



When Might the Introduction of a Delivery Unit Be the Right Intervention?

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Executive Summary

Several governments around the world have established ‘delivery units’ in the center of government to accelerate performance improvement. The introduction may be driven by the need for a rebalancing of government activity from policy to implementation; a need for a broader range of technical tools to understand why progress is not being made or from a desire to improve the overall management of government. Introducing a Delivery Unit is one intervention among a number of performance management reforms at the center of government that can support a government to place a higher priority on problem solving for results and simultaneously introduce new technical expertise, tools and problem solving techniques. It may be part of whole-of-government reforms to improve civil service performance, securing better value for money in public service performance or securing a sharper focus on government priorities. Given rising interest in public sector performance innovations at the center of government, this note proposes a definition of delivery units and addresses the related question of when their introduction might add value. This note complements two previous GET Notes on “Center of Government Delivery Units” (2010) and “Improving Performance: Foundations of Systemic Performance” (2010).

Introduction

The challenge for governments across the world is to efficiently and effectively turn political ambitions into policy; policy into practice; and the engagement of front line public service professionals into results for and with citizens. An approach a number of governments have pursued to transform political aspirations into tangible outcomes for citizens is the creation of a Delivery Unit at the center of government. The establishment of a Delivery Unit (DU) brings together an understanding of the nature of ‘delivery systems’ – the network of organizations that need to work together to achieve service delivery outcomes - and private and public sector leadership and management practices. Delivery Units focus on producing ‘better results quicker’ through a combination of change management techniques and approaches to public service improvement. Creating a DU near the nexus of political power is a mechanism for government leadership to signal its focus on results and improve its management capacity. The approach seems to work best when it is embedded in a robust organizational performance management framework, focuses on the establishment of high profile, well-publicized priorities, and uses high frequency data to support improvement processes. While the focus of initial units

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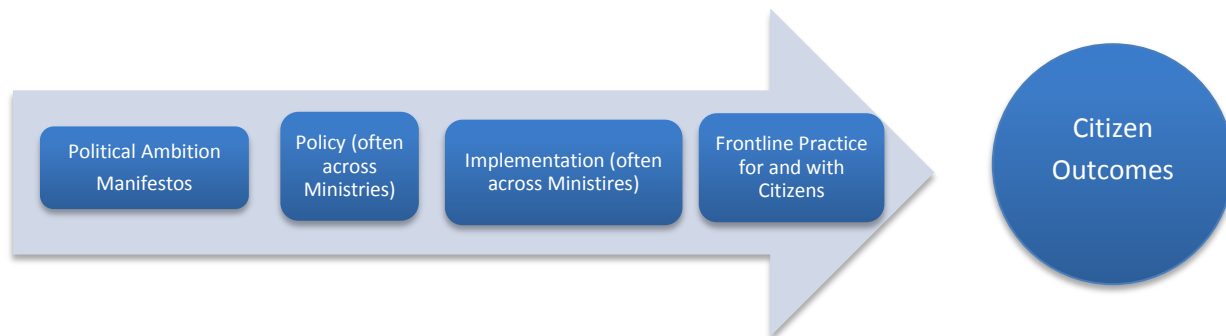


derived from concepts more commonly associated with New Public Management theory, more recent units have incorporated a broader understanding of system change and the relational or networked state.²

Early thinking on DUs was based on a belief that pulling levers at the center of government would trigger appropriate responses throughout the ‘delivery chain’. This thinking reflected the vertical organization of government and often the budget setting and accountability arrangements. The more recent focus on building personalized and responsive public services from a ‘citizen perspective’ has led to a broader understanding of the synergy of work across ministries, the interrelationship of programs from whatever funding source and the coordination of services at the frontline. This new conceptualization, captured by the term ‘delivery system’, creates the potential for new insights to be developed by recognizing the complex issues at play in the provision of public services and in analyzing service quality and access from a citizen or user’s perspective. Delivery system analysis enables governments to more fully understand the impact of their organizational architecture, their funding regimes and the impact on both public sector workers and citizens.

