

13. Appendix 1: Discussion guide - General Public

Standard introduction

- Why focus groups?
- No right/wrong answers
- Confidentiality
- Right to pass on any questions
- Advise recording
- Logistics – duration, mobile calls, rest room, health and safety issues, emergency exits etc
- Take any questions

Warm up - respondents introduce themselves:

- Occupation (or otherwise), household circumstances

General topic introduction

Over the next two hours we'll be talking about the different kinds of public services that the government provides. I'll be asking you to think about your actual experiences with these public services, and anything else that you may have heard about public services from your friends, family or from the media.

Let's start by putting up on the whiteboard what it is you think about when you hear this term 'public services.' If it helps, think of some of the Public Services you have used in say the last few weeks?

[Facilitators ensure you have the list of public services captured in this first exercise handy to refer to during the rest of the group discussions. Below is a list of public services to prompt on if they do not emerge and where possible we want respondents to focus on the everyday transactions:

- Immigration about a visa or permit to work in New Zealand
- Inland Revenue about tax, Working for Families, or any other type of financial payments
- Work and Income about benefits, or getting a job
- Customs about importing goods into New Zealand, entering New Zealand, or customs duties
- ACC about compensation or injuries
- The Courts regarding court records or legal procedures
- The Police or Fire Service for help
- Land Transport New Zealand about a driver's licence, registering a vehicle, or changing ownership of a vehicle
- The department of Conservation about conservation activities, walking tramping or camping in national parks

- About a New Zealand passport or New Zealand citizenship
- About State housing, or renting rights and duties of landlords and tenants
- Stayed in a public hospital or received public hospital services as an outpatient
- Visited a public library
- Dealt with your local council]

Archetype – The Public Service

We are going to do a little exercise now where you can use your imagination. I want you to take a little time to think about the ‘public service’ and what that means to you. Now, imagine what sort of animal the ‘public service’ might be. Write down your animal and we’ll go round and discuss why you chose the animal you did. **[discuss]**

OR

Here’s a list of words **[distribute prompt]** that can be used to describe an organisation. What I’d like you to do is to think about the ‘public service’ and tick the three words or phrases on this list that you would say apply most to the Public Service. When you’ve done that can you now put a cross next to the three words or phrases that least apply to the Public Service. **[discuss choices]**

Service Experience Meeting Expectations (Satisfaction)

[Note to facilitators – we are trying to find out what people mean when they say a service experience met their expectations. Place the driver on the board for all respondents to see]

OK. We’ve stopped talking about the Public Service in general for now.

This next part of the discussion is going to look at public services. So, we’re really looking at your actual experiences of using public services. If it helps, think of the times you have had experience with public services like on this list here **[refer to list on whiteboard]**. And we’re interested in anything you have to say.

One thing people say about public services that increases their satisfaction is that the service experience met their expectations. First of all - what sorts of things do you think count as the ‘service experience’? **[establish scope of service experience after suggestions are offered – write this on whiteboard for all to see and modify if they wish]** Are you describing all contact of any type you have with public services or is it narrower than that? If it’s narrower than that, then what’s in and what’s out?

What we really want to know is what it means to you when you say the service that you experienced met your expectations. To do that, can you first of all look at the services you have mentioned and write down what you think the service should be like – what sort of things need to happen?

Now, using a scale of 0-10, where 0 means ‘very low’ and 10 means ‘very high’ how would you rate what you actually expect public services to be like? **[ask for ratings]** What’s your reasoning behind your rating? Would you apply the same rating for all public services? If not, what is different about the services you rate higher or lower than others?

Now, working in pairs, looking at those ratings you've given, what needs to be done to improve that rating? What are the sorts of things that need to happen so that your expectations have been met? And rate those things from the most important to the least important. **[report back and discuss]** Why is it that some of these expectations are more important than others? What sort of things could occur that meant your expectations were not met?

Does it make any difference to your expectations if you are paying for the service? If so, what sort of difference?

Do you think your expectations can be met if the things that you say should happen don't happen? If so, how could that come about?

Is there anything else you would like to say that you feel is important to say about a service meeting your expectations?

You Have Confidence that Public Servants Do a Good Job (Trust)

[Note to facilitators – we are trying to find out what gives people confidence that public servants do a good job Place the driver on the board for all respondents to see]

We want to look now at how good a job you think public servants do. First of all, we want to understand what you think 'doing a good job' means to you. Here's a stick character **[distribute stick cartoon of Public Servant]** and what we'd like you to do is to imagine this is a public servant that you are dealing with. If they are doing a 'good job' in your view, can you fill in what you think they might be saying, then what they are thinking and then what they are feeling. **[report back and discuss]**

Does it matter that they may be saying one thing and thinking or feeling another? Why? Why not? What's really important about doing a good job?

Now, in pairs, develop a list of things you would expect a public servant to do if they were doing a good job. Which of these are more important than others? Why is that?

Thinking of public servants in general – do you have confidence that they do a good job? **explore reasons]**

Is there anything else you would like to say that you feel is important about having confidence that public servants do a good job?

Staff Were Competent (Satisfaction)

[Note to facilitators – we are trying to find out what staff need to do for people to feel that they are competent Place the driver on the board for all respondents to see]

[Write down 'Competent' on Board] If I was to describe someone as 'competent' in their job, what would that mean to you? **[capture on board]**

If someone was described as ‘competent’, would you think highly of them or would it be more that they do an OK job, but nothing outstanding or would it mean something different again? What is it that someone does or say that makes them competent in your eyes? **[elicit]**

Looking at those things you have mentioned can you please rate them on a 0-10 scale where 0 means not that important and 10 means very important – just jot some numbers down on a piece of paper. **[Go round and write numbers beside each factor, then discuss reasons for relative importance of each]** How satisfied would you be if public service staff had those competence attributes?

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

How would your views about staff and their competency differ in the following situations? What needs to happen for you to feel that you have been dealt with by competent staff in each of these situations:

- Over the phone contact
- Over the counter contact
- Over the Internet contact
- Contact by mail

Is there anything else you would like to say that you feel is important about staff being competent?

Public Service Provides Services that Meet Your Needs (Trust)

[Note to facilitators – we are trying to find out how we can increase trust in the Public Service by identifying what people mean when they say the Public Service meets their needs Place the driver on the board for all respondents to see]

Everyone has different needs and all of us have contact with the Public Service for different reasons and at different times of our lives for a wide range of services. In this discussion, we want you to think about the services the Public Service provides.

Spend a couple of minutes thinking about the kinds of services the Public Service provides and then we’ll write them on the whiteboard – you can do this in pairs talking among yourselves. **[whiteboard writing services in the left hand column titled ‘services’ and discuss]** What is the need or needs you identify for each of these services? **[identify for each service, the need(s) it fulfils and write in the right-hand column. NB do not apply any filters to what respondents say – treat what may seem like a ‘want’ as a need if they identify it as so]**

Given that it may not be possible for the Public Service to meet all your needs, what are the main things they have to do to ensure that they meet at least your most important needs?

How important are these needs to you? In what ways are they important/unimportant or irrelevant? If the Public Service did not provide these needs, what would happen? Do you have any misgivings that they may not meet your needs? How might that come about do you think?

When you talk about ‘your’ needs – what does that mean to you? Does it include meeting the needs of others in any way? **[If so, explore extent of this]**

Is there anything else you would like to say that you feel is important about the Public Service providing services that meet your needs?

Staff Kept Their Promises - That Is, They Did What They Said They Would Do/The Public Service Keeps Its Promises (Satisfaction and Trust)

[Note to facilitators – we are trying to find out the things that people mean when they say staff kept their promises. Place the satisfaction driver on the board for all respondents to see]

Staff

What is a 'promise'?

What does it mean to 'keep a promise'? Can you give me examples? **[only if respondents mention politicians be sure to distinguish public servants and public service from the 'promises' politicians may make]**

What about when you're dealing with staff from public services and again we can think of the different types of situations like:

- Over the phone contact
- Over the counter contact
- Over the Internet contact
- Contact by mail

What would it mean for staff to keep their promises when you dealt with them? **[elicit examples]** What would it mean to break a promise? If a promise were broken – how could they make up for that?

Can you think of examples where you have felt they have not kept their promises? And where they have kept their promises?

Is there anything else you would like to say that you feel is important about staff keeping their promises?

Public Service

[Note to facilitators – We now want to find out what 'the Public Service keeps its promises' means. Place the trust driver on the board for all respondents to see]

Let's forget about individual staff contacts and think of the Public Service in general. Do you think of the Public Service as something that keeps promises? **[explore why/why not?]**

Well, let's assume the Public Service said it keeps its promises? What would that mean to you? What sorts of things would you expect it to keep its promises about. Again can you think of examples of the Public Service keeping its promises? Why are these promises you expect the Public Service to keep?

What if it didn't keep its promises – what sort of things would be happening?

Is there a difference between having promises kept and public servants keeping promises **[discuss]**

Is there anything else you would like to say that you feel is important about the Public Service keeping its promises?

You Were Treated Fairly/Public Servants Treat People Fairly (Satisfaction and Trust)

[Note to facilitators – we are trying to find what it means when people say they were treated fairly Place the driver ‘You Were Treated Fairly’ on the board for all respondents to see]

What does being treated ‘fairly’ mean to you?

I want you to think of your own individual experiences with public servants. Thinking about those experiences, did you feel you were treated fairly? Could you write down any experiences with public servants that you remember where you felt you were treated fairly and any where you were treated unfairly **[report back individually]** What was it about those experiences that made you feel you were treated fairly/unfairly? Or was there nothing special about the experience? If so, did you assume you had been treated fairly? If so, what reasons would there be for assuming that?

[Note to facilitators. We now want to identify what people mean when they say public servants treat people fairly. Place the driver ‘Public Servants Treat People Fairly’ on the board for all respondents to see]

Now, let’s look at what it means when people say public servants treat people fairly. Split into two or three groups and discuss among yourselves to provide examples of the sorts of things that happen that make you think they are fair or unfair. **[report back and discuss]**. Why do these examples suggest they treat people fairly/unfairly? Are these typical of what goes on? Are there any areas of the Public Service where you think they may be more or less fair than other areas? If so, which areas and why do you think these differences exist?

Is there a difference between you being treated fairly and public servants treating people fairly? **[discuss]**

Why do you think it’s important to treat people fairly? When you think about ‘treating people fairly’ do you think of that as treating everyone the same or do you think of it as treating each person fairly in terms of their individual circumstances?

Is there anything else you would like to say that you feel is important about the public servants treating people fairly?

It’s an Example of Good Value for Tax Dollars Spent (Satisfaction)

[Note to facilitators – we are trying to find out what people mean when they say it’s an example of good value for tax payers’ dollars spent Place the driver on the board for all respondents to see]

Looking at the first list we put up on the board [**refer list on whiteboard from first exercise**] what examples can you think of that show good value for tax dollars spent? Why are they examples of good value for tax dollars spent?

Here's a list of services that many people get or are aware of. Can you rate on a 0-10 scale where 0 means "very poor" and 10 means "very good" how you would rate the value for money each service provides. [**discuss reasons for ratings**] What is it about each of these that suggests to you whether or not it is giving good value? [**list value for money criteria on whiteboard**]

Is there a difference in the way you rate value for money depending on whether you're looking at the private sector or the Public Service. Why do you have these different expectations?

