

School of Government

PADM 510

APPROVED PERSONAL COURSE OF STUDY
(24 Points)

(Taught with MMPM 522
STRATEGIC MANAGEMENT IN THE PUBLIC SECTOR)

Trimester 2 / 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Associate Professor Bill Ryan**
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 14 July – Friday 31 October 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 25 July 2014**.
2. The standard last date for withdrawal from this course is **Friday 26 September 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 modular format.

Module One:	Friday 18 July 2014	8.30am – 6.00pm
Module Two:	Friday 5 September 2014	8.30am – 6.00pm
Module Three:	Friday 24 October 2014	8.30am – 6.00pm

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email. The timetable is also available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables .

Attendance is required at all teaching days

Prescription

An examination of the theories, principles and techniques of strategic management as applied in public sector organisations in New Zealand, with particular attention to the production of statements of intent and the planning aspects of the Managing for Outcomes initiative.

Course Learning Objectives

PADM candidates are expected to achieve these learning outcomes at a level that reflects the fact that this is a 24 point course. Moreover, in terms of learning outcomes, students are expected to engage at a level appropriate for senior managers in the NZ public sector (e.g. a strategic rather than operational focus; oriented towards whole-of-government rather than a single work unit or organisation; demonstrating synthesis, contextuality and multidisciplinary in thinking), and will accordingly be assessed on that basis.

Candidates completing this course are expected to achieve the following learning outcomes:

- High level of understanding of theories, models, issues and debates regarding strategic management as practiced in the public sector in the context of 21st century society;
- Knowledge of some important tools and techniques of strategic analysis and management;
- High level of understanding of the New Zealand versions of strategic management, namely 'managing for outcomes' and now 'results-based management';
- High level of understanding of the weaknesses and strengths of strategic management in the New Zealand public sector.
- High level of understanding of the role of leadership in relation to strategic management.

Course Delivery

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

Note that this course will be experimenting with new ways of using electronic technologies for teaching and learning:

- Several content components ('mini-lectures' on particular topics) will be provided via audio-visual files that will be available in the Blackboard EchoCentre (you will see the 'EchoCentre' at the bottom of the menu on the right-hand side of the course homepage). You are to treat these as part of the teaching input for the relevant module – of part of the formal process of teaching and learning – and should view them prior to the relevant module. Pre-module learning of these contents will enable contact time to be given over to discussion.
- At least one live webinar will be conducted during the trimester, between modules and at evening. Details will be provided when confirmed (Windows users should note that Quicktime will need to be installed to participate – instructions will be provided at an appropriate time). Your live participation in the webinar will be sought but not required. The webinar will be recorded and posted to EchoCentre for (re)viewing at a later time.
- You will also see in this outline that one of your assignments is to be done on Blackboard.

Given these learning resources, it is important that you have access to adequate computer facilities (desktop, laptop or tablet) and the internet (preferably broadband) to participate successfully in this course.

At various points throughout the course, it is hoped you will be willing to provide feedback regarding the effectiveness or otherwise of these teaching and learning methods.

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 240 hours for a 24-point course. Some of that is set contact time. The rest is your study time and we recommend you study weekly for approximately 13-14 hours.

Group Work

Candidates will be expected to work in groups during the modules and collective learning is encouraged but items of assessment will all be conducted individually.

Readings

The recommended text for the course is:

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press.

This book is available from VicBooks (www.vicbooks.co.nz), the Victoria University bookshop.

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

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria and Blackboard, 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.

Materials and Equipment

Note that course materials will be available on Blackboard no later than two weeks before the start of the teaching period.

Course Content

Module 1

Unpacking some key concepts: 'Results', 'outcomes', 'results-based management', 'managing for outcomes' – where do they all come from? What relationship do they have to 'strategic management'?

Required reading:

- Keating M. (1990) 'Managing for Results in the Public Interest'. *Australian Journal of Public Administration*, 49(4): 387–398.
- Treasury Board of Canada Secretariat (2000) *Results for Canadians: A Management Framework for the Government of Canada*. Ottawa, Canadian Government.

- Ryan B. (2002) 'Managing for Outcomes = Managing Means for Policy Ends', unpublished document, Wellington. [Blackboard]
- Steering Group Managing for Outcomes (2003) *Managing for Outcomes: Guidance for Departments* (2003). Wellington, State Services Commission. Download from www.ssc.govt.nz/display/document.asp?DocID=3530
- NZ Government (2012) Better Public Services Advisory Group Report. Wellington: NZ Government. Download from www.ssc.govt.nz/sites/all/files/bps-report-nov2011_0.pdf

'Strategic management': What's it all about?