A DU should have the understanding, capability and authority to intervene to make behavioral change happen at appropriate points in sector specific delivery systems –including the work of frontline practice. It will need to tailor its intervention to reflect the roles, relationships and accountabilities of the respective service area, recognizing that delivery systems will vary both by sectors (education, health, justice, energy etc...), by organization (some delivery being siloed and some cross ministry), and by specific country context. Other considerations include the need to respond to a spectrum of government organizations to engagement with arm’s length agencies or private providers; the utilization of appropriate management techniques for vertical command and control delivery or multi-stakeholder engagement of many ministries; and finally, the provision of transactional services to the co-production of outcomes with citizens. This requires analytical capabilities within the unit on both the sector under scrutiny and how results are achieved. However, the intervention of a DU does not take responsibility for performance away from others. Rather, it provides an external, evidence-based perspective on progress and works with Line Ministries, Departments, and Agencies to understand and improve the operation of the relevant delivery system (see Figure 1 for an abstract representation of a very complex process).

Figure 1: Translating Policies into Citizen Outcomes



² Broadly, the focus on delivery targets and associated management strategies derives from concepts commonly associated with New Public Management theory. Networked governance theory, and concepts such as the co-production of services between citizens and service delivery organizations (public, private or non-profit), have been more recently incorporated.



A number of governments around the world have introduced such Delivery Units at the center of government to drive performance improvements. Beginning in the UK in 2001, the Prime Minister's Delivery Unit (PMDU) was the first of its kind at the Head of State level. More recently, Delivery Units have also been introduced in Malaysia (the Performance Management Delivery Unit - PEMANDU), Indonesia (the President's Delivery Unit for Development Monitoring and Oversight - UKP4), and Chile (Unidad Presidencial de Gestión del Cumplimiento), among others. This approach has also been adapted at the subnational and municipal levels. This note attempts to bring a conceptual approach to the subject of Delivery Units, given the dearth of academic literature on the subject and the lack of empirics to support claims about the effectiveness of such an approach. The claims presented here are based on practitioner experiences with introducing and managing Delivery Units.

I. How do we define a Delivery Unit?

Definitional issues on what constitutes a delivery unit abound. As a result, the concept sometimes, wrongly, gets stripped down to an approach broadly referred to as results-based-management, management-by-objectives (though even these terms are in constant flux) or simply performance reforms. Other times, it encompasses any unit/group in government tasked with 'delivering results' – sometimes merely a monitoring or project management office. As a result, it quickly becomes a rather unwieldy topic. To give the concept manageable boundaries, we have sought to define the concept here **as a minimum**:

A discrete unit with a mandate to use the authority of the chief executive to

- focus on improving results as measured by citizen outcomes in a **limited number of priority areas**;
- unblock obstacles when monitoring shows that progress is off track; and
- build understanding and capability for strengthening the underlying actors and systems/processes.

This definition encompasses both form and function, but the form of a discrete unit will differ between countries depending on the center of government structure. A Delivery Unit is most effective when it is part of a government's organizational and individual performance management framework. This framework applies at the national level, and within Ministries, and should be aligned with the local government framework. It often plays a part in operationalizing cross government leadership and working, priority setting, performance agreements and ensuring accountability for results. Units are usually comprised of a relatively small team (though size varies widely among DUs) of skilled experts who work, on behalf of the government, to support culture change that improves a focus on delivery in partnership with ministries/agencies to accelerate delivery of public service outcomes. Given its proximity to a Chief Executive and the authorizing environment needed for it to function, Delivery Units may or may not extend beyond a specific administration or term. Each DU reflects varying degrees of institutionalization.

Delivery Units rely heavily on the functioning of existing public management systems to align the inputs required for delivery. The underlying public management systems that, if working well, would make it easier for delivery units to operate, or may need to be corrected to improve systemic performance, include foundations for: planning and approving the annual budget and work program; implementing the annual budget; accountability (reasonably



comprehensive internal and external audit); and ‘institutionalized watchfulness.’³ The government framework for managing for results provides an important platform for the units work in developing routines to drive performance.