Does it make any difference if what you are paying for is something you have to do as opposed to something you have a choice over doing? If so, in what ways do you look at them differently. Why do you have these different expectations?

Earlier, I asked what you understood by the Public Service and you named [**reiterate list**] Are there any other things you've thought of that you'd like to add to that list? Do you think differently about how value for money is given depending on whether it's a Ministry giving advice, an organisation administering rules or people doing things like teaching or nursing or rubbish collecting, or getting a driver's licence or a passport? If so, in what ways does it differ? [**discuss and capture criteria for value for money**]

Even though you may think differently about parts of the Public Service and the range of things that could cover, can you spend a few minutes writing down the sorts of things that would be examples of good value for tax dollars spent in the Public Service? You may have mentioned some already, but I want to see that we're not missing any. [**discuss examples and reasons**]

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

If these sorts of things were happening – it may not always be known to the wider public. Do you think it's important for the Public Service to show it is providing value for money? If so, - why is that and how should they best go about showing value for money?

Is there anything else you would like to say that you feel is important about an example of good value for tax payers' dollars spent?

Trust General

[**NB facilitators, if it appears that actions of politicians are influencing views tease out the extent to which they think of trust in relation to what politicians do as opposed to what public servants do**]

[**Write TRUST up on the Board**] Can you tell me what that word means to you – trust? If it helps to gather your thoughts write something down. It might be an experience you've had or that you have heard about that led to you feel trust or distrust. [**capture key components of trust.**]

Is *trust* something you would apply to the Public Service? In what ways would you? What do you trust the Public Service to do or to be? Think of personal examples that illustrate what you mean as far as possible.

Can you work in pairs now and think of ways that would work for you that would build more trust in the Public Service than you already have [**capture and discuss**]

Are you aware that there is a set of standards that public servants are required to follow? [**explore awareness**]. [**Distribute Prompt 'Standards of Integrity & Conduct'**] Do you think that if everyone knew about that set of standards that this would increase their trust in the Public Service? If so, why? And what would be a good way of increasing the public's awareness of the code? If not, why not?

Do you think your image of the Public Service reflects these standards? [**explore**]

When you hear of breaches of standards of conduct and integrity – what do you think? Do you think it means the system is working well or not? [**elicit unprompted views first**] And how do these breaches influence your trust in the Public Service.

[**If nothing comes through from the previous question, then probe**] - One way of looking at reports of breaches is that there is a good system in place to catch the occasional breaches and that the system is working well. The other way of looking at things is to say that having caught a few breaches it may mean that there are a lot more breaches occurring that do not get caught. Which of those two is closest to your view? [**explore reasons**]

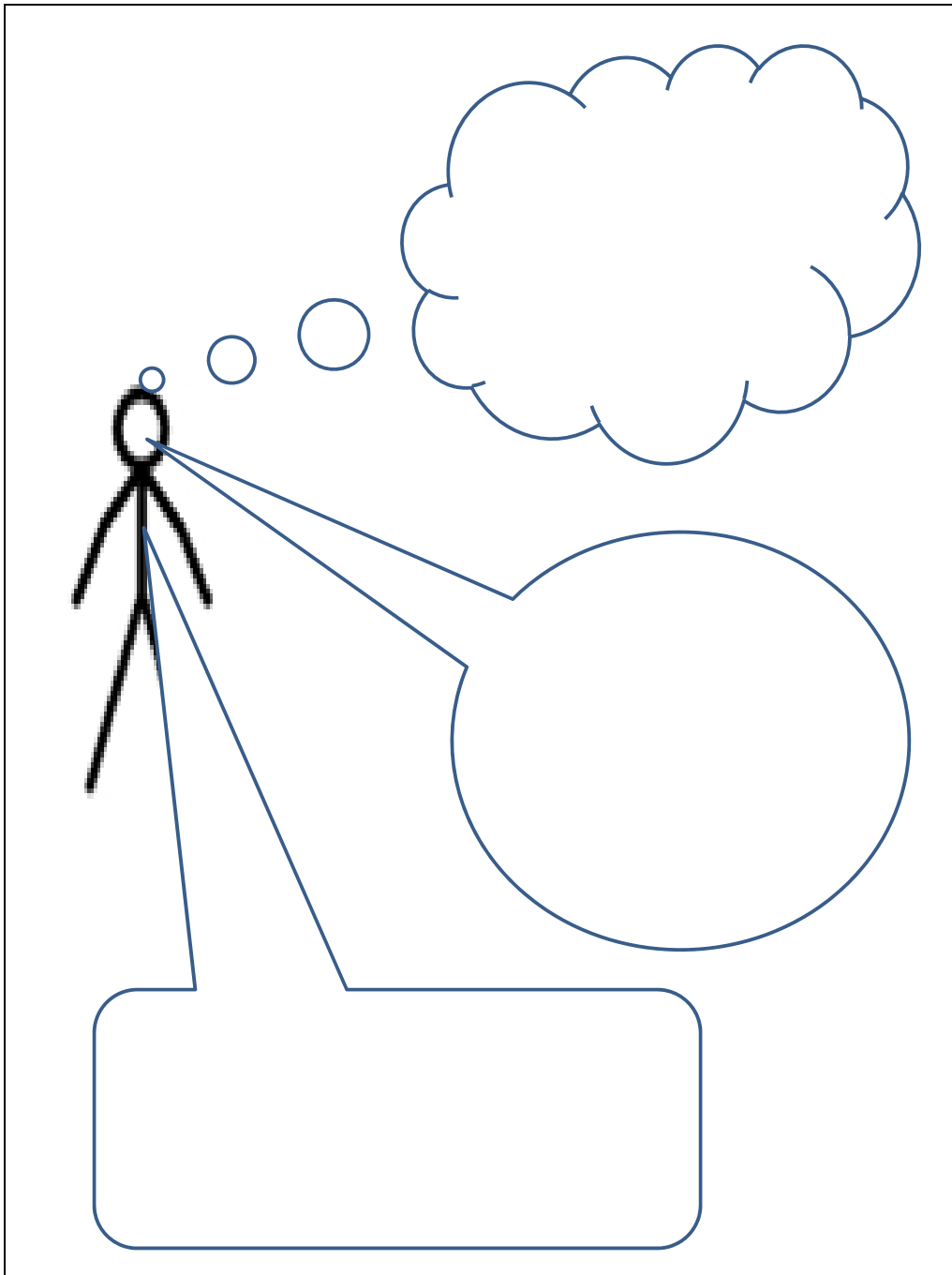
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| <input type="checkbox"/> | Well managed | <input type="checkbox"/> | Slow |
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| <input type="checkbox"/> | Sensible | <input type="checkbox"/> | Remote |
| <input type="checkbox"/> | Dependable | <input type="checkbox"/> | Business-like |
| <input type="checkbox"/> | Intelligent | <input type="checkbox"/> | Poor communicator |
| <input type="checkbox"/> | Powerful | <input type="checkbox"/> | Outgoing |
| <input type="checkbox"/> | Corrupt | <input type="checkbox"/> | Personal |
| <input type="checkbox"/> | Unhelpful | <input type="checkbox"/> | Stable |
| <input type="checkbox"/> | Progressive | <input type="checkbox"/> | Empathy |
| <input type="checkbox"/> | Convenient | <input type="checkbox"/> | Solid |
| <input type="checkbox"/> | Profit driven | <input type="checkbox"/> | Difficult |
| <input type="checkbox"/> | Fun | <input type="checkbox"/> | Energetic |
| <input type="checkbox"/> | Dependable | <input type="checkbox"/> | Honest |

VALUE FOR MONEY

On a 0-10 scale where 0 means “very poor” and 10 means “very good” how would you rate the value for money each provides. Please tick the top 2 for the value for money they provide.

Service	0-10 rating	Tick Top 2
Power Companies		
The Warehouse		
Police		
A Passport		
Hospitals		
Car registration		
Banks		
Citizens Advice Bureau		
Council Services		
Schools		
Public Libraries		

PUBLIC SERVANT



14. Appendix 2: Discussion guide - Māori

Standard introduction:

- Why focus groups?
- No right/wrong answers
- Confidentiality
- Right to pass on any questions
- Advise recording
- Logistics – duration, mobile calls, rest room, health and safety issues, emergency exits etc
- Take any questions

Warm up - respondents introduce themselves:

- Occupation (or otherwise), household circumstances

General topic introduction

Over the next two hours we'll be talking about the different kinds of public services that the government provides. I'll be asking you to think about your actual experiences with these public services, and anything else that you may have heard about public services from your friends, family or from the media.

Let's start by putting up on the whiteboard what it is you think about when you hear this term 'public services.' If it helps, think of some of the Public Services you have used in say the last few weeks?

[Facilitators ensure you have the list of public services captured in this first exercise handy to refer to during the rest of the group discussions. Below is a list of public services to prompt on if they do not emerge and where possible we want respondents to focus on the everyday transactions:

- Immigration about a visa or permit to work in New Zealand
- Inland Revenue about tax, Working for Families, or any other type of financial payments
- Work and Income about benefits, or getting a job
- Customs about importing goods into New Zealand, entering New Zealand, or customs duties
- ACC about compensation or injuries
- The Courts regarding court records or legal procedures
- The Police of Fire Service for help
- Land Transport New Zealand about a driver's licence, registering a vehicle, or changing ownership of a vehicle
- The department of Conservation about conservation activities, walking tramping or camping in national parks
- About a New Zealand passport or New Zealand citizenship

- About State housing, or renting rights and duties of landlords and tenants
- Stayed in a public hospital or received public hospital services as an outpatient
- Visited a public library
- Dealt with your local council]

Archetype – The Public Service

We are going to do a little exercise now where you can use your imagination. I want you to take a little time to think about the ‘public service’ and what that means to you. Now, imagine what sort of animal the ‘public service’ might be. Write down your animal and we’ll go round and discuss why you chose the animal you did. **[discuss]**

OR

Here’s a list of words that can be used to describe an organisation. What I’d like you to do is to think about the ‘public service’ and tick the three words or phrases on this list that you would say apply most to the Public Service. When you’ve done that can you now put a cross next to the three words or phrases that least apply to the Public Service. **[discuss choices]**

You Have Confidence that Public Servants Do a Good Job (Trust)

[Note to facilitators – we are trying to find out what gives people confidence that public servants do a good job. Place the driver on the board for all respondents to see]

We want to look now at how good a job you think public servants do. First of all, we want to understand what you think ‘doing a good job’ means to you. Here’s a stick character **[distribute stick cartoon of Public Servant]** and what we’d like you to do is to imagine this is a public servant that you are dealing with. If they are doing a ‘good job’ in your view, can you fill in what you think they might be saying, then what they are thinking and then what they are feeling. **[report back and discuss]**

Does it matter that they may be saying one thing and thinking or feeling another? Why? Why not? What’s really important about doing a good job?

Now, in pairs, develop a list of things you would expect a public servant to do if they were doing a good job. Which of these are more important than others? Why is that?

