. P. (2011). The Profession of Public Administration: Promises, Problems, and Prospects In D. C. Menzel & H. L. White (Eds.), The State of Public Administration: Issues, Challenges, and Opportunities. Armonk, N.Y.: M.E. Sharpe.
>
> Hughes, O. E. (2012). *Public Management and Administration*: Palgrave Macmillan. (esp. Chapters 8 and 9).
>
> International Conference on public Administration – www.icpa-uestc.cn/en/home/default.php
>
> Jreisat, J. E. (2005). Comparative Public Administration is Back in, Prudently. *Public Administration Review, 65*(2), 231-242.
>
> Koppell, J. G. S. (2010). Administration without Borders. *Public Administration Review, 70* (December), 546-555.
>
> Laking, R. (2005). Agencies: their benefits and risks. *OECD Journal on Budgeting, 4*(4), 7-25.
>
> Rainey, H. G. (1997). *Understanding and Managing Public Organizations*. San Francisco: Jossey-Bass (available on Google books)
>
> Sager, F., & Rosser, C. (2009). Weber, Wilson, and Hegel: Theories of Modern Bureaucracy. *Public Administration Review, 69*(6), 1136-1147.

## 2. Tuesday 11 March: Method in Comparative public management & Evolution of the Public Sector

What should we be comparing and why? This session explores method in making comparisons between systems of public management in diverse settings. Such different influences on public management systems as institutions, constitutions, rules, authority and resources, history and culture, and incentives and behaviour, for instance, inevitably result in different approaches to objectives, performance management, financial management and accountability: how can cross-temporal and cross-national comparisons be made? Why would we want to compare? What is the value of case studies? What standards have OECD established for public administration?

*Required Reading*

> Subramaniam, V. (2000). Comparative Public Administration: From Failed Universal Theory to Raw Empiricism - a Frank Analysis and Guidelines Towards a Realistic Perspective. *International Review of Administrative Sciences, 66*(4), 557-572.

*Additional Reading*

Abascal-Hildebrand, M. (2002). The Forming of a Civic Sensibility in Public Administration: Implications of a Ricoeurean Ethics Test for Democratic Economics and Politics. *Administrative Theory & Praxis, 24*(4), 658-674.

Alley, R. (2000). *The Domestic Politics of International Relations: Cases from Australia, New Zealand, and Oceania* Aldershot. (chap: 7 "Public Management in the South Pacific")

Asian Development Bank. (2010). *State Performance and Capacity in the Pacific*. Manila: Asian Development Bank.

Chittoo, H. B. (2011). Public Administration in "Small and Island Developing States": A Debate about Implications of Smallness. *Global Journal of Management and Business Research, 11*(9), 23-34.

Considine, M., & Lewis, J. M. (2003). Bureaucracy, Network, or Enterprise? Comparing Models of Governance in Australia, Britain, the Netherlands, and New Zealand. *Public Administration Review, 63*, 131-140. Thynne, I. (2003). Making sense of public management reform. *Public Management Review, 5*(3), 449-459.

Verhoest, K. (2011). The Relevance of Culture for NPM. In T. Christensen & P. Lægreid (Eds.), *The Ashgate Research Companion to New Public Management*. Farnham: Ashgate.

Wilson, D. (2011). Comparative Analysis in Public Management. *Public Management Review, 13*(2), 293-308.

## 3. Tuesday 18 March: Models of reform and reform agendas

This session includes discussion of particular topics and comparative analysis in OECD countries, including New Zealand, United Kingdom, Germany and Sweden. You will be expected to talk about your own countries as alternative examples. The approach in class will follow the general one taken by Pollitt and Bouckaert. The discussion will also consider:

- the reform influences of the OECD, UN agencies;
- the role of the public sector and the distribution of public functions between levels of government;
- Analysis and comparison of main features in organisational form and governance; management of performance and resources; and civil services and public employment;
- the relationship between politics and public management;
- relationships between government, markets and civil society as they are emerging in such activities as Public budgeting;
- The emergence of intra and international public administration networks.

*Required Reading*

Laking, R., & Norman, R. (2007). Imitation and inspiration in public sector reform: lessons from Commonwealth experiences. *International Review of Administrative Sciences, 73*(4), 517-530.

