TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

GOVT 532
E-GOVERNMENT
(15 Points)
(CRN 27138)

EGOV 502
E-GOVERNMENT, PUBLIC SECTOR REFORM AND GOOD GOVERNANCE
(15 Points)
(CRN 26123)

Trimester 2 / 2016

COURSE OUTLINE

Prescription

This course examines theories, principles, models and strategies for using transformational e-Government initiatives to establish good governance, drawing on international and New Zealand experience.

Course Learning Objectives

Students who pass this course will be able to:

1. Demonstrate understanding of how ICT-enabled public sector reform contributes to the requirements for achieving good governance;
2. Apply theories, principles, models and concepts for using transformational e-Government initiatives to establish good governance;
3. Apply e-Government knowledge, strategies, regulatory frameworks, policies and practice to ICT-enabled public sector reform and good governance;
4. Critically analyse good governance outcomes of ICT-enabled public sector reform internationally and in New Zealand;
5. Apply benefits realisation methods and techniques to e-Government initiatives in the context of establishing good governance; and
6. Evaluate transformational e-Government initiatives from a good governance perspective.

Trimester Dates

From Monday 11 July to Monday 31 October 2016.

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 22 July 2016**.

2. The standard last date for withdrawal from this course is **Friday 7 October 2016**. 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 or
www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc .

Names and Contact Details

Course Coordinator: **Dr Rose O'Neill**
Telephone: (021) 619 649
Email: rose.oneill@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

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Wednesday 13 July 2016	9.00am – 5.00pm
Module Two:	Wednesday 31 August 2016	9.00am – 5.00pm
Module Three:	Wednesday 19 October 2016	9.00am – 5.00pm

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 expected at all teaching days.

Course Delivery

This course is delivered in a modular format over three days (three 'modules') of 6 hours contact time each (18 hours total) between 9.00am and 5.00pm on the days indicated above, supplemented by 6 hours (online or face-to-face small group discussions and oral report backs) between modules. **Attendance is expected at all teaching days.**

Course Content

Module 1: The role of e-Government in public sector reform

In this first module, we will discuss the role of Information and Communication Technologies (ICTs) in societal and institutional change, and how ICTs are contributing to public sector reform in New Zealand and in overseas jurisdictions. In particular, we will explore the nature, meaning and forms of 'good governance' in the context of ICT-enabled public sector reform, and under what conditions these ICT-enabled forms of good governance can be achieved.

Topics to be covered:

- The role of ICTs in public sector reform
- Defining and conceptualising 'good governance' in ICT-enabled public sector reform
- Open government, transparency and accountability
- Citizen-centric government and governance

Required readings:

* Andrews, M. (2009) Good Government means Different Things in Different Countries. *Governance,* 23(1): 7-35

* Bertot, J., Jaeger, P.T. & Grimes, J. (2010) Using ICTS to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies. *Government Information Quarterly*, 27(2010): 264-271

* Dunleavy, P., Margetts, H., Bastow, S. & Tinkler, J. (2005) New Public Management is Dead – Long live digital-era governance. *Journal of Public Administration and Theory*, 16: 467–494.

Gregory, R. (2013) Assessing 'Good Governance' and Corruption in New Zealand: 'Scientific' measurement, political discourse, and historical narrative. *IGPS Working Paper 13/03*. Wellington: Institute for Governance and Policy Studies, Available online at http://igps.victoria.ac.nz/publications/files/d4429858b67.pdf

Heeks, R. (2001) Understanding e-Governance for Development. i-*Government Working Paper Series No. 11*, Institute for Development Policy and Management, University of Manchester, UK. http://unpan1.un.org/intradoc/groups/public/documents/NISPAcee/UNPAN015484.pdf

* Kalsi, N. & Kiran, R. (2016) A strategic framework for good governance through e-governance optimization: A case study of Punjab in India. *Emerald Insight, 49 (2):* 170 – 204.

* Lips, A. M. B. (2011) 'E-Government is dead – Long live networked governance': Fixing System Errors in the New Zealand Public Management System, in B. Ryan & D. Gill (eds), *Future State: Directions for Public Management in New Zealand*, Victoria University Press, 248-261. Copy available on Blackboard

* Meijer, A. (2013) Understanding the complex dynamics of transparency. *Public Administration Review, 73 (3)*: 429 – 439.

Manyika, J., Chui, M., Groves, P., Farrell, D., Kuiken, S. & Doshi, E. (2013) *Open data: Unlocking innovation and performance with liquid information.* Executive Summary, McKinsey & Company, available online at:
www.mckinsey.com/insights/business_technology/open_data_unlocking_innovation_and_performance_with_liquid_information

Organisation for Economic Cooperation and Development (2009) Chapter 1: A Paradigm Shift towards Citizen Centricity, in OECD *Rethinking e-Government Services: User-Centred Approaches*, OECD: 24 – 34.
www.oecd-ilibrary.org/docserver/download/4209091ec002.pdf?expires=1432612532&id=id&accname=oid006392&checksum=AAD52D2FBA4F3E99DD525E8CA5CA80F7

* Zuiderwijk, A. & Janssen, M. (2014). Open data policies, their implementation and impact: A framework for comparison. *Government Information Quarterly,* 31(2014): 17-29.