Thinking of public servants in general – do you have confidence that they do a good job? **[explore reasons]**

Thinking of the different ways people interact with public services, does your confidence differ depending on whether you are dealing with them:

- Over the phone contact
- Over the counter contact
- Over the Internet contact
- Contact by mail

If so, in what ways?

Is there anything else you would like to say that you feel is important about having confidence that public servants do a good job?

Staff Were Competent (Satisfaction)

[Note to facilitators – we are trying to find out what staff need to do for people to feel that they are competent. Place the driver on the board for all respondents to see]

[Write down ‘Competent’ on Board] If I was to describe someone as ‘competent’ in their job, what would that mean to you? **[capture on board]**

If someone was described as ‘competent’, would you think highly of them or would it be more that they do an OK job, but nothing outstanding or would it mean something different again? What is it that someone does or say that makes them competent in your eyes? **[elicit]**

Looking at those things you have mentioned can you please rate them on a 0-10 scale where 0 means not that important and 10 means very important – just jot some numbers down on a piece of paper. **[Go round and write numbers beside each factor, then discuss reasons for relative importance of each]** How satisfied would you be if public service staff had those competence attributes?

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

How would your views about staff and their competency differ in the following situations? What needs to happen for you to feel that you have been dealt with by competent staff in each of these situations:

- Over the phone contact
- Over the counter contact
- Over the Internet contact
- Contact by mail

Is there anything else you would like to say that you feel is important about staff being competent?

Public Service Provides Services that Meet Your Needs (Trust)

[Note to facilitators – we are trying to find out how we can increase trust in the Public Service by identifying what people mean when they say the Public Service meets their needs. Place the driver on the board for all respondents to see]

Everyone has different needs and all of us have contact with the Public Service for different reasons and at different times of our lives for a wide range of services. In this discussion, we want you to think about the services the Public Service provides.

Spend a couple of minutes thinking about the kinds of services the Public Service provides and then we'll write them on the whiteboard – you can do this in pairs talking among yourselves. **[whiteboard writing services in the left hand column titled 'services' and discuss]** What is the need or needs you identify for each of these services? **[identify for each service, the need(s) it fulfils and write in the right-hand column. NB do not apply any filters to what respondents say – treat what may seem like a 'want' as a need if they identify it as so]**

Given that it may not be possible for the Public Service to meet all your needs, what are the main things they have to do to ensure that they meet at least your most important needs?

How important are these needs to you? In what ways are they important/unimportant or irrelevant? If the Public Service did not provide these needs, what would happen? Do you have any misgivings that they may not meet your needs? How might that come about do you think?

When you talk about 'your' needs – what does that mean to you? Does it include meeting the needs of others in any way? **[If so, explore extent of this]**

Is there anything else you would like to say that you feel is important about the Public Service providing services that meet your needs?

Staff Kept Their Promises - That Is, They Did What They Said They Would Do (Satisfaction)

[Note to facilitators – we are trying to find out the things that people mean when they say staff kept their promises, particularly with respect to what staff say and what they do Place the driver on the board for all respondents to see]

What is a 'promise'?

What does it mean to 'keep a promise'? Can you give me examples? **[be sure to distinguish public servants and public service from the 'promises' politicians may make]**

What would it mean for staff to keep their promises when you dealt with them? **[elicit examples]** What would it mean to break a promise? If a promise were broken – how could they make up for that?

Can you think of examples where you have felt they have not kept their promises? And where they have kept their promises?

Is there anything else you would like to say that you feel is important about staff keeping their promises?

You Were Treated Fairly/Public Servants Treat People Fairly (Satisfaction and Trust)

[Note to facilitators – we are trying to find what it means when people say they were treated fairly. Place the driver ‘You Were Treated Fairly’ on the board for all respondents to see]

What does being treated ‘fairly’ mean to you? A number of Māori people we have spoken to have said it is important to be treated fairly. What do you think of that – why do you think they say it is so important to them? Do you agree **[explore reasons]** Do you think treating people fairly is something that’s very important to Māori? If so, why do you think that is so?

I want you to think of your own individual experiences with public servants. Thinking about those experiences, can you think of examples when you felt you were treated fairly? How about examples of when you were treated unfairly? Write them down if it helps. **[report back individually]** What was it about those experiences that made you feel you were treated fairly/unfairly? Or was there nothing special about the experience? If so, did you assume you had been treated fairly? If so, what reasons would there be for assuming that?

[Note to facilitators. We now want to identify what people mean when they say public servants treat people fairly. Place the driver ‘Public Servants Treat People Fairly’ on the board for all respondents to see]

Now, let’s look at what it means when people say public servants treat people fairly. Split into two or three groups and discuss among yourselves the things public servants needs to do to treat people fairly. I’m also interested in those things that happen that make you distrust public servants to treat people fairly. **[report back and discuss]**. Why do these examples suggest they treat people fairly/unfairly? Are these typical of what goes on? Are there any areas of the Public Service where you think they may be more or less fair than other areas? If so, which areas and why do you think these differences exist?

Is there a difference between you being treated fairly and public servants treating people fairly?

When you think about ‘treating people fairly’ do you think of that as treating everyone the same or do you think of it as treating each person fairly in terms of their individual circumstances?

Is there anything else you would like to say that you feel is important about you being treated fairly?

The Public Service Provides You With All the Information You Need (Trust)

[Note to facilitators – we are trying to identify what things have to be done when providing information that will increase people’s trust in the Public Service. Place the driver on the board for all respondents to see]

Some people have told us that it is especially important to them that the Public Service provides them with all the information they need. What comes into your mind when you hear that? **[explore reasons]** Do you think it is important then?

The Public Service obviously has a lot of information about a lot of things. What we're interested in learning from you is what it means for the Public Service to provide you with all the information you need. **[reveal this phrase on whiteboard for group to review]**. What do you think of that? What does that mean to you? **[probe 'all', 'information' and 'need' to clarify understanding of each term]** What sort of things would that mean that the Public Service would have to do if it did that?

Have you ever experienced times when dealing with the Public Service that you needed some sort of information? It could be information about what to do, where to go, how to do something or any type of information you need. **[explore]**

Thinking about information you are provided, does getting what you need include how clearly the information is provided to you? How about how easy it is to understand? Does it include how the information is provided to you? What are the best ways to provide information to you? Do you think the Public Service does these things? Are there any areas where it does it better than others? Why might that be? How it could provide the information you need better, so you have more trust in the Public Service?

Are there any types of information that you feel you have needed where it was not provided? Do you think information that is needed is deliberately withheld? If so, why might that be? Or do you think information may not be provided because they are unaware of what information people need?

Have you ever been in a situation or known of someone who has been in a situation where they haven't had the confidence to ask for more information they felt they needed? In those circumstances, what do people need to help give them that confidence to ask?

Have you ever helped someone out who has not had the confidence to ask for the information they need? If so, what are the best things to do to help them?

Generally though, do you trust the Public Service that it provides the information people need? Any areas where you wouldn't trust it to provide all the information that is needed?

Is there anything else you would like to say that has not already been covered?

It's an Example of Good Value for Tax Dollars Spent (Satisfaction)

[Note to facilitators – we are trying to find out what people mean when they say it's an example of good value for tax payers' dollars has been spent. Place the driver on the board for all respondents to see]

Looking at the first list we put up on the board **[refer list on whiteboard from first exercise]** what examples can you think of that show good value for tax dollars spent? Why are they examples of good value for tax dollars spent?

Here's a list of services that many people get or are aware of. Can you rate on a 0-10 scale where 0 means "very poor" and 10 means "very good" how you would rate the value for money each service provides. **[discuss reasons for ratings]** What is it about each of these that suggests to you whether or not it is giving good value? **[list value for money criteria on whiteboard]**

Is there a difference in the way you rate value for money depending on whether you're looking at the private sector or the Public Service. Why do you have these different expectations?

Does it make any difference if what you are paying for is something you have to do as opposed to something you have a choice over doing? If so, in what ways do you look at them differently. Why do you have these different expectations?

Earlier, I asked what you understood by the Public Service and you named **[reiterate list]** Are there any other things you've thought of that you'd like to add to that list? Do you think differently about how value for money is given depending on whether it's a Ministry giving advice, an organisation administering rules or people doing things like teaching or nursing or rubbish collecting, or getting a driver's licence or a passport? If so, in what ways does it differ? **[discuss and capture criteria for value for money]**

Even though you may think differently about parts of the Public Service and the range of things that could cover, can you spend a few minutes writing down the sorts of things that would be examples of good value for tax dollars spent in the Public Service? You may have mentioned some already, but I want to see that we're not missing any. **[discuss examples and reasons]**

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

If these sorts of things were happening – it may not always be known to the wider public. Do you think it's important for the Public Service to show it is providing value for money? If so, - why is that and how should they best go about showing value for money?

Is there anything else you would like to say that you feel is important about an example of good value for tax payers' dollars spent?

Trust General

[NB facilitators, if it appears that actions of politicians are influencing views tease out the extent to which they think of trust in relation to what politicians do as opposed to what public servants do]

[Write TRUST up on the Board] Can you tell me what that word means to you – trust? If it helps to gather your thoughts write something down. It might be an experience you've had or that you have heard about that led to you feel trust or distrust. **[capture key components of trust.]**

Is *trust* something you would apply to the Public Service? In what ways would you? What do you trust the Public Service to do or to be? Think of personal examples that illustrate what you mean as far as possible.

Can you work in pairs now and think of ways that would work for you that would build more trust in the Public Service than you already have **[capture and discuss]**

Are you aware that there is a set of standards that public servants are required to follow? [**explore awareness**]. [**Distribute Prompt 'Standards of Integrity & Conduct'**] Do you think that if everyone knew about that set of standards that this would increase their trust in the Public Service? If so, why? And what would be a good way of increasing the public's awareness of the code? If not, why not?

Do you think your image of the Public Service reflects these standards? [**explore**]

When you hear of breaches of standards of conduct and integrity – what do you think? Do you think it means the system is working well or not? [**elicit unprompted views first**] And how do these breaches influence your trust in the Public Service.

