

School of Government

PUBL 302 MANAGING THE PUBLIC SECTOR

Trimester Two 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator

Dr Michael Macaulay

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Trimester Dates

Teaching Period

Monday 14 July – Friday 17 October 2014

End of Year Study Period

Monday 20 October – Thursday 23 October

Examination Period

Friday 24 October – Saturday 15 November 2014 (incl)

Class Times and Room Numbers

Lectures

Monday 09:30-11:20 GBLT4

Tutorial:

Monday 14:40-15:30 RWW 314

Tuesday 09:30-10:20 RWW 314

Tuesday 10:30-11:20 RWW 314

Tutorial attendance is compulsory

Withdrawal from Courses

Your fees will be refunded if you withdraw from this course on or before **Friday 25 July 2014**

The standard last date for withdrawal from this course is on or before **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.

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

Course Learning Objectives

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

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

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

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

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

Course Content and Delivery

This course will be delivered through one 110-minute lecture, which takes the place of 2 x 50 minute lectures, and one 50-minute tutorial each week.

The *lecture programme* appears on pages 10-12 of this course outline and comprises a mix of theory and practice lectures, guest speakers and (time permitting) large group seminars. This means there should be opportunities for discussion during most lectures. The lecture programme may vary slightly to accommodate the availability of guest speakers or to enable topical issues to be addressed.

The *tutorial programme* appears on pages 13-18 of this course outline and comprises a mix of small group seminars to promote interactive discussion and debate, and workshops set aside for group-based assessment work. Tutorials will focus mainly on a specific topic or issue arising from previous weeks' lectures that deserves further exploration.

Expected Workload

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

Group Work

Assessment for this course includes a group work component.

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

Prescription

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

Readings

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

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

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

Assessment Requirements

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

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

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

The assessment for this course comprises:

ASSIGNMENT	TYPE	LENGTH	DUE DATE	WEIGHTING
Essay	Written	2000 words	22 August 2014	20 marks
Conference paper	Written	8000 words	17 October 2014	30 marks
Examination	Written	Three hours	To be advised	50 marks
Total possible mark				100 marks

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

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

ASSIGNMENT TASK 1 – ESSAY (20 MARKS)

An individually-authored research essay worth 20% of your final grade is due on **Friday 22 August 2014**.

Students will choose one of four set questions that shall be assigned to the class in teaching week two. At least one tutorial will be allowed for individual preparation and formative feedback.

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

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

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

ASSIGNMENT TASK 2 – GROUP CONFERENCE PAPER (30 MARKS)

A group conference paper presentation worth 30% of your final grade is due to be delivered on **Friday 17 October 2014**.

Assessment of the conference paper will comprise two components:

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

The conference paper will be no more than 8000 words (excluding bibliography) and will be presented by **all members** of the group in lecture on **6th October** in a presentation lasting no more than 10 minutes (with 5 minutes for Q&A). Feedback from the audience may be incorporated into the final version of the conference paper.

Groups are to have no more than 5 members and the composition is to be decided by students. You will **not** be assigned a group – it is class responsibility. The only stipulation is that, within reason, groups should reflect tutorial groups – this is to enable some tutorials to be dedicated to preparation.

Four set questions will be assigned to the class as conference paper titles later in the year.

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

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

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

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

ASSIGNMENT TASK 3 – EXAMINATION (50 MARKS)

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

The final examination for this course will be scheduled at some time during the period from Friday 24 October to Saturday 15 November 2014 (inclusive). Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

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

Penalties

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

Please note the following:

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

Mandatory Course Requirements

To pass PUBL 302 you must do the following:

- submit the essay assignment
- contribute to the preparation, delivery and submission of a group conference paper
- attend at least nine (8) of the eleven (11) scheduled tutorials – 3 sessions are voluntary.

- sit the examination.