Typically, a Delivery Unit’s main role is to develop routines that focus political attention on a limited set of the government’s highest priorities, and intervening when performance is off track. By intervention we mean putting in place an analytical review, or consideration, of what is blocking progress. In the case of the UK PMDU, the primary intervention was called a Priority Review. This was a rapid analysis of the state of delivery of a high priority. The Review identified the actions needed to strengthen delivery. The outcome was a short report to some or all of the following – the Prime Minister, Line Ministers or Decision-making officials. Priority reviews were undertaken jointly with the relevant departments and included an in-depth analysis of all the available information/data on a subject; formulation of hypothesis on the problems faced; testing of hypothesis at the frontline; and development of recommendations to improve delivery.

II. When is a Delivery Unit the right intervention?

A decision about the potential contribution of a Delivery Unit (DU) is contextual. Each country has its own public service values, reform programs and institutional patterns and a Delivery Unit must fit within that context if it is to effectively support improvement and reform. DUs are a very particular institutional arrangement that signals the priority the Chief Executive is placing on implementation and using his/her authority to accelerate progress. Diagnostic work is necessary to determine whether a DU is likely be successful or whether another public administration innovation is more suitable; and if a DU is adopted, what specific institutional arrangement and tools would be appropriate for the country concerned. In recent years, countries around the world have tried to adapt aspects of these early models to their institutional contexts, with varying degrees of success. No ‘ideal’ form exists for a delivery unit. In alignment with the World Bank’s Public Sector Management Approach’s focus on problem driven diagnostics to determine appropriate public sector reforms, the problem(s) DUs are intended to address need to be well-articulated. A number of other approaches related to strengthening cross- agency collaboration and coordination, such as reorganization/consolidation of agencies and senior executive performance contracts may be more appropriate, depending on the nature of the problem.

Nonetheless, there is now enough practitioner experience to generalize the sorts of issues where a DU might help. Here we discuss some of the critical issues that should be considered with deciding if introducing a Delivery Unit model is appropriate. What follows later in this piece are some of the key components to ensure its success.

1. *Do results really matter politically to the government?*

Government officials and systems respond to the behaviors and priorities of their leaders. Unless the most senior members of the government take an active interest in results and communicate that the government regards the efficient and effective delivery of public service outcomes as a political priority, there is little chance that they will focus on outcomes and there will be no platform for a unit to operate. This sponsorship

³ See Improving Performance: Foundations of Systemic Performance, <http://siteresources.worldbank.org/EXTGOVANTICORR/Resources/3035863-1285601351606/ImprovingPerformance.pdf>



of the unit's remit is critical to its ability to operate across government at both political and technical levels. The explicit commitment to outcomes, improved public services, efficiency and effectiveness provides both traction and focus for the unit. This is likely to mean that the Unit will need to sit within the Office of the Chief Executive; or in collaboration with the Ministry of Finance/Economy. It must have the sponsorship of the center of government. Without this endorsement, the Delivery Unit will not have access to both the information and the decision-makers required to unblock barriers. In order for a Delivery Unit to effectively accelerate public services, it needs to have access to the Ministries/Departments/Agencies (MDAs), to frontline workers and to everything in between – and very often there is a great deal in between.

2. *Does the 'centre of government' effectively monitor and manage for results - are there other units at the center of government that could do the work?*

In deciding whether the introduction of a new unit or group is advisable, a good understanding of the distribution of roles and responsibilities at the center of government is needed. Among the typical functions associated with the center of government are the strategic management, policy coordination, monitoring and improving performance of public policies and programs, managing politics, and communications.⁴ In some cases, existing units may already cover aspects of monitoring and evaluation of policy. Examples of established formal bodies tasked with a similar mandate are the US Office of Management and Budget and Thailand's Office of the Public Sector Development Commission. Similar functions have also been pursued through initiatives (e.g. Vice President Gore's High Impact Agency Initiative), commissions or inter-agency working groups (India's Administrative Reforms Commission). It is critical to keep the distinction between developing and funding policy and the 'implementation of policy' in focus. The unique contribution of a DU is its ability to solely work on the achievement of results and to be able to persistently work with people responsible for results to improve performance. If there is no other body within the centre with this focus, then a DU could add value.

