

School of Social Sciences - Politics and IR

# **POLS 704 Political Management in Government**

**Semester 2 2016**

Seminar: Tuesday 1-3pm

**Course Convenor:**

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1030-1130am

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\* Early Draft - as of 31 March 2016 – subject to minor change, and  
reading/sources need completing \*

## **Political Management in Government**

### **Overview**

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. Student take on the role of a political manager within a Prime Minister's Office, reviewing past practice and then creating applied advice for a current Prime Minister. They also receive skills training in being a political advisor; workplace writing; political management strategies and tools; and the nature of working in government.

Students will be placed into one of three core teams within the Prime Minister's Office: intelligence, strategy or communications. They can then choose a specific area/role to focus on within that team, such as Director of Strategy/Branding, Political Market Researcher/Policy Advisor, and Chief Press Secretary/Director of Public Relations.

The Political Managers will firstly review academic research and international practice to identify best practice. Building on this understanding, they will create applied advice for a Prime Minister for how they should use political management to further their goals. Seminars will be used to discuss, present and debate initial ideas from the 3 teams in class. Individually students will write up their own final advice to the Prime Minister in a report.

### **Course aims**

Whilst offering research-led knowledge typical of graduate courses, Political Management in Government also seeks to prepare students for practising politics by preparing them for working in government. It aims to provide students with:

- a. Cutting-edge knowledge of political management tools and strategies in government
- b. Appreciation of the nature of government including the constraints that prime ministers' face
- c. Understanding about the nature and role of political advisors
- d. The ability to apply knowledge from academic research and previous practice to new cases
- e. Awareness of the value of sharing and debating ideas amongst peers and colleagues
- f. Training in workplace skills such as writing short reports and aide memoires and giving brief presentations

### **Course objectives**

Students who have taken this course will:

- Know a range of political management tools including public opinion research, strategy, branding, consultation and delivery management
- Understand the complexities and challenges of political management in government
- Be able to apply ideas from past practice and research to future situations and make recommendations for action
- Make brief presentations and write short reports

## Course philosophy

The class is student driven through discussion, debate and informal team presentations which are 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.

## Overview of Seminars and Assignments

Seminars will focus mostly on student-led discussion via smalls groups, team presentations to maximise peer learning; it will also include convenor contributions on core concepts, skills; and guest speakers where appropriate.

### Your group

Each student will be placed in one of three core a political management teams within the Prime Minister's Office: Intelligence, Strategy or Communications. You will then choose a specific area/role to focus on within that team, such as Director of Strategy or Branding, Political Market Researcher or Policy Advisor, and Chief Press Secretary or Director of Public Relations. You will stay in the same team/role for the whole course, and should contribute your perspective from your specific role to the discussion in team meetings, and presentations for the while class.

More than one person can take a specific role within a team, e.g. there can be two people working as PR director, but the more variety there is the more you all will learn.

<b>Political Management Team</b>	<b>Political Manager Roles</b>	<b>Areas of academic literature</b>
<b>Intelligence Team</b>	Market Researcher, Stakeholder Manager, Policy Advisor	Market research, stakeholder management, policy development
<b>Strategy Team</b>	Strategy Director, Branding Director, Head of Delivery	Strategy, branding, delivery
<b>Communications Team</b>	Press Secretary, Director of Communications, Director of Crisis Management, Director of Public Relations, Government Advertising Co-Ordinator	Media management, crisis management, public relations, government advertising/social marketing

Detailed descriptions of the different teams, roles and relevant literature are provided later on in this course outline.

## **Your individual role**

You will take a specific role within your team. You should therefore contribute to discussions during team meetings, and team presentations in class using knowledge of that area/role. And you should write your written assignment as if you were in that role, so the focus of your report will depend on your specific role. You may draw on more than one role/area of literature if you wish, and some will naturally overlap (e.g. Director of Strategy can be very broad ranging), but you will learn more deeply if you focus on one, and build on your knowledge and understanding through the course. And the more focused you are in your writing the higher quality analysis and advice you are likely to produce.

## **Assignment**

Students need to complete 3 pieces of written assessment which make up 90% of the final grade:

Report 1: Best practice in political management;

Report 2: Advice for NZ Prime Minister John Key and

Report 3: Advice for Canadian PM Justin Trudeau.

Students also need to participate in class. This includes attending, contributing to discussion in team meetings, contributing to team presentations to the whole class, and giving feedback to other teams. Participation is graded and makes up 10% of the final mark.

## **Using electronic devices in class**

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.

## **Read communication by Canvas**

Additional information, updates and any changes through the course, will be posted on Canvas thus you should check your university email regularly.

## Political Management in Government 2016 Course Timetable

Wk	Date	Topic	Class	Written Assignment Deadline
1	Tuesday 19 July 1-3pm	<b>Best Practice in Political Management (Report 1)</b>	<b>Introduction to concepts, course and team/role assignment</b> Introductory lecture by convenor Assignment to teams Team meetings to discuss and choose individual roles and plan preparation for presentation	
2	Tuesday 26 July 1-3pm		<b>Team Meetings to prepare presentation</b> Teams will meet to discuss their initial ideas about the key tools and concepts for each of their roles and best practice lessons for their team presentation Whole class open discussion and queries Convenor advice on presentations and Report 1	
3	Tuesday 2 August 1-3pm		<b>Team Presentations and Feedback: Political Management Best Practice</b> Team Presentations - 20 minutes each and 10 minutes feedback from other teams/convenor End - discussion any questions/further discussion	
4	Tuesday 9 August 1-3pm		<b>Skills Training</b> Convenor presentations on Working in Government; Being a Political Advisor; and Workplace Writing Discussion and queries on Report 1	
5	Tuesday 16 August 1-3pm	<b>Advice for NZ Prime Minister John Key (Report 2)</b>	<b>Team Meetings to prepare presentation</b> Guest speaker (tbc) Team Meetings on Managing John Key's PMO - discuss Key's goals; trends/issues; focus of your team; individual perspectives; and possible political management advice to achieve those goals Teams report back on what was discussed Whole class informal discussion and queries	<b>Report 1: Best Practice in Political Management due Monday 15<sup>th</sup> August 16:00</b>
6	Tuesday 23 August 1-3pm		<b>Team Meetings to prepare presentation</b> Teams will meet to discuss their initial ideas about political management advice to give the Prime Minister Teams report back on what was discussed Whole class informal discussion and queries Convenor advice on presentations and Report 2	
<i>Mid semester break Monday 29 August – Sunday 11 September</i>				

7	Tuesday 13 September 1-3pm	John Key continued	<b>Team Presentations and Feedback: advice for the NZ PM</b> Team Presentations - 20 minutes each and 10 minutes feedback from other teams/convenor End - discussion any questions/further discussion	
8	Tuesday 20 September 1-3pm		<b>Individual ‘elevator pitch’ advice for NZ PM</b> Individual pol managers give their ‘elevator pitch’ 30 second summary of advice in their report Other political managers and convenor give feedback Q&A on Report 2	
9	Tuesday 27 September 1-3pm	Advice for Canadian PM Justin Trudeau (Report 3)	<b>Team Meetings to prepare presentation</b> Guest speaker (tbc) Team Meetings on Managing Justin Trudeau’s PMO - discuss Trudeau’s goals; trends/issues; focus of your team; individual perspectives; and possible political management advice to achieve those goals Teams report back on what was discussed Whole class informal discussion and queries	<b>Report 2: Advice for NZ Prime Minister John Key due Monday 26<sup>th</sup> September 16:00</b>
10	Tuesday 4 October 1-3pm		<b>Team Meetings to prepare presentation</b> Teams will meet to discuss their initial ideas about political management advice to give the Prime Minister Teams report back on what was discussed Whole class informal discussion and queries Convenor advice on presentations and Report 3	
11	Tuesday 11 October 1-3pm		<b>Team Presentations and Feedback: advice for the Canadian PM</b> Team Presentations - 20 minutes each and 10 minutes feedback from other teams/convenor End - discussion any questions/further discussion	
12	Tuesday 18 October 1-3pm		<b>Individual ‘elevator pitch’ advice for Canadian PM</b> Individual pol managers give their ‘elevator pitch’ 30 second summary of advice in their report Other political managers and convenor give feedback Q&A on Report 3 Overall reflection on ethical practice of political management and career options	
13	<i>No class – study/exam period</i>			<b>Report 3: Advice for Canadian PM Justin Trudeau due Monday 24<sup>th</sup> October 16:00</b>
14				
15				

NB: where possible guest speakers will be brought into class to aid the connection to practice, but such practitioners are prone to cancellation so we will need to be flexible and cope with them pulling out by having more discussion instead

## **Class assignments (10% of the final grade)**

Students need to turn up to, and participate in, every class. Seminars are mostly informal discussions as a whole class or in groups – the political management teams – and are designed to operate as much as possible like work meetings. As in the workplace, you will learn most from fully participating, contributing ideas to your group, and giving feedback to other groups.

