**School of Social Sciences**

**POLS 704**

**Political Management in Government**

**Semester 1 2014**

**Course Convenor:**

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\* Final version 11 March 2014 \*

**The course**

Political management in Government explores how politicians and their staff use management tools to help them achieve their goals within the constraints and challenges of the governing environment. Students take on the role of a particular political manager:

* Director of Strategy, Branding Director
* Political Market Researcher, Stakeholder Manager,
* Policy Advisor, Head of the Delivery Unit,
* Chief Press Secretary, Director of Communications,
* Director of Crisis Management, Director of Public Relations
* Advertising Co-Ordinator, Social Marketing Director.

Drawing on academic research and international practice in these areas to identify best practice as well as what to avoid, the political managers will create recommendations for a political leader for how they should use political management to further their goals in a specific case. The course will therefore explore the nature of government including the constraints, pressures, leadership/listening dilemma, 24/7 media environment, and public expectations; and the role of political managers in terms of advising political leaders. It will discuss and debate how different political management tools can be used to overcome such obstacles in specific cases: market research, stakeholder management, public engagement, strategy, branding, public relations, government advertising, social marketing, crisis management, media management, strategic communications and delivery management. Students apply knowledge and understanding from academic literature in these areas to current government cases.

Seminars are student led. Students will choose a particular topic/advisory role and give a traditional presentation about that topic in theory from the literature. They will then role play the position of an advisor in that area and delivering a presentation offering advice to the political leader about what to do in each of the cases and engaging in debate discussion with other political managers about which is the best strategy for that case. By taking one advisory role for the whole course, students will gain a deep knowledge and understanding which will grow throughout the duration of the course, but also learn about other areas of practice and how they overlap through listening to and debating each others presentations and ideas.

Students are required to deliver 4 Pecha-Kucha presentations in relation to political management concepts and the 3 cases; covering lessons from academic literature, international practice from governments round the worlds, and recommendations they would make for government action in the future. This work can then be used to complete the written assessment on which they will be marked, which will consist of three 2000 word Advisory Reports. The Advisory Reports are written for the Prime Minister/President and focus on a specific current case to review past government behavior and make recommendations for future action.

**Course aims**

This course explores how politicians and their staff use political management tools to achieve their goals within the constraints of government. Once elected, political leaders face many constraints in government and the dilemma of leadership versus listening is more acute. They draw on a number of tools and staff from management to help them achieve their goals: branding, PR, market research, public engagement, strategy, government advertising, social marketing, crisis management, media management and delivery management. This course aims to:

1. provide students with a critical understanding of this growing area of political behaviour so they can better understand how the political world works and reflect on the democratic implications of political management in government
2. explore a number of research issues associated with political management, such as the constraints that political leaders face in government, the challenges parties face once elected in implementing their manifesto, maintaining a positive relationship with the public, showing leadership yet also being in touch with public opinion, and the potential and limitations of using management concepts in a political environment
3. prepare students for further study at masters/PhD level or the workforce by providing them with this increased knowledge and awareness of political management; and the different roles and areas that staff working in government might engage in.

It will provide a sense of the complexities and challenges of working in government, conveying an understanding of modern political practice as well as important area of academic research.

**Course objectives**

Students who have taken this course will:

* Know how politicians and their advisors in government are using a range of tools including public opinion research, strategy, branding, consultation and delivery management
* Understand the complexities and challenges of political management in government
* Appreciate that each area of political management influences each other; and there are constraints such as leaders visions and democratic issues for how political management can be used
* Able to independently identify sources
* Able to apply ideas from past practice and research to future situations and make recommendations for action
* Make brief and effective presentations
* Write short reports
* Be prepared for working in government

**Course philosophy**

The class is student driven through presentations, discussion and role play, designed to give students a sense of practice as well as an academic training, as well as a higher level of independent learning appropriate for graduate classes. The course is built on the concept of an active student and collaborative learning, whereby active students learn from peer discussions in the seminar; learn from their own independent research for the report and work together. Collaborative students suggest examples and be part of the learning process; are co-producer not just a passive consumer; contribute ideas for new resources for the class; and understand that the convenor/tutor is a facilitator, rather than font of all knowledge.

**Political Management 2014 Course Timetable**

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| **Week** | **Date** | **Topic** | **Assessment Deadline** |
| **1** | **Monday 3 March 2-4** | Political Management and Government: an introduction |  |
| **2** | **Monday 10 March 2-4** | Political Management Concepts: Student presentations on the core academic concepts in political management |  |
| **3** | **Monday 17 March 2-4** | Presentations and discussion on Case 1 |  |
| **4** | **Monday 24 March 2-4** |  |
| **5** | **Monday 31 March 2-4** | **Case 1 Advisory Report due**  **Wednesday 2 April 4pm** |
| **6** | **Monday 7 April 2-4** | Presentations and discussion on Case 2 |  |
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| **7** | **Monday 28 April 2-4** | Presentations and discussion on Case 2 continued |  |
| **8** | **Monday 5 May 2-4** | **Case 2 Advisory Report due**  **Wednesday 7 May 4pm** |
| **9** | **Monday 12 May 2-4** | Presentations and discussion on Case 3 |  |
| **10** | **Monday 19 May 2-4** |  |
| **11** | **Monday 26 May 2-4** |  |
| **12** | **Monday 2 June 2-4** | *No class – Public Holiday Queens birthday* | **Case 3 Advisory Report due**  **Wednesday 4 June 4pm** |
| **13** | **9 June** | No class – study/exam period |  |
| **14** | **16 June** |  |
| **15** | **23 June** |  |

**Political Managers: Roles, responsibilities and reading**

**Background to Political Management generally**

Political management is still a relatively new field. There is a handbook I would recommend you read works such as Dennis W Johnson (ed.), *The Routledge Handbook of Political Management*, USA, Taylor and Francis Group but bear in mind a lot of this is about campaign management and winning power so it’s not relevant to this course which is focused on government. The following works do discuss management in government:

* Eddie Goldenberg (2006). *The Way it Works: Inside Ottawa*. Toronto: McClelland and Stewart; chapters 3, 4 and 5
* Robin Cohn (2008). *The PR Crisis Bible*. Booksurge Publishing.
* Lees-Marshment, J (2008) ‘Managing a market-orientation in government: Cases in the U.K. and New Zealand’, in Dennis W Johnson (ed.), *The Routledge Handbook of Political Management*, USA, Taylor and Francis Group, pp. 524-236.
* Lees-Marshment, J (2009) 'Marketing after the election: the potential and limitations of maintaining a market-orientation in government' *The Canadian Journal of Communication* Vol 34 No *2* pp 205-227
* Lees-Marshment, J(2009) *Political Marketing: principles and applications.* Routledge UK – chapter 8 on Marketing in Government

Also a useful article on the important of studying political marketing:

Baines, Paul (2012). ‘Political marketing has lessons for business school’ The Financial Times, by Paul Baines, November 12 http://www.ft.com/cms/s/2/e58afb24-2755-11e2-abcb-00144feabdc0.html#axzz2C01AiNze accessed 7 June 2013

And work on political advising/working in PMO/The White House:

* Simeon, J.C. (1991). Prime minister’s office and White House office: Political administration in Canada and the United States. Presidential Studies Quarterly21: 559-580.
* Witherspoon, P.D. (1991). Within these walls: A study of communication between presidents and their senior staffs. New York: Praeger.
* Ponder, D.E. (2000). Good advice: Information and policy making in the White House. College Station, TX: Texas A&M University Press.
* LSE GV314 Group. (2012). New life at the top: Special advisors in British government. *Parliamentary Affairs* 65: 715-732.
* Chris Eichbaum and Richard Shaw (Eds), (2012) *Partisan Appointees and Public Servants: an International Analysis of the Role of the Political Adviser*. Cheltenham, UK: Edward Elgar

Below is a description of each role and key literature/authors to consult and adapt.[[1]](#footnote-1)

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| **Director of Strategy**   * Revisits and monitors achievement of promises in last election and new policy goals in government Seeks to develop an ongoing strategy to remain in touch and popular with the public (market-orientation, positioning) * Considers short versus long-term strategy; stepping back from day to day politics to offer a more reflective perspective * Offers suggestions to achieve future goals * Considers tactics but generally is more strategic than tactical * Includes consideration of all other areas of political management |

Nature of strategy;

* Arterton, Christopher F. (2007). ‘Strategy and politics: the example of the United States of America’. In Thomas Fischer, Gregor Peter Schmitz and Michael Seberich (eds), *The Strategy of Politics: Results of a Comparative Study*. Butersloh: Verlag, Bertelsmann Stiftung.
* Boaz, Annette and William Solesbury (2007). ‘Strategy and politics: the example of the United Kingdom’. In Thomas Fischer, Gregor Peter Schmitz and Michael Seberich (eds), *The Strategy of Politics: Results of a Comparative Study*. Butersloh: Verlag, Bertelsmann Stiftung.
* Glaab, Manuela (2007). ‘Strategy and politics: the example of Germany’. In Thomas Fischer, Gregor Peter Schmitz, Michael Seberich (eds), *The Strategy of Politics: Results of a Comparative Study.* Butersloh: Verlag, Bertelsmann Stiftung.
* Lindholm, Mikael R. and Anette Prehn (2007). Strategy and Politics: the example of Denmark. In Thomes Fischer, Gregor Peter Scmitz and Michael Seberich (Eds.), *The Strategy of Politics: Results of a comparative study*. Verlag, Bertelsmann Stiftung: Butersloh.
* Mulgan, G. (2009) *The Art of Public Strategy: Mobilizing Power and Knowledge for the Public Good,* New York, Oxford University Press.
* Mulgan, G. (2008) ‘What's posterity ever done for me? On strategy in Government'. *Public Policy Research,* vol. 15, no. 4, pp. 168-176.

On political marketing strategy generally:

* Butler Patrick and Neil Collins (1996). Strategic Analysis in Political Markets. *European Journal of Marketing,* vol. 30(10-11): 32-44.
* Lees-Marshment, Jennifer (2011) *The Political Marketing Game*, Palgrave Macmillan - Chapter 2 Strategic development
* Lees-Marshment, Jennifer (2001). The Marriage of Politics and Marketing. *Political Studies*, vol. 49(4): 692-713.
* Rosin, Hannah (2012), ‘Rise of the single-women voter’, *Slate*, March 13. See {http://www.slate.com/articles/double\_x/doublex/2012/03/single\_women\_are\_the\_new\_swing\_voters\_but\_which\_way\_do\_they\_lean\_.html}
* Smith, Gareth (2005). ‘Positioning political parties: the 2005 UK General Election’. *Journal of* *Marketing Management*, 21(9/10): 1135–49.

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| **Branding Director**   * Seeks to maintain a positive overall brand of the government and Prime Minister * Considers the long-term management, and direction of perceived values, goals, achievements * Strategic develops the government brand * Rebrands old brand where necessary * Brands key policies and initiatives; turning policies into a broader concept that benefits the government |

On re-connecting a tired brand see:

* Scammell, Margaret (2008). Brand Blair: Marketing politics in the Consumer Age. In D. Lilleker and R. Scullion (Eds.), *Voters or Consumers: Imagining the contemporary electorate*. Cambridge Scholars Publishing.
* Promise (2006) *Reconnecting the Prime Minister*, Paper 21 for the Market research society <http://www.promisecorp.com/documents/Reconnecting_the_Prime_Minister.pdf> accessed September 2013
* “Loss of the Rudd Brand” <http://www.youtube.com/watch?v=RK3ncaxG308>
* White, Jon and Leslie de Chernatony (2002). ‘New Labour: a study of the creation, development and demise of a political brand’. *Journal of Political Marketing*, 1(2–3): 45–52.