3. *Has the government established priorities and does the government know what is being achieved?*

One of the big challenges of a DU is not only to be clear what constitutes a priority, but to be clear what success looks like and how it can be measured. Priorities must be priorities – if everything is a priority, nothing is a priority. It may be there is insufficient clarity regarding the outcomes the government expects for citizens – or it may be that the government is too focused on creating new policy rather than implementation. Most DUs have selected priorities that are citizen-facing, in others words, public services about which citizens care most (security, health, education, transport etc..). Often the consideration of measurable outcomes drifts into a debate about the use of targets. There is extensive literature about the pros and cons of target setting – noting the sometimes perverse incentives they create. However, the literature is also clear that targets, in the right circumstances, can be a powerful incentive to improvement. What is critical is that there is a way to measure results, including public perception, and that there is clarity about both what success looks like and when results

⁴ Martin Alessandro, Mariando Lafuente, and Carlos Santiso, "Strengthening the Center of Government in Latin America and the Caribbean," IADB Technical Note, October 2013.



are expected. This requires frequent and reliable data – and is foundational for the success for a DU. Many governments have invested heavily in creating good systems to collect performance information through their monitoring and evaluation systems and statistical agencies – the challenge is to foster the use of the data in a way that improves outcomes with citizens.

4. *Are roles and responsibilities for getting results clear and is there a need for additional, internal accountability arrangements in government?*

The tension between performance improvement and accountability is often played out in considering the creation of a delivery unit. Sometimes a unit is created to police the system or to hold Ministries to account. This often reduces its impact and undermines its ability to unblock obstacles. Yet by focusing the attention of the executive on insufficient progress, the accountability dimension is undeniable. Experience suggests that it is critical to be clear what the prime purpose of the unit is intended to be – recognizing it will have many roles. Looking at the underlying accountability relationships and incentives is therefore important. This requires an understanding of the relationship of both individual ministries and their collective impact on delivery partners. One tool some delivery units use to clarify lines of accountability is performance contracts or agreements between Ministries/Departments/Agencies and sub-ordinated agencies or between Ministers and the Chief Executive. In the case of Indonesia, UKP4, monitors performance agreements between Ministers and the President and facilitates dialogues between Ministers and the President every two months. Malaysia's delivery unit (PEMANDU) also relies on performance agreements between the Minister and the Chief Executive. Where achieving the result may involve multiple Ministries working together, a Lead Minister/Ministry is usually assigned to coordinate efforts across the results chain.

5. *Is there a need to better understand how policy is actually implemented at the center?*

Delivery systems – that is the network of organizations that need to work together to achieve outcomes across the levels of government - in each of the sectors (education, energy, health....) will all be different. Central government actors tasked with setting policy and translating policy goals into results often have a limited understanding of 'what works' in implementation. A DU can play an important role in 'system's learning' – capturing and disseminating lessons learned across sectors so that mistakes are not repeated. This is part of their function of building understanding and capability. For example, incentives – monetary and non-monetary – are powerful drivers of service delivery improvements. Improving public services usually entails changing the behaviors of front-line workers. And frontline workers are institutionally a long way from where policy is made. Understanding the motivation, skills and incentives of frontline workers, like nurses, social workers and service specialists is important – and the role their managers and intermediate agencies play is fundamental to ensuring that government priorities are effectively implemented. Understanding who delivers public services and the impact of others on them is essential. A DU can play an important role in working with Ministries to develop this understanding.