*Additional Reading*

Bertucci, G. (Ed.). (2006). *Innovations in Governance and Public Administration: Replicating what works*: United Nations, Department of Economic and Social Affairs.

Hood, C., & Lodge, M. (2004). Competency, Bureaucracy, and Public Management Reform: A Comparative Analysis. *Governance, 17*(3), 313-333.

Jreisat, J. E. (2012). *Globalism and comparative public administration*. Boca Raton: CRC Press.

Jreisat, J. E. (1999). Comparative public administration and reform. *International Journal of Administration, 22*(6), 855-877.

Pollitt, C., & Bouckaert, G. (2011). *Public management reform: a comparative analysis. New Public Management, Governance, and the Neo-Weberian State*. Oxford & New York Oxford University Press.

Savas, E. S. (2000). Privatization and Public-Private Partnerships. New York, London, Chatham House Publishers.

St Hill, C. A. P. (1970). TOWARDS THE REFORM OF THE PUBLIC SERVICES: Some Problems of Transitional Bureaucracies in Commonwealth Caribbean States. *Social and Economic Studies, 19*(1), 135-145.

## 4. Tuesday 25 March: New Public Management & The New Zealand Experience

This session will examine the trends "New Public Management" and "New Public Administration in New Zealand and other countries. It will consider originating concepts, achievements, misgivings, experiences with policy transfer, and post-NPM. What are the main factors driving reform processes in the public sector? How have reform agendas played out in OECD counties? What issues do they raise?

*Required Reading*

Boston, J. (2011). Basic NPM Ideas and their Development. In T. Christensen & P. Lægreid (Eds.), *The Ashgate Research Companion to New Public Management*. Farnham: Ashgate.

*Additional Reading*

Barcham, M. (2005). New Public Management and the Alternative Service Delivery Decision Framework: Matching Structure to Context.

Chapman, J., & Duncan, G. (2007). Is there now a new 'New Zealand model'? *Public Management Review, 9*(1), 1-25.

Cheung, A. B. L. (2011). NPM in Asian Countries. In T. Christensen & P. Lægreid (Eds.), *The Ashgate Research Companion to New Public Management*. Farnham: Ashgate.

Gruening, G. (2001). "Origin and theoretical basis of New Public Management." International Public Management Journal **4**: 1-25.

Lawton, A., & Six, F. (2011). New Public Management: Lessons from Abroad. In D. C. Menzel & H. L. White (Eds.), *The State of Public Administration: Issues, Challenges, and Opportunities*. Armonk, N.Y.: M.E. Sharpe.

Im, T. (2010). Does Decentralization Reform Always Increase Economic Growth? A Cross Country Comparison of the Performance. *International Journal of Public Administration, 33*(December), 508-520.

Löffler, E. (2003). The Administrative State in Western Democracies. <u>Handbook of Public Administration</u>. J. Pierre and B. G. Peters, Sage Publications**:** 478-488

Manning, N. The legacy of the New Public Management in developing countries. *International Review of Administrative Sciences, 67*(2), 297-312.

Matheson, A. and H.-S. Kwon (2003). Public management in flux: trends and differences in OECD countries. <u>Public management and governance</u>. T. Bovaird and E. Löffler. London, New York, Routledge**:** 41-52.

Rondinelli, D. A. (1983). Implementing decentralization programmes in Asia: a comparative analysis. *Public Administration and Development, 3*, 181-207.

Nutt, P. C., & Backoff, R. W. (1987). A Strategic Management Process for Public and Third-Sector Organizations. *Journal of the American Planning Association, 53*(1).

Pollitt, C., & Bouckaert, G. (2011). *Public management reform: a comparative analysis. New Public Management, Governance, and the Neo-Weberian State*. Oxford & New York Oxford University Press (chap 2)

Toonen, T. A. J. (2003). Administrative Reform: Analytics. <u>Handbook of Public Administration</u>. J. Pierre and B. G. Peters, Sage Publications**:** 467-477.

Yesilkagit, K., & de Vries, J. (2004). Reform Styles of Political and Administrative Elites in Majoritarian and Consensus Democracies: Public Management Reforms in New Zealand and the Netherlands. *Public Administration, 82*(4), 951-974.