Branding concepts (mostly for winning power but can be adapted):

* Needham, Catherine (2005). Brand Leaders: Clinton, Blair and the Limitations of the Permanent Campaign. *Political Studies*, vol. 53(2): 343-61.
* French, A. and G. Smith (2010). "Measuring Political Brand Equity: a consumer oriented approach." European Journal of Marketing 44(3-4): 460-477.
* Busby, Robert (2012). ‘Selling Sarah Palin: political marketing and the ‘Wal-Mart Mom'' Chapter 17 in Jennifer Lees-Marshment (ed) *Routledge Handbook of Political Marketing*. New York: Routledge: 218-229
* Cosgrove, Kenneth M. (2012). ‘Political Branding in the Modern Age - Effective Strategies, Tools & Techniques,' Chapter 9 in Jennifer Lees-Marshment (ed) *Routledge Handbook of Political Marketing*. New York: Routledge: 107-123
* Cosgrove, Kenneth M. (2009). ‘Branded American politics.’ Case study 5.4 in Jennifer Lees-Marshment, *Political Marketing: Principles and Applications (*1st ed). London, New York; Routledge: 129-131.
* Cosgrove, K.M. (2007). ‘Midterm marketing: an examination of marketing strategies in the 2006, 2002, 1998, and 1994 elections’. Paper presented at the annual meeting of the American Political Science Association. Available online at [www.allacademic.com/meta/p209749\_index.html](http://www.allacademic.com/meta/p209749_index.html) (accessed 19 March 2008).
* Guzman, Francisco, and Sierra Vicenta (2009). "A political candidate's brand image scale: Are political candidates brands?" *Journal of Brand Management* 17(3): 207-217.
* Phipps, Marcus, Jan Brace-Govan and Colin Jevrons (2010). "The Duality of Political Brand Equity." *European Journal of Marketing* 44(3/4): 496-514.
* Smith, Gareth. (2009). "Conceptualizing and Testing Brand Personality in British Politics." *Journal of Political Marketing* 8(3): 209 - 232.
* Smith, Gareth and Alan French. (2009). "The political brand: A consumer perspective." *Marketing* *Theory* 9(2):209-226.
* Smith, Gareth, and Fiona Spotswood (2013). "The Brand Equity of the Liberal Democrats in the 2010 General Election: A National and Local Perspective." *Journal of Political Marketing* 12(2/3): 182-196.

On branding government see this on Canadian PM Harper, might give ideas for what other leaders could do:

* <http://www.theglobeandmail.com/news/politics/tories-re-brand-government-in-stephen-harpers-name/article569222/>
* <http://www.ctvnews.ca/harper-government-branding-draws-more-fire-1.616836>
* The Hill Times (2013). ‘‘Harper Government’ brand on 522 government news releases since December, Liberals say feds politicizing bureaucracy’ 5 August 2013 [http://www.hilltimes.com/news/politics/2013/05/08/%E2%80%98harper-government%E2%80%99-on-522-news-releases-since-december-commons-report/34652 accessed 24 September 2013](http://www.hilltimes.com/news/politics/2013/05/08/%E2%80%98harper-government%E2%80%99-on-522-news-releases-since-december-commons-report/34652%20accessed%2024%20September%202013)

and re policy:

* Marsh, David and Paul Fawcett (2012), ‘Branding Public Policy' Chapter 25 in the *Routledge Handbook of Political Marketing* edited by Jennifer Lees-Marshment, Routledge.
* Ogden, Jessica, Gill Walt and Louisiana Lush (2003). "The politics of ‘branding’ in policy transfer: the case of DOTS for tuberculosis control." *Social science and medicine*. 57(1): 179-188.

Nation/place branding and marketing:

* Eshuis, Jasper, Erik Braun and Erik-Hans Klijn (2013). "Place Marketing as Governance Strategy: An Assessment of Obstacles in Place Marketing and Their Effects on Attracting Target Groups." *Public Administration Review* 73(3): 507-516.
* Fan, Ying. (2008). "Soft power: Power of attraction or confusion?" *Place Branding and Public* *Diplomacy* 4(2): 147.

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| **Political Market Researcher**   * Gathers political market research data and interpretes it (i.e. not just reporting information but making recommendations for action on the basis of it) * Considers past and current public opinion that would inform decisions to be made by the leader and other political managers’ recommendations * Identifies future emerging trends both in opinion and societal/economic change that might inform strategy * Considers strengths and weaknesses of the PM/President/Government |

* Lees-Marshment, J (2014) ‘The Democratic Contribution of Political Market Researchers’ *Journal of Public Affairs (forthcoming – ask convenor for copy)*
* Birch, Lisa (2012), ‘Does public opinion research matter? The marketing of health policy' Chapter 9 in *Political Marketing in Canada* edited by Alex Marland, Thierry Giasson and Jennifer Lees-Marshment, UBC
* Birch, Lisa and Francois Petry (2012) ‘The Use of Public Opinion Research by Government: Insights from American and Canadian Research' Chapter 26 in the *Routledge Handbook of Political Marketing* edited by Jennifer Lees-Marshment, Routledge.
* König, Mathias and Wolfgang König (2012), 'Government Public Opinion Research and Consultation: Experiences in deliberative marketing' Chapter 5 in the *Routledge Handbook of Political Marketing* edited by Jennifer Lees-Marshment, Routledge.
* Rothmayr, Christine, and Sibylle Hardmeier (2002). Government and Polling: Use and Impact of Polls in the Policy-Making Process in Switzerland. *International Journal of Public Opinion Research*, vol. 14(2): 123-40.
* Ipsos Mori research for the UK: <http://archive.cabinetoffice.gov.uk/policy_review/documents/ipsos_technical_report.pdf>
* Langmaid, Roy (2012) ‘Co-creating the Future' Chapter 6 in the *Routledge Handbook of Political Marketing* edited by Jennifer Lees-Marshment, Routledge
* General tip from former students: use Google analytics and other news trend sites to identify public opinion trends
* use Factiva. It's similar to Google analytics, but tracks news topic trends by type of source, location, date, etc. It shows how the media buzz came and went in relation to other trending topics. The university has an account accessible through the library's databases page.

Example of govt doing marketing to key audience:

* Kiss, Balazs (2009). ‘The Hungarian Socialist Party winning young people.’ Case Study 5.2 in Jennifer Lees-Marshment, *Political Marketing: Principles and Applications (*1st ed). London, New York; Routledge: 123-125.

On segmentation/emerging trends internationally, not just for governemnt, but ideas can be adapted

* Rosin, Hannah (2012), ‘Rise of the single-women voter’, *Slate*, March 13. See {http://www.slate.com/articles/double\_x/doublex/2012/03/single\_women\_are\_the\_new\_swing\_voters\_but\_which\_way\_do\_they\_lean\_.html}
* Davidson, Scott and Robert H. Binstock (2012). ‘Political Marketing and Segmentation in Aging Democracies' Chapter 3 in Jennifer Lees-Marshment (ed) *Routledge Handbook of Political Marketing* London, New York; Routledge: 20-33Burton, Michael John (2012). ‘Strategic Voter Selection', Chapter 4 in Jennifer Lees-Marshment (ed) *Routledge Handbook of Political Marketing*. New York: Routledge: 34-47.
* Burton, Michael John, and Tasha Miracle (2014). *‘*The Emergence of voter targeting: learning to send the right message to the right voters’ Chapter 2 in Jennifer Lees-Marshment, Brian Conley and Kenneth Cosgrove (eds) *Political Marketing in the US*. New York; Routledge.
* Davidson, Scott (2005). ‘Grey power, school gate mums and the youth vote: age as a key factor in voter segmentation and engagement in the 2005 UK General Election’. *Journal of Marketing Management*, 21(9/10): 1179–92.
* Friesen, Joe (2011). "'Micro-targeting' lets parties conquer ridings, one tiny group at a time" *The Globe and Mail* Friday, April 22 {http://www.theglobeandmail.com/news/politics/micro-targeting-lets-parties-conquer-ridings-one-tiny-group-at-a-time/article1996155/} accessed 12 June 2013
* Harmer, Emily & Dominic Wring (2013). "Julie and the Cybermums: Marketing and Women Voters in the UK 2010 General Election" *Journal of Political Marketing*, 12(2/3): 262-273

How the market has changed:

* Norris, Pippa (ed.) (2005) *Critical Citizens.* Oxford: Oxford University Press.
* Pharr, Susan and Robert Putnam (eds) (2000). *Disaffected Democracies: What’s Troubling the* *Trilateral Countries?* Princeton, NJ: Princeton University Press.
* Dufresne, Yannick and Alex Marland (2012). ‘The Canadian Political Market and the Rules of the Game’ Chapter 2 in Alex Marland, Thierry Giasson and Jennifer Lees-Marshment (ed) *Political Marketing in Canada*. Vancouver; UBC: 22-38
* Gidengil, Elisabeth (2012). The diversity of the Canadian political marketplace, chapter 3 in Alex Marland, Thierry Giasson and Jennifer Lees-Marshment (ed) *Political Marketing in Canada*. Vancouver; UBC: 39-56

On PMR generally, so including in campaigns, but might give some ideas for a governing party:

* Turcotte, André (2012). "Under new management: Market intelligence and the Conservative resurrection" Chapter 5 in Alex Marland, Thierry Giasson and Jennifer Lees-Marshment (ed) *Political Marketing in Canada*. Vancouver; UBC: 76-90
* Braun, Alexander (2012). ‘The Role of Opinion Research in Setting Campaign Strategy' Chapter 2 in Jennifer Lees-Marshment (ed) *Routledge Handbook of Political Marketing*. New York: Routledge: 7-19.
* Mills, Stephen (2011). ‘Focus groups: myth or reality’ Chapter 3 in Alastair Carthew and Simon Winkelmann (eds) *Political Polling in Asia-Pacific* Singapore; Konrad Adenauer Stiftung: 27-38 [convenor has hard copy of book – ask for copy of chapter if not in library]
* Sparrow, Nick, and John Turner (2001). ‘The integrating of market research techniques in developing strategies in a more uncertain political climate’. *European Journal of Marketing*, 35(9/10): 984–1002.
* Rottinghaus, Brandon and Irina Alberro (2005). ‘Rivaling the PRI: the image management of Vicente Fox and the use of public opinion polling in the 2000 Mexican Election’. *Latin American Politics and Society*, 47(2): 143–58.
* Blaemire, Bob (2013). ‘From handwritten lists to online databases—how voter files became the ‘big data’ of modern campaigns’ in *Campaigns & Elections*, 6th June. {http://www.campaignsandelections.com/magazine/us-edition/371892/part\_3/evolution-of-the-voter-file.thtml} accessed 21 June 2013

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| **Stakeholder Manager**   * Identifies political markets and stakeholders relevant to achieving government goals; and prioritise them; and analyses them before advising on how to manage them * Draws on lobbying & internal political marketing * Creates strategies to build and maintain positive relationships, trust and goodwill with key stakeholders * Makes recommendations for where/when/how to compromise if needed * Engages in negotiation meetings in parliament/party/country to get stakeholders on side * Manages lobbying attempts from and dialogue with stakeholders outside of government such as think tanks, citizen's groups, NGOs, businesses, associations and consultant lobbyists |

Stakeholders/markets to be considered and relationships to be managed including those in and outside government and the party:

* Hughes, A. and S. Dann (2009). "Political marketing and stakeholder engagement." Marketing Theory **9**(2): 243-256.
* Lees-Marshment, Jennifer (2011) *The Political Marketing Game*, Palgrave Macmillan - Chapter 1 Analysing the market

UK Government guide to working with stakeholders:

* Bingham, L. B., Nabatchi, T., & O'Leary, R. (2005). The new governance: Practices and processes for stakeholder and citizen participation in the work of government. *Public administration review*, *65*(5), 547-558.
* Barzelay, M. (1992). *Breaking through bureaucracy: A new vision for managing in government*. University of California Pr.
* <https://gcn.civilservice.gov.uk/guidance/how-to-guides/working-with-stakeholders/> is a really good guide
* John Sawatsky, *The Insiders: Government, Business, and the Lobbyists*. McClelland and Stewart, 1987. especially pp. 1-11, 35-51
* Commissioner of Lobbying, "Administering the *Lobbying Act*: Observations and Recommendations based on the Experience of the Last Five Years," Report presented to the House of Commons Standing Committee on Access to Information, Privacy and Ethics, March 23, 2011. <http://www.ocl-cal.gc.ca/eic/site/lobbyist-lobbyiste1.nsf/eng/h_nx00548.html>
* See also UK Government health – health focused but gives ideas of how to apply generic concepts <http://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5b-understanding-ofs/managing-internal-external-stakeholders>
* ‘Together Now: Stakeholders in Government Agencies’ by Sandra Beach, et al <http://eprints.qut.edu.au/15315/1/15315.pdf>
* de Bussy, N. M. and L. Kelly (2010). "Stakeholders, Politics and Power: Towards and understanding of stakeholder identification and salience in government." Journal of Communication Management **14**(4): 289-305.
* Morgan, N. J., Pritchard, A., & Piggott, R. (2003). Destination branding and the role of the stakeholders: The case of New Zealand. *Journal of Vacation Marketing*, *9*(3), 285-299. See <http://jvm.sagepub.com/content/9/3/285.short>
* Edelenbos, J., & Klijn, E. H. (2006). Managing stakeholder involvement in decision making: A comparative analysis of six interactive processes in the Netherlands. *Journal of public administration research and theory*, *16*(3), 417-446.