6. *Do routines exist at the center to help drive improvement?*

Routines including regular reporting, senior problem solving sessions, setting trajectories, delivery planning, tracking progress and dashboards - all of which help create a culture that focuses on results. Some of these



routines may already exist, however, having a discrete group of people who focus only on helping Ministries, and the government as a whole, to secure results provides much greater momentum to the implementation of policies and is often part of the government's reform program. Routines also include establishing triggers for when performance is not meeting the projected ambition and approaches to 'unblocking delivery obstacles'

7. Are there mechanisms to manage work across a range of Ministries?

While Governments are typically organized vertically, around Departments, Ministries or Agencies (MDAs), it is often the case that the public service outcomes governments cross vertical boundaries. MDAs are an effective structure to secure a focus for the development of policy; a means of allocating and holding organizations to account for spending public money wisely; a way of creating a guiding coalition to achieve government's goals. But to achieve public service outcomes like better health, higher levels of employment, educational achievement or community safety requires MDAs to work together. Delivery Units can help broker work across departments building off of existing inter-governmental coordination arrangements. A unique contribution of a delivery unit is its ability to work across ministry boundaries and to unblock the rules, regulations, guidance or other actions that obstruct frontline staff from getting outcomes that matter for citizens.

III. What are the key components of a successful Delivery Unit

If a decision to create a DU is taken then the following will be useful to establish some of the key components that need to be in place to ensure its success. Three overarching issues: First and foremost, the DU will need a mandate to work across Ministries on the government's priorities – with the authority to intervene to quickly problem solve and unblock obstacles and, in doing so to build capacity across the delivery system. Secondly, there also may be a need to develop and make more explicit the organizational performance framework so the unit has a platform for its work. And finally, there is the task to mobilize the unit with staff and routines – particularly to build a team of people with the skills, attitudes, knowledge and expertise to do the job.

What follows are some of the key components of a successful Delivery Unit:

1. Reliable data

The entire work of the unit is predicated on allowing the numbers to drive performance discussions. Very often government use of data is not commensurate with the cost of collecting it. It is vital that the metrics that are agreed actually measure what matters and that they are reliable and valid; that they are frequent enough to enable MDAs to take action and that the data collection is robust and has the confidence of all parties involved. The more that government can get to 'one version of the truth', the more like they will use the numbers rather than just debate their accuracy. But good data is necessary, but not sufficient.

In order to be able to set trajectories and to track progress on citizen outcomes (for example: the improved performance of students at age 11), there needs to be the ability to know what progress is being made. This requires a set of metrics that track what matters from a citizens' perspective. The data needs to be robust and have the confidence of all across the delivery system – in government, from within the services and from a citizens' point of view. Additionally, it needs



to have a frequency that monitoring of progress to be meaningful. This enables the priorities to be translated into understandable, relevant and achievable goals and enables all of those across a delivery system to understand what success looks like. It often takes a significant amount of time and resources to build-up the underlying data collection and monitoring systems. But if such data systems do not exist, in some cases, quickly developed reporting systems using proxies and external datasets can be utilized to help get a monitoring system up and running – though likely this will affect the start-up time and will need to be factored into the process.

2. Have the right skills to make a difference

The Unit must have a strong analytical capability. Providing an external critique to the work of Ministries has proven helpful to creating a dialogue on performance – but it must be grounded in evidence. Establishing the right metrics and trajectory with MDAs is fundamental to success; and once trajectories have been set and the monitoring of progress begins it is essential that the numbers speak for themselves. Quantitative analysis is crucial in the early stages of any review to understand why performance is off track – establishing the variables and impact analytically.

The Unit must also have qualitative skills. Reviews involve being able to do effective fieldwork and making sense of what is found. Those doing, and reporting on, reviews will need to be able to do effective interviews; have strong observational skills; be able to do document and discussion analysis; and have a strong grounding in qualitative research techniques.

There is also the need for skills in creative problem solving – coming up with new ideas to unblock what is getting in the way to enhance performance. There is a need to be able to question all existing practice and a belief that in a ‘can do’ approach to problem solving, there is always something that can improve performance.