[**If nothing comes through from the previous question, then probe**] - One way of looking at reports of breaches is that there is a good system in place to catch the occasional breaches and that the system is working well. The other way of looking at things is to say that having caught a few breaches it may mean that there are a lot more breaches occurring that do not get caught. Which of those two is closest to your view? [**explore reasons**]

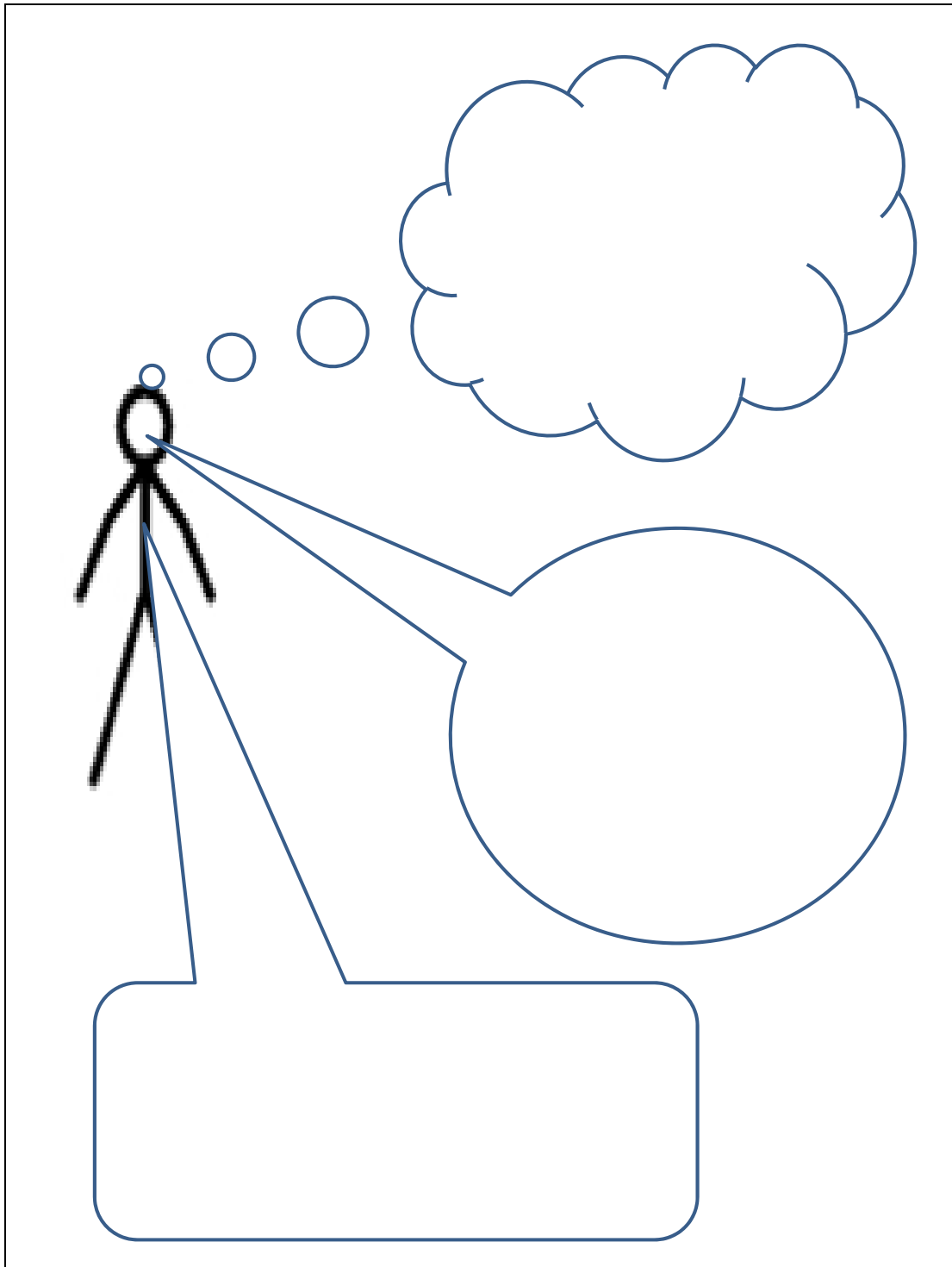
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| <input type="checkbox"/> Accessible | <input type="checkbox"/> Friendly |
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| <input type="checkbox"/> Helpful | <input type="checkbox"/> Hard working |
| <input type="checkbox"/> Successful | <input type="checkbox"/> Innovative |
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Approachable |
| <input type="checkbox"/> Accountable | <input type="checkbox"/> Decisive |
| <input type="checkbox"/> Trustworthy | <input type="checkbox"/> Leading edge |
| <input type="checkbox"/> Effective | <input type="checkbox"/> Slow |
| <input type="checkbox"/> Well managed | <input type="checkbox"/> Practical |
| <input type="checkbox"/> Keeps its promises | <input type="checkbox"/> Smart |
| <input type="checkbox"/> Rule-bound | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Traditional | <input type="checkbox"/> Impersonal |
| <input type="checkbox"/> Helpful | <input type="checkbox"/> Dynamic |
| <input type="checkbox"/> Caring | <input type="checkbox"/> Modern |
| <input type="checkbox"/> Efficient | <input type="checkbox"/> Conservative |
| <input type="checkbox"/> Pro-active | <input type="checkbox"/> Professional |
| <input type="checkbox"/> Unfriendly | <input type="checkbox"/> Good Employer |
| <input type="checkbox"/> Good communicator | <input type="checkbox"/> Respected |
| <input type="checkbox"/> In touch | <input type="checkbox"/> Responsible |
| <input type="checkbox"/> Flexible | <input type="checkbox"/> Hi-tech |
| <input type="checkbox"/> Fair | <input type="checkbox"/> Culturally sensitive |
| <input type="checkbox"/> Expert | <input type="checkbox"/> Knowledgeable |
| <input type="checkbox"/> Local | <input type="checkbox"/> Remote |
| <input type="checkbox"/> Stylish | <input type="checkbox"/> Business-like |
| <input type="checkbox"/> Sensible | <input type="checkbox"/> Poor communicator |
| <input type="checkbox"/> Dependable | <input type="checkbox"/> Outgoing |
| <input type="checkbox"/> Intelligent | <input type="checkbox"/> Personal |
| <input type="checkbox"/> Powerful | <input type="checkbox"/> Stable |
| <input type="checkbox"/> Corrupt | <input type="checkbox"/> Empathy |
| <input type="checkbox"/> Unhelpful | <input type="checkbox"/> Solid |
| <input type="checkbox"/> Progressive | <input type="checkbox"/> Difficult |
| <input type="checkbox"/> Convenient | <input type="checkbox"/> Energetic |
| <input type="checkbox"/> Profit driven | <input type="checkbox"/> Honest |
| <input type="checkbox"/> Fun | |

VALUE FOR MONEY

On a 0-10 scale where 0 means “very poor” and 10 means “very good” how would you rate the value for money each provides. Please tick the top 2 for the value for money they provide.

Service	0-10 rating	Tick Top 2
Power Companies		
The Warehouse		
Police		
A Passport		
Hospitals		
Car registration		
Banks		
Citizens Advice Bureau		
Council Services		
Schools		
Public Libraries		

PUBLIC SERVANT



15. Appendix 3: Discussion guide - Asian

Standard introduction

- Why focus groups?
- No right/wrong answers
- Confidentiality
- Right to pass on any questions
- Advise recording
- Logistics – duration, mobile calls, rest room, health and safety issues, emergency exits etc
- Take any questions

Warm up - respondents introduce themselves

- Occupation (or otherwise), household circumstances

General topic introduction

Over the next two hours we'll be talking about the different kinds of public services that the government provides. I'll be asking you to think about your actual experiences with these public services, and anything else that you may have heard about public services from your friends, family or from the media.

Let's start by putting up on the whiteboard what it is you think about when you hear this term 'public services.' If it helps, think of some of the Public Services you have used in say the last few weeks?

[Facilitators ensure you have the list of public services captured in this first exercise handy to refer to during the rest of the group discussions. Below is a list of public services to prompt on if they do not emerge and where possible we want respondents to focus on the everyday transactions:

- Immigration about a visa or permit to work in New Zealand
- Inland Revenue about tax, Working for Families, or any other type of financial payments
- Work and Income about benefits, or getting a job
- Customs about importing goods into New Zealand, entering New Zealand, or customs duties
- ACC about compensation or injuries
- The Courts regarding court records or legal procedures
- The Police of Fire Service for help
- Land Transport New Zealand about a driver's licence, registering a vehicle, or changing ownership of a vehicle
- The department of Conservation about conservation activities, walking tramping or camping in national parks
- About a New Zealand passport or New Zealand citizenship

- About State housing, or renting rights and duties of landlords and tenants
- Stayed in a public hospital or received public hospital services as an outpatient
- Visited a public library
- Dealt with your local council]

Archetype – The Public Service

We are going to do a little exercise now where you can use your imagination. I want you to take a little time to think about the ‘public service’ and what that means to you. Now, imagine what sort of animal the ‘public service’ might be. Write down your animal and we’ll go round and discuss why you chose the animal you did. **[discuss]**

OR

Here’s a list of words that can be used to describe an organisation. What I’d like you to do is to think about the ‘public service’ and tick the three words or phrases on this list that you would say apply most to the Public Service. When you’ve done that can you now put a cross next to the three words or phrases that least apply to the Public Service. **[discuss choices]**

Service Experience Meeting Expectations (Satisfaction)

[Note to facilitators – we are trying to find out what people mean when they say a service experience met their expectations. Place the driver on the board for all respondents to see]

OK. We’ve stopped talking about the Public Service in general for now.

This next part of the discussion is going to look at public services. So, we’re really looking at your actual experiences of using public services. If it helps, think of the times you have had experience with public services like on this list here **[refer to list on whiteboard]**. And we’re interested in anything you have to say.

One thing people say about public services that increases their satisfaction is that the service experience met their expectations. First of all - what sorts of things do you think count as the ‘service experience’? **[establish scope of service experience after suggestions are offered – write this on whiteboard for all to see and modify if they wish]** Are you describing all contact of any type you have with public services or is it narrower than that? If it’s narrower than that, then what’s in and what’s out?

What we really want to know is what it means to you when you say the service that you experienced met your expectations. To do that, can you first of all look at the services you have mentioned and write down what you think the service should be like – what sort of things need to happen?

Now, using a scale of 0-10, where 0 means ‘very low’ and 10 means ‘very high’ how would you rate what you actually expect public services to be like? **[ask for ratings]** What’s your reasoning behind your rating? Would you apply the same rating for all public services? If not, what is different about the services you rate higher or lower than others?

Now, working in pairs, looking at those ratings you've given, what needs to be done to improve that rating? What are the sorts of things that need to happen so that your expectations have been met? And rate those things from the most important to the least important. **[report back and discuss]** Why is it that some of these expectations are more important than others? What sort of things could occur that meant your expectations were not met?

Does it make any difference to your expectations if you are paying for the service? If so, what sort of difference?

Do you think your expectations can be met if the things that you say should happen don't happen? If so, how could that come about?

Is there anything else you would like to say that you feel is important to say about a service meeting your expectations?

You Have Confidence that Public Servants Do a Good Job (Trust)

[Note to facilitators – we are trying to find out what gives people confidence that public servants do a good job Place the driver on the board for all respondents to see]

We want to look now at how good a job you think public servants do. First of all, we want to understand what you think 'doing a good job' means to you. Here's a stick character **[distribute stick cartoon of Public Servant]** and what we'd like you to do is to imagine this is a public servant that you are dealing with. If they are doing a 'good job' in your view, can you fill in what you think they might be saying, then what they are thinking and then what they are feeling. **[report back and discuss]**

Does it matter that they may be saying one thing and thinking or feeling another? Why? Why not? What's really important about doing a good job?

Now, in pairs, develop a list of things you would expect a public servant to do if they were doing a good job. Which of these are more important than others? Why is that?

Thinking of public servants in general – do you have confidence that they do a good job? **explore reasons]**

Is there anything else you would like to say that you feel is important about having confidence that public servants do a good job?