On local government but might be adapted to central government: Corrêa Gomes, Ricardo. Stakeholder Management in the Local Government Decision-Making Area: Evidences from a Triangulation Study with the English Local Government Study with the English Local GovernmentBAR - Brazilian Administration Review [online] 2006, 3 (janeiro-junho) : [Date of reference: 8 / enero / 2014] Available in:[<http://www.redalyc.org/articulo.oa?id=84130105>](http://www.redalyc.org/articulo.oa)

On branding might but might ideas about relationships between leaders and parties:

Conley, Brian Matthew (2012). "The Politics of Hope: The Democratic Party and the Institutionalization of the Obama Brand in the 2010 Mid-term Elections" Chapter 10 in Jennifer Lees-Marshment (ed) *Routledge Handbook of Political Marketing*. New York: Routledge: 124-135

General stakeholder management, can be adapted:

IPSOS Mori (market research irm) guide to Undertanding your stakeholders in the public sector

<http://www.ipsos.com/public-affairs/sites/www.ipsos.com.public-affairs/files/documents/understanding-stakeholders.pdf>

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| **Policy Advisor**   * Offers expert policy advise but placed within the political and governmental context * Reconciles best practice policy with strategic governmental and political priorities * Integrates of public opinion and stakeholder views in policy recommendation * Identifies emerging new policy problems and issues and potential solutions |

* Birch, Lisa (2012), ‘Does public opinion research matter? The marketing of health policy' Chapter 9 in *Political Marketing in Canada* edited by Alex Marland, Thierry Giasson and Jennifer Lees-Marshment, UBC
* Marsh, David and Paul Fawcett (2012), ‘Branding Public Policy' Chapter 25 in the *Routledge Handbook of Political Marketing* edited by Jennifer Lees-Marshment, Routledge.
* Ogden, Jessica, Gill Walt and Louisiana Lush (2003). "The politics of ‘branding’ in policy transfer: the case of DOTS for tuberculosis control." *Social science and medicine*. 57(1): 179-188.
* [Kathy Flitcroft](http://www.sciencedirect.com/science/article/pii/S0277953611000888) et al. Getting evidence into policy: The need for deliberative strategies? Social Science and Medicine. [Volume 72, Issue 7](http://www.sciencedirect.com/science/journal/02779536/72/7), April 2011, pages 1039–1046
* Banks, Gary, Evidence-Based Policy Making: What is It? How Do We Get It? (May 29, 2009). ANU Public Lecture Series, Productivity Commission, Canberra, February 4, 2009. Available at SSRN: <http://ssrn.com/abstract=1616460> <http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1616460>

Work on politics of policy making may also be useful:

* *Accountable Government* (2011), pp. 35-40
* Goldenberg, *The Way it Works*, pp. 97-153, 271-308.
* Chris Eichbaum and Richard Shaw. (2007). Ministerial Advisers and the Politics of Policy-Making: Bureaucratic Permanence and Popular Control. *Australian Journal of Public Administration, 66*(4): 453-467.
* Jenkins-Smith, H. C. (1990). *Democratic politics and policy analysis*. Pacific Grove, CA: Brooks/Cole – see the integration of analysis with the politics of policy making in chapters 4 through 7
* Peters, B. G. (1987). Politicians and Bureaucrats in the Politics of Policy making. *Public Management: Critical Perspectives*, 156-182.
* Ball, S. J. (2012). *Politics and Policy Making in Education (RLE Edu D)*. Routledge.
* Edwards, G. C., & Wayne, S. J. (2009). *Presidential leadership: Politics and policy making*. CengageBrain. com.
* Dolowitz, D. P., & Marsh, D. (2000). Learning from abroad: The role of policy transfer in contemporary policy‐making. *Governance*, *13*(1), 5-23.

And on policy advisors:

* Lee, J.M., G.W. Jones and J. Burnham. (1998). At the centre of Whitehall: Advising the prime minister and cabinet. London: Macmillan.
* Ponder, D.E. (2000). Good advice: Information and policy making in the White House. College Station, TX: Texas A&M University Press.
* Jenkins‐Smith, H. C. (1982). Professional roles for policy analysts: A critical assessment. *Journal of Policy Analysis and Management*, *2*(1), 88-100.
* Lindquist, E., & Tiernan, A. (2011). The Australian Public Service and Policy Advising: Meeting the Challenges of 21st Century Governance. *Australian Journal of Public Administration*, *70*(4), 437-450.
* Rose, R. (1993). *Lesson-drawing in public policy: A guide to learning across time and space*. Chatam^ eNJ NJ: Chatham House Publishers.
* Petticrew, M., Whitehead, M., Macintyre, S. J., Graham, H., & Egan, M. (2004). Evidence for public health policy on inequalities: 1: the reality according to policymakers. *Journal of epidemiology and community health*, *58*(10), 811-816.

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| **Head of the Delivery Unit**   * Coordinates and encourages achievement of policy implementation within the government * Monitors progress in policies * Reflects on pre-election pledges/commitments and revists them to make sure strategy to achieve them is okay * Communicates progress/achievement to the public – see for example Obama’s keeping his word ads in the 2012 election * Localises achievement * Seeks to overcome difficulty of getting public to give credit for success and insatiable demand |

* Esselment, Anna (2012), ‘Market orientation in a minority government: The challenges of product delivery' Chapter 8 in *Political Marketing in Canada* edited by Alex Marland, Thierry Giasson and Jennifer Lees-Marshment, UBC
* Esselment, Anna (2012), ‘Delivering in Government and Getting Results in Minorities and Coalitions' Chapter 23 in the *Routledge Handbook of Political Marketing* edited by Jennifer Lees-Marshment, Routledge.
* Lees-Marshment, Jennifer (2011) *The Political Marketing Game*, Palgrave Macmillan - Chapter 6 Managing delivery
* Hamburger, Peter (2006). The Australian Government Cabinet Implementation Unit. In Improving Implementation: Organisational Change and Project Management. ANZSOG/ANU. Accessed from <<http://epress.anu.edu.au/anzsog/imp/mobile_devices/ch18.html%20accessed%20April%2011%202008>
* Richards, D. & Smith, M. (2006) ‘Central Control and Policy Implementation in the UK: A Case Study of the Prime Minister's Delivery Unit', Journal of Comparative Policy Analysis: Research and Practice, vol. 8, pp. 325-345.
* Beckmann, M. & McGann, A. (2008) ‘Navigating the legislative divide: polarization, presidents, and policymaking in the United States'. Journal of theoretical politics, vol. 20, pp. 201-220.
* Bara, J. (2005) ‘A Question of Trust: Implementing Party Manifestos'. Parliamentary Affairs, vol. 58, no. 3, pp. 585-599.
* Lindholm, Mikael R. and Anette Prehn (2007). ‘Strategy and politics: the example of Denmark’. In Thomas Fischer, Gregor Peter Schmitz and Michael Seberich (eds), *The Strategy of Politics: Results of a Comparative Study*. Butersloh: Verlag, Bertelsmann Stiftung.
* Rehr, David R. (2013) ‘The Challenges Facing Obama’ Chapter 2 in Dennis W. Johnson (ed) *Campaigning for President 2012: Strategy and Tactics*. New York: Routledge: 25- 42
* Rehr, David R. (2013) ‘The Challenges Facing Obama’ Chapter 2 in Dennis W. Johnson (ed) *Campaigning for President 2012: Strategy and Tactics*. New York: Routledge: 25- 42
* Barber, Michael (2007). *Instruction to deliver*. London: Politicos
* Butler, Patrick and Neil Collins (2001). ‘Payment on delivery: recognising constituency service as political marketing’. *European Journal of Marketing*, 35(9/10): 1025–37.
* Channel 4 (2007) "Fact Check of Labour Delivery" [www.channel4.com/news/articles/politics/domestic\_politics/factcheck+labours+election+pledge+cards/507807](http://www.channel4.com/news/articles/politics/domestic_politics/factcheck+labours+election+pledge+cards/507807), accessed 18 July 2013.
* Lilleker, Darren (2006). ‘Local political marketing: political marketing as public service’. In D. Lilleker, N. Jackson and R. Scullion (eds), *The Marketing of Political Parties*. Manchester: Manchester University Press.

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| **Chief Press Secretary**   * Seeks to gain positive media coverage for the government so that coverage suits political strategies and branding * Engages in day to day tactics of media management to achieve this, and avoid problems, and handle crisis * Seeks to avoids problems/gaffes and manage them when they happen * Builds positive relationships with media/handles negative journalists, navigating between the PM/president, departments’ media teams, other ministers, journalists in the National Press Gallery and local media, and * Engages with both central capitol media and local media * Decides where political leaders will appear, what they will speak on, and when, snf with whom to fit the overall goals and strategy of the administration * May suggest one on one interviews for strategic gain; and what to do when problems appear |

Why media management is part of political management and marketing:

* Savigny, Heather, and Mick Temple (2010). "Political Marketing Models: The Curious Incident of the Dog that Doesn't Bark." *Political Studies* 58(5): 1049-1064.

Generic media management in government/parties (nb adapt party /campaign concepts to government)

* I Gaber ‘Government by Spin: an analysis of the process' in *Media, Culture & Society*, Vol 22, 2000, pp 507-518
* R.Heffernan, 'The Prime Minister and the News Media: Political Communication as a Leadership Resource', *Parliamentary Affairs*, Vol.59, No.4, October 2006, pp.82-598.
* Ward, I. (2003). An Australian PR state? *Australian Journal of Communication, 30*(1), 25-42.
* B McNair, An Introduction to Political Communication, 2nd edn, London, Routledge, 1999, pp 129-154.
* J McGregor, ‘Hidden Hands: The News Manipulators' in J McGregor (ed), Dangerous Democracy: news media politics in New Zealand, Palmerston North, Dunmore Press, 1996, pp 120-134.
* W Lance Bennett, News: the politics of illusion, 3rd edn, White Plains NY, Longman, 1996, pp 81-116.
* Ward, I. (1991). Who writes the political news? Journalists as hunters or harvesters. Australian Journalism Review, 13, 52-58.
* A Davis, ‘Public relations, news production and changing patterns of source access in the British national media' in Media, Culture & Society, Vol 22, 2000, pp 39-59.
* Esser, F., Reinemann, C., & Fan, D. (2000). Spin doctoring in British and German election campaigns: How the press is being confronted with a new quality of political PR. European Journal of Communication, 15(2), 209-239.

Alastair Campbell, Blair’s former press secretary:

* Charlie Rose Greenroom - Alastair Campbell <http://www.youtube.com/watch?v=bnGv9cPyOkA>
* Campbell, A. (2002). It's time to bury spin. British Journalism Review, 13(4), 15-23.
* Alastair Campbell carries on spinning [also talks about negativity of the media] <http://www.youtube.com/watch?v=dqjG1Tub9cI&feature=related>

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| **Director of Communications**   * Engages in longer term more strategic communication * Makes plans for communication focused on certain issues, putting forward new ideas, changing the image of the leader, meeting new target groups and so on * Considers both national & international level * May also advise on an internal communications program * Advises on political messaging with respect to announcements, legislation and other public communications in line with strategies and goals |

New models of leader communication incl in campaigns which might be adapted:

* Robinson, Claire (2012). ‘Interacting Leaders' Chapter 20 in Jennifer Lees-Marshment (ed) *The Routledge Handbook of Political Marketing*. London, New York; Routledge: 257-270.
* Lloyd, Jenny (2012). ‘Something Old, Something New? Modelling political communication in the 2010 UK general election' Chapter 19 in Jennifer Lees-Marshment (ed) *The Routledge Handbook of Political Marketing*. London, New York; Routledge: 243-256.
* Elder, Edward (2014). ‘Communicating contemporary leadership in government: Barack Obama’ Chapter 14 in Jennifer Lees-Marshment, Brian Conley and Kenneth Cosgrove (eds) *Political Marketing in the US*. New York; Routledge.
* Schweiger, Gunter and Michaela Aadami (1999). ‘The nonverbal image of politicians and political parties’. In Bruce Newman (ed.), *The Handbook of Political Marketing*. Thousand Oaks, CA: Sage.