In practice, the different aspects of political management work together and overlap, thus you need to engage with each other to do well at your particular role. For example policy advice is related to overall strategy; branding needs to consider market research; and communications will depend on the policy. 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. It is also designed so you get feedback from your peers and the convenor before writing up the report for written assignment to help you perform to your full potential.

Participation (but not the presentations specifically) in class is graded and makes up 10% of the final mark to reward students who fully contribute.

### **What counts as participation?**

Participation includes the following:

#### **1. Attending class**

- Make sure you turn up to every class, not just a few, or just the team presentations
- If you cannot attend for a good reason, let the convenor know, and why, by email just as you would if you could not make it to work

#### **2. Preparing for class**

- Each week you should be preparing/reading to bring more contributions to the team/class
- The first section of the course involves including reading the sources and finding new ones on your role/area of political management. 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 should continue reading more and thinking each week throughout the course, deepening your knowledge and improving your advice – and thus your written assignment
- The second and third part of the course is about reading about the two PM's and thinking about your potential advice in relation to this
- This work will all contribute to your written assignments so is doubly valuable.

#### **3. Participating in Team Discussion**

- Team discussions are fundamental to this course, as you can share ideas and get feedback from each other and help develop your ideas together, just as you would in the workplace



- In the workplace, every political manager is important; so in this class, everyone needs to contribute
- Whilst it is natural that some students may take the lead more than others, don't just wait for others to talk and do the work
- If you do take the lead, make sure you also hold back at times to let others talk
- One way to get everyone talking is to go round and invite everyone to speak for 1 minute to contribute their initial thoughts and get discussion going

#### 4. Participation in Team Presentations

- There are 3 team presentations, one linked to each report
- There are a range of ways to get involved in team presentations
- Everyone should contribute content verbally in discussion and practically by, for example, providing slides, notes, handouts for the final presentation. There should be something in the team presentation from each political manager role and area.
- Some may take the lead on preparing the presentation, such as coordinating the team, putting the final presentation slides or handouts together
- **Team Presentations should be 20 minutes each, no longer.** So you need to make sure you time it well. Again, this is an important skill.
  - *NB: if you go over time, I will cut you off, just as if in the PMO you went over time the meeting would end. People don't have time to listen to you waffle!*
- Allow time for redrafting to cut material down so you can keep on time
- In terms of style, presentations can use power-point but do not have to, and can use images, video, handouts or whatever works. You can simply talk to the class, just as in a meeting
- Roles in the actual final presentation may vary – each person may speak for
- Different roles may be played in other respects, such as someone may take the lead on coordinating content, , or doing the talking
- You have to figure this out – part of the course is about learning to manage teams and work together as you will have to do in the workplace

#### 5. Contribution of an individual 'elevator pitch' summary of advice

- For report 2 and 3, you will be asked to give an individual **30 second summary** of the advice you are going to put in your report
- This should focus on what you are actually telling the PM to do
- Think about it as if you are speaking to the PM, they are very busy, and you've just got half a minute to say to them what you think they should do
- Put yourself in the PM's shoes and think about the things that are 'must know' (such as risks), rather than 'nice to know'.

#### 6. Feedback given to other teams after their presentation/individuals elevator pitch

- Part of the course, as in the workplace, is about helping each other perform well, sharing ideas, and giving encouragement. Whilst everyone will submit their own individual work for the written assignments, this individual work will benefit from thinking about how their advice fits with other areas/political managers.
- After the other teams have given their presentation, or individuals have given their elevator pitch summary, you are expected to give them feedback. Don't just sit there, say something!

- Make sure you give positive feedback e.g. what you liked, what was good, or interesting, or what would work well
- When offering critique, keep it constructive e.g. focus on suggestions for change; what might not work so well and what to do differently instead; what other aspects they might think about
- If you think it is really good as it is, say so, and still try to think how it might be developed or expanded further

#### **7. Participation in whole class discussion**

- There will also be times where we discuss political management as a whole class, and you should aim to contribute to this too

#### **How participation will be graded**

A mark for participation has been introduced in response to student feedback desiring recognition for students who attend and participate in most or every class. You will be marked on all the various aspects listed below.

#### **Participation aspects you will be marked on**

1. Attendance at class
2. Preparation for class
3. Participation in team discussion
4. Participation in team presentations
5. Contribution of an individual ‘elevator pitch’ summary of advice
6. Feedback given to other teams after their presentation
7. Participation in whole class discussion

Students are not going to be judged on everything they do every minute of the class, or how well they present. Instead there will just be an overall judgment will be made for what grade to assign which will make up 10% of the final mark that reflects students overall participation. A feedback form will be used which will be placed on canvas. It will not be as detailed as the marking for reports 1-3 as it is only 10% but it will have some comments for you to reflect on.

The real aim with this mark is to reward students who turn up and participate well in class in a way that not only benefits their learning but that of their peers. Students who only turn up to a few classes or miss team presentations for example will get lower marks.

#### **Absence from class**

If students have a legitimate reason not to turn up to a class, they should contact the convenor and explain that and why, just as they would do in the workplace.

## Written Assignments (90% of the final grade)

Students need to complete 3 pieces of written assignments which make up 90% of the final grade: Report 1: Best Practice in Political Management; Report 2: Advice for NZ Prime Minister John Key and Report 3: Advice for Canadian PM Justin Trudeau

### Deadlines for submission

Report	Deadline for submission	Page limit	Word limit	% worth of final mark
<b>Report 1: Best Practice in Political Management</b>	Monday 15 <sup>th</sup> August 16.00	6	2000	30
<b>Report 2: Advice for NZ Prime Minister John Key</b>	Monday 26 <sup>th</sup> September	6	2000	30
<b>Report 3: Advice for Canadian PM Justin Trudeau</b>	Monday 24 <sup>th</sup> October 16.00	6	2000	30

NB: sources (or references) do **not** count towards the word or page count.

### Guidelines on the Style of all 3 Reports

These are reports, not essays, so the structure and presentation is more flexible. You can and should use a range of presentational devices

#### *Think about your audience*

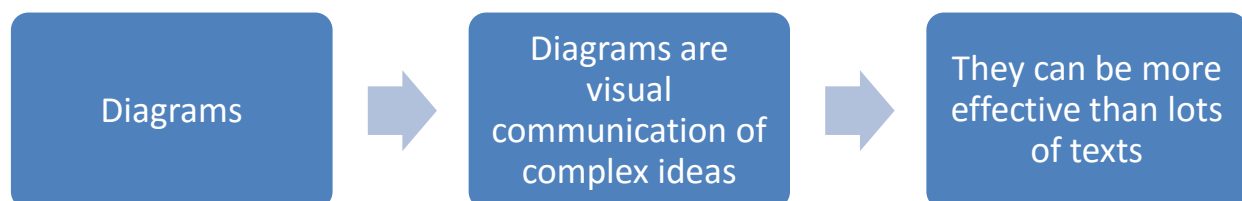
When writing for anyone, always consider and think about your audience. Consider your readers expectations, characteristics, goals and context. Identify information readers will need and make that information easily accessible and understandable. Prime Ministers are incredibly busy people so the key points need to jump out of the page. Workplace writing, especially for politics, needs to be clear and succinct.