## 5. Tuesday 1 April: Comparative Public Management in Political Economy

Governments have many tools for fostering economic development. Going beyond general tools of economic policy, we examine the rise of East Asian economy and industries and the role of government coordination over a sustained period. Different development models and policies are examined. We examine economic experiences of East Asia and beyond, and provide discussion of the "Chinese Miracle" and the role of government policy in that (co-teaching).

*Required Reading*

Huang, X. (2009). The State and the Economy. In: *Politics in Pacific Asia* (London: Palgrave), chapter 5, pp. 104-123.

*Additional Reading*

Wang, V. (1995). Developing the Information Industry in Taiwan: Entrepreneurial State, Guerrilla Capitalists, and Accommodative Technologists *Pacific Affairs 68*(4):551-576.

Stiglitz, J. and S. Yusuf. (2001). *Rethinking the East Asian Miracle*. (Washington, DC: World Bank and Oxford University Press.) https://openknowledge.worldbank.org/handle/10986/13969

Pederson, J. (2008). The State and Economic Development in Developing Countries. In*: Globalization, Development and The State: The Performance of India and Brazil since 1990*. (London: Palgrave), chapter 2, pp. 26-33

Lincoln, E. (2007). The Japanese Government and the Economy. *Education about Asia 12*(3):31-38.

Masina, P. (2012). Vietnam between Developmental State and Neoliberalism. In: C. Kyung-Sup, B. Fine and L. Weiss. *Developmental Politics in Transition: The Neoliberal Era and Beyond*, chapter 9, pp. 188-210 (Vic Lib e-book).

Asian Development Bank. (2013). *Managing Reforms for Development: Political Economy of Reforms and Policy-Based Lending Case Studies*. (Manila: Author). www.adb.org/publications/managing-reforms-development-political-economy-reforms-and-policy-based-lending-case-studies

## 6. Tuesday 8 April: Public Management and Innovation

Building on the previous week, we now examine innovation in two ways – of public management, and of government fostering innovation in society. First, we examine Singapore public management strategies that not only encourage innovation in the Singapore public policy, but which also break ground in public management itself. Second, we examine the role of government in fostering technological innovation. As a case study application, we examine the role of the Chinese government fostering technology advancement as its economy moves towards greater value added (co-teaching).

*Required Reading*

Siong B. and G. Chen. (2007), Framework for Dynamic Governance. In: *Dynamic Governance: Embedding Culture, Capabilities and Change in Singapore*. (New York: World Scientific), chapter 1: pp. 1-48.

*Additional Reading*

Siong B. and G. Chen. (2007), *Dynamic Governance: Embedding Culture, Capabilities and Change in Singapore*. (New York: World Scientific), chapter 3 (Context for Development), chapter 7 (People Development: Recruiting, Renewing and Retaining Leaders), and Chapter 8 (Process Innovation: Creating Agile Structures and Systems).

N. Saxena. (2011). *Virtuous Cycles: The Singapore Public Service and National Development.* (New York: United Nations Development Programme).

E. Berman and C.-G. Kim. (2010). Creativity Management in Public Organizations: Jump- Starting Innovation (in Seoul). *Public Performance & Management Review 33*(4):619-652.

Additional readings re: innovation in China to be provided.

## 7. Tuesday 15 April: Accountability and Ethics Management

Accountability and ethics have become increasingly important to good governance, and government are seeking to ensure integrity. Inadequate accountability and ethics are associated with corruption, higher transaction costs, lower international investment, lower quality public services and problems in justice. But what is adequate? This lecture looks at modern concepts of ethics and ethics management in the public sector. It also examines a framework for analysing national integrity systems, and considers the evidence for New Zealand's stellar ranking by Transparency International (international participation).

*Required Reading*

Quah, J. (2010). *Combating Corruption in the Asia-Pacific Countries: What do We Know and What Needs to be Done?* Available at:
http://unpan1.un.org/intradoc/groups/public/documents/eropa/unpan040849.pdf

*Additional Reading*

Northouse, P. (2004). Leadership Ethics. In: J. West and E. Berman (eds). *The Ethics Edge*. (Washington, DC: International City/County Management Association):pp. 46-54.

Gregory, R., D. Zirker, F. Scrimgeour. (2012). A Kiwi Halo? Defining and Assessing Corruption in a "Non-Corrupt" System. *Asia Pacific Journal of Public Administration 34*(1): 1-29.