Staff Were Competent (Satisfaction)

[Note to facilitators – we are trying to find out what staff need to do for people to feel that they are competent Place the driver on the board for all respondents to see]

[Write down 'Competent' on Board] If I was to describe someone as 'competent' in their job, what would that mean to you? **[capture on board]**

If someone was described as 'competent', would you think highly of them or would it be more that they do an OK job, but nothing outstanding or would it mean something different again? What is it that someone does or say that makes them competent in your eyes? **[elicit]**

Looking at those things you have mentioned can you please rate them on a 0-10 scale where 0 means not that important and 10 means very important – just jot some numbers down on a piece of paper. **[Go round and write numbers beside each factor, then discuss reasons for relative importance of each]** How satisfied would you be if public service staff had those competence attributes?

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

How would your views about staff and their competency differ in the following situations? What needs to happen for you to feel that you have been dealt with by competent staff in each of these situations:

- Over the phone contact
- Over the counter contact
- Over the Internet contact
- Contact by mail

Is there anything else you would like to say that you feel is important about staff being competent?

Public Service Provides Services that Meet Your Needs (Trust)

[Note to facilitators – we are trying to find out how we can increase trust in the Public Service by identifying what people mean when they say the Public Service meets their needs Place the driver on the board for all respondents to see]

Everyone has different needs and all of us have contact with the Public Service for different reasons and at different times of our lives for a wide range of services. In this discussion, we want you to think about the services the Public Service provides.

Spend a couple of minutes thinking about the kinds of services the Public Service provides and then we'll write them on the whiteboard – you can do this in pairs talking among yourselves. **[whiteboard writing services in the left hand column titled 'services' and discuss]** What is the need or needs you identify for each of these services? **[identify for each service, the need(s) it fulfils and write in the right-hand column. NB do not apply any filters to what respondents say – treat what may seem like a 'want' as a need if they identify it as so]**

Given that it may not be possible for the Public Service to meet all your needs, what are the main things they have to do to ensure that they meet at least your most important needs?

How important are these needs to you? In what ways are they important/unimportant or irrelevant? If the Public Service did not provide these needs, what would happen? Do you have any misgivings that they may not meet your needs? How might that come about do you think?

When you talk about 'your' needs – what does that mean to you? Does it include meeting the needs of others in any way? **[If so, explore extent of this]**

Is there anything else you would like to say that you feel is important about the Public Service providing services that meet your needs?

Staff Kept Their Promises - That Is, They Did What They Said They Would Do/The Public Service Keeps Its Promises (Satisfaction and Trust)

[Note to facilitators – we are trying to find out the things that people mean when they say staff kept their promises. Place the satisfaction driver on the board for all respondents to see]

Staff

What is a 'promise'?

What does it mean to 'keep a promise'? Can you give me examples? **[only if respondents mention politicians be sure to distinguish public servants and public service from the 'promises' politicians may make]**

What about when you're dealing with staff from public services and again we can think of the different types of situations like:

- Over the phone contact
- Over the counter contact
- Over the Internet contact
- Contact by mail

What would it mean for staff to keep their promises when you dealt with them? **[elicit examples]** What would it mean to break a promise? If a promise were broken – how could they make up for that?

Can you think of examples where you have felt they have not kept their promises? And where they have kept their promises?

Is there anything else you would like to say that you feel is important about staff keeping their promises?

Public Service

[Note to facilitators – We now want to find out what 'the Public Service keeps its promises' means. Place the trust driver on the board for all respondents to see]

Let's forget about individual staff contacts and think of the Public Service in general. Do you think of the Public Service as something that keeps promises? **[explore why/why not?]**

Well, let's assume the Public Service said it keeps its promises? What would that mean to you? What sorts of things would you expect it to keep its promises about. Again can you think of examples of the Public Service keeping its promises? Why are these promises you expect the Public Service to keep?

What if it didn't keep its promises – what sort of things would be happening?

Is there a difference between having promises kept and public servants keeping promises [**discuss**]

Is there anything else you would like to say that you feel is important about the Public Service keeping its promises?

You Were Treated Fairly (Satisfaction)

[**Note to facilitators – we are trying to find what it means when people say they were treated fairly Place the driver ‘You Were Treated Fairly’ on the board for all respondents to see**]

What does being treated ‘fairly’ mean to you?

I want you to think of your own individual experiences with public servants. Thinking about those experiences, did you feel you were treated fairly? Could you write down any experiences with public servants that you remember where you felt you were treated fairly and any where you were treated unfairly [**report back individually**] What was it about those experiences that made you feel you were treated fairly/unfairly? Or was there nothing special about the experience? If so, did you assume you had been treated fairly? If so, what reasons would there be for assuming that?

Is there anything else you would like to say that you feel is important about the Public Service keeping its promises?

It’s an Example of Good Value for Tax Dollars Spent (Satisfaction)

[**Note to facilitators – we are trying to find out what people mean when they say it’s an example of good value for tax payers’ dollars spent Place the driver on the board for all respondents to see**]

Looking at the first list we put up on the board [**refer list on whiteboard from first exercise**] what examples can you think of that show good value for tax dollars spent? Why are they examples of good value for tax dollars spent?

Here’s a list of services that many people get or are aware of. Can you rate on a 0-10 scale where 0 means “very poor” and 10 means “very good” how you would rate the value for money each service provides.[**discuss reasons for ratings**] What is it about each of these that suggests to you whether or not it is giving good value? [**list value for money criteria on whiteboard**]

Is there a difference in the way you rate value for money depending on whether you’re looking at the private sector or the Public Service. Why do you have these different expectations?

Does it make any difference if what you are paying for is something you have to do as opposed to something you have a choice over doing? If so, in what ways do you look at them differently. Why do you have these different expectations?

Earlier, I asked what you understood by the Public Service and you named **[reiterate list]** Are there any other things you've thought of that you'd like to add to that list? Do you think differently about how value for money is given depending on whether it's a Ministry giving advice, an organisation administering rules or people doing things like teaching or nursing or rubbish collecting, or getting a driver's licence or a passport? If so, in what ways does it differ? **[discuss and capture criteria for value for money]**

Even though you may think differently about parts of the Public Service and the range of things that could cover, can you spend a few minutes writing down the sorts of things that would be examples of good value for tax dollars spent in the Public Service? You may have mentioned some already, but I want to see that we're not missing any. **[discuss examples and reasons]**

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

If these sorts of things were happening – it may not always be known to the wider public. Do you think it's important for the Public Service to show it is providing value for money? If so, - why is that and how should they best go about showing value for money?

Is there anything else you would like to say that you feel is important about an example of good value for tax payers' dollars spent?

Trust General

[NB facilitators, if it appears that actions of politicians are influencing views tease out the extent to which they think of trust in relation to what politicians do as opposed to what public servants do]

[Write TRUST up on the Board] Can you tell me what that word means to you – trust? If it helps to gather your thoughts write something down. It might be an experience you've had or that you have heard about that led to you feel trust or distrust. **[capture key components of trust.]**

Is *trust* something you would apply to the Public Service? In what ways would you? What do you trust the Public Service to do or to be? Think of personal examples that illustrate what you mean as far as possible.

Can you work in pairs now and think of ways that would work for you that would build more trust in the Public Service than you already have **[capture and discuss]**

Are you aware that there is a set of standards that public servants are required to follow? **[explore awareness]. [Distribute Prompt 'Standards of Integrity & Conduct']** Do you think that if everyone knew about that set of standards that this would increase their trust in the Public Service? If so, why? And what would be a good way of increasing the public's awareness of the code? If not, why not?

Do you think your image of the Public Service reflects these standards? **[explore]**

When you hear of breaches of standards of conduct and integrity – what do you think? Do you think it means the system is working well or not? **[elicit unprompted views first]** And how do these breaches influence your trust in the Public Service.

[If nothing comes through from the previous question, then probe] - One way of looking at reports of breaches is that there is a good system in place to catch the occasional breaches and that the system is working well. The other way of looking at things is to say that having caught a few breaches it may mean that there are a lot more breaches occurring that do not get caught. Which of those two is closest to your view? **[explore reasons]**

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| <input type="checkbox"/> Genuine | <input type="checkbox"/> Passionate |
| <input type="checkbox"/> Accessible | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Quick | <input type="checkbox"/> Competent |
| <input type="checkbox"/> Helpful | <input type="checkbox"/> Hard working |
| <input type="checkbox"/> Successful | <input type="checkbox"/> Innovative |
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Approachable |
| <input type="checkbox"/> Accountable | <input type="checkbox"/> Decisive |
| <input type="checkbox"/> Trustworthy | <input type="checkbox"/> Leading edge |
| <input type="checkbox"/> Effective | <input type="checkbox"/> Slow |
| <input type="checkbox"/> Well managed | <input type="checkbox"/> Practical |
| <input type="checkbox"/> Keeps its promises | <input type="checkbox"/> Smart |
| <input type="checkbox"/> Rule-bound | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Traditional | <input type="checkbox"/> Impersonal |
| <input type="checkbox"/> Helpful | <input type="checkbox"/> Dynamic |
| <input type="checkbox"/> Caring | <input type="checkbox"/> Modern |
| <input type="checkbox"/> Efficient | <input type="checkbox"/> Conservative |
| <input type="checkbox"/> Pro-active | <input type="checkbox"/> Professional |
| <input type="checkbox"/> Unfriendly | <input type="checkbox"/> Good Employer |
| <input type="checkbox"/> Good communicator | <input type="checkbox"/> Respected |
| <input type="checkbox"/> In touch | <input type="checkbox"/> Responsible |
| <input type="checkbox"/> Flexible | <input type="checkbox"/> Hi-tech |
| <input type="checkbox"/> Fair | <input type="checkbox"/> Culturally sensitive |
| <input type="checkbox"/> Expert | <input type="checkbox"/> Knowledgeable |
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| <input type="checkbox"/> Stylish | <input type="checkbox"/> Business-like |
| <input type="checkbox"/> Sensible | <input type="checkbox"/> Poor communicator |
| <input type="checkbox"/> Dependable | <input type="checkbox"/> Outgoing |
| <input type="checkbox"/> Intelligent | <input type="checkbox"/> Personal |
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| <input type="checkbox"/> Corrupt | <input type="checkbox"/> Empathy |
| <input type="checkbox"/> Unhelpful | <input type="checkbox"/> Solid |
| <input type="checkbox"/> Progressive | <input type="checkbox"/> Difficult |
| <input type="checkbox"/> Convenient | <input type="checkbox"/> Energetic |
| <input type="checkbox"/> Profit driven | <input type="checkbox"/> Honest |
| <input type="checkbox"/> Fun | |

VALUE FOR MONEY

On a 0-10 scale where 0 means “very poor” and 10 means “very good” how would you rate the value for money each provides. Please tick the top 2 for the value for money they provide.

Service	0-10 rating	Tick Top 2
Power Companies		
The Warehouse		
Police		
A Passport		
Hospitals		
Car registration		
Banks		
Citizens Advice Bureau		
Council Services		
Schools		
Public Libraries		

16. Appendix 4: Discussion guide - Pacific People

Standard introduction

- Why focus groups?
- No right/wrong answers
- Confidentiality
- Right to pass on any questions
- Advise recording
- Logistics – duration, mobile calls, rest room, health and safety issues, emergency exits etc
- Take any questions

Warm up - respondents introduce themselves

- Occupation (or otherwise), household circumstances

General topic introduction

Over the next two hours we'll be talking about the different kinds of public services that the government provides. I'll be asking you to think about your actual experiences with these public services, and anything else that you may have heard about public services from your friends, family or from the media.