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

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

Communication of Additional Information

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

Class Representative

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

Academic Integrity, Plagiarism and the use of Turnitin

Plagiarism is presenting someone else’s work as if it were your own, whether you mean to or not.

‘Someone else’s work’ means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for all material in any work submitted for assessment unless it is a ‘fact’ that is well known in the context (such as “Wellington is the capital of New Zealand”) or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people’s intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded

from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it. Student work provided for assessment in this course will be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website <http://www.victoria.ac.nz/home/study/plagiarism.aspx>. If in doubt seek the advice of your course coordinator.

PLAGIARISM IS SIMPLY NOT WORTH THE RISK.

School of Government Service Standards

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

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – www.victoria.ac.nz/home/about/avcacademic/publications/assessment-handbook.pdf).

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

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

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

Standards relating to availability of course materials:

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

Standards relating to attendance:

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing,

they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.

- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

Variations to the assessment details provided in the course outline:

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

Standards relating to assignments – turnaround and feedback:

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

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

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

Student Feedback

Student feedback on University courses may be found at:

www.cad.vuw.ac.nz/feedback/feedback_display.php

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

LECTURE PROGRAMME

ALL READING WILL BE MADE AVAILABLE ON BLACKBOARD

WEEK	DATE	LECTURE THEMES
One	14 July	Thinking critically about the state and the public sector
<p>This session will do three things: (1) introduce PUBL 302 and deal with the housekeeping; (2) look at some of the ways in which we can and do think critically; (3) identify some key aspects of the state and public sector that will form the basis for the rest of the course.</p> <p>Background reading:</p>		
Two	21 July	Bureaucracy and Public Administration The New Zealand Version of Westminster
<p>This session will delve more deeply into the concepts from the previous lecture and look at bureaucracy in terms of power and authority. It will discuss bureaucracy and then look at some of the key features of New Zealand's system. The lecture will also offer some preparatory work for assignment 1 and will introduce the questions.</p>		
Three	28 July	New Public Management (NPM): the New Zealand experience
<p>This session will look at the concept of NPM, which rightly or wrongly still dominates thinking about public management in New Zealand and beyond. It will explain what the core concepts of NPM were and how they were embraced wholesale in the late 80s/ early 90s. The session will also explore what's left now that NPM has gone – that's if it has gone anywhere...</p>		
Four	4 August	The New Zealand Model of Public Management Government and Governance – Emerging Trends
<p>This session picks up directly from last week and assesses the current state of New Zealand. It will look at the concept of governance and ask whether or not recent approaches are innovative or simply 'old wine in new skins'. It will also look at the concept of evidence-based management and policy, and whether this has produced a coherent set of ideas or simply 'New Public Eclecticism'.</p>		
Five	11 August	Managing Structure and Strategy
<p>This session will introduce the concept of strategy and will critically analyse both the foundational ideas of strategy and its application in the New Zealand context. It will also discuss the importance of restructuring to the New Zealand public sector and public service and ask whether or not some of this activity may ultimately have been self-defeating.</p>		
Six	18 August	The changing role of the citizen: client; customer or co-producer? engagement and participation

This session seeks to reconcile all of the previous perspectives by looking through a different lens: that of the role of people. It will suggest that citizenship has changes and that different approaches to public management rely on different views of what citizens should, or should not be. In particular it will look at the role of co-production and community management.

This session will also provide the questions for assignment two.