Transparency International. (2013). *2013 New Zealand National Integrity System Assessment*. (Wellington, New Zealand: Author).

S. Schiavo-Campo and H. McFerson. (2008). The Rule of Law: Assuring Integrity and Preventing Corruption. In: *Public Management in Global Perspective*. (New York: ME Sharpe), chapter 14.

Lee, S-Y. and K. Jing (2010). Public Service Ethics and Anticorruption in South Korea. In: E. Berman, J. Moon and H. Choi (eds). Public Administration in East Asia. (New York: Taylor & Francis), chapter 19, pp. 402-425.

J. Quah. (2009). Combatting Corruption. In: *Public Administration Singapore Style*, chapter 9, p. 171-198.

## 8. Tuesday 6 May: Decentralization and Local Government / Decentralization in China

National development increasingly requires stronger and active regional development and local communities; decentralization is now a cornerstone of development policy in many East and Southeast Asian countries. This class also examines as a case study decentralization and development of local government in China as a case (co-teaching).

*Required Reading*

Chen, D-Y. and Y-C. Lue. (2010). Intergovernmental Relations in Taiwan. In: E. Berman, J. Moon and H. Choi (eds). *Public Administration in East Asia*. (New York: Taylor & Francis), chapter 25, pp. 533-562.

*Additional Reading*

P. Nooi. (2011). Decentralization and Local Governance in Malaysia. In E. Berman (ed). *Public Administration in Southeast Asia*. (New York: Taylor & Francis), chapter 8, pp. 155-170 (note: this shows continued central control impeding decentralization)

## 9. Tuesday 13 May: Regionalism in Asia: ASEAN Economic Integration, Institutional Effectiveness, and Economic performance

Many problems in Asia increasingly require or involve coordination among countries, notably in the realm of economic development and security. This class looks at regional organizations in Asia-Pacific region, their role and functioning. It examines the activities of ASEAN, considers regionalization and coordination models for dealing with various issues. This class also looks at the limits of regional cooperation (international participation).

*Required Reading*

Lane. J.E. (2008). *Regionalism in the Asia-Pacific Area*. Asia Pacific Journal of Public Administration 30(1):1-13.

*Additional Reading*

Cheema, C. (2011). Cross-border Governance in Asia: An Introduction. In: C. Cheema, C. McNally and V. Popvski. *Cross-border Governance in Asia: Regional Issues and Mechanisms*. (Tokyo: UN Univ Press), chapter 1, pp. 1-23.

Beeson, M. (2009). *Institutions of the Asia-Pacific: ASEAN, APEC and Beyond* (London: Turledge). Vic Lib e-book.

Caballero-Anthony, Mely. "Non-traditional security challenges, regional governance, and the ASEAN political-security community (APSC)." *Asia Security Initiative Policy Series, WP* 7 (2010). http://iaps.cass.cn/upload/2011/03/d20110331143249173.pdf

ASEAN (2008). ASEAN Economic Community Blueprint. www.asean.org/archive/5187-10.pdf

## 10. Tuesday 20 May: Public Management in the Pacific Islands – I: Papua New Guinea

The small island states of the Pacific region have the same challenges of public management as larger states, but face particular challenges in meeting performance expectations. Firstly, they generally lack the resources that larger states possess. Secondly, they operate in unique cultural environments, in which political and bureaucratic relationships are configured by familial relations as much as by formal rules. What are the prospects, in such contexts, for effective public sector reform?

*Required Reading*

Duncan, R., & Hassall, G. (2010). How Pervasive is Clientelist Politics in the Pacific?". In R. Duncan (Ed.), *The Political Economy of Economic Reform in the Pacific*. Manila: Asian Development Bank.

*Additional Reading*

Alley, R. (2006). A Sea of Troubles? New Zealand's Public Sector Neighbourhood. *Policy Quarterly, 2*(4), 4-12.

Appana, S. (2003). New Public Management and Public Enterprise Restructuring in Fiji. *Fijian Studies, 1*(1).

Asian Development Bank. (2010). *State Performance and Capacity in the Pacific*. Manila: Asian Development Bank.