Required reading:

- Hughes, O. (2003) *Public Management and Administration*, 3rd ed., Sth Yarra, Macmillan Education, chapter 7 'Strategic Management' [Blackboard]
- Gallop G. (2007) 'Towards a New Era of Strategic Government', chapter 7 in J. Wanna (ed) *A Passion for Policy: Essays in Public Sector Reform*, Canberra, ANU e-Press. [Blackboard] (The whole book can be downloaded from http://epress.anu.edu.au/policy_citation.html . You may be interested in some of the other titles in the ANZSOG/ANU ebook series – there is some very useful reading amongst them. If so, go to <http://press.anu.edu.au/titles/australia-and-new-zealand-school-of-government-anzsog-2/> and scroll down the list)

As post-experience degree candidates in the School of Government, you are entitled to access documents in the Australia and New Zealand School of Government (ANZSOG) case study library.

Further reading:

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapter 1 [Text/Library]

Definitions: result/outcome, goals (ideals), objectives and targets; strategy; indicator, performance information; environmental scan, SWOT and trend analysis; planning, budgeting, implementation, review - the (strategic) management cycle

Required reading:

- Hughes, O. (2003) *Public Management and Administration*, 3rd ed., Sth Yarra, Macmillan Education, chapter 7 'Strategic Management' [Blackboard]
- Ryan B. (2004) *Learning MFO*, Brisbane, Institute of Public Administration. [Blackboard]

The rise and fall of the classic, technocratic model of strategic planning

Required reading:

- Mintzberg H. (1994) 'The Fall and Rise of Strategic Planning', *Harvard Business Review*, Jan/Feb 94, Vol. 72 Issue 1, p. 107-114 [Blackboard]
- Mintzberg H. (1987) Henry. 'Crafting Strategy', *Harvard Business Review*, Jul/Aug 87, Vol. 65 Issue 4, p. 66-75 [Blackboard]
- Rittel H. and Webber M. (1973) 'Dilemmas in a General Theory of Planning', *Policy Sciences* Vol. 4, pp. 155-169 [Blackboard]

Strategic management in the ‘public’ sector: the conventional post-1980s framework

Required reading:

- Hughes, O. (2003) *Public Management and Administration*, 3rd ed., Sth Yarra, Macmillan Education, chapter 7 ‘Strategic Management’ [Blackboard]
- Bryson J. (1988) A Strategic Planning Process for Public and Non-profit Organizations, *Long Range Planning*, Vol. 21, No. 1, pp. 73-81. [Blackboard] (Chapter 2 of Bryson’s (2004) *Strategic Planning for Public and Non-profit Organizations* is a fuller substitute for this reading).
- Nutt P. and Backoff R. (1987) ‘A Strategic Management Process for Public and Third-Sector Organizations’, *Journal of the American Planning Association*, Vol. 53, No 1, pp. 44-57. [Blackboard]
- Nutt P. and Backoff R. (1995) ‘Strategy for Public and Third Sector Organizations’ *Journal of Public Administration Research and Theory*, Vol 5, No. 2, pp. 189–211. [Blackboard]
- (UK) Strategy Unit *Strategy Survival Guide*. Prime Minister’s Strategic Unit, UK Government. Download from <http://webarchive.nationalarchives.gov.uk/20100416132449/http://interactive.cabinetoffice.gov.uk/strategy/survivalguide/downloads/ssgv2.1.pdf> . A copy is also available on Blackboard [Blackboard].

Further readings:

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapters 2, 3, 4, 5, 6 [Text/Library]
- Alford J. (2001) ‘The implications of ‘publicness’ for strategic management theory’, in G. Johnson and K. Scholes (eds) *Exploring Public Sector Strategy*, Pearson Education, Harlow. [Blackboard]
- Collier N., Fishwick F. and Johnson G. (2001) ‘The process of strategy development in the public sector’, in G. Johnson and K. Scholes (eds) *Exploring Public Sector Strategy*, Pearson Education, Harlow. [Blackboard]

Module 2

A recent and very practical model of ‘managing for results’? Mark Friedman’s ‘Results-based accountability’

- The work of Mark Friedman on ‘results-based accountability’ has attracted considerable interest in NZ. Whilst not a comprehensive strategic management model, Friedman’s approach does indeed have a ‘results’ orientation to be achieved via ‘strategy’ which he discusses in an interesting no-nonsense, action-oriented way. Look at:
- Friedman M. (2005) *Trying Hard is Not Good Enough*, Lexington, Booksurge [library].
- Examine the range of documents at www.raguide.org or www.resultsaccountability.com

This session will ‘critique’ (analyse the strengths and weaknesses) of RBA.