Generic government communication:

* Sanders, Karen (2011), ‘Political Public Relations and Government Communication' chapter 12 in Strömbäck Jesper & Spiro Kiousis (2011) (eds) *The Routledge handbook of political public relations*, Routledge
* T Tulloch, ‘Policing the public sphere - the British machinery of news management' in Media, Culture & Society, Vol 15, 1993, pp 363-384.
* S. Young (Ed.), Government Communication in Australia(pp. 3 - 18). Melbourne: Cambridge University Press.
* Paul Wells. (2006). *Right Side Up: the Fall of Paul Martin and the Rise of Stephen Harper's New Conservatism*. Toronto: McClelland and Stewart esp pp. 302-312.
* Lees-Marshment, Jennifer (2011) *The Political Marketing Game*, Palgrave Macmillan - Chapter 3 Leading responsively (sections on selling/achieving change)
* Ian Somerville, ‘Public Relations, politics and the media' in Alison Theaker (ed), The Public Relations Handbook, London/New York, Routledge, 2001, chp 3
* Gelders, D. and O. Ihlen (2010). "Government Communication about Potential Policies: Public Relations, Propaganda or Both?" Public Relations Review 36(1): 59-62.
* Kozolanka, Kirsten (2012) ‘"Buyer" Beware: pushing the boundaries of marketing communications in government' Chapter 7 in in *Political Marketing in Canada* edited by Alex Marland, Thierry Giasson and Jennifer Lees-Marshment, UBC
* Campbell, Alastair (2013) 'Alastair Campbell in Conversation: Politics, the People and the Press', Public Conversation with Steve Richards, *British Library*, 17th May. {http://www.youtube.com/watch?v=\_Gu4ZEMOB78}

Online tools that might be used by leaders:

* Jackson, Nigel (2006). ‘Banking online: the use of the Internet by political parties to build relationships with voters’. In Darren G Lilleker, Nigel Jackson and Richard Scullion (eds), *The Marketing of Political Parties*. Manchester: Manchester University Press.
* Jackson, Nigel A., Darren G. Lilleker and Eva Schweitzer (2012). ‘Political Marketing in an Online Election Environment: short term sales or long-term relationships?' Chapter 22 in Jennifer Lees-Marshment (ed) *The Routledge Handbook of Political Marketing*. London, New York; Routledge: 286-300.

On branding, but could give some ideas of national places to place PM and presidents if you can think of US and NZ equivalents:

* Cormack, Patricia (2012). "Double-Double: Branding, Tim Hortons, and the Public Sphere" Chapter 13 in Alex Marland, Thierry Giasson and Jennifer Lees-Marshment (ed) *Political Marketing in Canada*. Vancouver; UBC: 209-223

Work on selling government policy – privatisation – which might be adapted to health care and asset sales:

* Allington, Nigel, Philip Morgan and Nicholas O'Shaughnessy (1999). How marketing changed the world. The political marketing of an idea: a case study of privatization. In Bruce Newman (Ed.), *The Handbook of political marketing*. Sage.
* Goot, Murray (1999). Public Opinion, Privatization and the Electoral Politics of Telstra. *Australian Journal of Politics and History*, vol. 45(2): 214-38.
* Thatcher Conservative government selling privatisation in the UK <http://www.youtube.com/watch?v=_AxqJQhnsVk>
* Tell Sid ad: <http://www.youtube.com/watch?v=nedVpG-GjkE>

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| **Director of Crisis Management**   * Includes unforeseen natural disasters and political, self-generated crises e.g. Christchurch earthquake/BP disaster and Pansy Wong scandal/Government shutdown * Manages actual crisis and makes recommendations for how leaders should act during them, what decisions should be made and how they should be communicated * Handles short term crisis and unseen problems; leadership response; problem solving; empathy * Predicts and averts potential crisis as well, thus seeking to avoid crisis ever happening by identifying problems that might occur if x y or z actions are taken in other areas |

* Baker, P. 2009. A Phrase Sets Off Sniping After a Crisis. New York Times, viewed February 20 2010, <http://www.nytimes.com/2009/12/30/us/politics/30baker.html>
* Benoit, W. L. & Henson, J. R. (2009) ‘President Bush's Image Repair Discourse on Hurricane Katrina'. Public Relations Review, vol. 35, pp. 40-46.
* Boin, Arjen, and Paul 't Hart (2003). "Public leadership in times of crisis: mission impossible?." *Public Administration Review*. 63(5): 544-553.
* Boin, Arjen. (ed.). (2005). *The politics of crisis management: Public leadership under pressure*. Cambridge; Cambridge University Press.
* Boin, Arjen, Allan McConnell and Paul't Hart (2010) ‘Crisis Leadership’ Chapter 27 in ‘Democratic Political Leadership Chapter 13 in Political and civic leadership: a reference handbook edited by R A Couto. Thousand Oaks, CA, Sage pp 229-239
* Boin, A., P. T. Hart, A McConnell and T Preston (2010). "Leadership Style, Crisis Response and Blame Management: the case of Hurricane Katrina." Public Administration 88(3): 706-723.
* Martinko, M. J., Breaux, D. M., Martinex, A. D., Summers, J. & Harvey, P. (2009) ‘Hurricane Katrina and Attributions of Responsibility'. Organizational Dynamics, vol. 38, pp. 52-63.
* Foley, Michael. (2009). "Gordon Brown and the role of compounded crisis in the pathology of leadership decline." *British Politics* 4: 498-513.
* McConnell, A. & Stark, A. (2002) ‘Foot-and-Mouth 2001: The Politics of Crisis Management' Parliamentary Affairs, vol. 55, pp. 664-681.
* Smith, G. (2005) Politically Significant Events and Their Effect on the Image of Political Parties. Journal of Political Marketing, 4, 91-114

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| **Director of Public Relations**   * Seeks to develop and maintain a positive long-term relationship between government and public * Responds to and considers underlying trends in public opinion * Engages in strategic management of public affairs and event management * Considers issues of problematic false PR versus using communication to build a positive long-term relationship with the people * Works in a highly strategic and long-term manner that considers the relations with different publics continually * Understands relationship communication is more interactive, dialogic, and seeks to make advances over the long-term |

* Coombs, W. Timothy (2011). ‘Political Public Relations and Crisis Communication’ Chapter 10 in Jesper Strömbäck and Spiro Kiousis (eds) *Political Public Relations: Principles and Applications* New York; Routledge: 213-234
* Jackson, Nigel A. (2012). ‘Underused Campaigning Tools: political public relations' Chapter 21 in Jennifer Lees-Marshment (ed) *The Routledge Handbook of Political Marketing*. London, New York; Routledge: 271-285.
* Strömbäck, Jesper and Spiro Kiousis (2011). "Political Public Relations: Defining and Mapping an Emergent Field" Chapter 1 in Jesper Strömbäck and Spiro Kiousis (eds) *Political Public Relations: Principles and Applications* New York; Routledge: 1-32.
* Perspectives on government PR Noel Turnbull in Sally Young (2007 ed) Government communication in Australia Cambridge University Press
* Ward, I. (2007). Mapping the Australian PR state. In S. Young (Ed.), Government Communication in Australia(pp. 3 - 18). Melbourne: Cambridge University Press.
* Sumpter, T., & Tankard, J. W. (1994). The spin doctor: an alternative model of public relations. Public Relations Review, 20(1), 19-27.
* Tedesco John C. (2011). ‘Political Public Relations and Agenda Building’ Chapter 4 in Jesper Strömbäck and Spiro Kiousis (eds) *Political Public Relations: Principles and Applications* New York; Routledge: 75-94.
* Eshbaugh-Soha, Matthew (2011). ‘Presidential Public Relations’ Chapter 5 in Jesper Strömbäck and Spiro Kiousis (eds) *Political Public Relations: Principles and Applications* New York; Routledge: 95-114.
* Hallahan, Kirk (2011). ‘Political Public Relations and Strategic Framing’ Chapter 9 in Jesper Strömbäck and Spiro Kiousis (eds) *Political Public Relations: Principles and Applications* New York; Routledge: 177-212.
* Lieber Paul S. and Guy J. Golan (2011). ‘Political Public Relations, News Management, and Agenda Indexing’ Chapter 3 in Jesper Strömbäck and Spiro Kiousis (eds) *Political Public Relations: Principles and Applications* New York; Routledge: 54-74.
* Baines, Paul. (2011). "Political Public Relations and Election Campaigning" Chapter 6 in Jesper Strömbäck and Spiro Kiousis (eds) *Political Public Relations: Principles and Applications* New York; Routledge: 115-137
* Eshbaugh-Soha, M. (2006). *The President's Speeches. Beyond "Going Public"*. Boulder: Lynne Rienner Publishers.
* Gelders, D. and O. Ihlen (2010). "Government Communication about Potential Policies: Public Relations, Propaganda or Both?" Public Relations Review 36(1): 59-62.
* Jackson, N. (2010, April). *Political Public Relations: spin, persuasion or reputation building?* Paper presented at the Political Studies Association annual conference, Edinburgh. See <http://www.psa.ac.uk/> for online paper. Jackson, Nigel A. (2012) ‘Underused Campaigning Tools: political public relations' Chapter 21 in the *Routledge Handbook of Political Marketing* edited by Jennifer Lees-Marshment, Routledge.
* Cormack, Patricia (2012), ‘Double-Double: Branding, Tim Horton, and the public sphere' Chapter 13 in *Political Marketing in Canada* edited by Alex Marland, Thierry Giasson and Jennifer Lees-Marshment, UBC\ Marsh, D. & Fawcett, P. (2011) “Branding, Politics & Democracy” *Policy Studies*. 32 (5) pp. 515-530.
* Marland Alex and Mireille Lalancett (2014). ‘Access Hollywood: celebrity endorsements in American politics’ Chapter 7 in Jennifer Lees-Marshment, Brian Conley and Kenneth Cosgrove (eds) *Political Marketing in the US*. New York; Routledge. [not PR but might give ideas for how to use celebrities]

And there is a new special issue on political PR in the journal of public relations vol 4 number 4; see <http://political-public-relations.com/> and <http://www.prsa.org/Intelligence/PRJournal/#.Us3Pj_QW18F>

Articles that look good include:

* *Political Public Relations: Old Practice, New Theory-Building*, by Jesper Strömbäck and Spiro Kiousis,
* *Government Public Relations and Social Media*, by Missy Graham and Elizabeth Johnson Avery,
* *Political Public Relations on the Net: A Relationship Management Perspective*, by Michael Karlsson, Christer Clerwall and Ulf Buskqvist,
* - *Public Relations and Public Diplomacy: Conceptual and Practical Connections*, by Kathy Fitzpatrick, Jami Fullerton and Alice Kendrick.

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| **Advertising Co-Ordinator**   * Develops the thinking and presentational design behind advertisements by government in a way that suits government policy and political priorities e.g. for mixed asset sales, to publicise new policies or programmes, to help gain public support * Integrates understanding from market research, strategy and branding in particular * Considers what the adverts will be on, where they will be placed, who they are targeted to and so on * Seeks to change opinion |

* Robinson, Claire. (2010). "Political Advertising and the Demonstration of Market Orientation." *European Journal of Marketing* 44(3/4): 451-459.
* Jonathan Rose (2001) ‘The Advertising of Politics and the Politics of Advertising' in Benjamin Singer and Craig McKie (eds.), *Communication in Canadian Society* (Toronto: Nelson,).
* Jonathan Rose "Selling the GST: Government Advertising and Public Discourse" (with A. Roberts), *Canadian Journal of Political Science*, June 1995, (28:2).
* Sally Young (2005) Theories for understanding government advertising in Australia Democratic Audit of Australia-August 2005
* Sally Young, (2006) 'The Convergence of Political and Government Advertising: Theory Versus Practice', *Media International Australia Incorporating Culture and Policy*, vol. 119, pp.99-111
* Sally Young (2007) "The regulation of government advertising in Australia: the politicisation of a public policy issue", *Australian Journal of Public Administration*. 66 (4): 438-452.
* Barreto, Matt A., Jennifer Merolla & Victoria Defrancesco Soto (2011). "Multiple Dimensions of Mobilization: The Effect of Direct Contact and Political Ads on Latino Turnout in the 2000 Presidential Election", *Journal of Political Marketing*, 10(4): 303-327.
* Germany, Julie (2013). "Advances in Campaign Technology" Chapter 5 in Dennis W. Johnson (ed) *Campaigning for President 2012: Strategy and Tactics*. New York: Routledge: 81-91.