Let's start by putting up on the whiteboard what it is you think about when you hear this term 'public services.' If it helps, think of some of the public services you have used in say the last few weeks?

[Facilitators ensure you have the list of public services captured in this first exercise handy to refer to during the rest of the group discussions. Below is a list of public services to prompt on if they do not emerge and where possible we want respondents to focus on the everyday transactions:

- Immigration about a visa or permit to work in New Zealand
- Inland Revenue about tax, Working for Families, or any other type of financial payments
- Work and Income about benefits, or getting a job
- Customs about importing goods into New Zealand, entering New Zealand, or customs duties
- ACC about compensation or injuries
- The Courts regarding court records or legal procedures
- The Police or Fire Service for help
- Land Transport New Zealand about a driver's licence, registering a vehicle, or changing ownership of a vehicle
- The department of Conservation about conservation activities, walking tramping or camping in national parks

- About a New Zealand passport or New Zealand citizenship
- About State housing, or renting rights and duties of landlords and tenants
- Stayed in a public hospital or received public hospital services as an outpatient
- Visited a public library
- Dealt with your local council]

Archetype – The Public Service

We are going to do a little exercise now where you can use your imagination. I want you to take a little time to think about the ‘public service’ and what that means to you. Now, imagine what sort of animal the ‘public service’ might be. Write down your animal and we’ll go round and discuss why you chose the animal you did. **[discuss]**

OR

Here’s a list of words that can be used to describe an organisation. What I’d like you to do is to think about the ‘public service’ and tick the three words or phrases on this list that you would say apply most to the Public Service. When you’ve done that can you now put a cross next to the three words or phrases that least apply to the Public Service. **[discuss choices]**

Staff were competent (Satisfaction)

For the rest of the evening we are going to look at public services. We’re going to be looking at two or three things that affect how satisfied people are with public services. If it helps, think of the times you have had experience with public services to help you identify what it was that made you satisfied with the service.

[Note to facilitators – we are trying to find out what staff need to do for people to feel that they are competent Place the driver on the board for all respondents to see]

[Write down ‘Competent’ on Board] If I was to describe someone as ‘competent’ in their job, what would that mean to you? **[capture on board]**

If someone was described as ‘competent’, would you think highly of them or would it be more that they do an OK job, but nothing outstanding or would it mean something different again? What is it that someone does or say that makes them competent in your eyes? **[elicit]**

Looking at those things you have mentioned can you please rate them on a 0-10 scale where 0 means not that important and 10 means very important – just jot some numbers down on a piece of paper. **[Go round and write numbers beside each factor, then discuss reasons for relative importance of each]** How satisfied would you be if public service staff had those competence attributes?

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

How would your views about staff and their competency differ in the following situations? What needs to happen for you to feel that you have been dealt with by competent staff in each of these situations:

- Over the phone contact
- Over the counter contact
- Over the Internet contact
- Contact by mail

Is there anything else you would like to say that you feel is important about staff being competent?

Staff kept their promises - That is, they did what they said they would do **(Satisfaction)**

[Note to facilitators – we are trying to find out the things that people mean when they say staff kept their promises, particularly with respect to what staff say and what they do Place the driver on the board for all respondents to see]

What is a 'promise'?

What does it mean to 'keep a promise'? Can you give me examples? **[be sure to distinguish public servants and public service from the 'promises' politicians may make]**

What would it mean for staff to keep their promises when you dealt with them? **[elicit examples]** What would it mean to break a promise? If a promise were broken – how could they make up for that?

Can you think of examples where you have felt they have not kept their promises? And where they have kept their promises?

Is there anything else you would like to say that you feel is important about staff keeping their promises?

They [Public Servants] admitted responsibility when they made mistakes **(Satisfaction)**

[Note to facilitators – we are trying to find out what public servants need to do in order for Pacific People to feel that public servants do admit responsibility when they make mistakes. Place the driver on the board for all respondents to see]

Some people say it is especially important to them that public servants admit responsibility when they make mistakes. Why do you think that might be especially important to them? **[explore reasons and what needs to be done to ensure that happens]** What does it mean to you to admit responsibility for mistakes? Do you think admitting responsibility is something that's very important to Pacific People? If so, why do you think that is so?

I want each of you to imagine that you are dealing with a public servant about something that is important to you. It can be anything you like. You find out that the public servant makes a mistake that affects you or someone close to you. You may be affected in a big way or a small way – it doesn't matter.

Thinking about that situation what would you expect the public servant to do? **[establish nature of the mistake and tease out each step of the interaction, noting issues around denial/acceptance of responsibility, apology and putting right the damage done]**

Sometimes it's not always clear that a mistake has been made, but you may still think that one has been made. Do you think that if you thought a mistake had been made you would be confident enough to challenge the public servants concerned? What about other Pacific People you know – would they be confident? **[if not confident, explore reasons and identify how help could be provided and prompt on use of intermediaries]** What if the public servants concerned did not acknowledge a mistake had been made?

Sometimes a mistake can be made by a public servant and you don't know about it. Would you expect to be told about such a mistake if one occurred?

If a mistake has been made by a public servant – how should they go about putting things right? What's the range of things involved? Who has to apologise – the public servant themselves, their boss? What form should the apology take? Verbal? Written? Compensation? **[extract detail on how this should be done]**

Do you think that public servants generally do admit responsibility when they make mistakes? **[explore reasons]**. What more could be done to acknowledge responsibility in an appropriate way that would satisfy you?

Is there anything else you would like to say that you feel is important about public servants admitting responsibility when they make mistakes.

You were aware of what you needed to do every step of the process (Satisfaction)

[Note to facilitators – we are trying to find out what 'being aware of what you needed to do every step of the process' means. Be aware that some people will avoid admitting they don't know what to do, so we need to dig to find out how to satisfy those who say they are aware and perhaps are unaware what to do Place the driver on the board for all respondents to see]

Most of you have had to deal with public services on a range of things. Can you pick one example each? Please talk us through what happened **[at the beginning of the story and as the story unfolds ask at appropriate intervals 'Were you aware what you needed to do? How did you know what to do? OR if you didn't know what to do – what happened? Did you have to get help from another person? [explore intermediary's role]**

Thinking back on that experience or other ones you have had with public services - how could things have been made better for you, so you knew what to do every step of the process what you needed to do? Have you or a close family member ever had to deal with more than one public service agency about a matter? Thinking of that experience, how was it dealing with several agencies? Is it more difficult or easier dealing with several agencies? What sort of things could be done to improve things so you were aware of what you needed to do? **[if respondents have difficulty give an example like dealing with Work and Income, Housing New Zealand and Inland revenue over Working for Families tax credits]**

Sometimes we find it hard to admit we don't understand something, especially to people we don't know. It may have happened to you or a close family member when you have dealt with public services. Thinking about those times, what tends to happen? What are the useful ways you find to deal with those situations? How could the public servants make it easier to understand what to do at those times?

Have there been times when you have decided not to deal with the Public Service about something because you felt you were not aware of what you needed to do? **[elicit examples and discuss what could have helped]**

Some people also say it is especially important to them that they are made aware of what they need to do every step of the process when dealing with public services. Why do you think they might say that? **[explore reasons and what needs to be done to ensure that happens]**

Do you know what to do when you deal with the Public Service in each of these situations:

- When you have to pay for a service like registering a car or transferring the ownership of a car over
- When you request something you may be entitled to like Working for Families tax credits or benefits
- When you need to seek assistance like when you need medical attention or Police help or to know what your rights are if you are renting property.

How could things be improved in each of these sorts of areas?

Is there anything else you would like to say that you feel is important about being aware of what you needed to do every step of the process?

It's an example of good value for tax dollars spent (Satisfaction)

[Note to facilitators – we are trying to find out what people mean when they say it's an example of good value for tax payers' dollars has been spent. Place the driver on the board for all respondents to see]

Looking at the first list we put up on the board **[refer list on whiteboard from first exercise]** what examples can you think of that show good value for tax dollars spent? Why are they examples of good value for tax dollars spent?

Here's a list of services that many people get or are aware of. Can you rate on a 0-10 scale where 0 means "very poor" and 10 means "very good" how you would rate the value for money each service provides. **[discuss reasons for ratings]** What is it about each of these that suggests to you whether or not it is giving good value? **[list value for money criteria on whiteboard]**

Is there a difference in the way you rate value for money depending on whether you're looking at the private sector or the Public Service. Why do you have these different expectations?

Does it make any difference if what you are paying for is something you have to do as opposed to something you have a choice over doing? If so, in what ways do you look at them differently. Why do you have these different expectations?

Earlier, I asked what you understood by the Public Service and you named **[reiterate list]** Are there any other things you've thought of that you'd like to add to that list? Do you think differently about how value for money is given depending on whether it's a Ministry giving advice, an organisation administering rules or people doing things like teaching or nursing or rubbish collecting, or getting a driver's licence or a passport? What about if you are paying for the service out of your own pocket compared let's say with services that are provided direct from taxes? If so, in what ways does it differ? **[discuss and capture criteria for value for money]**

Even though you may think differently about parts of the Public Service and the range of things that could cover, can you spend a few minutes writing down the sorts of things that would be examples of good value for tax dollars spent in the Public Service? You may have mentioned some already, but I want to see that we're not missing any. **[discuss examples and reasons]**

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

If these sorts of things were happening – it may not always be known to the wider public. Do you think it's important for the Public Service to show it is providing value for money? If so, - why is that and how should they best go about showing value for money?

Is there anything else you would like to say that you feel is important about an example of good value for tax payers' dollars spent?

Trust general

[NB facilitators, if it appears that actions of politicians are influencing views tease out the extent to which they think of trust in relation to what politicians do as opposed to what public servants do]

[Write TRUST up on the Board] Can you tell me what that word means to you – trust? If it helps to gather your thoughts write something down. It might be an experience you've had or that you have heard about that led to you feel trust or distrust. **[capture key components of trust.]**

Is *trust* something you would apply to the Public Service? In what ways would you? What do you trust the Public Service to do or to be? Think of personal examples that illustrate what you mean as far as possible.

Can you work in pairs now and think of ways that would work for you that would build more trust in the Public Service than you already have **[capture and discuss]**

Are you aware that there is a set of standards that public servants are required to follow? [**explore awareness**]. [**Distribute Prompt 'Standards of Integrity & Conduct'**] Do you think that if everyone knew about that set of standards that this would increase their trust in the Public Service? If so, why? And what would be a good way of increasing the public's awareness of the code? If not, why not?

Do you think your image of the Public Service reflects these standards? [**explore**]

When you hear of breaches of standards of conduct and integrity – what do you think? Do you think it means the system is working well or not? [**elicit unprompted views first**] And how do these breaches influence your trust in the Public Service.