The evolution of ‘results’-oriented public management in NZ: From SRA/KRA to Pathfinder to MFO

Required reading:

- Matheson A., Scanlan G. and Tanner R. (2001) ‘Strategic Management in Government: Extending the Reform Model in New Zealand’, Wellington, State Services Commission. Download from www.oecd.org/dataoecd/12/10/1902913.pdf
- Boston J. and Pallot J. (1997) ‘Linking Strategy and Performance: Developments in the New Zealand Public Sector’, *Journal of Policy Analysis and Management*, Vol. 16, No. 3, Special Issue: The New Public Management in New Zealand and beyond, (Summer), pp. 382-404 [Blackboard]

Further readings on Pathfinder

- Pathfinder was a significant development the commenced before MFO was introduced. To some degree these documents are now only of historical interest although they do reveal much about the main ways of thinking about strategic management in NZ then and now. These documents are nominated as further (not required) reading but they are worth looking at. Download and read the following *Pathfinder* documents from <http://io.ssc.govt.nz/pathfinder/information.asp>
 - Building Block 1: Identifying Outcomes
 - Building Block 2: Outcome Indicators
 - Building Block 3: Intervention Logic Building
 - Block 4: Assessing Impact
 - Learning Paper: Managing for Outcomes in Complex Policy Environments
 - Supporting Paper: Strategic Planning

Required reading:

- Steering Group Managing for Outcomes (2003) *Managing for Outcomes: Guidance for Departments* (2003). Wellington, State Services Commission. Download from www.ssc.govt.nz/display/document.asp?DocID=3530
- Ryan B. (2003) *Learning MFO*, Brisbane, Institute of Public Administration Australia [Blackboard]
- Baehler K. (2002) ‘Intervention Logic: A User's Guide’, *Public Sector*, Vol 25, No. 3 pp. 13-19. [Blackboard]
- *Getting Better at Managing for Shared Outcomes: A Resource for Agency Leaders* (2004), Prepared by the Managing for Shared Outcomes Development Group. Download from www.ssc.govt.nz/display/document.asp?navid=114&docid=4126&pageno=1#P5_0

And now...? Better Public Services and achieving ‘Better Results’; What should a model of ‘Results-oriented management’ look like?

Required reading:

- NZ Government (2012) Better Public Services Advisory Group Report. Wellington: NZ Government. Download from www.ssc.govt.nz/sites/all/files/bps-report-nov2011_0.pdf
- All the articles (especially those from Rennie, Ryan, and Jackson and Jones) in *Policy Quarterly* Vol 8, No 3 – download from <http://igps.victoria.ac.nz/publications/publications/show/332>
- Examine in depth the material provided on the SSC website dealing with ‘Better Public Services’ found at <http://ssc.govt.nz/better-public-services>

The afternoon session will include an examination of some documents published by NZ agencies that represent their efforts at strategic management. Details of those documents will be provided before module 2. This work will be undertaken in small groups and will include discussing the strengths and weaknesses of these documents and ways in which you think they could be improved.

Module 3

Results-oriented management in developing countries

Required reading:

- UNDG (2011) *Results-Based Management Handbook*. Geneva, UNDG.
- OECD-DAC (2008) *Sourcebook on Emerging Good Practice in MfDR*, 3rd ed. Washington, OECD-DAC.
- Joint Inspection Unit (2004) *Implementation of RBM in UN Organisations*, JIU/REP/2004/6. Geneva, United Nations.

Strategic management: leadership and strategy, transformational leadership or change management (or learning)?

Required reading:

- Joyce P. (2012) *Strategic Leadership in the Public Services*. London, Routledge. Chapter 3, 'Leaders and Change Situations' [Blackboard]
- Nutt P and Backoff R. (1993) 'Transforming Public Organizations with Strategic Management and Strategic Leadership', *Journal of Management*, Vol. 19, No. 2, pp. 299-347 [Blackboard]
- Gill R. (2003) 'Change management — or change leadership?' *Journal of Change Management*, 3(4): 307– 318. [Blackboard]

Further readings:

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapter 5 [Text/Library]
- Joyce P. (2012) *Strategic Leadership in the Public Services*. London, Routledge. [Library]
- Kavanagh M. and Ashkanasy N. (2006) 'The Impact of Leadership and Change Management Strategy on Organizational Culture and Individual Acceptance of Change during a Merger'. *British Journal of Management*, Vol. 17, S81–S103. [Blackboard]
- Three change management models – McKinsey's 7-S Model, www.mindtools.com/pages/article/newSTR_91.htm Lewin's Change Management Model www.mindtools.com/pages/article/newPPM_94.htm and Kotter's Eight Step Change Model www.mindtools.com/pages/article/newPPM_82.htm – are highly regarded in the field. Go to these pages and read them.
- John Kotter is a significant figure in thinking about change management. Read Kotter's blog and watch the video on "Change Management vs. Change Leadership - What's the Difference?" www.forbes.com/sites/johnkotter/2011/07/12/change-management-vs-change-leadership-whats-the-difference/ and "The Perils of Confusing Management and Leadership" www.forbes.com/sites/johnkotter/2011/04/14/the-perils-of-confusing-management-and-leadership/

Strategic management in a context of joint action and networks

Required reading:

- Crosby B. and Bryson J. (2005) A leadership framework for cross-sector collaboration, *Public Management Review*, Vol 7, No. 2: pp. 177-201 [Blackboard]
- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapter 6 [Text]
- *Getting Better at Managing for Shared Outcomes: A Resource for Agency Leaders* (2004), Prepared by the Managing for Shared Outcomes Development Group. Download from www.ssc.govt.nz/display/document.asp?navid=114&docid=4126&pageno=1#P5_0

Strategic management: Planning, publics and participation

Required reading:

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapter 8 [Text]
- Lowndes V., Prachett L. and Stoker G. (2001a) 'Trends in Public Participation: Part 1 - Local Government Perspectives', *Public Administration*, Vol 79, No. 1, pp. 205-222 [Blackboard]
- Lowndes V., Prachett L. and Stoker G. (2001b) 'Trends in Public Participation: Part 2 - Citizens' Perspectives', *Public Administration*, Vol 79, No. 2, pp. 445-455 [Blackboard]

Further readings:

- Reid, M., Scott, C. and McNeill, J. (2006) Strategic Planning under the Local Government Act: Towards Collaboration or Compliance? *Policy Quarterly*, Vol. 2(2) pp. 18-25. [Blackboard]
- Local Futures Research Project (2011) *Local Government Strategic Planning in Theory and Practice*. Wellington: Institute of Policy Studies. [Book]
- OECD (2009) *Focus on Citizens: Public Engagement for Better Policy and Services*, Paris, OECD, pp. 1-80 [Blackboard]

Strategic management: modelling or politics?

Required reading:

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapter 9 [Text]
- Ryan B. (2004) *Learning MFO*, Brisbane, Institute of Public Administration, chapter 2 [Blackboard]

Further readings:

- Brown T. (2010) 'The Evolution of Public Sector Strategy', *Public Administration Review*, December 2010 Special Issue, pp. S212-4. [Blackboard]
- Hendrick B. (2010) 'What is Wrong With Advice on Strategic Planning?', *Public Administration Review*, December 2010 Special Issue, pp. S222-3. [Blackboard]

Strategic management: The strategic triangle, complexity and emergence

Required reading:

- Kurtz C. and Snowden D. (2003) 'The new dynamics of strategy: Sense-making in a complex and complicated world'. *IBM Systems Journal*, Vol 42, No 3, pp. 462-483. [Blackboard]
- Bovaird T. (2008) 'Emergent Strategic Management and Planning Mechanisms in Complex Adaptive Systems', *Public Management Review*, Vol 10, No. 2, pp. 319 – 340 [Blackboard]

- Rhodes M. (2008) 'Complexity and Emergence in Public Management', *Public Management Review*, Vol 10, No. 3, pp. 361-379 [Blackboard]
- Bennington J. and Moore M. (2011) 'Public Value in Complex and Changing Times'. In Bennington J. and Moore M. (eds) *Public Value: Theory and Practice*, New York, Palgrave Macmillan. [Blackboard]

Further readings:

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapters 6 & 8 [Text/Library]
- Cohen M. (2010) 'Practitioner's Perspective: Have We Missed the Boat on Planning?', *Public Administration Review*, December 2010 Special Issue, pp. S227-8. [Blackboard]
- Hendrick B. (2010) 'What is Wrong With Advice on Strategic Planning?', *Public Administration Review*, December 2010 Special Issue, pp. S222-3. [Blackboard]

Planning for a Crisis

Required reading:

- Joyce P. (1999) *Strategic Management for the Public Services*, Oxford, Open University Press, chapter 7 [Text/Library]

Further reading:

- McGuire M. and Schneck D. (2010) 'What if Hurricane Katrina Hit in 2020? The Need for Strategic Management of Disasters', *Public Administration Review*, December 2010 Special Issue, pp. S201-207. [Blackboard]

Assessment

The information in this section may be modified for PADM students. The course coordinator will confirm the assessment requirements.