Use of research and segmentation/targeting to inform advertising:

* Leppäniemi, Matti, Heikki Karjaluoto, Heikki Lehto and Annia Goman (2010). "Targeting Young Voters in a Political Campaign: Empirical Insights into an Interactive Digital Marketing Campaign in the 2007 Finnish General Election." *Journal of Nonprofit & Public Sector Marketing* 22(1): 14-37.
* Ridout, Travis N. (2014). ‘The market research, testing and targeting behind American political advertising’ Chapter 12 in Jennifer Lees-Marshment, Brian Conley and Kenneth Cosgrove (eds) *Political Marketing in the US*. New York; Routledge.

Governments use of advertising when selling policies:

Allington, Nigel, Philip Morgan and Nicholas O’Shaughnessy (1999). ‘How marketing changed the world. The political marketing of an idea: a case study of privatization’. In Bruce Newman (ed.) *The Handbook of Political Marketing*. Thousand Oaks, CA: Sage.

Goot, Murray (1999). Public Opinion, Privatization and the Electoral Politics of Telstra. *Australian Journal of Politics and History*, vol. 45(2): 214-38.

Ads from the Thatcher Conservative government selling privatisation in the UK:

* <http://www.youtube.com/watch?v=_AxqJQhnsVk>
* Tell Sid ad: <http://www.youtube.com/watch?v=nedVpG-GjkE>

See also further reading under ‘selling policy’ which is under ‘static political marketing communications’ at [www.political-marketing.org](http://www.political-marketing.org); not all of this is about advertising per se but it still might give you some ideas; and <http://flexiblelearning.auckland.ac.nz/pols231/6_4.html#3_3>

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| **Social Marketing Director**   * Explores ways to use social marketing theory to develop communication that will change public behaviour and in doing so help government goals and policies succeed, such as to promote asset sales and get people to take up health insurance. * Seeks to change behaviour |

Theory and research behind development of campaigns such as to stop smoking, put sun screen on, take up health insurance, save more for pensions etc

* Raftopoulou, E. and M. K. Hogg (2010). "The political role of Government-sponsored social marketing campaign." European Journal of Marketing 44(7/8): 1206-1227.
* Corner, Adam, and Alex Randall (2011). "Selling Climate Change? The Limitations of Social Marketing as a Strategy for Climate Change Public Engagement." *Global Environmental Change* 21(3): 1005-1014.
* Andreasen, Alan.R. (1995). *Marketing Social Change: Changing Behavior to Promote Health, Social* *Development*. San Francisco: Jossey-Bass
* Kotler, Philip., and Eduardo L. Roberto (2002). *Social Marketing: Strategies for Changing Public Behavior*. New York: Free Press.
* 2009 Australian slip slop slap: <http://www.youtube.com/watch?v=YzYHwzSE1VY>

UK media discussion of UK govt campaigns:

* Can the government and the ad industry work together <http://www.youtube.com/watch?v=ELDVNimvQzs>
* <http://www.telegraph.co.uk/news/newstopics/politics/5066565/Government-adverts-that-bombard-a-nation.html>
* <http://www.independent.co.uk/news/media/analysis-government-adverts-525079.html>

NZ government asset sales site:

* <https://www.governmentshareoffers.govt.nz/>

**Further resources for all roles/topics**

To obtain further resources:

* consult [www.political-marketing.org](http://www.political-marketing.org) which has a list of political marketing literature and other sources, but please note that this includes cases of parties in opposition seeking power; so in your work for this course take care to focus on material related to parties in power only
* carry out Google and database searches for literature in their area and non-academic sources on each case.
* make an appointment with the librarian to get help on how to use databases.

**Cases**

These three cases have been chosen because they are ongoing, yet also have a past, and thus students can learn by analysing past behaviour but still make topical, relevant and useful recommendations for the future. It may be that real world events will change during the time of the course – for example if John Key called an early election, or Obama abandoned health care! This does add uncertainty to the course, but given government itself is very uncertain, this is good training. If there are any developments in the real world that impact on the advisory reports, we will find a way to deal with them that works for the course.

Students are expected to research the cases themselves, identifying sources beyond those shared here. They should also feel happy about sharing ideas and sources with each other, as governments need people to act as a team. For example, the Political market researcher might come up with data that is useful for the whole class; the stakeholder manager might share information about internal party groups which impacts on the policy development and strategy and so on. To maximise the relevance of this course to practice, we want to make it as much like government as possible and in government staff exchange a range of ideas and perspectives with each other.

**Case 1 Enhancing and maintaining the New Zealand Nation Brand**

A nation’s brand can effect business, international investment, tourism and the travel industry, and education, so any nation – and perhaps more so with a small nation like NZ - governments are always interested in what they can do to improve and maintain their overall brand.

**Themes**

1. **Lessons from Academic Literature and International Past Practice**
   * review other international cases and examples of nation branding/public diplomacy and lessons to be learnt from this
   * e.g. what is nation branding? Why is it important?
2. **Lessons from Government Behaviour up to now**
   * what makes up the NZ brand? E.g. air new Zealand? Hobbit town Business areas...education
   * NZ100% pure NZ campaign: theory and strategy behind it (advertising, branding, images used in communication), execution, problems it raises
   * What’s gone well, what problems there still are or which emerged from this behaviour
   * Action by the PM John Key, and other players such as Murray McCully
   * Other stakeholders – Air New Zealand, Peter Jackson, Fonterra, other business leaders
   * Opportunities - The Hobbit movies, and government intervention in union issues in 2012
   * Relevant crisis - Christchurch earth quake international students university; handling Fonterra brand botulism issue in 2013 and government interventions
3. **Recommendations for Future Action by the Government**
   * Recommendations for future 2014 and beyond

**Suggested sources to start research**

*Nation branding*

* Eshuis, Jasper, Erik Braun and Erik-Hans Klijn (2013). "Place Marketing as Governance Strategy: An Assessment of Obstacles in Place Marketing and Their Effects on Attracting Target Groups." *Public Administration Review* 73(3): 507-516.
* Fan, Ying. (2008). "Soft power: Power of attraction or confusion?" *Place Branding and Public* *Diplomacy* 4(2): 147.
* Hulsse, Rainer. (2009). "The Catwalk Power: Germany's new foreign image policy." *Journal of International Relations and Development* 12(3): 293-316.

*Fonterra Botulism*

* NZ baby formula botulism scare: global media coverage – updated
* <http://www.listener.co.nz/commentary/the-internaut/nz-baby-formula-botulism-scare-global-media-coverage/#manure>
* Key defends 100% pure New Zealand campaign <http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11136684>
* Interview with John Key about the impact on the brand August 2013 <http://www.scoop.co.nz/stories/PO1308/S00160/qa-john-key-interview.htm>

*Hobbitown*

* <http://www.3news.co.nz/Fight-for-Hobbit-was-absolutely-worth-it--John-Key/tabid/1748/articleID/278385/Default.aspx>
* <http://www.tourismnewzealand.com/sector-marketing/the-hobbit/>
* <http://www.hobbitontours.com/>
* http://www.stuff.co.nz/dominion-post/news/politics/8003201/John-Key-pushes-Hobbit-benefit
* <http://www.stuff.co.nz/business/industries/8133052/Hobbit-ramps-up-interest-in-travel-to-NZ>
* <http://tvnz.co.nz/hobbit-news/trilogy-give-nz-bigger-boost-than-lotr-5240228>
* CNN critical report of NZ and the Hobbit

*NZ Tourism generally*

* <http://www.newzealand.com/int/>
* Pure As – a document on 10 years of branding 100% pure new Zealand <http://www.tourismnewzealand.com/media/106877/10%20year%20anniversary%20of%20100%20%20pure%20new%20zealand%20campaign%20-%20pure%20as%20magazine.pdf>. Great document, definitely worth reading
* '100% Pure' is like McDonald's ad, says Key <http://www.stuff.co.nz/national/politics/8000921/100-Pure-is-like-McDonalds-ad-says-Key>

# 100% Pure Fantasy? Living up to our brand <http://www.stuff.co.nz/environment/8023412/100-Pure-Fantasy-Living-up-to-our-brand>

# Branding the key to success in Japan <http://asianz.org.nz/our-work/action-asia-business/networking/branding-japan>

*The NZ Story*

# John Key unveils 'NZ story' export toolkit <http://tvnz.co.nz/business-news/john-key-unveils-nz-story-export-toolkit-5689615> November 2013

**Case 2. Winning hearts and minds in support of Obama Health-Care**

Obama may not be facing re-election but he is worried about his legacy and ensuring the success of his major reform, the creation of a universal health care insurance system In this case we will explore what he did to get health-care through congress, then the potential repeal and government shutdown, and then getting people to sign up to the new policy program.

1. **Lessons from Academic Literature and International Past Practice**
   * review literature and other international cases and examples selling major new legislation eg Clinton failed health care attempted
2. **Lessons from Government Behaviour up to now**
   * What’s gone well, what problems there still are or which emerged from this behaviour
   * Obama promises in 2008
   * Once election what happened; critique what they did to get support to get health care passed
   * 2012 election – getting credit for what was achieved in the first term
   * Crisis: Republican block and Government shutdown in 2013
   * Take up of insurance – continued selling by the White House to make the policy work, e.g. using sports, adverts; using research to create targeted communications to sell Obamacare to segments such as young voters to ensure they buy the new health insurance
   * Leadership/brand/delivery issues
3. **Recommendations for Future Action by the Government**
   * Recommendations for future Obama’s legacy, and Democratic Party
   * Selling take up of insurance

**Suggested sources to start research**

*Background to the Obama Government*

Students not familiar with the Obama Presidency might like to read work on the 2008 election as background, such as:

* Devine, Tad. (2013). ‘Obama Campaigns for Re-election’ Chapter 9 in Dennis W Johnson (ed) *Campaigning for President 2012: Strategy and Tactics*. New York; Routledge: 137-150.
* Rehr, David R. (2013) ‘The Challenges Facing Obama’ Chapter 2 in Dennis W. Johnson (ed) *Campaigning for President 2012: Strategy and Tactics*. New York: Routledge: 25- 42
* Dennis W. Johnson, ed., Campaigning for President 2008: Strategy and Tactics, New Voices and New Techniques (Routledge, 2009)