Module 2: 'Good governance' and 'bad governance' in ICT-enabled public sector reform

In this second module, we will further explore the nature and meaning of ICT-enabled good governance by discussing when, where, and under what conditions we may observe ICT-enabled forms of 'bad' governance' in the public sector. In many cases, the same technological developments and capabilities can lead to both positive and negative transformational outcomes: how can we minimise the risks of negative outcomes and maximise the benefits of ICT-enabled transformational change? How can ICT-enabled good governance be achieved, in New Zealand and elsewhere, whilst acknowledging competing public sector values, such as efficiency, effectiveness, fairness, privacy, security, transparency, and secrecy?

Topics to be covered:

- The application and use of 'big data' and data analytics in the public sector
- The data revolution in New Zealand and in developing countries: the New Zealand Data Futures Forum and the UN Global Pulse programme
- Surveillance State vs. Service State developments
- Defining 'good governance' through an understanding of what 'bad governance' entails

Required readings:

* Boyd, D. & Crawford, K. (2013) Critical questions for big data. *Information, Communication and Society*, 15(5): 662-679

Davies, S. (Ed) (2014) *A Crisis of Accountability: A global analysis of the impact of the Snowden revelations*. Report by Privacy Surgeon, Amsterdam, Brussels.
https://citizenlab.org/wp-content/uploads/2014/06/Snowden-final-report-for-publication.pdf

* Greenwald, G. (2014) The harm of surveillance. In G. Greenwald (Ed) *No place to hide: Edward Snowden, the NSA and the surveillance state*. London, UK: Penguin Books, pp 170-209. Copy available on Blackboard

* Hood, C. (2011) Commentary: From FOI World to WikiLeaks World: A new chapter in the transparency story? *Governance: An International Journal of Policy, Administration, and Institutions,* 24(4): 635-638.

Kayyaki, N. & Rodriguez, K. (2014) *On 6/5, 65 Things We Know about NSA Surveillance that We Didn't Know a Year Ago.* Downloaded from www.eff.org , Electronic Frontier Foundation.
www.eff.org/deeplinks/2014/06/65-65-things-we-know-about-nsa-surveillance-we-didnt-know-year-ago

* Lips, A.M.B., Taylor, J. & Organ, J. (2009) Managing citizen identity information in e-Government relationships in the UK. *Public Management Review*, 11(6): 833-856

* Lyon, D. (2007) *Surveillance Studies. An Overview.* Cambridge, UK: Polity Press, pp 46-70. Copy available on Blackboard

New Zealand Data Futures Forum (2014). Three Discussion Papers, Wellington, NZ. Available online via: www.nzdatafutures.org.nz/discussion-documents

Reimsbach-Kounatze, C. (2016) The proliferation of "Big Data" and implications for official statistics and statistical agencies: A preliminary analysis, *OECD Digital Economy Papers,* no 245. OECD Publishing.
www.oecd-ilibrary.org/docserver/download/5js7t9wqzvg8.pdf?expires=1432683401&id=id&accname=guest&checksum=FAAED2E0D73109E7CCD7077DBCF631CB

* Roberts, A. (2012) WikiLeaks: The illusion of transparency. *International Review of Administrative Sciences*, 78(1): 116-133

United Nations Independent Expert Advisory Group (2014) *A World that Counts: Mobilizing the data revolution for sustainable development.* United Nations Independent Expert Advisory Group: New York and Geneva
www.undatarevolution.org/wp-content/uploads/2014/11/A-World-That-Counts.pdf

Module 3: Managing and evaluating good governance of transformational e-Government

In this third module, we will explore the meaning and conditions for good governance of transformational e-Government initiatives in New Zealand. What are the strategy and governance arrangements for e-Government initiatives in New Zealand? What are contributing factors to 'good practice' of transformational e-Government? How can transformational e-Government be best managed and evaluated, and benefits of these initiatives be realised?

Topics to be covered:

- Strategy and Governance of e-Government in the New Zealand public sector: the New Zealand Government ICT Strategy and Action Plan to 2017
- Managing and evaluating transformational e-Government
- Benefits realisation in transformational e-Government
- Managing good governance: lessons from the Novopay case

Required readings:

Besancon, M. (2003) Good governance rankings: The art of measurement, *World Peace Foundation Report No. 36.* WPF Program on Intrastate Conflict and Conflict Resolution, Harvard University, Massachusetts, USA.
http://siteresources.worldbank.org/EXTWBIGOVANTCOR/Resources/wpf36governance.pdf

* Bouckaert, G. & van de Walle, S. (2003) Comparing measures of citizen trust and user satisfaction as indicators of 'Good Governance': Difficulties in linking trust and satisfaction indicators, *International Review of Administrative Sciences,* 69: pp 329-343

* Foley, P. & Alfonso, X. (2009) eGovernment and the transformation agenda, *Public Administration,* 87 (2): pp 371-396.