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf .

In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

There are three items of assessment for this course (details below):

1. **Blog**: At least one blog entry (200-500 words) demonstrating critical reflection on practice. The blog can be posted to Blackboard at any time during the course but no later than Friday 10 October 2014. 10% of marks.
2. **Concepts test**: 30 questions, each to be answered in ~100 words (~3000 words total), 30% of marks, distributed Monday 8 September 2014, due Monday 15 September 2014, to be posted to Blackboard
3. **Essay**: 3,000 words (\pm 10%), 60% of marks, due Monday 27 October 2014 – via Blackboard

1. Blog

Format: Commentary – entered into the Blog section of Blackboard

Length: 200-500 words

Weight: 10% of marks

Due: To be posted to Blackboard any time during the course prior to Friday 10 October 2014

This assignment tests your ability to ‘critically reflect on practice’ (noting that ‘critical reflection’ usually involves identifying both strengths and weaknesses). It also provides an opportunity to learn more about how to use written communication via new types of interactive media to engage with others on major issues, where you initiate or contribute to those discussions. Note however, that unlike Twitter or Facebook (to name two examples), it is not about spontaneous opinions but is about considered commentary on matters of substance relative to your profession (more like, say, LinkedIn).

You are required to contribute **at least one entry to the Blog section of Blackboard** – at least one but it would be excellent if you contributed more (including commenting on blog entries from other students).

In it, you should discuss one of the biggest learnings you have achieved on this course and how it will change the way you think about and enact your job (‘critical reflection on practice’). For example, one of the readings or something discussed in class or a recent event or report might have set off significant thoughts for you about something not done or not done effectively in your organisation which would be beneficial for it and/or its clients to adopt. And so you would write about it.

These blogs will be graded according to the degree of insight they reveal, how effectively you convey your point and (perhaps) whether you are able to spark further thoughts from others (and/or contribute usefully to others’ contributions). Whilst your commentaries are intended to be shared, your grade will be private and not shown on the Blog.

2. Concepts test

Format: 30 terms, each to be defined in <100 words

Length: Approximately 3,000 words total

Weight: 40% of marks

Distributed: distributed Monday 8 September 2014 – via Blackboard

Submission date: Monday 15 September 2014 – via Blackboard

This assignment is intended to test your knowledge and understanding of specific concepts, terms, ideas, issues and methods covered in the Required Readings set for modules 1, 2 and 3.

Shortly after the start of the course you will be provided with a long list of specific questions the answers to which represent important learning objectives for you on this course. A few days after module 2, you will be given a list of 30 questions taken from the earlier list for which you must provide short answers (<100 words each). You will be given one week to complete your answers.

The concepts test will be distributed via Blackboard and your answers must be submitted via the same channel.

3. Essay

Format: Essay

Length: 3,000 words ($\pm 10\%$)

Weight: 60% of marks

Submission date: Monday 27 October 2014 – via Blackboard

The essay is designed to test your ability to examine a major question regarding strategic management in the public sector and to mount an argument concerning that issue. This will involve grasping the essence of the question, creating an analytical framework, marshalling relevant evidence, weighing up that evidence, and reaching a conclusion based on that evidence.

Write an essay of 3,000 words on ONE of the following topics:

1. The New Zealand state sector is supposed to managing strategically to achieve 'results' – defined as including 'outcomes'. Using one of the strategic management models covered on this course (e.g. the 'management cycle', Bryson, Nutt and Backoff, Strategy Guide) conduct a critical analysis of practice in a NZ public agency. What do you conclude about the state of play? What are the strengths and weaknesses of current practice and how might it be improved?
2. 'Results-based Development Management' (RBM) is a UN-approved approach to the management of public projects in developing countries (including Millennium Development Goals). Examine an example with which you are familiar (or for which details are publicly available) and critically analyse the application of RBM principles in this case.
3. How important is 'leadership' within effective strategic management in the public sector? What kinds of leadership should be evident? Discuss this question, providing illustrations.
4. Any other topic relating to theory, models and applications of strategic management in the public sector approved by the convenor.

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.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this 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

Information will be communicated via Blackboard. It is **essential**, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must 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.

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.

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 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.

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.