And finally, everyone in the unit must have the ability to collaborate. The responsibility for performance sits in Departments/Line Ministries. The role of a delivery unit is to support them in meeting the government’s ambitions. Improvement in performance normally means changing the behaviors of staff. Given ‘if you do what you have always done, you will get what you have always got’, it is imperative the Unit has the ability to work with people in a way that both builds new capability and changes behavior. So being able to collaborate and get the right balance between challenge and coaching/ mentoring is key.

3. Understand what works and the ability to work with those that matter

Although there are a range of generic skills and attitudes that are necessary, it is also important that the Unit has sufficient knowledge in the service delivery areas they will be working. Each service delivery area has its own knowledge base of what works and model of delivery. Knowing the variables beyond the generic is important – not least in being credible with Departments. Increasingly, for example, international research and experience enables us now to know what works in good teaching, effective medical treatment, achieving community safety, and the Unit will need to be credible in their engagement. Understanding this evidence base, being able to apply it to the country context, and how it relates to the people who are in the particular service you are working with will matter.



What is also important is to understand that in a personalized service, it is the interaction between a local public service worker (a teacher, a doctor, a social worker, a nurse, a police officer....) and a local citizen that gets results. It is here that outcomes are obtained. There is a need to understand the challenges of providing that service and, in particular, the nature of skilled diagnosis of need, skilled intervention of the professional and the interaction/response of the citizen. This is where change will need to occur.

4. Draw on a sufficient repertoire of Tools and Techniques

A successful unit will have a repertoire of tools and techniques that will enable them to solve problems. Various methods will be needed to analyze and problem solve and get to recommendation for action. They need to focus on and help those in the Unit to develop insights on how to get more for less and better outcomes more efficiently. They are at the center of systematic intervention when ambitions are not being met.

Each tool/technique/approach will follow a sequence of first scoping the problem to solve, doing research, interviews, workshops and fieldwork; then using a range of analytical methods to develop new insight; and then turning that analysis into a clear set of recommendations for action. Once the actions are clear, DUs can and should facilitate the implementation of those recommendations, whether by providing access to technical expertise, resources or capacity building.

Some of the tools used by delivery units include:

- **Delivery Planning:** Looking at the way the system has clarified roles and responsibilities; aligned programs: governance; performance and program management; and incentives.
- **Delivery System Mapping:** Developing an understanding of the roles, responsibilities and motivations of a delivery system – and how government can intervene to enhance delivery of its priorities.
- **Preparing for Delivery:** In the early stages of a program finding ways to identify, through a collaborative approach, the underlying barriers to delivery and increase the prospects for secure outcomes of a Government priority.
- **Priority Reviews:** A rapid analysis of the state of delivery of a high priority target or deliverable which identified the actions needed to strengthen delivery.
- **Stat Reviews:** A meeting where key stakeholders come together to tackle a specific challenge or to take stock of actions underway.
- **Customer Journey Mapping:** Understand what public services are like from a citizen's perspective. And to analytically track the experience in order to improve efficiency and delivery of outcomes.



5. Be prepared to set boundaries around the Unit's priorities

There will always be more to do than resources will allow and once a Unit is successfully up and running, it is inevitable that both the Chief Executive and Line Ministries will want to call upon its expertise, tools and techniques in the development of new policy and in answering a range of policy questions. The Unit will need systems that will enable it to prioritize its work. The unit will be under pressure to work on new policy and it will be a challenge to retain its focus on getting better results quicker. That is not to say its approaches do not have applicability more broadly – but retaining the focus is critical. One way is to keep clarity regarding 'what is the outcome' and for that outcome to be measurable. All of the Units approaches are based on having clear metrics and a view of what success looks like for them to be useful. For those policy areas that have not yet defined clearly what they hope to achieve there is little point is the unit using its tools and techniques – other than helping the MDAs clarifying its outcomes.