Department of Internal Affairs (2013) *New Zealand Government ICT Strategy and Action Plan to 2017*. Department of Internal Affairs, Wellington, NZ.
www.ict.govt.nz/assets/Uploads/Government-ICT-Strategy-and-Action-Plan-to-2017.pdf

* de Graaf, G. & Paanakker, H. (2014) Good Governance: Performance values and procedural values in conflict. *American Review of Public Administration: 1-10,* 0275074014529361, first published on April 16, 2014

New Zealand Government (2013) *Report of the Ministerial Inquiry into Novopay Project.* New Zealand Government, Wellington, NZ.
www.education.govt.nz/assets/Documents/Ministry/Information-releases/Novopay-information-release/MIN130501InquiryReport.pdf

Office of the Auditor-General (2012). Realising benefits from six public sector technology projects, *Report to the House of Representatives under section 20 of the Public Audit Act 2001.* Office of the Auditor-General, Wellington, NZ.
www.oag.govt.nz/2012/realising-benefits/docs/realising-benefits.pdf

* Rau, K. (2006) Effective governance of IT: Design objectives, roles, and relationships, *Information Systems Management,* 21(4): pp 35-42.

Readings

There is no textbook for this course. All required readings will be available via either the Victoria University of Wellington library or Blackboard.

Required readings indicated below <u>with an asterisk</u> are available from the Victoria University of Wellington library databases or e-book collections. As a VUW student, you have complete and free

access to these materials. University copyright licenses allow you to download and print these materials, so long as you use them for educational purposes only. Please ask your course convenor or a VUW librarian if you require help to access material, or if you run into any other problems.

If the library does not have database or e-book access to required readings (i.e. those with no asterisk in this course outline), the readings will be available on Blackboard (e.g. a URL to the relevant document(s) or a copy of the document will be provided).

In some cases, you may need to go to the library to consult books or journal articles, or to check them out. Please note that some additional readings may be added as the course progresses.

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course. Some of that is set contact time. The rest is your study time and we recommend you study weekly for approximately 8-10 hours.

Assessment

The Assessment Handbook will apply to all VUW courses: see
www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf .

The achievement of course objectives will be tested in the assessment items described below. All assignments will contribute to the course mark of each student, according to the following assessment ratio:

1. Take-home test (course learning objectives 1,2,3,4)	30%
2. Case study assignment (course learning objectives 1,2,3,4,6)	30%
3. Ministerial briefing paper (course learning objectives 1,2,3,4,5,6)	40%
Total	100%

All assignments should be submitted via Blackboard.

Students should keep a copy of all submitted work.

1. **Take-home test [30% course assessment]**

A take-home test with open questions designed to assess the student's understanding of concepts, theory, strategies, frameworks, policies, knowledge and practice around e-Government, public sector reform and good governance.

This assessment will require each student to write approximately 2,500 words.

The take-home test will be handed out by the Course Coordinator at the end of Module 1 on Wednesday 13 July 2016.

Submission date: 4.00pm, Monday 15 August 2016

2. **Case study assignment [30% course assessment]**

This assessment item is designed to test the student's ability to apply the theory, concepts, practice and knowledge covered in this course to critically analyse and evaluate the impact and implications of a transformational e-Government initiative from a good governance perspective.

At least 5 academic resources (e.g. academic journal articles, book chapters, research reports) will need to be used and appropriately referenced in preparing the assignment.

This assessment will require each student to write approximately 2,500 words.

The assignment will be handed out by the Course Coordinator at the end of Module 2 on Wednesday 31 August 2016.

Submission date: 4.00pm, Monday 3 October 2016

3. **Ministerial report [40% course assessment]**

This assessment item is designed to test the student's ability to apply the theory, concepts, practice, strategies, frameworks, methods, available knowledge and discussions covered in this course to prepare a research-based briefing paper for the Minister responsible for ICT-enabled public sector reform.

At least 10 academic resources (e.g. academic journal articles, book chapters, research reports) will need to be used and appropriately referenced in preparing the assignment.

This assessment will require each student to write approximately 3,000 words, excluding references.

The assignment will be handed out by the Course Coordinator at the end of Module 1 on Wednesday 13 July 2016.

Submission date: 4.00pm, Monday 31 October 2016

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.

Group Work

The course requires 6 hours of group work between modules. This work is considered part of the class structure, but rather than being accommodated in a longer module day (i.e. 8.30am to 6.00pm), the equivalent of 2 hours per module can be flexibly scheduled by groups of students, with tasks undertaken and reported back as detailed in the course instructions provided via Blackboard and during class meetings. This group work will not be assessed as such, but it will support students in their learning and preparation for the course assignments.

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.

Student Feedback

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

Access to 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. Ensure that you can access Blackboard before the course begins.

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.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or its-servicedesk@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

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. For more information, please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward .

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.

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 <u>all</u> 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.

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