[**If nothing comes through from the previous question, then probe**] - One way of looking at reports of breaches is that there is a good system in place to catch the occasional breaches and that the system is working well. The other way of looking at things is to say that having caught a few breaches it may mean that there are a lot more breaches occurring that do not get caught. Which of those two is closest to your view? [**explore reasons**]

- | | | | |
|--------------------------|--------------------|--------------------------|----------------------|
| <input type="checkbox"/> | Genuine | <input type="checkbox"/> | Passionate |
| <input type="checkbox"/> | Accessible | <input type="checkbox"/> | Friendly |
| <input type="checkbox"/> | Quick | <input type="checkbox"/> | Competent |
| <input type="checkbox"/> | Helpful | <input type="checkbox"/> | Hard working |
| <input type="checkbox"/> | Successful | <input type="checkbox"/> | Innovative |
| <input type="checkbox"/> | Understanding | <input type="checkbox"/> | Approachable |
| <input type="checkbox"/> | Accountable | <input type="checkbox"/> | Decisive |
| <input type="checkbox"/> | Trustworthy | <input type="checkbox"/> | Leading edge |
| <input type="checkbox"/> | Effective | <input type="checkbox"/> | Slow |
| <input type="checkbox"/> | Well managed | <input type="checkbox"/> | Practical |
| <input type="checkbox"/> | Keeps its promises | <input type="checkbox"/> | Smart |
| <input type="checkbox"/> | Rule-bound | <input type="checkbox"/> | Reliable |
| <input type="checkbox"/> | Traditional | <input type="checkbox"/> | Impersonal |
| <input type="checkbox"/> | Helpful | <input type="checkbox"/> | Dynamic |
| <input type="checkbox"/> | Caring | <input type="checkbox"/> | Modern |
| <input type="checkbox"/> | Efficient | <input type="checkbox"/> | Conservative |
| <input type="checkbox"/> | Pro-active | <input type="checkbox"/> | Professional |
| <input type="checkbox"/> | Unfriendly | <input type="checkbox"/> | Good Employer |
| <input type="checkbox"/> | Good communicator | <input type="checkbox"/> | Respected |
| <input type="checkbox"/> | In touch | <input type="checkbox"/> | Responsible |
| <input type="checkbox"/> | Flexible | <input type="checkbox"/> | Hi-tech |
| <input type="checkbox"/> | Fair | <input type="checkbox"/> | Culturally sensitive |
| <input type="checkbox"/> | Expert | <input type="checkbox"/> | Knowledgeable |
| <input type="checkbox"/> | Local | <input type="checkbox"/> | Remote |
| <input type="checkbox"/> | Stylish | <input type="checkbox"/> | Business-like |
| <input type="checkbox"/> | Sensible | <input type="checkbox"/> | Poor communicator |
| <input type="checkbox"/> | Dependable | <input type="checkbox"/> | Outgoing |
| <input type="checkbox"/> | Intelligent | <input type="checkbox"/> | Personal |
| <input type="checkbox"/> | Powerful | <input type="checkbox"/> | Stable |
| <input type="checkbox"/> | Corrupt | <input type="checkbox"/> | Empathy |
| <input type="checkbox"/> | Unhelpful | <input type="checkbox"/> | Solid |
| <input type="checkbox"/> | Progressive | <input type="checkbox"/> | Difficult |
| <input type="checkbox"/> | Convenient | <input type="checkbox"/> | Energetic |
| <input type="checkbox"/> | Profit driven | <input type="checkbox"/> | Honest |
| <input type="checkbox"/> | Fun | | |

VALUE FOR MONEY

On a 0-10 scale where 0 means “very poor” and 10 means “very good” how would you rate the value for money each provides. Please tick the top 2 for the value for money they provide.

Service	0-10 rating	Tick Top 2
Power Companies		
The Warehouse		
Police		
A Passport		
Hospitals		
Car registration		
Banks		
Citizens Advice Bureau		
Council Services		
Schools		
Public Libraries		

17. Appendix 5: Discussion guide - Young People

Standard introduction

- Why focus groups?
- No right/wrong answers
- Confidentiality
- Right to pass on any questions
- Advise recording
- Logistics – duration, mobile calls, rest room, health and safety issues, emergency exits etc
- Take any questions

Warm up - respondents introduce themselves

- Occupation (or otherwise e.g. school), household circumstances

General topic introduction

Over the next two hours we'll be talking about the different kinds of public services that the government provides. I'll be asking you to think about your actual experiences with these public services, and anything else that you may have heard about public services from your friends, family or from the media.

Let's start by putting up on the whiteboard what it is you think about when you hear this term 'public services.' If it helps, think of some of the public services you have used in say the last few weeks?

[Facilitators ensure you have the list of public services captured in this first exercise handy to refer to during the rest of the group discussions. Below is a list of public services to prompt on if they do not emerge and where possible we want respondents to focus on the everyday transactions:

- Immigration about a visa or permit to work in New Zealand
- Inland Revenue about tax, Working for Families, or any other type of financial payments
- Work and Income about benefits, or getting a job
- Customs about importing goods into New Zealand, entering New Zealand, or customs duties
- ACC about compensation or injuries
- The Courts regarding court records or legal procedures
- The Police or Fire Service for help
- Land Transport New Zealand about a driver's licence, registering a vehicle, or changing ownership of a vehicle
- The department of Conservation about conservation activities, walking tramping or camping in national parks

- About a New Zealand passport or New Zealand citizenship
- About State housing, or renting rights and duties of landlords and tenants
- Stayed in a public hospital or received public hospital services as an outpatient
- Visited a public library
- Dealt with your local council]

Archetype – The Public Service

We are going to do a little exercise now where you can use your imagination. I want you to take a little time to think about the ‘public service’ and what that means to you. Now, imagine what sort of animal the ‘public service’ might be. Write down your animal and we’ll go round and discuss why you chose the animal you did. **[discuss]**

OR

Here’s a list of words that can be used to describe an organisation. What I’d like you to do is to think about the ‘public service’ and tick the three words or phrases on this list that you would say apply most to the Public Service. When you’ve done that can you now put a cross next to the three words or phrases that least apply to the Public Service. **[discuss choices]**

Service experience meeting expectations (Satisfaction)

[Note to facilitators – we are trying to find out what people mean when they say a service experience met their expectations. Place the driver on the board for all respondents to see]

OK. We’ve stopped talking about the Public Service in general for now.

This next part of the discussion is going to look at public services. So, we’re really looking at your actual experiences of using public services. If it helps, think of the times you have had experience with public services like on this list here **[refer to list on whiteboard]**. And we’re interested in anything you have to say.

One thing people say about public services that increases their satisfaction is that the service experience met their expectations. First of all - what sorts of things do you think count as the ‘service experience’? **[establish scope of service experience after suggestions are offered – write this on whiteboard for all to see and modify if they wish]** Are you describing all contact of any type you have with public services or is it narrower than that? If it’s narrower than that, then what’s in and what’s out?

What we really want to know is what it means to you when you say the service that you experienced met your expectations. To do that, can you first of all look at the services you have mentioned and write down what you think the service should be like – what sort of things need to happen?

Now, using a scale of 0-10, where 0 means ‘very low’ and 10 means ‘very high’ how would you rate what you actually expect public services to be like? **[ask for ratings]** What’s your reasoning behind your rating? Would you apply the same rating for all public services? If not, what is different about the services you rate higher or lower than others?

Now, working in pairs, looking at those ratings you've given, what needs to be done to improve that rating? What are the sorts of things that need to happen so that your expectations have been met? And rate those things from the most important to the least important. **[report back and discuss]** Why is it that some of these expectations are more important than others? What sort of things could occur that meant your expectations were not met?

Does it make any difference to your expectations if you are paying for the service? If so, what sort of difference?

Are there any things that must happen to ensure your expectations have been met in each of the following situations?

- Over the phone contact service
- Over the counter contact service
- Over the Internet contact service
- Contact by mail service

Do you think your expectations can be met if the things that you say should happen don't happen? If so, how could that come about?

Is there anything else you would like to say that you feel is important to say about a service meeting your expectations?

Staff were competent (Satisfaction)

[Note to facilitators – we are trying to find out what staff need to do for people to feel that they are competent Place the driver on the board for all respondents to see]

[Write down 'Competent' on Board] If I was to describe someone as 'competent' in their job, what would that mean to you? **[capture on board]**

If someone was described as 'competent', would you think highly of them or would it be more that they do an OK job, but nothing outstanding or would it mean something different again? What is it that someone does or say that makes them competent in your eyes? **[elicit]**

Looking at those things you have mentioned can you please rate them on a 0-10 scale where 0 means not that important and 10 means very important – just jot some numbers down on a piece of paper. **[Go round and write numbers beside each factor, then discuss reasons for relative importance of each]** How satisfied would you be if public service staff had those competence attributes?

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

How would your views about staff and their competency differ in the following situations? What needs to happen for you to feel that you have been dealt with by competent staff in each of these situations:

- Over the phone contact
- Over the counter contact
- Over the Internet contact
- Contact by mail

Is there anything else you would like to say that you feel is important about staff being competent?

Staff kept their promises - That is, they did what they said they would do (Satisfaction)

[Note to facilitators – we are trying to find out the things that people mean when they say staff kept their promises, particularly with respect to what staff say and what they do Place the driver on the board for all respondents to see]

What is a 'promise'?

What does it mean to 'keep a promise'? Can you give me examples? **[be sure to distinguish public servants and public service from the 'promises' politicians may make]**

What would it mean for staff to keep their promises when you dealt with them? **[elicit examples]** What would it mean to break a promise? If a promise were broken – how could they make up for that?

Can you think of examples where you have felt they have not kept their promises? And where they have kept their promises?

Is there anything else you would like to say that you feel is important about staff keeping their promises?

You were treated fairly (Satisfaction)

[Note to facilitators – we are trying to find what it means when people say they were treated fairly Place the driver 'You Were Treated Fairly' on the board for all respondents to see]

What does being treated 'fairly' mean to you?

I want you to think of your own individual experiences with public servants. Thinking about those experiences, did you feel you were treated fairly? Could you write down any experiences with public servants that you remember where you felt you were treated fairly and any where you were treated unfairly **[report back individually]** What was it about those experiences that made you feel you were treated fairly/unfairly? Or was there nothing special about the experience? If so, did you assume you had been treated fairly? If so, what reasons would there be for assuming that?

Is there anything else you would like to say that you feel is important about being treated fairly?

It's an example of good value for tax dollars spent (**Satisfaction**)

[Note to facilitators – we are trying to find out what people mean when they say it's an example of good value for tax payers' dollars has been spent. Place the driver on the board for all respondents to see]

Looking at the first list we put up on the board [**refer list on whiteboard from first exercise**] what examples can you think of that show good value for tax dollars spent? Why are they examples of good value for tax dollars spent?

Here's a list of services that many people get or are aware of. Can you rate on a 0-10 scale where 0 means "very poor" and 10 means "very good" how you would rate the value for money each service provides. [**discuss reasons for ratings**] What is it about each of these that suggests to you whether or not it is giving good value? [**list value for money criteria on whiteboard**]

Is there a difference in the way you rate value for money depending on whether you're looking at the private sector or the Public Service. Why do you have these different expectations?

Does it make any difference if what you are paying for is something you have to do as opposed to something you have a choice over doing? If so, in what ways do you look at them differently. Why do you have these different expectations?