#### *Presentation*

Use whatever devices are likely to convey information quickly. Subheadings can tell the story logically, succinctly and make the key points stand out. Formatting, such as bullet points and bolding, will help the reader comprehend information quickly. User-centred design with graphs, charts, diagrams, and tables makes information easier to absorb - see <https://owl.english.purdue.edu/owl/owlprint/624/>. Other tools include:

- **Bullet points:** Bullet points are a good way to write a short list quickly. Using a heading at the start of the bullet can also help make the point stand out.

Tables	A table can often be used to set out options and pros/cons succinctly.
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### *Writing style*

Remember to make it easy to read. Use (mostly) an active voice:

- Active: John wrote the paper
- Passive: The paper was written by John

Use simple words, short sentences and short paragraphs. Avoid jargon and get rid of unnecessary extra words e.g., “in order to” → “to”, “due to the fact that” → “because”

### *Cutting down the words in terms of complexity and number*

Allow plenty of time for editing the material down to 2000 words and 6 pages. Standard academic writing can be wordy and slow to read, and is not appropriate for the fast-paced political workplace. The Paramedic Method has guidance at <https://owl.english.purdue.edu/owl/resource/635/01/>. Key points are:

1. Circle the prepositions (of, in, about, for, onto, into)
2. Draw a box around the "is" verb forms
3. Ask, "Where's the action?"
4. Change the "action" into a simple verb
5. Move the doer into the subject (Who's kicking whom)
6. Eliminate any unnecessary slow wind-ups
7. Eliminate any redundancies.

Examples of longer and shorter versions:

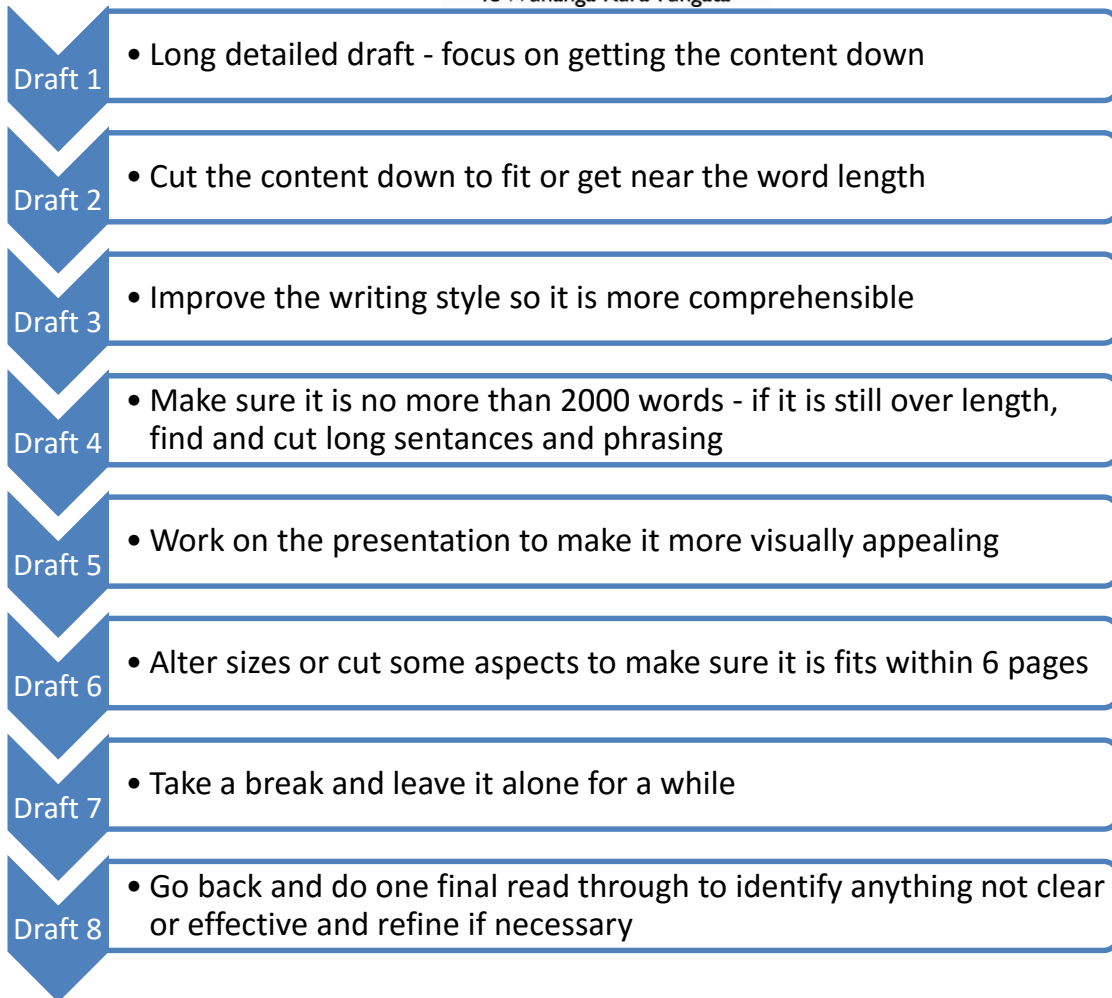
<b>Longer</b>	<b>Shorter</b>
The point I wish to make is that the employees working at this company are in need of a much better manager of their money (word count 26)	Employees at this company need a better money manager. (New word count: 10).
After reviewing the results of your previous research, and in light of the relevant information found within the context of the study, there is ample evidence for making important, significant changes to our operating procedures. (word count 36)	After reviewing the results of your research, and within the context of the study, we find evidence supporting significant changes in our operating procedures. (New word count: 25).

Another source on ways to declutter your writing - <http://thesiswhisperer.com/2010/11/04/5-ways-to-declutter-your-writing/>.

### **Page and word count: make time for redrafting!**

The maximum page limit is 6, with an overall word count limit of 2000. Whilst this limit does not include sources (or references) – 2000 is not always a lot of words when you are collating and synthesising a range of literature.

Plan to write several drafts of the report, to end up with a final version which has the most relevant, refined and high quality content left in it presented effectively. For example:



This might seem long-winded, but it is good practice in concise writing useful for working in politics. Eventually you will become quicker at doing each draft or stage of edits.

### **Guidance on each report**

A range of guidance to help you perform well is provided below for each report. **Please take the time to read through this carefully before and as you work on your report.**

### **Report 1: Best Practice in Political Management**

Task: Identify best practice in your area of political management, by critically analysing academic literature on theory and past practice to identify what to do/what to avoid.

Staff working in politics and government are often asked to conduct reviews of academic literature to identify best practice. It is like a literature review, except connected to and applied to an organisation, case or situation. The aim is to gather a summary of what advice might be gleaned from existing academic literature that the organisation can consider to inform their development. This is a useful skill for working in politics and is a piece of work which, if done well, can be something you show a prospective employer.

#### **Make the Report Specific to your Political Manager Role**

As noted earlier, each report will be specific to your individual role. That is, don't try to cover every area of political management (that would be too much work!), just your own role. For example for Report 1 if you are in the Communications Team, and are PR Director, then your report 1 will be a critical analysis of previous PR by governments, drawing on literature and analysis of political PR, identifying best practice lessons. But if you are on the Strategy Team and are Head of Delivery then you will review literature on delivery marketing and management.