Baker, R. (Ed.). (1992). *Public Administration in Small and Island States*: Kumarian Press.

Asian Development Bank. (2012). *Papua New Guinea: Critical Development Constraints* (Vol. online at www.adb.org/sites/default/files/pub/2012/png-critical-development-constraints.pdf) Manila: Asian Development Bank.

Duncan, R., Ed. (2010). The Political Economy of Economic Reform in the Pacific. Manila, Asian Development Bank.

**11. Tuesday 27 May: Public Management in the Pacific Islands – II: Pacific Regionalism**

Pacific Island Countries (PICs) are also known as Small Island Developing States (SIDS). Their relatively small economies suggest that regional approaches to government might provide more cost effective services to Pacific societies. In 2005 a "Pacific Plan" was established to promote regional cooperation leading to appropriate forms of "deeper integration. This session looks at the approach to regionalism in the Pacific Islands, and its progress to date.

*Required Reading*

>   Graham, K. (2008). Models of Regional Governance: is there a choice for the Pacific? Models of Regional Governance for Pacific Island States: The Future Architecture of Pacific Regionalism. K. Graham. Christchurch, University of Canterbury Press, 19-38.

*Additional Reading*

>   Hassall, G. (2013). "Who is Leading the Pacific, as a Region?" Canterbury Law Review 18: 5-13.

**12. Tuesday 3 June: Future issues for public managers**

What should be future reform priorities in New Zealand and other countries? A concluding discussion.

*Required Reading*

>   Jun, J. S. (2000). Transcending the limits of comparative administration: a new internationalism in the making. *Administrative Theory & Praxis, 22*(2), 273-286.

*Additional Reading*

>   Levi-Faur, D. L.-F., & Vigoda-Gadot, E. (Eds.). (2004). *International public policy and management: Policy learning beyond regional, cultural, and political boundaries.* New York, N.Y.: Marcel Dekker.
>   Schultz, D. (2011). The Crisis of Public Administration Theory in a Postglobal World. In D. C. Menzel & H. L. White (Eds.), *The State of Public Administration: Issues, Challenges, and Opportunities*. Armonk, N.Y.: M.E. Sharpe.

## Readings

The course will draws on the following publications for lecture content, as well as those mentioned earlier:

- Berman, E. M. (Ed.). (2001). *Public administration in Southeast Asia: Thailand, Philippines, Malaysia, Hong Kong, and Macao*. Boca Raton, FL: CRC Press.
- Berman, E. M., Moon, M. J., & Choi, H. (Eds.). (2010). *Public administration in East Asia: mainland China, Japan, South Korea, and Taiwan* Boca Raton, FL: CRC Press.
- Christensen, T., & Lægreid, P. (2011). *The Ashgate Research Companion to New Public Management*: Ashgate. (electronic copy available at www.vuw.eblib.com.helicon.vuw.ac.nz/patron/FullRecord.aspx?p=615611)
- Ferlie, E., L. E. Lynn, et al., Eds. (2005). The Oxford Handbook of Public Management. Oxford, Oxford University Press.
- Hodges, R. (Ed.). (2005). *Governance and the Public Sector*. Cheltenham & Northampton: Edward Elgar Publishing Ltd.
- Kooiman, J., & Eliassen, K. A. (Eds.). (1987). *Managing Public Organizations: Lessons from Contemporary European Experience*. London · Beverly Hills · Newbury Park · New Delhi: Sage. (available on Blackboard)
- Menzel, D. C., & White, H. L. (Eds.). (2011). *The State of Public Administration: Issues, Challenges, and Opportunities*: M.E. Sharpe. (partially available on Google Books)
- Osborne, S. P. (Ed.). (2010). *The new public governance? Emerging perspectives on the theory and practice of public governance*. London & New York: Routledge. (available at www.vuw.eblib.com.helicon.vuw.ac.nz/patron/FullRecord.aspx?p=481120&echo=1&userid=VUbBBF9ucxSJQYO7htLN9A%3d%3d&tstamp=1359350676&id=7B05781436FA25ACF46EC8C214C6B55D9EE0A0F4

General surveys in the field of comparative public management include:

- Barzley, M. (2001). *Public administration: A comparative perspective*. New York: Marcel Dekker
- Bovaird, T. and E. Löffler, Eds. (2003). Public management and governance. London, New York, Routledge.
- Ferlie, E., L. E. Lynn, et al., Eds. (2005). The Oxford Handbook of Public Management. Oxford, Oxford University Press.
- Farazmand, A. (2001). *Handbook of comparative and development public administration*. New York: Marcel Dekker.
- Hughes, O. E. (2003). Public Management and Administration, Palgrave Macmillan International Institute of Administrative Sciences (Ed.). (1997). *New Challenges for Public Administration in the 21st Century: Efficient Civil Service and Decentralized Public Administration* (Vol. 4): International Institute of Administrative Sciences
- Otenyo, E. E., & Lind, N. S. (Eds.). (2006). *Comparative public administration: the essential readings*. Amsterdam: Oxford: Elsevier JAI.
- Peter, B. G., & Pierre, J. (Eds.). (2003). *Handbook of public administration*. London: Sage.
- Pierre, J. and B. G. Peters, Eds. (2003). Handbook of Public Administration, Sage Publications.

**Online resources and journals**

Significant datasets
- Marshall, M. G., K. Jaggers, et al. (2008). "Polity IV Project: Political Regime Characteristics and Transitions." www.systemicpeace.org/polity/polity4.htm
- www.oecd.org/dac/dcr2012.htm
- http://hdr.undp.org/en/statistics/

VUW Library
- Research Archive
- Restricted Archive - http://restrictedarchive.vuw.ac.nz/
- Library online resources - http://library.victoria.ac.nz/library/resources/online.html
- recommended resources in Public Policy: http://library.victoria.ac.nz/library/resources/guides/publicpolicy.html#guidesection.1391
- United Nations and Official Publications Collection – http://library.victoria.ac.nz/library/collections/unop.html
- eBooks - http://library.victoria.ac.nz/library/resources/guides/ebooks.html#guidesection.1446

Development Agencies
- Asian Development Bank (ADB):
  - main site - www.adb.org/
  - Public sector management and governance - www.adb.org/Governance/
- World Bank:
  - main site - www.worldbank.org/
  - document depository - http://www-wds.worldbank.org/
  - public sector governance - www.worldbank.org/publicsector/
- United Nations Development Programme (UNDP):
  - main site - www.undp.org/
  - Human Development Reports - http://hdr.undp.org/
- UK Department for International Development (DfID):
  - main site - www.dfid.gov.uk/
  - Governance and Social Development Resource Centre - www.gsdrc.org/
- Organisation for Economic Cooperation and Development (Development Assistance Committee) (OECD (DAC)):
  - main site - www.oecd.org/dac
  - statistics - www.oecd.org/dac/stats

Round-ups of development news
- Atlas of Global Development - www.un.org/en/development/desa/policy/index.shtml
- Free Scholarly Resources – www.iss.nl/library/information_resources/free_scholarly_resources/
- "Global Development Briefing": email newsletter published by The Development Executive Group: subscribe at www.developmentex.com/development_intelligence/news_and_analysis/briefing/index.jsp
- New Zealand Aid and Development Dialogues - http://nzadds.org.nz/
- http://elibrary.worldbank.org/
- www.eastasiaforum.org/

Other Organizations

- American political science association – www.apsanet.org/
- American Society for Public Administration - www.aspanet.org/public/
- Center for Digital Government - www.centerdigitalgov.com/index.php
- Centre for Global Development - www.cgdev.org/
- European commission – http://ec.europa.eu/europeaid/what/development-policies/index_en.htm
- European Institute of Public Administration – http://seminars.eipa.eu/en/activities09/show/&tid=3668
- Development Policy Centre - http://devpolicy.anu.edu.au/
- European Institute of Public Administration - www.eipa.nl/
- Global Public Administration Resource – www.linkedin.com/groups/Global-Public-Administration-Resource-3818311
- Institute for Public Management, Vienna - www.wu.ac.at/pubmgt
- Institute of Governance and Policy Studies, VUW - http://ips.ac.nz/
- Institute of Public Administration, Ireland - www.ipa.ie/
- Institute of Public Administration, NZ - www.ipanz.org.nz/MainMenu
- Institute of Public Administration Australia - www.ipaa.org.au/
- Institute for Public Administration Canada - www.ipac.ca/
- Korea Institute of Public Administration - www.kipa.re.kr/language/main.jsp
- Network of Institutes and Schools of Public Administration in Central and Eastern Europe – www.nispa.sk/
- Organization for Economic Co-operation and Development - www.oecd.org
- Public Administration Network Theory - www.patheory.org/
- Royal Institute of Public Administration - www.ripainternational.co.uk/Home
- United Nations Development Program - www.undp.org
- United Nations Research Institutes of Social Development - www.unrisd.org/unrisd/website/document.nsf/(httpPublications)/054F433B5A04840980256B670065D6E1?OpenDocument
- United Nations Public Administration Network - www.unpan.org/
- The World Bank – http://elibrary.worldbank.org/?cid=GS_EXTOP_eLib_6&gclid=CI7A4J7ch6wCFdAEQAodtiObAw