*1st term*

* Abelson, R. (2009a). “President’s Speech Allays Some Fears in the Health Insurance Industry.” *New York Times*,September 07). <http://www.nytimes.com/2009/09/11/health/policy/11insure.html>
* Baker, P. (2010). “The Limits of Rahmism.” *New York Times*. March 8. <http://www.nytimes.com/2010/03/14/magazine/14emanuel-t.html?pagewanted=all>
* Carroll, J. (2007). “Healthcare Edges Up in Public’s List of Priorities.” *Gallup News Service.* February 28. <http://www.gallup.com/poll/26725/healthcare-edges-publics-list-priorities.aspx>
* CBS News Poll. (2007). “Health Care and the Democratic Presidential Campaign.” September 14-16. <http://www.cbsnews.com/htdocs/pdf/Sep07b-HRC-HEALTH.pdf>
* CNN. (2007). “Transcript: Democratic Debate in Las Vegas.” November 15. <http://transcripts.cnn.com/TRANSCRIPTS/0711/15/se.02.html>
* CNN. (2010). “Opinion Research Poll.” September 28.<http://i2.cdn.turner.com/cnn/2010/images/09/28/rel13d1a.pdf>
* Gallup. (2009-2007). “Health Care System.”<http://www.gallup.com/poll/4708/healthcare-System.aspx?#3>
* GOP. (2010). *Pledge to America*. <http://www.gop.gov/resources/library/documents/solutions/a-pledge-to-america.pdf>
* Jacobs, L. (2008). “1994 All Over Again? Public Opinion and Health Care.” *New England Journal of Medicine.* May 1. 1881-1883. <http://www.nejm.org/doi/pdf/07.1056/NEJMp0802361>
* Jacobs, Lawrence and S. Mettler. (2011). “Why Public Opinion Changes: The Implications for Health and Health Policy.” *Journal of Health Politics, Policy and the Law* 36, 6 (December): 917- 933.
* Jacobs, L. R., and T. Skocpol. (2012). *Health Care Reform and American Politics: What Everyone Needs to Know*. Oxford: Oxford University Press.
* Kaiser Public Opinion. (2010). “How Popular is the Idea of Repealing Health Reform?” *Kaiser Family Foundation* (October). <http://www.kff.org/kaiserpolls/upload/8114.pdf>
* Kaiser. (2010). Health Tracking Poll. *Kaiser Family Foundation* (October). <http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8115-f.pdf>
* Kaiser. (2011). Health Tracking Poll. *Kaiser Family Foundation* (March). <http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8166-t.pdf>
* Kaiser. (2012). Health Tracking Poll. *Kaiser Family Foundation* (October). <http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8381-f.pdf>
* Krugman, P. (2009). “Not Enough Audacity.” *New York Times*. June 25. <http://www.nytimes.com/2009/06/26/opinion/26krugman.html?\_r=0>
* NBC News/Wall Street Journal Poll. (2009). February 26-March 1. <http://s.wsj.net/public/resources/documents/WSJ\_NewsPoll\_030307).pdf>
* Obama, B. (2007). “Remarks on Health Care at the University of Iowa.” *The*
* *American Presidency Project.* May 29. <http://www.presidency.ucsb.edu/ws/index.php?pid=76987>
* Obama, B. (2009a). “Remarks of President Barack Obama, Address to Joint Session of Congress.” February 24. <http://www.whitehouse.gov/video/EVR022409#transcript>
* Obama, B. (2009b). “Remarks of President to a Joint Session of Congress on Health Care.” September 9. <http://www.whitehouse.gov/video/President-Obama-Address-to-Congress-on-Health-Insurance-Reform#transcript>
* Obama, B. (2010a). “Remarks by the President in the State of the Union.” January 27. <http://www.whitehouse.gov/photos-and-video/video/2010-state-union-address#transcript>
* Obama, B. (2010b). “Interview With Matt Lauer on NBC's ‘Today.’” March 29
* Obama, B. (2012a). “Keeping His Word: Women’s Health.” *Organizing for Action.*<http://www.barackobama.com/video/keeping-his-word/>
* Obama, B. (2012b). “Keeping His Word: Health Care Coverage for Young People.” *Organizing for Action. <*http://www.barackobama.com/video/keeping-his-word/>
* Obama, B. (2012c). “Keeping His Word: Lowering the Cost of Medicare Prescription Drugs.” *Organizing for Action. <*http://www.barackobama.com/video/keeping-his-word/>
* Obama, B. (2012d). “The Story of the Affordable Care Act: From an Unmet Promise to the Law of the Land.” *Organizing for Action*. <http://www.barackobama.com/video/issues/health/page/1/top>
* Obama, B and J. Biden. (2009). “The Agenda.” January. <http://change.gov/agenda/>
* Peters G. and J. T. Woolley, *The American Presidency Project*. http://www.presidency.ucsb.edu/ws/index.php?pid=88322&st=obama&st1=health+care
* Pew Research Center. (2010), “A Clear Rejection of the Status Quo, No Consensus about Future Policies.” November 3. <http://www.pewresearch.org/2010/11/03/a-clear-rejection-of-the-status-quo-no-consensus-about-future-policies/>
* Scherer, M. (2010). “How Barack Obama Became Mr. Unpopular.” *Time* September 2. <http://www.time.com/time/magazine/article/0,9171,2015779,00.html>
* Wangsness, L. (2009). “Health Debate Shifting to Public vs. Private.” *Boston Globe*. June 21.

*Selling health care post legislation in 2nd term*

* Obama Administration ad to target young men (the hardest demo to get to sign up for health insurance) to sign up see [http://www.ijreview.com/2013/12/102551-ridiculous-new-video-shows-parents-talk-talk-obamacare-christmas-dinner/](https://mail.auckland.ac.nz/owa/redir.aspx?C=XpiB9IIxwkyaJbDeZIHJXCta8Cyo39AIi9TsR3nLVTYCKNYzyGVfaG7zAKyYnugezKH7eAMoKk8.&URL=http%3a%2f%2fwww.facebook.com%2fl%2fqAQEMvSd8AQF4Brv4wbl-4Pe3W-5Is3ZkH51wgJ6FpkNO0A%2fwww.ijreview.com%2f2013%2f12%2f102551-ridiculous-new-video-shows-parents-talk-talk-obamacare-christmas-dinner%2f)

# ‘White House enlists kitty, piglet, duckling to pitch Obamacare’ <http://washingtonexaminer.com/white-house-enlists-kitty-piglet-duckling-to-pitch-obamacare/article/2536456>

# Klein, E., and Kliff, S. (2013) ‘Obama’s last campaign: Inside the White House plan to sell Obamacare’, *Washington Post,* July 17, <<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/07/17/obamas-last-campaign-inside-the-white-house-plan-to-sell-obamacare/>> accessed 25 July 2013.

# Shear, M. (2009) 'Polling Helps Obama Frame Message in Health Care Debate.’ *Washington Post*, July 30 <http://www.washingtonpost.com/wp-dyn/content/article/2009/07/30/AR2009073001547\_2.htm> accessed January 18 2010

# New York Times (2013) ‘a Chance for Pro Sports to Help on Healthcare.” By the Editorial Board New York Times, July 2, http://www.nytimes.com/2013/07/03/opinion/a-chance-for-pro-sports-to-help-on-health-care.html Accessed August 2013

**Case 3 Winning a third term for the National Government: a political management plan for 2014**

The Prime Minister wants to win a third term in 2014. Elections are not won in the weeks of the official campaign but in the years leading up to them. His advisors therefore need to discuss a long-term plan to boost his leadership, public support, refresh his brand, emphasise his achievements so far but also create a new sense of direction to give the public a clear reason to vote him in for a third term in 2014. Your task is therefore to contribute to this, giving advice from your particular advisory role to achieve this goal. The challenge to overcome is that leaders in their 2/3 term often lose touch (or are perceived to lose touch) in power; that leaders often gain a growing sense of invincibility; are too busy governing to think about campaigning.

**1. Lessons from Academic Literature and International Past Practice**

* Third term governments – how market-orientation tends to decline over time
* Difficulties of re-branding in power
* How delivery issues become more prominent
* How Blair reconnected whilst in power using advice from Promise
* The potential to campaign on the National team overall

1. **Lessons from Government Behaviour up to now**

* Consider also Key’s initial brand offered to the public in 2008; how it is holding up
* 2nd term in, has National achieved its vision; has it built that brighter future?
* His successes and failures; media gaffes - note recent silly episodes in 2012/3 e.g. Gay t-shirt, gangham style dancing, teapot
* Current and trends in public perception of him
* General dismissiveness of issues/problems and over reliance on weak Labor opposition
* Challenges to power – asset sales for example in terms of the legal challenges, protests, petition

**3. Recommendations for Future Action by the Government**

* What new ideas/brand/strategy could they develop for the future?

**Suggested sources to start research**

*Background to the National Government*

Students not familiar with NZ politics might like to read

* Lees-Marshment, J (2009) 'Political marketing and the 2008 New Zealand election: a comparative perspective,' Australian Journal of Political Science Vol. 44, No. 3, pp. 457-475
* John Key Website (2008) *My Key Commitments to you* accessed online at: <http://johnkey.co.nz/archives/507-TEXT-My-key-commitments-to-you.html>
* Lees-Marshment, J (2012) ‘National and Labour’s leadership, branding and delivery in the 2011 New Zealand election’ Chapter 14 in *Kicking the Tyres: The New Zealand General Election and Electoral Referendum of 2001* edited by Stephen Levine and Jon Johansson, Victoria University Press pp. 177-189

*Other international cases*

On re-connecting a tired brand see the Blair reconnection strategy and Team Labour at the 2005 UK election:

* Promise (2006) *Reconnecting the Prime Minister*, Paper 21 for the Market research society <http://www.promisecorp.com/documents/Reconnecting_the_Prime_Minister.pdf> accessed September 2013
* Scammell, Margaret (2008). Brand Blair: Marketing politics in the Consumer Age. In D. Lilleker and R. Scullion (Eds.), *Voters or Consumers: Imagining the contemporary electorate*. Cambridge Scholars Publishing.

Rudd’s problems Key needs to avoid:

* “Loss of the Rudd Brand” <http://www.youtube.com/watch?v=RK3ncaxG308>

What Obama did:

* Obama 2012 initiatives <http://www.mindjumpers.com/blog/2012/11/social-political-campaigns/>
* See also his keeping his word ads in 2012 e.g. <http://www.youtube.com/watch?v=tueEWQFzEao>
* And backyard chats 2010 onwards <http://www.youtube.com/watch?v=5TmrQ9bN_cg> and <http://www.youtube.com/watch?v=FMAqcjfxMGo>

Stephen Harper in Canada

* Harper is also looking to improve his fading popularity
* See communication initiatives for ideas such as 24 Seven <http://o.canada.com/news/politics-and-the-nation/stephen-harper-24-seven-prime-ministers-office-launches-new-video-initiative/> weekly reports on what the PM has done; and <http://www.huffingtonpost.ca/2014/01/09/stephen-harper-24-seven-youtube_n_4572535.html> and the Conservative ad seize the moment <http://www.youtube.com/watch?v=2xaWIPrYeAA>

*2nd term sources*

2011, last election results: Electoral Commission, (2011) *Official Count Election Results*, accessed online at: <http://www.electionresults.govt.nz/electionresults_2011/electoratestatus.html>

Poll data – 2013 collected [you will need to get more recent 2014 data for yourself]

* <http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10786699>
* <http://www.nbr.co.nz/article/nz-politics-daily-why-john-key-so-popular-96508>
* <http://tvnz.co.nz/politics-news/john-key-unfazed-national-s-fall-in-popularity-4910593>
* <http://www.voxy.co.nz/politics/popularity-john-key-why-brand-national-no-longer-significant/1273/101225>
* Roy Morgan Research <http://www.roymorgan.com/news/polls/2013/4874/>
* TV3 Poll Results. *Reid Research* (2013).at <http://www.reidresearch.co.nz/TV3+POLL+RESULTS.html>
* <http://www.roymorgan.com/news/polls/2013/4867/>
* Vance, A. Fairfax Media--‐Ipsos <http://www.stuff.co.nz/life--‐style/8345798/The--‐good--‐old--‐days--‐Kiwis--‐long--‐for--‐2003>
* Colmar Brunton ONE News Colmar Brunton Poll, at
* <http://www.colmarbrunton.co.nz/images/ONE\_News\_Colmar\_Brunton\_Poll\_report\_9--‐13\_Feb\_2013.pdf>
* Watkins, T. & Vance, A. National Party No Longer A Sure Winner --‐Poll. *Stuff.co.nz*
* Online (2013).at <http://www.stuff.co.nz/national/politics/8325609/National--‐no--‐longer--‐a--‐sure--‐winner--‐poll>
* Labour & Immigration Research Centre *Quarterly Labour Market Report: February*
* *2013*. (Wellington, NZ, 2013)
* Bascand, G. *Household Labour Force Survey: December 2012*. (Wellington, NZ,
* 2013).
* Armstrong, J. How brand National survives the follies. *The New Zealand Herald*
* [online] (2013).at <http://www.nzherald.co.nz/john--‐armstrong--‐on--‐
* politics/news/article.cfm?c\_id=1502865&objectid=10873078>

Polling on key

* <http://www.stuff.co.nz/national/politics/8743939/John-Key-takes-a-hit-in-integrity-stakes>
* <http://www.3news.co.nz/Key-reveals-Nationals-private-polling/tabid/1607/articleID/319310/Default.aspx>
* <http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11129578><http://www.radiolive.co.nz/Prime-Minister-John-Key-responds-to-brain-fade-poll-on-3-News/tabid/506/articleID/35007/Default.aspx>
* Vijay Devadas and Brett Nicholls, “The meaning of

John Key”, New Zealand Journal of Media Studies, 13.2 (2012): 18-31 <http://www.nzmediastudies.org.nz/articles/Devadas_Nicholls_NZJMS_13_2_2012.pdf>

Generic:

* Key and English - who calls the shots? (15:27) indepth interview<http://tvnz.co.nz/q-and-a-news/key-english-calls-shots-video-5705762> Sunday November 10, 2013
* Interesting interview with Key at <http://www.magazinestoday.co.nz/Features/Interviews/John+Key.html>
* Article re Key’s staff [http://www.stuff.co.nz/national/politics/9380847/Key-credits-team-for-Nationals-success November 2013](http://www.stuff.co.nz/national/politics/9380847/Key-credits-team-for-Nationals-success%20November%202013)
* Alternative National leaders at <http://www.3news.co.nz/National-Party-ministers-line-up-for-John-Keys-position/tabid/1607/articleID/308501/Default.aspx>

**The Role of Students in the class**

1. **Research, prepare and deliver 4 Pecha Kucha presentations**

Students need to develop ideas for their role and advice they would give on each case study and will do this through delivery of 1 pecha kucha presentations on their political management area and 3 on the cases, all of which can contribute to the final advisory report. Delivering a presentation of initial ideas in class first means you can receive feedback from your peers and the convenor before writing up the report for written assessment.