Earlier, I asked what you understood by the Public Service and you named [**reiterate list**] Are there any other things you've thought of that you'd like to add to that list? Do you think differently about how value for money is given depending on whether it's a Ministry giving advice, an organisation administering rules or people doing things like teaching or nursing or rubbish collecting, or getting a driver's licence or a passport? What about if you are paying for the service out of your own pocket compared let's say with services that are provided direct from taxes? If so, in what ways does it differ? [**discuss and capture criteria for value for money**]

Even though you may think differently about parts of the Public Service and the range of things that could cover, can you spend a few minutes writing down the sorts of things that would be examples of good value for tax dollars spent in the Public Service? You may have mentioned some already, but I want to see that we're not missing any. [**discuss examples and reasons**]

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

If these sorts of things were happening – it may not always be known to the wider public. Do you think it's important for the Public Service to show it is providing value for money? If so, - why is that and how should they best go about showing value for money?

Is there anything else you would like to say that you feel is important about an example of good value for tax payers' dollars spent?

Trust general

[NB facilitators, if it appears that actions of politicians are influencing views tease out the extent to which they think of trust in relation to what politicians do as opposed to what public servants do]

[Write TRUST up on the Board] Can you tell me what that word means to you – trust? If it helps to gather your thoughts write something down. It might be an experience you've had or that you have heard about that led to you feel trust or distrust. **[capture key components of trust.]**

Is *trust* something you would apply to the Public Service? In what ways would you? What do you trust the Public Service to do or to be? Think of personal examples that illustrate what you mean as far as possible.

Can you work in pairs now and think of ways that would work for you that would build more trust in the Public Service than you already have **[capture and discuss]**

Are you aware that there is a set of standards that public servants are required to follow? **[explore awareness]. [Distribute Prompt 'Standards of Integrity & Conduct']** Do you think that if everyone knew about that set of standards that this would increase their trust in the Public Service? If so, why? And what would be a good way of increasing the public's awareness of the code? If not, why not?

Do you think your image of the Public Service reflects these standards? **[explore]**

When you hear of breaches of standards of conduct and integrity – what do you think? Do you think it means the system is working well or not? **[elicit unprompted views first]** And how do these breaches influence your trust in the Public Service.

[If nothing comes through from the previous question, then probe] - One way of looking at reports of breaches is that there is a good system in place to catch the occasional breaches and that the system is working well. The other way of looking at things is to say that having caught a few breaches it may mean that there are a lot more breaches occurring that do not get caught. Which of those two is closest to your view? **[explore reasons]**

VALUE FOR MONEY

On a 0-10 scale where 0 means “very poor” and 10 means “very good” how would you rate the value for money each provides. Please tick the top 2 for the value for money they provide.

Service	0-10 rating	Tick Top 2
Power Companies		
The Warehouse		
A passport		
Hospitals		
Car registration		
Banks		
Citizens Advice Bureau		
Council Services		
Schools		
Public Libraries		

UNDERSTANDING THE DRIVERS DISCUSSION GUIDE – YOUNG PEOPLE AT SCHOOL

Standard introduction:

- Why focus groups?
- No right/wrong answers
- Confidentiality
- Right to pass on any questions
- Advise recording
- Logistics – duration, mobile calls, rest room, health and safety issues, emergency exits etc
- Take any questions

Warm up - respondents introduce themselves:

- School, Year at School, interests outside school and what you might do after you leave school

General topic introduction

Over the next hour and a half or so we'll be talking about the different kinds of public services that the government or your local council provides. I'll be asking you to think about your actual experiences with these public services, and anything else that you may have heard about public services from your friends, family or from the media.

Let's start by putting up on the whiteboard anything the government or the local council does that you've had contact with in the past 12 months.

[Facilitators ensure you have the list of public services captured in this first exercise handy to refer to during the rest of the group discussions. Below is a list of public services to prompt on if they do not emerge and where possible we want respondents to focus on the everyday transactions:

- Education/school
- Careers Service
- New Zealand Qualifications Authority - NCEA
- Council recreation centres, swimming pools, sports grounds
- Police
- ACC
- Fire Service
- Land Transport New Zealand about a driver's licence, registering a vehicle, or changing ownership of a vehicle, driver's test
- The Department of Conservation about conservation activities, walking tramping or camping in national parks

- Stayed in a public hospital or received public hospital services as an outpatient
- Visited a public library
- Dealt with your local council e.g. parking fine

Archetype – The Public Service

We are going to do a little exercise now where you can use your imagination. I want you to take a little time to think about the ‘public service’ and what that means to you. Now, imagine what sort of animal the ‘public service’ might be. Write down your animal and we’ll go round and discuss why you chose the animal you did. **[discuss]**

A lot of people in the Wellington area work for the government or local council. From your way of seeing things – what kind of people work in the Public Service? Are they interesting people? Do they do interesting jobs? **[explore perceptions and reasons]**

Service experience meeting expectations (Satisfaction)

[Note to facilitators – we are trying to find out what people mean when they say a service experience met their expectations. Place the driver on the board for all respondents to see]

OK. We’ve stopped talking about the Public Service in general for now.

This next part of the discussion is going to look at public services. We’re really looking at your actual experiences of using public services. If it helps, look at the list you came up with at the beginning. **[refer to list on whiteboard]**. And we’re interested in anything you have to say.

What we really want to know is what it means to you when you say the service that you experienced met your expectations. To do that, can you first of all look at **teaching at schools** write down what you think teaching should be like to meet your expectation – what sort of things need to happen so you can say the teacher is meeting your expectations? **[elicit and discuss]** What are the key things good teachers do and key things poor teachers do? What are the main differences between them?

Now choose another public service and do the same for that so you can say that service meets your expectations. **[elicit and discuss]**

Now, using a scale of 0-10, where 0 means ‘very low’ and 10 means ‘very high’ how would you rate what you actually expect public services in general to be like? **[ask for ratings]** What’s your reasoning behind your rating? Would you apply the same rating for all public services? If not, what is different about the services you rate higher or lower than others?

Now, working in pairs, looking at those ratings you’ve given, what needs to be done to improve that rating? If you like, imagine you are the government in a few years time and you are deciding what services will be like for people. What are the sorts of things that need to happen so that your expectations have been met? And rate those things from the most important to the least important. **[report back and discuss]** Why is it that some of these expectations are more important than others? What sort of things could occur that meant your expectations were not met?

Are there any things that must happen to ensure your expectations have been met in each of the following situations?

- Over the phone contact service
- Over the counter contact service
- Over the Internet contact service
- Contact by mail service

Is there anything else you would like to say that you feel is important to say about a service meeting your expectations?

Staff were competent (Satisfaction)

[Note to facilitators – we are trying to find out what staff need to do for people to feel that they are competent. Place the driver on the board for all respondents to see]

[Write down ‘Competent’ on Board] If I was to describe someone as ‘competent’ in their job, what would that mean to you? **[capture on board]**

If someone was described as ‘competent’, would you think highly of them or would it be more that they do an OK job, but nothing outstanding or would it mean something different again? What is it that someone does or says that makes them competent in your eyes? **[elicit on whiteboard]**

Looking at those things you have mentioned on the whiteboard can you please rate them on a 0-10 scale where 0 means not that important and 10 means very important – just jot some numbers down on a piece of paper. **[Go round and write numbers beside each factor, then discuss reasons for relative importance of each]** How satisfied would you be if public service staff had those competence attributes?

Would it make any difference whether you were paying for a service? What if it was something you were required to do by law, for example, you have to register your car?

How would your views about staff and their competency differ in the following situations? What needs to happen for you to feel that you have been dealt with by competent staff in each of these situations:

- Over the phone contact
- Over the counter contact
- Over the Internet contact
- Contact by mail

Is there anything else you would like to say that you feel is important about staff being competent?

You were treated fairly (**Satisfaction**)

[Note to facilitators – we are trying to find what it means when people say they were treated fairly Place the driver ‘You Were Treated Fairly’ on the board for all respondents to see]

What does being treated ‘fairly’ mean to you?

I want you to think of your own individual experiences with public servants and you can include teachers, but experiences out of school would be good to hear about to. Thinking about those experiences, did you feel you were treated fairly? Could you write down any experiences with public servants that you remember where you felt you were treated fairly and any where you were treated unfairly [**report back individually**]

What was it about those experiences that made you feel you were treated fairly/unfairly? Or was there nothing special about the experience? If so, did you assume you had been treated fairly? If so, what reasons would there be for assuming that?

Is there anything else you would like to say that you feel is important about being treated fairly?

DESCRIPTORS

- | | |
|---|---|
| <input type="checkbox"/> Genuine | <input type="checkbox"/> Passionate |
| <input type="checkbox"/> Accessible | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Quick | <input type="checkbox"/> Competent |
| <input type="checkbox"/> Successful | <input type="checkbox"/> Innovative |
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Approachable |
| <input type="checkbox"/> Accountable | <input type="checkbox"/> Decisive |
| <input type="checkbox"/> Trustworthy | <input type="checkbox"/> Leading edge |
| <input type="checkbox"/> Effective | <input type="checkbox"/> Slow |
| <input type="checkbox"/> Well managed | <input type="checkbox"/> Practical |
| <input type="checkbox"/> Keeps its promises | <input type="checkbox"/> Smart |
| <input type="checkbox"/> Rule-bound | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Traditional | <input type="checkbox"/> Impersonal |
| <input type="checkbox"/> Helpful | <input type="checkbox"/> Dynamic |
| <input type="checkbox"/> Caring | <input type="checkbox"/> Modern |
| <input type="checkbox"/> Efficient | <input type="checkbox"/> Conservative |
| <input type="checkbox"/> Pro-active | <input type="checkbox"/> Professional |
| <input type="checkbox"/> Unfriendly | <input type="checkbox"/> Good Employer |
| <input type="checkbox"/> Good communicator | <input type="checkbox"/> Respected |
| <input type="checkbox"/> In touch | <input type="checkbox"/> Responsible |
| <input type="checkbox"/> Flexible | <input type="checkbox"/> Hi-tech |
| <input type="checkbox"/> Fair | <input type="checkbox"/> Culturally sensitive |
| <input type="checkbox"/> Expert | <input type="checkbox"/> Knowledgeable |
| <input type="checkbox"/> Local | <input type="checkbox"/> Remote |
| <input type="checkbox"/> Stylish | <input type="checkbox"/> Business-like |
| <input type="checkbox"/> Sensible | <input type="checkbox"/> Poor communicator |
| <input type="checkbox"/> Dependable | <input type="checkbox"/> Outgoing |
| <input type="checkbox"/> Intelligent | <input type="checkbox"/> Personal |
| <input type="checkbox"/> Powerful | <input type="checkbox"/> Stable |
| <input type="checkbox"/> Corrupt | <input type="checkbox"/> Empathy |
| <input type="checkbox"/> Unhelpful | <input type="checkbox"/> Solid |
| <input type="checkbox"/> Progressive | <input type="checkbox"/> Difficult |
| <input type="checkbox"/> Convenient | <input type="checkbox"/> Energetic |
| <input type="checkbox"/> Profit driven | <input type="checkbox"/> Honest |
| <input type="checkbox"/> Fun | <input type="checkbox"/> Hard working |