Journals

- Asian Journal of Political Science
- Cambridge journal of economics
- Comparative political studies - http://cps.sagepub.com/content/28/1/117.short
- Development and change
- Development Policy Review – http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-7679/issues
- Governance - http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-0491
- International Review of Comparative Public Policy – www.emeraldinsight.com/products/books/series.htm?id=1051-4694
- Journal of Administration & Governance - http://joaag.com/Home_Page.php
- Journal of Comparative Policy Analysis – www.tandf.co.uk/journals/titles/13876988.asp
- JSTOR - www.jstor.org
- Pacific Economic Bulletin - http://peb.anu.edu.au/issues/search_issues.php
- Public Administration
- The Journal of the Institute of Economic Development

- Third world quarterly
- Wiley Online Library –
  http://onlinelibrary.wiley.com/doi/10.1111/j.1468-0491.2004.00246.x/abstract
- World development

Additional references will be provided via Blackboard or by reference to authoritative websites. Additional resources are listed later in this outline.


## <u>Materials and Equipment</u>

To participate in this course, you have to be able to:

(1) Write and submit essays electronically and be able to read my feedback and assessment also in electronic form;
(2) Send and receive messages and attachments by email;
(3) Access the course website on Blackboard, the University's Web-based educational software, and be able to use its basic functions.

**Blackboard**
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.

The course pages on Blackboard are the essential central location for all course announcements, electronic resources, discussions and returned assignments. As soon as you have your student email account, log onto Blackboard and our course. Make sure you know how to access Announcements and use Course Resources and Discussion Groups.

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.

**Email**
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 Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

## Assessment

This course has three pieces of assessment. Note that assignments are subject to change. Changes will be announced in class or by Blackboard, at least 4 weeks prior.

| Item | Length | Date Due | Value |
|---|---|---|---|
| 1. Essay | 1,500 words | Tuesday 15 April 2014 | 25% |
| 2. Case Study | 2,000 words | Tuesday 13 May 2014 | 35% |
| 3. Research Essay | 2,500 words | Tuesday 10 June 2014 | 40% |

- **Assignment 1: Comparative Method**

Length: 1,500 words
Value: 25%
Due Date: Tuesday 15 April 2014

This course concerns comparative public management. What do you understand by the term comparative" in the context of studies of public management? What is worth comparing, and how should it be done? Furthermore, what benefits can be gained from comparison? And what pitfalls are to be avoided? Illustrate your essay with some examples of comparative public management which you consider to be valuable for their insights, and explain why (this assignment draws on course content from weeks 1 and 2, but may go beyond that).

- **Assignment 2: Public Sector Reform Case Study (Issue Brief)**

Length: 2,000 words
Value: 35%
Due Date: Tuesday 13 May 2014

You have been given an opportunity to develop a reform program for your agency or department. In this hypothetical assignment, you should (i) select an administrative reform as discussed in weeks 3 and 4 and (ii) identify factors that suggest reform is required for your agency or department and it is goals, (iii) briefly discuss how the reform is used in other countries and settings (per the readings?), including lessons drawn from success, partial successes and failures, (iv) identify a few key targets of reform within the hypothetical agency, (v) succinctly discuss likely support and opposition for the reform from actors both inside and outside the agency (incl. users, donors, etc.), how support for the reform can be strengthened, and how to address possibly counterproductive demands; (vi) discuss (process and content) strategies for developing and implementation the reform over a multi-year period.