*Political Management Concepts Presentation (week 2)*

The first presentation, delivered in week 2, will be on core academic concepts from the chosen role/area of political management. Although the presentation is only brief, in your preparation you should take the time to read the key works – or more – in your area, as this will form the basis for your advisory presentations for each case throughout the course. You can read more theory as you go along, deepening your knowledge and improving your advice – and your written assessment – throughout the course

*Case Presentations 1 (weeks 3-5); 2 (weeks 6-8) and 3 (weeks 9-11).*

In subsequent weeks, students will deliver a presentation of their ideas for their advisory report; one for each case. Each case will have 3 weeks; so students will either present over the first two weeks with the last class reserved for discussion; or divide the number of students by 3 so each week we have some presentations and some discussion. The precise timetable will depend on final student numbers and be organised in week 1. The presentation on the case should follow that of the advisory report and thus include three sections on:

1. Lessons from Academic Literature and International Past Practice
2. Lessons from Government Behaviour up to now
3. Recommendations for Future Action by the Government

*Pecha Kucha presentation*

A Pecha Kucha[[2]](#footnote-2) presentation consists of 20 static images that advance automatically every 20 seconds.[[3]](#footnote-3) You talk along to the images, giving an informal (though prepared) oral presentation at the same time. This ensures presentations do not go over time or are not too lengthy. The best presentations use images. You may use any type of images you prefer (uploads or photos you take yourself). You then have to construct a narrative that accompanies the slides. Try to make the images as impactful and relevant as possible; draw upon the literature, case, examples and so forth to do so. When looking for images to put on the slides, try using Google images; even searching simple words can generate some interesting images; former campaign pictures; cartoons; adverts; or representative images of a particular mood can be effective. You can of course use images you find for the Pecha Kucha presentation in your written advisory report which is assessed. However you may still use text, but bear in mind lengthy text will be lost because of the automatic transition between slides.

A Pecha Kucha presentation is designed to limit length, make work more focused, use images to increase effective communication skills, and teach useful presentation skills. Using the template worked well last year, developed a useful skill, and helped to make the classes more dynamic and engaging. Standard traditional detail, theory, argument, and words can be included in what you say, rather than on the power point. I would suggest you prepare this narrative first, then do the Pecha Kucha presentation, then go over your narrative again to make it fit the 20 second timing of the presentation.

Please bring your PowerPoint to class on a pen drive and come with a backup. A blank Pecha Kucha template is on Cecil under resources: you should get hold of this and use this for each of your 4 presentations. Make sure it advances each slide every 20 seconds

If you are still wanting to give out written detail, you can bring additional information on handouts to the seminar but – as in Government - there is no guarantee anyone will read it. However you might also find it useful yourself and can use it in debate.

**2. Engage in debate discussion about the potential recommendations**

After presentations - just as if it were a meeting with the Prime Minister’s Chief of Staff to discuss the plan for a particular case/goal - everyone will engage in debate about each other’s ideas and suggested plans. This will be a fun, informal, spontaneous discussion where you get to debate and critique each other just as you would if working for the government. You are not marked on this; but it will be useful to consider different perspectives when refining your ideas to complete your advisory report. You may also like to bring other material with you to the seminar to use in debate, to refer to, to make your argument etc.

**3. Write up a written advisory report for each case for the written assessment for the course.**

Advisory reports are submitted throughout the course. They are expected to be derived from your work for the presentation and discussion in class; thus whilst presentations are not directly assessed the effort for them, as well as learning in seminars and from each other, will contribute towards the completion of the written assessment.

**4. Use Electronic Devices in Class as you would in government**

Use e-devices in class as you would in government: to help you do your work but not hinder it, so don’t let it distract class and don’t record anything! Urgent demands and the expectation of immediate response are typical of political staff life, and so nearly constant electronic communication is an accepted part of the culture. In recognition of this, students are allowed to use electronic devices (e.g. smart phones, lap top computers and personal data assistants) in class to aid them with the course but in order to promote free discussion, class video and audio may not be recorded or broadcast; and the use of electronic devices must not distract or disrupt other students or the class as a whole.

**5. Read communication by Cecil**

Additional information, updates and any changes through the course, will be posted on Cecil. Please ensure that your email address is current: it is your responsibility to do this to ensure you receive communication about the course.

**Course Assessment**

Students will be assessed through three 2000 word Advisory Reports on the 3 cases studied in the course:

* Enhancing and maintaining the New Zealand Nation Brand
* Winning hearts and minds in support of Obama Health-Care
* Winning a third term for the National Government: a political management plan for 2014

The Advisory Reports are written for the Prime Minister/President and focus on a specific current case to both critique past government practice and make recommendations for future action. All of them are 2000 words each although the first two are worth 30% and the last 35%.

**The task**

Write an Advisory Report which offers the Prime Minister/President advice on how to use political management in 3 cases. Each report should cover:

1. **Lessons from Academic Literature and International Past Practice**

* including academic theory and examples of how other governments have handled this in similar cases

1. **Lessons from Government Behaviour up to now**

* critique government behaviour in this case up to now: what went well, what could be learned from this, what issues remain to be dealt with, what needs to be improved

1. **Recommendations for Future Action by the Government**

* Specific, applied and detailed suggestions for what the PM or President should do in this case in the future

The report should draw on academic literature, theory, empirical analysis, non-academic sources, class discussion, and your own thinking.

**Deadlines for each Advisory Report**

Each report is due in at 4pm on the specified date as per departmental guidelines:

|  |  |  |  |
| --- | --- | --- | --- |
| **Case** | **Deadline** | | **% worth of final mark** |
| **Week** | **Date** |
| Case 1 Advisory Report on Enhancing and maintaining the New Zealand Nation Brand | 5 | Wednesday 2 April 4pm | 30 |
| Case 2 Advisory Report on Winning hearts and minds in support of Obama Health-Care | 8 | Wednesday 7 May 4pm | 30 |
| Case 3 Advisory Report on Winning a third term for the National Government: a political management plan for 2014 | 12 | Wednesday 4 June 4pm | 40 |

You are expected to write your report on your particular topic/advisory role, not all topics. So if you are Director of Public Relations, your report will advise the prime minister on how to manage public relations and utilise PR concepts and techniques in that particular case. When submitting your report, please note your name and also advisory role e.g. ‘Advisory Report on Obamacare by The Director of Public Relations’

**Tips**

This is a report, not an academic essay. Although you are expected to have read, and to use, academic literature, it should not simply give a literature review. Instead, such literature and theory needs to be applied to the case - so it is something a Prime Minister could use.

As well as identifying key principles from academic literature, you should also draw on specific empirical examples from other governments which you think are relevant such as ‘In Australia, John Howard did this when privatising Telstra, therefore you could do x, y, z.’; ‘Blair used this strategy to reconnect in his third term so given it’s your third term you could do this too.’

Ideas can come from non-academic sources as well as academic literature, such as polling and opinion data, images, government reports, policy documents, websites, quotes from interviews with politicians/other practitioners within the report. However you are expected to cover and utilise the most relevant academic literature in this report

When critiquing past behaviour by the government in the case, make it focused on deriving lessons, rather than a descriptive account – lessons that can be used to make recommendations for the future. A report telling the PM or President what they did wrong in the past is not much use; what’s done is done. A report noting that there was x or y which went through and therefore they should do z in the future is more worthwhile.

Avoid getting lost in the data/information and keep the focus on the interpretation and implications.

Ensure you spend enough time on making recommendations for the future; without this the PM/President would not find it much use and thus you will get lower grades. Make the recommendations as specific, detailed and contextualised as possible – generic suggestions such as ‘manage the media better’ are obviously not as good as ‘speak on such and such show during x month which will tie in with x policy announcement and focus the discussion on x themes to help the brand strategy.’ Theory and past examples can be used to back up and support the recommendations, but the **recommendations are still the key to the report**.

**Style**

You should be clear and concise, and critical and analytical, rather than descriptive. You can use paragraph headings, bullet points, and images/figures. Allow plenty of time for editing the material down to 2000 words. Part of the task is about producing succinct, analytical and focused writing. Using sub headings make it not just easier to read but helps to cut it down.

**Images**

You may include images, tables, diagrams and other types of illustrations in your report

**References**

You still need to reference your sources as you would in any academic piece of work, including non-academic sources.

**Word count**

The word count is 2000. This is to fit in with faculty guidelines of a maximum of 6000 per graduate courses. However:

* References are not included in the word count
* Appendix material is not included in the word count.
* Tables, diagrams and other figures are not included in the word count

You should plan to write several drafts of the report; with the first being longer, and then revised to produce the final version with the most relevant, refined and high quality content left in it.

**Criteria for grading the report**

The reports will be graded using a feedback form:

|  |  |  |
| --- | --- | --- |
| **ADVICE CONTENT** | | |
| Utilises relevant academic literature |      | Fails to use relevant literature or uses work that is not relevant to the case/topic |
| Draws lessons from academic literature for the PM/President relevant to the specific case |      | Does not draws lessons or apply academic literature to the case |
| Integrates lessons from international past practice – e.g. other cases/politicians/policies/countries - where relevant |      | Does not integrate understanding from international past practice, or uses examples which are not relevant to this case |
| Provides a useful critique of government behavior up to now which identifies lessons for the future |  | Fails to consider government behavior to now, or does so in a descriptive way, without identifying lessons for the future |
| Makes realistic recommendations that take account of the constraints and challenges in government |      | Unrealistic and impractical ideas showing lack of consideration of the realities of government |
| The advice given is specific, detailed and relevant to the case and topic, and could be put into practice |      | Recommendations are generalized and vague; failing to provide a plan for action that could be put into practice |
| **QUALITY OF ARGUMENT & COMMUNICATION** | | |
| Uses reasoned argument which is backed up (e.g. by examples, evidence, literature and sources) |      | Relied on bald assertion or vague claims without references or evidence |
| Utilises a wide range of sources including self-identified material |      | Has not researched it well and/or has not read widely |
| Offers well balanced advice which considers a range of relevant factors and possibilities |      | One-sided ‘blind’ or biased advise which misses relevant aspects in the case |
| Specific recommendations are clear and actionable |      | Recommendations are buried within the report and not made clear |
| Creative and original thought |      | Little creative thought and/or over-reliance on existing sources |
| **STRUCTURE & STYLE** | | |
| Structured logically and effectively |      | Prone to rambling, material disorganized, or wanders onto other cases/topics |
| Effectively presented, using sub headings, tables, images etc where appropriate |      | Poor presentation that makes the report hard to read |
| Grammatically correct, accurate spelling |      | Grammatical and spelling problems |
| Sources are cited correctly |      | Source citations are incorrect or lacking |

**Submitting work, extensions and penalisation**

The written assessment has to be submitted online via Turnitin and in hard copy to the department. You need to complete three steps in this process:

1. ECOPY TURNITIN: submit an ecopy to turnitin and get a turnitin receipt and print it off
2. CECIL ASSIGNMENT TRACKING FORM: go into cecil and download the assignment tracking form and complete it
3. DEPARTMENT HARD COPY: print a hard copy of your assessment, attach the assignment tracking form, and the turnitin receipt, and submit this hard copy to the Assignment box on level 8, 1-11 Short St as all grad classes are held on level 3.