Mid- Trimester Break	25 August – 7 September	No Lectures
Seven	8 September	Managing Public Value
This session will look at Mark Moore’s concept of ‘public value’ how it has been defined and what – if any – successes it has had. It will investigate whether or not the concept is applicable in a New Zealand context and how this ties in with strategy and structure.		
Eight	15 September	Managing Performance
This session will look at the rise of performance management and measures as an outcome of the move towards increasing Managerialism in the New Zealand public sector.		
Nine	22 September	Managing in new ways: eGovernment
This session will be a guest lecture by the very distinguished Karl Lofgren who will offer an overview of the benefits of eGovernment as well as some of the myths that surrounds it. He will illustrate his lecture with examples form his own extensive research and apply these to the New Zealand context.		
Ten	29 September	Managing Transparency and Integrity
This session will look at the ‘governance triumvirate’ of accountability, transparency and integrity. It will draw on recent research on New Zealand’s <i>National Integrity System</i> and also explain how this fits into the latest international developments, notably the <i>Open Government Partnership</i> , as well as looking at flaws in accountability using cases such as the Pike River tragedy.		
Eleven	6 October	Group Presentations
The highlight of the year! This is an opportunity for you to present your groups presentations and respond to constructive feedback. As this is an assignment attendance is compulsory for this session and I, for one, am really looking forward to hearing your thoughts.		
Twelve	13 October	Course review and revision

This session is dedicated to reviewing the course and preparing you for the exam. There will not be any element of the exam that has not been covered by the course at some stage (whether in lectures or tutorials) so this is an opportunity to sit back and refresh your knowledge, while asking any questions that you feel have not been fully addressed as yet.

TUTORIAL PROGRAMME

ALL READING WILL BE MADE AVAILABLE ON BLACKBOARD

WEEK	DATE	TUTORIAL TOPIC
One	14 & 15 July	No Tutorials
Two	21&22 July	What is the difference between legitimate public authority and illegitimate state power? And how are these distinctions reflected in public management? reflect
<p>Required Reading</p> <ul style="list-style-type: none"> Plato 'Crito' <i>The Last Days of Socrates</i> <p>General reading</p> <ul style="list-style-type: none"> R. Gregory. 2007. 'New Public Management and the Ghost of Max Weber: Exorcised or Still Haunting?' in T. Christensen and P. Laegreid (eds), <i>Transcending New Public Management: The Transformation of Public Management Reforms</i>, Ashgate: 221-244. J. Pierre (ed.). 1995. 'Bureaucracy in the Modern State: An Introduction to Comparative Public Administration', Edward Elgar. Chapter 1 'Comparative public administration: the state of the art' : 1-17. Chapter 10 'Conclusions: a framework of comparative public administration' : 205-218. 		
Three	28 and 29 July	New Zealand's experience of NPM is frequently portrayed as unique – why? Is this assessment accurate?
<p>Required Reading</p> <ul style="list-style-type: none"> Gregory, R. (2013) Normativity and NPM: A Need for Some Theoretical Coherence' in Christensen, T and Læg Reid, P, eds. <i>The Ashgate Research Companion to New Public Management</i> (Ashgate: Farnham) J. Boston, J. Martin, J. Pallot and P. Walsh. 1996. 'Public Management: The New Zealand Model', Oxford University Press. Chapter 1 'The New Zealand Model: Key Features and Continuing Dilemmas': 2-15. Chapter 2 'The Ideas and Theories Underpinning the New Zealand Model' : 16-40. <p>Recommended Reading</p> <ul style="list-style-type: none"> T. Christensen and P. Laegreid (eds.). 2010. 'The Ashgate Research Companion to New Public Management' (Farnham, Ashgate). P. Aucoin. 1990. 'Administrative Reform in Public Management: Paradigms, Principles, Paradoxes and Pendulums', <i>Governance</i>, 3 (2). C. Hood. 1991. 'A Public Management for All Seasons?' <i>Public Administration</i>, 69 (1): 3-19. Hood and B. Guy Peters. 2004. 'The Middle Aging of New Public Management: Into the Age of Paradox?' <i>Journal of Public Administration Research and Theory</i>, 14 (3): 267- 		

282.