As you only have 2,000 words this case, we strongly suggest you (i) first write this out in some detail (perhaps 3-4,000 words?), and then (ii) reduce this by focusing on key substance, efficient writing and presentation, while maintaining a comprehensive perspective (e.g., not dropping obviously major points). While you may use bullets, your issue brief must show professional writing skills, too, and be presented in a professional manner.

You will be graded based on the above outline, content and writing expectations. This assignment draws on course content from weeks 3 and 4, but may go beyond that.

- **Assignment 3: Research Essay**

Length: 2,500 words
Value: 40%
Due date: Tuesday 10 June 2014

(Uses content from weeks 5-12)

In this assignment you will choose a reform or effort, and show your ability (i) to gather evidence of this reform or effort in different countries (via library, internet etc.) and to suitably analyse and interpret these reports, and (ii) critically apply content and insights from the course lectures in (especially weeks 5 through 12) as affecting the success (and avoiding failure) of your selected reform. You should discuss the reform or effort in reference to a broad geographic area (e.g., Pacific Islands, or selected countries in Southeast Asia), *not* just one country (as you did in Assignment 2). Please use the following general outline:

1. Define and briefly elaborate on the reform or effort you will be studying, showing how it is relevant or used in your geographic study area (200-300 words?)
2. Discuss in detail from several (5-10?) reports the state of the reform or effort in your geographic study area, including assessment of its performance and outcomes. You should structure this section around 3-4 different goals of the reform (if needed, you may note (divergent?) findings from other regions, too. Cite these reports at the end in APA or similar style; see note below). (800-1,200 words?).
3. Discuss how the following factors affect or may affect the reform, and cite any evidence about these factors as relevant to your reform or study area (1,200-1,500 words?). This draws from the course and should demonstrate your mastery and use of this material:

    (i)     accountability and ethics
    (ii)    political economy and/or political leadership
    (iii)   administrative capacity (public operations, change management)
    (iv)    decentralisation and devolution (incl. intergovernmental relations)
    (iv)    regional coordination and integration
    (v)     donor relations

Note: Possible reforms (ad. 1) include (not limited to, and may need further focus): Information and Communication Technologies (ICTs) and e-government programs; (ii). Privatization of state owned enterprises; Public integrity/anti-corruption reforms (targeting, say, political officials); Citizen-government relations or access to public information; Public finance or strategies for financing one or more public services; Regional coordination as related to an area (e.g., security, health economy); An area-specific policy (e.g., air pollution, green policies, economic liberalization, etc.); Public leadership, politics-administration relations, accountability; The reform used in your assignment #2, or; Any other reform discussed in this class. (e.g., performance-based management, agencification, a reform within HRM, etc).

Note: Citations should be complete, consistent in style.  Citations do not count towards the word limit for this assignment.

You will be graded based on the above outline, content and writing expectations.

**Assessment feedback**
You will be provided with a template of a 'marking sheet' which demonstrates the technical qualities required of an academic essay (i.e. high-quality analysis).  This will be filled in by the marker.  Treat this feedback as part of your learning process.  And remember – especially if your assignment has failings – you're always given the opportunity to discuss the report and the grade with the marker (again, it's a good part of the learning).

**Submitting assignments**
Please submit your assignments as attachments to email messages to **graham.hassall@vuw.ac.nz** – printed copies of assignments are NOT required.  I will email you back your essay also as an electronic document, with comments and an assessment.  To read all my comments, you need to use "Track Changes" in Microsoft Word.

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

## Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management.  Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time.  It is expected therefore that you will complete and hand in assignments by the due date.  Marks 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.

## 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.**


## Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must:

1. Submit or participate in all pieces of assessment required for this course.
2. Attend all classes/contact sessions of the course.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat .


## Communication of Additional Information

We will post any additional information or information on changes as an announcement on Blackboard and generally send you an email as well. But do check Blackboard regularly.

# 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/about/governance/dvc-academic/publications).

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 advice 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.

## Student Feedback

Student feedback on University courses may be found at
www.cad.vuw.ac.nz/feedback/feedback_display.php .


## Link to General Information

For general information about course-related matters, go to
www.victoria.ac.nz/vbs/studenthelp/general-course-information .


## 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.

<p align="center">********************</p>