#### **No Required Structure for Report 1**

There is no set structure for Report 1.

#### **Guidelines on content**

This is like a best practice literature review – an analysis of academic research that draws out recommendations for practice. You need to read and review the literature, identifying from it principles for what makes best practice in the area. Tips include:

1. Do not just describe the literature, create recommendations for practice or action
2. When reading the literature ask yourself what does it suggest should be done in practice?
  - E.g. if you find x theory then what, from this, would you then think a political manager in your role, and/or the Prime Minister, should do?
3. Turn theories, concepts into practical recommendations
  - E.g. if Professor Joanne Smith proposes a model of media management – identify what this tells us about how a PM's Press Secretary might manage the media?
4. Turn analysis of past behavior into recommendations for the future practice of politics
  - E.g. if Professor John Briggs completed research into the effectiveness of branding by the Rudd Government in Australia, what does this suggest the Branding Director in Key or Trudeau's PMO might do to help their PM achieve their goals?
5. Turn critique on problems into positive recommendations for the future
  - Lots of academic work identifies what went wrong. Turn it into constructive recommendations – what could be done to avoid what has been done badly in the past. Or identify the opposite of a negative: if re-branding failed due to lack of resources, the recommendation would be to give future re-branding proper resources.

## **Report 2: Advice for NZ Prime Minister John Key**

**Task:** Provide advice to the Prime Minister on how to use political management to achieve his goals, from the perspective of your political manager role/area, using the required structure set out in Report 2/3 Template on Canvas.

Report 2 should draw on academic literature, theory, empirical analysis, non-academic sources, class discussion, and your own thinking.

### **Required Structure for Report 2**

Both Reports 2 and 3 are about providing advice to a Prime Minister, and should follow a set structure. A Template is provided on Canvas under files to make this easier. The key components are:

#### **Summary**

A brief summary of advice given in the whole report: say succinctly to the (Prime) Minister what you are arguing, making key points the PM needs to be most aware quickly. Put yourself in the PM's shoes and think about the things that are 'must know' (such as risks), rather than 'nice to know'. Or think about the elevator pitch – if you had 30 seconds, what would the key messages be?

#### **Purpose of the Report**

Brief, succinct section outlining the purpose of the report. It is the first part they read, tells the Prime Minister why you have written the report and should make clear what you are trying to achieve.

#### **Analysis**

Longer and more in-depth section, which includes the analysis and explanation to support the key points in the Aide Memoire and to substantiate the recommended actions. Should still be concise and easily comprehensible to the PM reading it.

#### **Recommendations for action**

This is where you give your core advice for what the PM should do, turning your understanding of the rooe, literature, and case into actionable advice. Actions should be clear, specific, and doable – something the PM could put into practice. This is the most important section, but won't be the longest.

#### **Sources**

Reference your sources as you would in any academic piece of work, including non-academic sources. Even in government, at times a significant judgement or point in a report relies on information from a third party. In such cases it is important that the third party is referenced as PM's need to know the basis of the information they are making their decisions on. The best way might be to use endnotes so they fall at the end of the report and don't affect effective style/presentation.



## **Guidelines for the content of Report 2**

Although you are expected to have read, and to use, academic literature, it should not simply give a literature review. Everything needs to be applied, so that the report is something a Prime Minister could use. The main goal is to generate advice for what to do – recommendations for action. Ensure you spend enough time on making recommendations for action; 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.’

You can and should use from academic literature and theory; from other governments e.g. ‘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’; and non-academic sources such as polling and opinion data, images, government reports, policy documents, websites, quotes from interviews with politicians/other practitioners within the report. But make it analytical and applied. Avoid getting lost in the literature/data/information and instead keep the focus on the interpretation and implications.

### **Make the Report Specific to your Political Manager Role**

As noted earlier, each report will be specific to your individual role. That is, don’t try to cover every area of political management (that would be too much work!), just your own role. For example, for Report 2, if you are in the Intelligence Team and are the Market Researcher, in report 2 you will create advice for the NZ Prime Minister John Key on what lessons there are from the trends in the data about what issues he needs to look at, or action he needs to take. But if you are on same team, Intelligence, but hold a different role your report will be different – so if you are Policy Advisor then your report 2 would focus on policy ideas for how to improve/adjust policies or create new ones. There is room in the template to note your role and add your own expanded title to reflect this.

### **Focus on a current Prime Minister/case**

The current focus of report 2 and 3 are to help train you in using understanding of literature to make topical, relevant and useful recommendations for the future. Real world events may impact on the reports – e.g. if Key suddenly resigned or there was a crisis which changed everything - but this uncertainty is good training for the reality of government, and if we need to we will manage them such as by saying complete the report as if Key stayed, or as if the crisis did not happen.

### **John Key and the National Government**

#### ***Context:***

Prime Minister John Key won a third term in 2014 and has reason to celebrate, but his victory was not as strong as the overall results might suggest, and leaders in their 3rd term often lose touch (or are perceived to lose touch) in power. Additionally, leaders often gain a growing sense of invincibility; are too busy governing to think about campaigning making them harder to advise. It is also harder for a 3<sup>rd</sup> term government to think about new policies or fresh products and the brand life cycle starts to kick in. Voters also get more demanding and want to see concrete delivery and change, and the opposition can become more market-oriented and present a fresh alternative product, creating more competition. His advisors therefore need to discuss a long-term plan to refresh his brand, emphasise his achievements so far but also create



a new sense of direction and focus to this third term. Your task is therefore to contribute to this, giving advice from your particular advisory role to achieve this goal.

### **Themes**

- Generic issues with 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
- Legacy of NZ 2014 election - Dirty Politics; Promises made and expectations that will need to be managed and met; desire for action on inequality evident in Vote Compass
- Longer-term leadership reputation: Key’s initial brand offered to the public in 2008 - has National achieved its vision; e.g. has it built that brighter future?
- Recent successes and failures e.g. Flag referendum, PonyTail Gate, media radio stunt issues end 2015, continued high polling against Little, economy
- Potential looming policy problems e.g. housing, traffic, problems in the regions
- Potential political issues e.g. bad with women, not aware of people’s growing discontent
- Threats from Labour e.g. focus on Kiwidream slipping away
- The National Team overall
- Current trends in public perception of him
- Policies and issues being currently discussed by Key and his ministers

### **Suggested sources to start research**

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.

### **Background to the National Government**

- *Key to Victory: The New Zealand General Election of 2008* edited by Stephen Levine and Nigel Roberts (Victoria University)
- 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>
- in
- *Kicking the Tyres: The New Zealand General Election and Electoral Referendum of 2011* edited by Stephen Levine and Jon Johansson, Victoria University Press such as Lees-Marshment, J (2012) 'National and Labour’s leadership, branding and delivery in the 2011 New Zealand election' Chapter 14 pp. 177-189
- Jon Johansson and Stephen Levine (2015) *Moments of Truth: The New Zealand General Election of 2014* (Victoria University) – edited collection of a range of chapters including by practitioners

- Lees-Marshment, J, Y Dufresne, G Eady, D Osborne, C van der Linden and J Vowles (2015) 'Vote Compass in the 2014 New Zealand election: Hearing the voice of New Zealand voters' *Political Science* 67 (2): 94-124
- 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](http://www.nzmediastudies.org.nz/articles/Devadas_Nicholls_NZJMS_13_2_2012.pdf)

#### *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](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](http://www.youtube.com/watch?v=5TmrQ9bN_cg)  
and <http://www.youtube.com/watch?v=FMAqcjfxMGo>

Former Canadian PM Harper

- 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](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>
- Levant, E., Rosen, H., Roche, G., Gupta-Sunderji, M., Gossage, P., Blake, J. (2004, May 24). Repositioning Brand Harper. *McClean's*, 117, p. 32 -  
see [http://www.thecanadianencyclopedia.ca/en/article/harper-overhauling-the-political-right/#h3\\_jump\\_1](http://www.thecanadianencyclopedia.ca/en/article/harper-overhauling-the-political-right/#h3_jump_1)