- C. Pollitt and G. Bouckaert. 2004. *Public Management Reform: A Comparative Analysis*, 2nd Edition, Oxford University Press. Chapter 2 ‘Problems and Responses: a Model of Public Management Reform’: 169-176.
- OECD. 2005. *Modernising Government: The Way Forward*, OECD. Chapter 7 ‘Modernisation: Context, Lessons, and Challenges’.
- G. Scott. 2001. *Public Sector Management in New Zealand: Lessons and Challenges*, NZ Business Roundtable. Chapter 1 ‘Launching the Revolution to the State Sector in 1987’: 1-10. Chapter 2 ‘The Reforms: Contents and An Analytical Perspective’: 11-36.

Four	4 and 5 August	In what way is New Zealand offering a coherent programme of public management reforms over the next decade?
Required Reading		
<ul style="list-style-type: none"> • G. Duncan and J. Chapman. 2010. <i>New Millennium, New Public Management and the New Zealand Model.</i> Australian Journal of Public Administration 69(3): 301–313. • B. Ryan. 2011. <i>The signs are already there? Public management futures in Aotearoa/New Zealand</i>’ IPS WP 11/01 April 2011. 		
Recommended Reading		
<ul style="list-style-type: none"> • D. Gill, S. Pride, H. Gilbert, and R. Norman. 2011. ‘The Future State Project’ in <i>Future State</i> Wellington: Victoria University Press: 29-45 • M Di Francesco and E. Eppell. 2011. ‘A Public Management Heresy?’ in <i>Future State</i> Wellington: Victoria University Press: 123-158 • S. Hitchiner and D. Gill. 2011. <i>The Formal System of Organisational Performance Management in the State Sector</i>’ in Gill D. (ed) 2011. <i>The Iron Cage Recreated: The Performance Management of State Organisations in New Zealand</i>’ IPS. Chapter 5 ‘The Formal System: Themes and Conclusions’ : 119-140. • M. Lodge and D. Gill. 2011. <i>Toward a New Era of Administrative Reform? The Myth of Post-NPM in New Zealand.</i> Governance 24(1): 141–166. • R. Norman. 2003. <i>Obedient Servants: Management Freedoms and Accountabilities in the New Zealand Public Sector</i>, Victoria University of Wellington. Chapter 4 ‘Introducing Business-Like Controls – a Public Sector Revolution in New Zealand’ : 55-78. Chapter 11 ‘Moving Beyond One-Dimensional Thinking’ : 219-233. • E. Lindquist. 2011. ‘No Reform Left Behind: Integrating Frameworks and Implications for New Zealand’s Centre-of-Government and Public Sector Improvement’ in <i>Future State</i> Wellington: Victoria University Press: 123-158 		
Five	11 and 12 August	The role requirements for citizens are far more important than the structure of public management. Discuss.
Required Reading		

- Bovaird T (2007) ‘Beyond Engagement and Participation: User and Community Coproduction of Public Services’ *Public Administration Review* (846-860)
- Gill. 2008. ‘By Accident or Design: Changes in the Structure of the State of New Zealand.’ *Policy Quarterly* 4(2): 27–32.

Recommended reading

- Alford (2009) ‘Public value from co-production by clients’
- Bang H (2005) ‘Among Everyday Makers and Expert Citizens’, in J. Newman, ed., *Remaking Governance: Peoples, Politics and the Public Sphere* (Bristol: The Policy Press), 159-79
- Halvorsen, K., E. (2003) ‘Assessing the impacts of public participation’ *Public Administration Review*, 63, 5, pp 535-543
- Lawton, A. and Macaulay, M (2014) ‘Localism in practice: investigating citizen participation and good governance in local government standards of conduct’ *Public Administration Review* 74, 1
- Macaulay, M and Wilson, J (2008) ‘Hobson’s choice? Meaning, manner and merits of choice in public services’ *International Journal of Public Sector Management*, 21, 6, 674-686
- Nabatchi, T. (2010) ‘Addressing the Citizenship and Democracy Deficits: The Potential of Deliberative Democracy for Public Administration’, *The American Review of Public Administration* 40, 4, pp376-399
- State Services Commission. 2003. ‘*Managing for Outcomes: Guidance for Departments*’, SSC