6. Connect the work of the Unit to decision-making

There are some important lessons to be learned about what will actually make a difference from the work of a Unit. The work of the Unit sits within the government's organizational and individual performance framework. This framework establishes how the center of government monitors and evaluates non-financial performance and holds individuals and units accountable for results. The contribution of the unit must align with this framework and its operating procedures, including how it constructs its work program, its reporting and its interventions must support the successful implementation of the Framework.

All of the UK PMDU reports were part of the internal management of government and regarded as confidential advice to Ministers - with options to help them take decisions regarding improving delivery. This had the advantage of being able to full and frank but the disadvantage of not being available to the entire delivery system. The reports went to the Chief Executive, the respective Departmental Secretary of State and senior officials. Given its senior exposure they were taken very seriously across government. In other systems there is more public transparency – for example in Malaysia's PEMANDU, agreements are published. Irrespective of the decision taken regarding reports for internal management or external accountability, it is important is that the work leads to decisions being taken and results improving.

There is a need for recommendations to be realistic and focused on changing behaviors. Typically DU activity is intended to be cost neutral. This ensures the focus remains on changing the nature of what people across the delivery system do day-to-day to achieve results.

The work should lead to improve capability in the system through collaboration. Any report is only as good as the understanding it builds and its success in improving practice. Joint problem solving and drafting should be part of building capability so that the MDA is able to problem solve itself in the future. This also means that any recommendations are more likely to be implemented. It is important the work leaves the delivery system more resilient to challenges than when the work was first undertaken. This involves a range of levers – most usually training. There is a common mistake that is often made believing that written guidance of policy changes behaviors.



And finally, there is the importance of following-up any work undertaken. All of the work of the Unit is about 'shifting the numbers' and it is important to track the impact of any changes. This is important both for ensuring the success of the work undertaken but also to ensure that the Unit learns lessons about 'what works' to inform its future work.

IV. Conclusions

Central delivery units require a whole-of-government perspective and sufficient formal authority to convene key officials across government to obtain timely information, remove obstacles from evidence-based problem solving, improve coordination, and inform decision making. As a focused intervention, they are not intended to replace the existing MDA responsibilities, and need to be small, lean, with highly-skilled staff. For success, the units need to cultivate a service mentality, internally and with its clients (principally line ministries), helping ministries resolve problems, providing advisory services to program managers (for example, an internal management consulting unit). Units that rely solely on formal authority, punishment, policing, and negative incentives will be resisted by the bureaucracy, elicit data gaming and evasion, and not be able to improve performance or deliver on key priorities.

Critical for success will be: (a) a limited number of explicit, public government priorities, that the unit will maintain and help improve; (b) light, nimble data collection and reporting systems that are not expensive or onerous to operate and maintain; (c) systematic, regular monitoring and communication of performance to assure responsible ministers maintain a continual focus on the objective (monthly, quarterly or six monthly, versus every 2-3 years), (d) some value to add to ministries, in terms of removing obstacles, helping resolve coordination problems, and/or offering sound advice to enable performance.

But ultimately, as emphasized in this note, the decision about the potential contribution of a Delivery Unit and its design is contextual. Each country has its own public service values, reform program and institutional pattern and a Delivery Unit must fit within that context if it is to effectively support improvement and reform. There must also be thorough consideration up-front of other approaches to tackling the problem alongside the consideration of a DU. Even techniques often performed by a DU could be undertaken directly by Ministries to strengthen their management without the necessary introduction of a central unit. Delivery Units are not the "magic bullet", but if we get the diagnostic right and address some of the critical issues early enough, they might have a fair chance in supporting governments to deliver public outcomes that matter to citizens.



Useful Resources

Papers/Reports/PowerPoints:

- [Center of Government Delivery Units GET Note](#)
- [The Experience of the Delivery Unit and Lessons Learned in LAC](#)
- [Strengthening the Center of Government for Results in Chile](#)
- [Deliverology: From Idea to Implementation](#)
- [Translating Vision into Action: Indonesia's Delivery Unit \(2009-2012\)](#)

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