#### *2014 election discussion*

- National's 2014 election policies <https://www.national.org.nz/policies>
- <http://www.stuff.co.nz/national/politics/polls/10396696/Still-to-be-seen-if-Brand-Key-tarnished> 19 August 2014
- <http://www.interactives.co.nz/2014/Aug/wordcloud> <http://www.interactives.co.nz/>
- Key himself in post election discussion of need to avoid arrogance and address concerns for those on low incomes:
- Campbell Live, Monday 22 September evening (<http://www.tv3.co.nz/CAMPBELL-LIVE-Monday-September-22-2014/tabid/3692/articleID/103019/MCat/2908/Default.aspx>). Similar comments were made on Breakfast TV that morning (<http://tvnz.co.nz/breakfast-news/john-key->

[committed-deliver-strong-result-nz-video-6087759](#)); as well as when talking to the media on election night and at press conferences on Sunday 21 September (<http://www.3news.co.nz/politics/national-party-wins-third-term-2014092023>; [http://m.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11328998](http://m.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11328998)).

- David Farrar Key's pollster analysis about the victory meant - [http://www.kiwiblog.co.nz/tag/election\\_2014](http://www.kiwiblog.co.nz/tag/election_2014). Has links to 2014 election stats and lots of other interesting perspectives.
- James, Colin (2014). Election in a bubble – draft speech to the the Victoria University post-election conference, 3 December <http://www.colinjames.co.nz/election-in-a-bubble/>
- NZ Vote Compass media reports:
  - [Generic link to most reports](#) – see <http://tvnz.co.nz/votecompass/stories>
  - [What Vote Compass taught us](#) – <http://tvnz.co.nz/national-news/vote-compass-taught-us->
  - See <https://leesmarshment.wordpress.com/31-2/vote-compass/> for links to other media reports on different policy areas

#### *2015-6 developments, data and issues*

- Political Roundup: Increasing hatred for John Key by Bryce Edwards, February 2015 - [http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11597567](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11597567)
- Ponytail gate – ‘John Key's pony tail pulling risks making PM laughing stock’ <http://www.stuff.co.nz/national/politics/67964592/john-keys-pony-tail-pulling-risks-making-pm-laughing-stock>; ‘Ponytail-pulling Prime Minister John Key makes world headlines’ <http://www.stuff.co.nz/national/politics/67975327/Ponytail-pulling-Prime-Minister-John-Key-makes-world-headlines>
- Comments about Labour ‘backing rapists’ [http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11543038](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11543038) and for later apology [http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11558490](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11558490)
- ‘Prime Minister caught up in radio station's prison rape stunt’ [http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11562067](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11562067); ‘Claire Trevett: Lessons in John Key stunt wash-up’ [http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11564464](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11564464)
- Bryce Edwards’ Political Roundup March 2016: The 20 best analyses of the flag referendum result <http://eveningreport.nz/2016/03/29/bryce-edwards-political-roundup-the-20-best-analyses-of-the-flag-referendum-result/>
- Evaluate new form of videos by Key - Watch "Recess day with the Prime Minister in Otaki" on YouTube - <https://youtu.be/62q2lOjSGRU>; and Watch "An afternoon in Hutt South" on YouTube <https://youtu.be/MVKGrqDMN2w>
- Policy developments such as ‘Benefits, paid parental leave increase’ <https://nz.news.yahoo.com/top-stories/a/31227629/benefits-paid-parental-leave-increase/>
- National’s plan <https://www.national.org.nz/plan/plan> - also see bottom of website for media releases for new developments

#### *Political polls*

- One News Colmar Brunton poll August-September 2015 video on National riding high in polls <https://www.tvnz.co.nz/one-news/new-zealand/what-rough-patch-national-and-key-riding-high-in-one-news-colmar-brunton-poll-q09860>
- <http://www.kiwiblog.co.nz/tag/polls> (nb producer of this is David Farrar, Key's pollster)

- Stuff links to polls <http://www.stuff.co.nz/national/politics/polls/>
- Pundit poll of polls <http://pundit.co.nz/content/poll-of-polls>
- Ipredict <https://www.ipredict.co.nz/app.php?do=browse&cat=319>
- Roy Morgan  
<http://www.roymorgan.com/findings?to=8f7a9e1f34aa4cb5a45097562326a7b9&cn=bb295320653148d698db3e154441dfb7>

*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.magazinetoday.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
- Alternative National leaders at <http://www.3news.co.nz/National-Party-ministers-line-up-for-John-Keys-position/tabid/1607/articleID/308501/Default.aspx>

**Report 3: Advice for Canadian Prime Minister Justin Trudeau**

**Task: Provide advice to the Prime Minister on how to use political management to achieve his goals, from the perspective of your political manager role/area.**

Report 3 should also draw on academic literature, theory, empirical analysis, non-academic sources, class discussion, and your own thinking.

**Required Structure for Report 3**

Like Report 2, Report 3 should also follow the set structure. A Template is provided on Canvas under files to make this easier. The key components are:

<p><b>Summary</b></p> <p>A brief summary of advice given in the whole report: say succinctly to the (Prime) Minister what you are arguing, making key points the PM needs to be most aware quickly. Put yourself in the PM’s shoes and think about the things that are ‘must know’ (such as risks), rather than ‘nice to know’. Or think about the elevator pitch – if you had 30 seconds, what would the key messages be?</p>
<p><b>Purpose of the Report</b></p> <p>Brief, succinct section outlining the purpose of the report. It is the first part they read, tells the Prime Minister why you have written the report and should make clear what you are trying to achieve.</p>
<p><b>Analysis</b></p> <p>Longer and more in-depth section, which includes the analysis and explanation to support the key points in the Aide Memoire and to substantiate the recommended actions. Should still be concise and easily comprehensible to the PM reading it.</p>
<p><b>Recommendations for action</b></p> <p>This is where you give your core advice for what the PM should do, turning your understanding of the rooe, literature, and case into actionable advice. Actions should be clear, specific, and doable – something the PM could put into practice. This is the most important section, but won’t be the longest.</p>
<p><b>Sources</b></p> <p>Reference your sources as you would in any academic piece of work, including non-academic sources. Even in government, at times a significant judgement or point in a report relies on information from a third party. In such cases it is important that the third party is referenced as PM’s need to know the basis of the information they are making their decisions on. The best way might be to use endnotes so they fall at the end of the report and don’t affect effective style/presentation.</p>

**Guidelines for the content of Report 3**

As with Report 2, although you are expected to have read, and to use, academic literature, it should not simply give a literature review. Everything needs to be applied, so that the report is something a Prime Minister could use. The main goal is to generate advice for what to do – recommendations for action. Ensure you spend enough time on making recommendations for action; 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.’

You can and should use from academic literature and theory; from other governments e.g. ‘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’; and non-academic sources such as polling and opinion data, images, government reports, policy documents, websites, quotes from interviews with politicians/other practitioners within the report. But make it analytical and applied. Avoid getting lost in the literature/data/information and instead keep the focus on the interpretation and implications.

### **Make the Report Specific to your Political Manager Role**

As noted earlier, each report will be specific to your individual role. That is, don’t try to cover every area of political management (that would be too much work!), just your own role. For example, for Report 3 if you are in the Strategy team and are the Director of Branding you will create a report with advice for Canadian Prime Minister Justin Trudeau on how to maintain/enhance/manage his brand. But if you are on the Communications Team but are Director of Communications then you will advise on a communications strategy for Trudeau.