Six	18 and 19 August	Assignment 1 workshop
<p>This tutorial is designed for you to discuss your work for assignment 1 with me and with colleagues. You can test out your ideas and explore the concepts you are working with. The tutorial is not compulsory but is highly recommended.</p>		
Seven	8 and 9 September	How is public value determined in New Zealand public management?
<p>Required reading</p> <ul style="list-style-type: none"> • M. H. Moore. 1995. ‘<i>Creating Public Value: Strategic Management in Government</i>’, Harvard University Press. Chapter 2 ‘Defining Public Value’: 27-56. <p>Recommended reading</p> <ul style="list-style-type: none"> • R. A. W. Rhodes and J. Wanna. 2007. ‘The Limits to Public Value, or Rescuing Responsible Government From the Platonic Guardians’, <i>Australian Journal of Public Administration</i>, 66 (4): 406-421. • H. Wollmann. (ed.) 2003. ‘Evaluation in Public-Sector Reforms: Concepts and Practice in International Perspective’, Edward Elgar. Chapter 1 ‘Evaluation in Public-Sector Reform: Towards a ‘Third Wave’ of Evaluation?’ : 1-11. Chapter 11 ‘Learning from Evaluation 		

Practice: The Case of Public-Sector Reforms’ : 209-230. Chapter 12 ‘Evaluation in Public-Sector Reform. Trends, Potentials and Limits in International Perspective’: 231-258.

- J. Alford. 2008. ‘The Limits to Traditional Public Administration, or Rescuing Public Value from Misrepresentation’, *Australian Journal of Public Administration*, 67 (3): 357-366.
- J. Alford and J. O’Flynn. 2009. ‘Making Sense of Public Value: Concepts, Critiques and Emergent Meanings’, *International Journal of Public Administration*, 32 (3): 171-191.
- H. K. Colebatch. 2011. ‘Valuing Public Value: Recognising and Applying Knowledge About the Governmental Process’, *Australian Journal of Public Administration*, 69 (1): 66-78.
- J. O’Flynn. 2007. ‘From New Public Management to Public Value: Paradigmatic Change and Managerial Implications’, *Australian Journal of Public Administration*, 66 (3): 353-366.
- G. Stoker. 2006. ‘Public Value Management: A New Narrative for Networked Governance?’ *American Review of Public Administration*, 36 (1): 41-57.
- Wond, T. And Macaulay, M. (2010) ‘Evaluating Local Implementation: An Evidence-based Approach’, *Policy and Society* pp. 161-169

Eight

**15 and 16
September**

Do public management performance management systems do more harm than good?

Required Reading

- Pollitt. 2006. ‘*Performance Information for Democracy: The Missing Link?*’ *Evaluation* 12(1): 38–55.
- Gill (ed.). 2011. ‘*The Iron Cage Recreated: The Performance Management of State Organisations in New Zealand*’ Part 2 Page 41 - 134 IPS.

Recommended Reading

- State Services Commission and The Treasury. 2008. ‘Performance Measurement: Advice and examples on how to develop effective frameworks’, SSC.
 - Module 1 ‘Why measure performance?’: 11-18.
 - Module 4 ‘Defining outcomes, intermediate outcomes and outputs’: 31-40.
 - Module 5 ‘Developing measures and indicators’: 41-54.
- Hood. 2006. ‘Gaming in Targetworld: The Targets Approach to Managing British Public Services’, *Public Administration Review*, 66 (4) July/August: 514-521.
- R. Behn. 2003. ‘Why Measure Performance? Different Purposes Require Different Measures’, *Public Administration Review*, 63 (5) September/October: 586-606.
- C. Hood. 2007. ‘Public Service Management by Numbers: Why Does it Vary? Where Has it Come From? What Are the Gaps and the Puzzles?’ *Public Money and Management*, April: 95-102.
- D. P. Moynihan. 2008. ‘The Dynamics of Performance Management: Constructing Information and Reform’, Georgetown University Press. Chapter 6 ‘The Interactive Dialogue Model of Performance Information Use’: 95-117. Chapter 10 ‘Rethinking Performance Management’: 189-209.
- State Services Commission and The Treasury. 2008. ‘Performance Measurement: Advice and examples on how to develop effective frameworks’, SSC.
- P. Thomas. 2006. ‘Performance Measurement, Reporting, Obstacles and Accountability:

Nine	22 and 23 September	New Zealand is on the cusp of being “digital by default” – how does this offer a better deal for citizens?
<p>Required reading</p> <ul style="list-style-type: none"> • M. Lips. 2011 ‘E-government is dead – long live networked governance?’ in <i>Future State</i> Wellington: Victoria University Press: 248-261 		
Ten	29 and 30 September	Is New Zealand’s reputation for good governance deserved?
<p>Required Reading</p> <ul style="list-style-type: none"> • R Gregory (2014) ‘Assessing “Good Governance” and Corruption in New Zealand: “Scientific” Measurement, Political Discourse, and Historical Narrative’, <i>Policy Quarterly</i>. 10, 1: 15-25 • M Macaulay (2014) ‘The Open Government Partnership: What are the challenges and opportunities for New Zealand?’, <i>Policy Quarterly</i>, 10, 2 pp. 36-42 <p>Recommended Reading</p> <ul style="list-style-type: none"> • TINZ, 2013, <i>National Integrity System Assessment: New Zealand</i> • TIUK, 2011, <i>National Integrity System Assessment: UK</i> • R. Gregory. 1998. ‘Political Responsibility for Bureaucratic Incompetence: Tragedy at Cave Creek’, <i>Public Administration</i>, 76 Autumn: 519-538 • de Graaf, G; van der Wal, Z (2010) ‘Managing Conflicting Public Values: With Integrity and Effectiveness.’ <i>American Review of Public Administration</i>. Vol. 40 Issue 6, p623-630. • Evans, M (2012) Beyond the integrity paradox – towards ‘good enough’ governance?’ <i>Policy Studies</i>. Vol. 33 Issue 1, p97-113. • Head, B W (2012) ‘The contribution of integrity agencies to good governance’. <i>Policy Studies</i>. Vol. 33 Issue 1, p7-20. • Lawton, A. and Macaulay, M. (2009), ‘Ethics management and ethical management’, in <i>Ethics and Integrity in Public Administration: cases and concepts</i> eds. Cox III, R., (New York: M. E. Sharpe) pp. 107-120 • Lawton, A., Macaulay, M and Six F (2010), ‘Ethical audit: control, performance and review’, in <i>Social Accounting and Accountability</i> eds. Ball, A. and Osborne, S. (London: Routledge). • Maesschalck, J and Bertok, J (2009) <i>Towards a Sound Integrity Framework: Instruments, Processes, Structures and Conditions for Implementation</i> OECD Global Forum on Public Governance, Paris • J. Boston and D. Gill. 2011. ‘<i>Joint or Shared Accountability: Issues and Options</i>’ IPS WP 11/03 • H. Davis. 2008. ‘<i>Ethics and Standards of Conduct</i>’ in T. Bovaird and E. Löffler (eds.), ‘<i>Public Management and Governance</i>’, Second Edition, Routledge 2008: 311-325 		

Eleven	6 and 7 October	Conference Paper Workshop
<p>This tutorial is designed for you to come and discuss the presentations from the 6 October, and to see how the written conference paper has shaped up. The tutorial is not compulsory but attendance is highly recommended.</p>		
Twelve	13 and 14 October	Revision Workshop
<p>This final tutorial is to discuss revising for your exam. Feel free to ask me and each other anything you like. Again, the tutorial is not compulsory but attendance is highly recommended.</p>		

A NOTE ABOUT READINGS

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

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