**Assignment tracking sheet**

Your work *must* include an Assignment Tracking Sheet which can be downloaded from Cecil (**they are not available at the office**), properly completed and stapled to the front of your essay.

**Turnitin submission**

All postgraduate assessment needs to be submitted to Turnitin. Turnitin is a procedure designed to detect academic dishonesty, therefore ensuring students who do original work get the credit for it and those who copy do not. All students must submit their work via turnitin as well as hard copy, otherwise it will not count as being submitted and will be penalised or not marked.

Go to [www.turnitin.com](http://www.turnitin.com). If you have not already used it you will need to create your own profile and login. If you already have a profile, you can just login. You will need codes for the course which will be notified via cecil/class. You will get a receipt for electronic submission; print, save and attach this in case of problems. Anyone not handing work into turnitin will be marked zero - until you have submitted it via turnitin it is not counted as handed in, even if you have handed the hard copy into the office.

**Late submissions**

Any work received after the deadline in terms of date and time will be marked as late and grade penalties will apply, unless students have been granted an extension.

In government, if a policy adviser finishes a briefing note for his minister after the driver has left for the night with that night's reading file, then the note is not late but useless. If a communications adviser finishes talking points on a breaking crisis for her minister after Question Period has begun, then she risks the minister making up answers on the fly--which could not only embarrass the minister and the Prime Minister but, conceivably, cost the government billions of dollars. Timeliness matters.

**Getting extensions**

If you have a problem with completing your work on time because of personal of health issues then you should seek an extension in advance of the deadline from your course convenor. An extension will only be granted:

1. Where there is 'good cause', backed up by documentary evidence if required by the convenor.
2. If the convenor authorises an extension; it is entirely at their discretion, and it is also completely at their discretion to decide how long an extension to grant
3. If you submit a coursework extension form with your hardcopy of the work (this form is called [PS03 - Coursework Extension Form](http://www.arts.auckland.ac.nz/FileGet.cfm?ID=e64550cd%2D407b%2D4952%2D8330%2Dc7301ff40b30) available from the website page <http://www.arts.auckland.ac.nz/en/about/schools-in-the-faculty-of-arts/school-of-social-sciences/forms-for-students.html#8a91cc5180b5f3cbb093e9d6768aad40> or directly at <https://cdn.auckland.ac.nz/assets/arts/Departments/political-studies/documents/PS-03%20%20Coursework%20Extension%20Form.pdf>; you need to fill it in and hand it in with the hard copy of your assessed work. If the extension has been granted by email or face to face, then it will then be accepted when your work is marked, or you can take it to be signed before you submit your work).

*Good cause* *covers genuine cases* which are not related to your academic work, such as sudden illness (supported by medical certificate), death in the family, official leave of absence or similar circumstances

*Bad cause includes reasons such as the following:*

* ‘I had lots of other essays to submit at the same time.’

One of the key study skills you must learn is time management. You must expect that deadlines will coincide and plan your research and writing time well in advance accordingly.

* ‘I've been feeling a bit unwell recently.’

If you have been seriously ill in the days preceding the deadline and have the appropriate medical certificates to support your case, then this may constitute grounds for an extension. If you have a long-term medical condition it is your responsibility to make sure that the department, tutors and convenors know about this well in advance of the deadline.

* ‘I couldn't get the books from the library.’

The solution here is not to leave work to the last minute. Convenors make every effort to ensure that texts are available in sufficient numbers, but inevitably there is a pressure on material as the deadline looms. If there is a genuine problem with availability of source materials contact the module the tutor (or convenor) well in advance of the deadline.

* ‘I couldn't get on the computers/internet/use the printers/use the copier.’

You must expect that problems like this will arise, particularly towards the end of the semester. Allow good time to do both the necessary research and to prepare the finished assessment document.

* ‘I accidentally deleted my file/lost my essay before handing it in.’

It is your responsibility to look after your own work. It is good practice to keep back-up copies of important documents, never use floppy disks that are more than one year old, always make a copy of finished print-outs, email your essay to yourself and save the email.

* ‘I sent you an email/left a message on your answer phone asking for an extension.’

If you apply for an extension, you must ensure that you talk to the tutor responsible for granting that extension and have their signature on the extension form. It is your responsibility to ensure that the request for extension has been properly received.

* ‘I couldn't make it in that day.’

*NB:*Extensions should normally be applied for before the deadline. In exceptional cases only, extensions may be granted after the deadline at the discretion of thecourse convenor, but otherwise students will be penalised and lose marks.

**Penalisation policy for late work submitted in hard copy to the office after 4pm on the deadline with no extension:[[4]](#footnote-4)**

Essays submitted up to **two** days late will lose 5 marks

Essays submitted between **three and five days** late will lose 10 marks

Essays submitted between **six and ten days** late will lose 25 marks

Essays submitted **more than ten days** past the due submission date will not be accepted and the student will be given a 0% mark for the essay.

**Grading criteria**

The following grade descriptors recommended by the faculty will be used in this course:

|  |  |  |
| --- | --- | --- |
|  | **% VALUE** | **DESCRIPTION** |
| A +  A  A - | 90– 100  85– 89  80 - 84 | Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on strong and sustained evidence; maps and diagrams, graphs and tables, etc included where appropriate; relevant literature referenced; high level of creative ability, originality and critical thinking; excellent communication and presentation skills. |
| B +  B  B - | 75 – 79  70 – 74  65 - 69 | Work showing good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points; arguments clearly developed and based on convincing evidence; relevant literature referenced; evidence of creative ability, originality and critical thinking; good communication and presentation skills. |
| C +  C  C - | 60 – 64  55 – 59  50 - 54 | Work showing a knowledge of subject matter and appreciation of main issues though possibly with some lapses and inadequacies; arguments developed and supported by some evidence and references; creative ability, originality and critical thinking present but limited; adequate communication and presentation skills. |
| D +  D | 45 – 49  40 - 44 | Work lacking breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor. |
| D- | 0 - 39 | Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak. |

**Provisional marks**

Please note that marks may be changed through university examination processes – for example graduate work may be sent to an external assessor, and bell curve formulas may be applied at school level to the distribution of grades the final markers meeting. Students should therefore understand that any marks they receive from the convenor during the course are provisional only, and subject to change by the school.

**Referencing style**

Acknowledgement of sources is an important aspect of academic writing. The University’s Referen©ite website [www.cite.auckland.ac.nz](http://www.cite.auckland.ac.nz/) provides students with a one-stop online resource for academic referencing needs.  Referen©ite explains the essentials of referencing and how to avoid plagiarism.  It also includes practical tools to help students reference correctly, use references effectively in writing, and gives fast access to some major reference formats with examples.

There is a different way of doing this depending on which reference system you use. Reference systems can vary from one department to another. The Department of Political Studies requires students to use one of two reference systems:

1. Harvard
2. Chicago A

You can choose either one, as long as you use only one consistently throughout the piece of work.

**Endnote: bibliography management software system**

You can use either referencing system within the bibliography management software Endnote**.**  EndNote is a specialised database programme for storing and managing bibliographic references. We strongly recommend you attend both Library and Student Learning Centre courses on how to use Endnote to create footnotes and a bibliography while you write your assignment. You will also learn how to import references from Library catalogues or other electronic databases into EndNote libraries using filters. You may also connect directly to some remote databases and search them using EndNote, saving the retrieved references directly to your EndNote library. References in EndNote libraries can be then be sorted and searched, and incorporated automatically into papers for publication. See <http://www.library.auckland.ac.nz/endnote/endnote.htm> for further details.

**Academic honesty**

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

Details of the University’s Academic Honesty are at:   
Current students > Academic Information > Academic honesty:

<http://www.auckland.ac.nz/uoa/home/about/teaching-learning/honesty>

The University and Turnitin:

<http://www.auckland.ac.nz/uoa/home/about/teaching-learning/honesty/tl-turnitin-for-students>

**Student Learning Services**

[http://www.library.auckland.ac.nz/student-learning/](https://mail.auckland.ac.nz/owa/redir.aspx?C=wn-tsTizNkGQtD5iICwyDKXSiEl9GdAIJOkW4dC7CpXBByfwvXS2tottYRyBSC7xzO_n_HQ7b_U.&URL=http%3a%2f%2fwww.library.auckland.ac.nz%2fstudent-learning%2f)

Student Learning Services offers instruction and support in a wide-range of areas to students enrolled at the University of Auckland. These are delivered through workshops, and individual consultations provided by academically qualified and experienced tutors. There is support for undergraduates, postgraduates, maori and pasifika students, English language students and learning disabilities students.

The city campus location on the third floor of the Information Commons Building, at The University of Auckland, which is on the corner of Alfred and Symonds Streets, Room 320, Level 3, Information Commons building, 11 Symonds St, Auckland 1010, New Zealand  
Phone: +64 9 373 7599 ext. 88850

Email: [slc@auckland.ac.nz](mailto:slc@auckland.ac.nz). City opening hours are 9am-5pm, Monday through Friday.

**Politics librarian**

Simona Traser is the Politics librarian; her email [s.traser@auckland.ac.nz](mailto:s.traser@auckland.ac.nz)

**Career Development and Employment Services**

Career Development and Employment Services assist students and recent graduates to:

•          Recognise your unique capabilities

•          Identify the right job fit

•          Develop skills to manage your evolving career pathways

•          Enhance your employability

•          Understand the NZ job market

See the wide range of free workshops, events and resources at [www.cdes.auckland.ac.nz](http://www.cdes.auckland.ac.nz/)

**Student representation, complaint, grievance and appeal procedures**

As a general principle, the University encourages the prompt and informal resolution of all student concerns and complaints as they arise, in a collegial and non-adversarial manner. It is particularly important that procedures and processes be applied in a consistent manner – if in doubt, consult your course co-ordinator or Academic Head.

The University, in collaboration with the Auckland University Students Association, supports a class representative and Student/Staff Consultative Committee system. Your class will elect a class or year representative at the start of the semester. Student reps have two roles: as advocates/mediators for the class or year they represent; and as a member of the departmental Student/Staff Consultative Committee, where student reps and academic staff discuss departmental issues. The class rep is a Primary point of contact for students who have a problem or a suggestion to make about teaching or course quality, or student learning conditions.

Students have several initial options if they wish to raise concerns, or complain, about a course, its delivery or teaching:

• Bring the matter directly to the teacher, or course co-ordinator; or

• Talk to the class representative, who may then raise it directly with the teacher, or pursue the matter at a meeting of the relevant Staff/Student Consultative Committee; or

• Contact The Student Advocacy Network maintained by students, or the University Proctor.

Please see the AUSA web site <http://www2.ausa.auckland.ac.nz/support>

**Acknowledgements**

I am grateful to the following people for source and ideas I have used in creating this course:

* my Canadian colleague Dr Paul Wilson at Carleton University and his political management course outline for ideas on the importance of deadlines, how to use e-devices appropriately, and ideas for reading
* my US colleague Ken Cosgrove from Suffolk University who provided some of the sources for selling Obamacare on the PMG facebook page
* my US colleague Brian Conley from Suffolk University whose chapter in the new book PM in the US provided some of the sources on the health care case study
* former students from the 23013 class who shared their sources for the case study on winning a third term for national such as Richard Hudson and Simon Wegner
* information and advice on Pecha Kucha presentations which I gained from information on the faculty teaching and learning forum on the faculty website organized by Jennifer Frost and Margaret Henley and the particular presentation by Sarina Pearson from FTVMS.

1. NB not all of this will be focused on political management in government, so you will need to adapt concepts and examples to the government context, as well as the specific case. If any sources are not in Auckland library you can order them by inter library loan, but please let me know and I can order them in permanently. [↑](#footnote-ref-1)
2. The presentation format was devised by Astrid Klein and Mark Dytham of Klein Dytham architecture. The first Pecha Kucha Night was held in Tokyo in their gallery, lounge, bar, club, creative kitchen Super Deluxe in February 2003 Klein Dytham architecture still organize and support the global Pecha Kucha Night network and organise Pecha Kucha Night Tokyo. Some examples can be found at: <http://www.pecha-kucha.org/presentations/>; see also [www.avoision.com/pechakucha](http://www.avoision.com/pechakucha) [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)
4. Work submitted more than 10 days after the deadline will normally receive a mark of 0 and not be marked. However, in exceptional cases only, the course convenor may allow the essay to receive a mark of up to 50 to pass, should the work deserve it. [↑](#footnote-ref-4)