### **Justin Trudeau and the Liberal Government**

#### ***Context***

Justin Trudeau won a strong victory in the 2015 Canadian Election against the early predictions of many polls, leading his Liberal Party from a poor result into government. He did so by embarking on a very market-oriented and voter friendly campaign; and this put him ahead in the polls for a long time until election year when the incumbent PM Stephen Harper started hitting home on delivery, the economy, and fighting terrorism. But in the actual campaign Trudeau suddenly moved ahead in the polls and won the actual election. He now faces the task of meeting very high expectations, and making a leadership approach that worked in opposition work within the challenges and constraints of government.

#### ***Themes***

- Generic lessons from first term governments – eg think UK New Labour – the potential for unachievable expectations on the new leader/government; the lack of experience of ministers and staff
- Legacy from the 2015 election: promises made and delivering on them in government, brand created and maintaining it in power; political capital built up during the 2013-5 period
- Trudeau’s early successes: e.g. making half ministers women; new child benefit policies
- His different leadership style – more interactive, people friendly, emotionally intelligent – especially compared with former PM Stephen Harper, and how this will help and hinder him in a governing context



- His core staff e.g. Katie Telford, Gerald Butts
- Environmental conditions such as economic challenges
- Trudeau's strengths and weaknesses, and current public perception
- State of the opposition from the NDP and Conservatives
- Other key ministers in the Trudeau Government

***Suggested sources to start research*** [to be completed]

As noted with Report 2, students are expected to research the case themselves, identifying sources beyond those provided as a start here, and should also share ideas with their team and the whole class.

*Background to political marketing and management in Canada*

- Alex Marland, Thierry Giasson and Jennifer Lees-Marshment (ed) *Political Marketing in Canada*. Vancouver; UBC is the main book on PM in Canada although this was before Trudeau's time
- Dufresne, Yannick and Alex Marland (2012), 'The Canadian Political Market and the Rules of the Game' by Chapter 2 in *Political Marketing in Canada* edited by Alex Marland, Thierry Giasson and Jennifer Lees-Marshment, UBC (esp for market research/rules)
- 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. (to understand Tim Hortons! For the PR manager))
- See books on the 2015 election:

*Justin Trudeau*

- <http://www.cpsa-acsp.ca/papers-2013/marland.pdf> paper on Justin Trudeau the Liberal leader's brand
- [http://policymagazine.ca/pdf/PolicyMagazine\\_April\\_May\\_2013.pdf](http://policymagazine.ca/pdf/PolicyMagazine_April_May_2013.pdf) is a very useful discussion of Justin
- His website at <http://justin.ca/>
- [What Justin Trudeau gains in brand, he may lack in policy](#) – *The Globe and Mail* – video interview with a political correspondent pointing out the effectiveness of Trudeau's branding, whilst also highlighting how he is 'light' on policy.

*The 2015 victory*

- [Understanding Canada's 2015 Election Result: Listening Strategy and Political Marketing | Jennifer Lees-Marshment](#) – *Pacific Outlier* – blog discussing the 2015 Canadian election result in relation to the field of political marketing, particularly highlighting the importance of 'listening' or market-orientation.
- [Canada Election 2015: Campaign Ads All About Leadership As Race Enters Decision Phase](#) – *Huffington Post* – discusses the campaign advertisements from the three main candidates in the final stages of the 2015 Canadian election, and how they are particularly focusing on leadership.
- 'What I've learned about Justin Trudeau: Delacourt' - Star journalist Susan Delacourt reveals what she's learned about prime minister-designate Justin Trudeau over the years - <http://www.thestar.com/news/insight/2015/10/23/what-ive-learned-about-justin-trudeau-delacourt.html>

- [In Justin Trudeau's Ottawa, the brand plays on: Delacourt](#) – *The Toronto Star* – discusses the Trudeau government's obsession with controlling its image/brand, and relates this to Alex Marland's claim that this will make it difficult to decentralize power as Trudeau promised.

#### *Canadian polls*

Check out Nick Nanos, CBC, CTV.

Abacus data - e.g. pre election see Very insightful data on how leaders are perceived on a range of aspects, February 2014 <http://abacusdata.ca/party-leaders-are-people-too/>

#### *Lessons from first term government OZ PM Rudd*

- Downer, Lorann (2015) *Political Branding Strategies: Campaigning and Governing in Australian Politics* (Palgrave) – see chapter on Rudd in Government 'Crafting and Crashing Kevin07' and 'The Lessons of Branded Politics'
- Kevin Rudd interviewed by Kerry O'Brien of ABC TV- 7.30 report about the "Loss of the Rudd Brand" <http://www.youtube.com/watch?v=RK3ncaxG308>

#### *Lessons from first term government UK New Labour/Blair 1997*

- Needham, Catherine (2005). 'Brand leaders: Clinton, Blair and the limitations of the permanent campaign'. *Political Studies*, 53(2): 343–61.
- Lees-Marshment, Jennifer (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.
- Lees-Marshment, J (2009) 'Marketing after the election: the potential and limitations of maintaining a market-orientation in government' 'Rethinking Public Relations' special issue for *The Canadian Journal of Communication Vol 34* pp 205-227

#### *The Trudeau Government so far*

- Background/introduction see CBC Behind-the-scenes of Justin Trudeau's first day as Prime Minister – 25m programme - <https://www.youtube.com/watch?v=VE1WHg5-Hws>
- [In Justin Trudeau's Ottawa, the brand plays on: Delacourt](#) – *The Toronto Star* – article discussing the Trudeau government's obsession with controlling its image/brand, and relates this to Alex Marland's claim that this will make it difficult to decentralize power as Trudeau promised.
- PM Trudeau in video listening conversations with the CBC - see article <http://www.cbc.ca/news/politics/mansbridge-face-to-face-trudeau-1.3424017> and one hour CBS special <http://www.cbc.ca/news/politics/face-to-face-prime-minister-1.3427890>
- Public servants flock to PCO's first-ever behavioural economics briefing <http://www.hilltimes.com/2016/03/14/public-servants-flock-to-pcos-first-ever-behavioural-economics-briefing/53384>



## Submitting Written Work, Penalisation for Late Work and Extensions

### The correct procedure to follow: submit electronically via Canvas

All reports should all be submitted electronically via Canvas (see links to assignments).

They will then go through 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. The assignment tracking form requires you to sign that it is your own work, following university policies.

### Late or incomplete submissions

Any work submitted after the deadline or without the completed assignment tracking form will be marked as late and grade penalties will apply.

### Penalisation policy for late work submitted after the deadline with no extension:<sup>1</sup>

Days late	Penalty
Up to 2 days late	Lose 5 marks
3-5 days late	Lose 10 marks
6-10 days late	Lose 25 marks
Over 10 days late	Not marked; 0 grade or DNS awarded

NB: days include the weekends i.e. Saturday and Sunday.

### *Why are penalties given for late work?*

In the workplace timeliness and following instructions matters, and it is crucial to follow all processes and policies down to great detail. For example:

- If a policy advisor fails to get a briefing note for to the 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.
- If an error is made in a government process and something is missing it can risk the process stalling and going back to the drawing board; or can cause big political problems developing as it turns out a part of the procedure was not followed

### Extensions

However, just as in the workplace also, there can be circumstances which warrant granting an extension. If you have a problem with completing your work on time because of personal or health issues then you should seek an extension in advance of the deadline from your course convenor. An extension will 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 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 skills you must learn if you are to succeed in government is time management. You must expect that deadlines will coincide and plan your research and writing time well in advance accordingly. The workplace and especially politics and government will be even more pressured.

- ‘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 assignment document. Time management is crucial when working in government.

- ‘I accidentally deleted my file 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. As you draft work, 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' or 'I had a power cut'  
Submission is now online so you do not need to come into university; but you should also aim to submit ahead of deadline to avoid there being any issue in the event of a power cut.

## Grading criteria for Written Assignments

### Feedback forms for Reports 1, and 2/3

The written assignments and participation will be graded using **feedback forms**. There is one for Report 1, and another for Reports 2 and 3; and simplistic one for participation. Blank feedback forms are on canvas under files.

### Grade descriptors

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

	<b>% v</b>	<b>DESCRIPTION</b>
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.

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>

## Political Managers: Roles, responsibilities and reading

### Background to Political Management

#### Generic

Political management is still a relatively new field but the following works discuss marketing and 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* (1<sup>st</sup>, not 2<sup>nd</sup> edition) chapter 8 on Marketing in Government

#### Political advising/working in PMO/The White House

- Lennox Esselment, A, J. Lees-Marshment and A. Marland (2014) 'The Nature of Political Advising to Prime Ministers in Australia, Canada, New Zealand and the United Kingdom' *Commonwealth & Comparative Politics* 52(3): 358-375
- New special issue 'Political Staff in Executive Government: Where the Shadows Run from Themselves' in the *International Journal of Public Administration on political advisors* Volume 38 2015 Issue 1 2015 pages 1-74
- Simeon, J.C. (1991). Prime minister's office and White House office: Political administration in Canada and the United States. *Presidential Studies Quarterly* 21: 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*. Edward Elgar

#### Further resources for all roles/topics

- consult [www.political-marketing.org](http://www.political-marketing.org) which has a list of political marketing literature & video links - but don't forget your work has to focus on pol man in government not campaigns/parties
- 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
- See [https://flexiblelearning.auckland.ac.nz/political\\_marketing/35.html](https://flexiblelearning.auckland.ac.nz/political_marketing/35.html) for sources on political marketing consultants and look for those who have worked in government

## Political Management Teams and Roles

Below is a description of each team and role within it and key literature/authors to consult and adapt. As with the political marketing site, not all of this will be focused on government, so you will need to adapt it to the government context, as well as the specific cases.

### The Intelligence Team

The overall goal of this team is to collect and interpret a wide range of data and ideas about how the PMO is viewed by different stakeholders (including the public, but also wider stakeholders), potential future trends to be concerned about or take advantage of, and create ideas for future action/strategies/policy development. Their advice feeds into the development of strategy and communications so is very important to the overall Prime Minister's Office.

Areas of literature relevant to this team include market research, stakeholder management, and policy development.

Roles include Policy Advisor, Market Researcher and Stakeholder Manager.

### Political Market Researcher

- Gathers political market research data from a wide range of sources, including public polls, any media polls/focus groups, trends reports, socio-economic data, or any other data relevant to politics and the Prime Minister and their government
- Provides an analytical interpretation of it, 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/ Government

NB: this is about data gathering, but most importantly, making recommendations from that data – so advice, not just reporting

- 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](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
- Look at Vote Compass Data from past elections where available
- See [https://flexiblelearning.auckland.ac.nz/political\\_marketing/20.html](https://flexiblelearning.auckland.ac.nz/political_marketing/20.html) for further sources on market intelligence

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* (1<sup>st</sup> ed). London, New York; Routledge: 123-125.

On segmentation/emerging trends internationally, not just for government, 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](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: 20-33
- Burton, 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.shtml](http://www.campaignsandelections.com/magazine/us-edition/371892/part_3/evolution-of-the-voter-file.shtml)} accessed 21 June 2013

#### **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](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 Government BAR - Brazilian Administration Review [online] 2006, 3 (janeiro-junho) : [Date of reference: 8 / enero / 2014] Available in: <http://www.redalyc.org/articulo.oa?id=84130105>

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 firm) guide to Understanding your stakeholders in the public sector

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

#### Policy Advisor

- Offers expert policy advice - but placed within the political and governmental context
- Reconciles best practice policy with strategic governmental and political priorities
- Identifies relevant data e.g. behaviour trends, behaviours; insights data, socio-economic data that might impact on current or suggest the need for new policies
- Integrates public opinion and stakeholder views in policy recommendation
- Takes account of political strategy when recommending policy changes or development
- Identifies emerging new policy problems and issues and potential solutions
- Creates recommendations for new policy development in response to opportunities that could bring political gain

NB: this is not a standard or pure policy advisor role, it is advising the Prime Minister on policy but within a political environment

- 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 et al. Getting evidence into policy: The need for deliberative strategies? *Social Science and Medicine*. Volume 72, Issue 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](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1616460)
- UK Behavioural insights team see <https://www.gov.uk/government/organisations/behavioural-insights-team>
- Canadian briefing on behavioural economics <http://www.hilltimes.com/2016/03/14/public-servants-flock-to-pcos-first-ever-behavioural-economics-briefing/53384>
- OECD briefing Behavioural Insights and new approaches to policy design <http://www.oecd.org/gov/behavioural-insights-summary-report-2015.pdf>

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*. Chatham^ 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.

### **The Strategy Team**

The overall goal of this team is to provide strategic direction to the Prime Minister's Office, reflecting on performance so far, ensuring responsiveness to key markets/stakeholders is maintained or renewed, that policy is developed and delivered appropriately, and proposing new directions and development. It builds on the intelligence team whilst providing strategic development to communications.

Areas of literature relevant to this team include political strategy, branding, delivery.

Roles include Strategy Director, Branding Director and Head of Delivery.

#### **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](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.

See [https://flexiblelearning.auckland.ac.nz/political\\_marketing/22.html](https://flexiblelearning.auckland.ac.nz/political_marketing/22.html) for further sources on political strategy

#### **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](http://www.promisecorp.com/documents/Reconnecting_the_Prime_Minister.pdf)
- "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, in government:

- Downer, Lorann (2015) *Political Branding Strategies: Campaigning and Governing in Australian Politics* (Palgrave) – see chapter on Rudd in Government 'Crafting and Crashing Kevin07' and 'The Lessons of Branded Politics'
- Downer, Lorann. 2016. "It's the Equity Stupid! Protecting the Value of the Partisan Brand." *Journal of Nonprofit & Public Sector Marketing* no. 28 (1):22-39.
- Marland, Alex (2016) *Brand Command: Canadian Politics and Democracy in the Age of Message Control*, UBC Press – discussion of branding and the Harper Government
- 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 (includes campaigns but also on Obama and Harper brands in office)

- Needham, Catherine (2005). Brand Leaders: Clinton, Blair and the Limitations of the Permanent Campaign. *Political Studies*, vol. 53(2): 343-61.

Branding concepts mostly in campaigns, but can be adapted:

- 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. (2009). 'Branded American politics.' Case study 5.4 in Jennifer Lees-Marshment, *Political Marketing: Principles and Applications* (1<sup>st</sup> 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.

See also [https://flexiblelearning.auckland.ac.nz/political\\_marketing/24.html](https://flexiblelearning.auckland.ac.nz/political_marketing/24.html) for further sources

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

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.

### Head of Delivery

- Focuses on government delivery of election promises and managing any failures/problems
- Reflects on pre-election pledges/commitments and revisits them to make sure strategy to achieve them is okay
- Coordinates and encourages achievement of policy implementation within the government
- Monitors progress in policies
- Communicates progress/achievement to the public – see for example Obama's keeping his word ads in the 2012 election - to try to get the public to give credit for success and insatiable demand, e.g. by localising and individualising achievement

- 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](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+electi+on+pledge+cards/507807](http://www.channel4.com/news/articles/politics/domestic_politics/factcheck+labours+electi+on+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.

See [https://flexiblelearning.auckland.ac.nz/political\\_marketing/32.html](https://flexiblelearning.auckland.ac.nz/political_marketing/32.html) for further sources on political delivery marketing

### **The Communications Team**

The overall goal of this team is to create and manage communications and the media to help the Prime Minister maintain a positive reputation and achieve their goals. This includes being proactive about putting out positive communication, and reactive communications in response to criticism and crisis. The more proactive roles on this team will utilise intelligence and strategy teams. The more reactive roles will respond more to current developments, but should still be mindful of the underlying intelligence and overall strategy. There are more roles and literature for this team so this will be the biggest team.

Areas of literature relevant to this team include media management, crisis management, public relations, government advertising/social marketing.

Roles include Press Secretary, Director of Communications, Director of Crisis Management, Director of Public Relations, Government Advertising Co-Ordinator

### **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 avoid 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, and 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

NB: Press Sec is more short term, tactical, day to day, reactive (but ideally thinks back to strategy nonetheless).

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.

Media management and 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.
- And see [https://flexiblelearning.auckland.ac.nz/political\\_marketing/41\\_17.html](https://flexiblelearning.auckland.ac.nz/political_marketing/41_17.html) for further sources on PM and media management

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>

#### **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

NB: Director of Comms is more strategic, long-term, overall, and pro-active

New models of leader communication including in campaigns which might be adapted to government:

- Elder, Edward. (2016). "Market-Oriented Governing Leaders' Communication: John Key and Barack Obama." *Journal of Nonprofit & Public Sector Marketing* no. 28 (1):5-21.
- Elder, Edward (2016) *Marketing Leadership in Government: communicating responsiveness, leadership and credibility* (Palgrave)
- Robinson, Claire (2012). 'Interacting Leaders' Chapter 20 in Jennifer Lees-Marshment (ed) *The Routledge Handbook of Political Marketing*. London, New York; Routledge: 257-270.
- 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.
- 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.
- 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.
  - For a practitioner view see [Episode 4: Barney Keller – A Day in the Life of a Communications Director](#) – *Political Trade Secrets* – Podcast/interview with the former communications director for the Club for Growth on the secrets behind campaign consulting and how to effectively work with the media.
  - See also [https://flexiblelearning.auckland.ac.nz/political\\_marketing/41\\_16.html](https://flexiblelearning.auckland.ac.nz/political_marketing/41_16.html) for further sources on communicating incumbent politicians; and [https://flexiblelearning.auckland.ac.nz/political\\_marketing/41.html](https://flexiblelearning.auckland.ac.nz/political_marketing/41.html) on statics communications generally (NB: a lot is party/campaign based); and [https://flexiblelearning.auckland.ac.nz/political\\_marketing/42.html](https://flexiblelearning.auckland.ac.nz/political_marketing/42.html) on relational comms

Generic government communication:

- Sanders, Karen (2011), 'Political Public Relations and Government Communication' chapter 12 in Strömbäck Jesper & Spiro Kiouisis (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](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:

- 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>

#### **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

Also:



- 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
- Part of the role is therefore strategic and proactive, foreseeing crisis that might come

- For a great introductory video on crisis management in government see this interview with Key about the earthquake and how he had not anticipated how important crisis management would be to his job, how little he could do in one sense, and how important it was for him to be there in another
- NZ Prime Minister John Key gives his recollection of the events and days following the February 2011 earthquake - discusses crisis management - 'I never ever thought that the first term in govt would be defined by crisis management. It was just part of the job I hadn't actually thought of. Probably a stupid thing in a way, maybe it was because I was quite new to politics and I hadn't been around long enough to realise that in the term of any government there will be certain tragedies that take place and they are really awful. And like everyone you feel a sense of helplessness. There's always a sense of wishing it hadn't happened. We became quite good at dealing with it, but it doesn't make it any easier. So I just never really thought through that element of the job; I'd always thought about the economic reforms or the things that governments do day in day out. I hadn't actually thought about it.'
- <http://www.stuff.co.nz/national/christchurch-earthquake/6445366/Keys-own-darkest-hour-after-quake>
- 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



For more sources on crisis management see

[https://flexiblelearning.auckland.ac.nz/political\\_marketing/41\\_14.html](https://flexiblelearning.auckland.ac.nz/political_marketing/41_14.html)

### **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

NB: this is the most pro-active, strategic and long-term role in the comms team, and is about relationship building rather than selling

- Coombs, W. Timothy (2011). 'Political Public Relations and Crisis Communication' Chapter 10 in Jesper Strömbäck and Spiro Kioussis (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 Kioussis (2011). "Political Public Relations: Defining and Mapping an Emergent Field" Chapter 1 in Jesper Strömbäck and Spiro Kioussis (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 Kioussis (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 Kioussis (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 Kioussis (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 Kioussis (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 Kiouisis (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]
- See [https://flexiblelearning.auckland.ac.nz/political\\_marketing/42\\_2.html](https://flexiblelearning.auckland.ac.nz/political_marketing/42_2.html) for further sources on political PR

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](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 Kiouisis,
- *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.

#### **Government Advertising Co-ordinator**

- Develops the thinking and presentational design behind advertisements funded by government which are officially designed to change behaviour and are sometimes called social marketing
- But they also suit government policy and political priorities e.g. for mixed asset sales, to publicise new policies or programmes, to help gain public support help government goals and policies succeed,
- E.g. adverts by the US Federal Government to encourage people to take up Obama's health insurance promoted a social good, but also supported the White Houses' policies; adverts promoting Mighty River Sales are also similar

- Such advertising integrates understanding from market research, strategy and branding in particular
- This political manager also considers what the adverts will be on, where they will be placed, who they are targeted to and so on
- Seeks to change opinion

So this role is more about selling, but doing so within regulations/government constraints, and with the government strategy in mind.

NB If you take on this role please understand this is not about election campaign ads. Even when working on a plan for a Prime Minister seeking re-election government advertising is not the same as election advertising. It has to be government advertising and has to fit the regulations of that country.

For example the Canadian code of advertising standards notes that "**Government advertising**" is defined as "advertising" by any part of local, provincial or federal governments, or concerning policies, practices or programs of such governments, as distinct from "political advertising" and "election advertising" (see <http://www.adstandards.com/en/standards/canCodeOfAdStandards.aspx>).

- 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.
- See also [https://flexiblelearning.auckland.ac.nz/political\\_marketing/41\\_12.html](https://flexiblelearning.auckland.ac.nz/political_marketing/41_12.html) for further sources on selling policy and [https://flexiblelearning.auckland.ac.nz/political\\_marketing/41\\_19.html](https://flexiblelearning.auckland.ac.nz/political_marketing/41_19.html) on social marketing

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

Canadian government advertising examples:

- for Canadian oil 2013-14 – 'Friendly government advertising on Washington subways – CBC media piece on Natural Resources Canada blanketed Washington subway stations with friendly ads promoting Canadian oil. This round of ads ran in Metro Centre from Dec. 31 to mid-February 1:14 (Just footage of the ads, no commentary)<http://www.cbc.ca/player/News/ID/2493464568/>
- Defence recruitment campaign ads - but whilst it's government advertising but will support the government/Harper brand of strong/defence leader - <http://daily.pm.gc.ca/en/content/economic-prosperity/new-television-ad-highlights-combat-role-canadian-armed-forces>
- Anti-drug government ad – govt ads but subtle negative attack on Trudeau's drug policy [http://www.huffingtonpost.ca/2014/11/13/harper-marijuana-ad-youtube\\_n\\_6153434.html](http://www.huffingtonpost.ca/2014/11/13/harper-marijuana-ad-youtube_n_6153434.html)

See also further reading under 'static pol marketing communications' and '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 also on another course [http://flexiblelearning.auckland.ac.nz/pols231/6\\_4.html#3\\_3](http://flexiblelearning.auckland.ac.nz/pols231/6_4.html#3_3)

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/newsttopics/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/>

## Additional sources of advice and support

### Student Learning Services

<http://www.library.auckland.ac.nz/student-learning/>

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. See <http://www.library.auckland.ac.nz/study-skills> and also there are specific workshops for graduate students:

<http://www.library.auckland.ac.nz/services/student-learning/postgraduate>

### 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>



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