

Victoria University of Wellington



MASTER OF PUBLIC ADMINISTRATION (Exec)

PADM 506

Leading Public Sector Change

2005 Course Outline

(First Trimester course – 24 points)

This course is co-ordinated and delivered by the Australian New Zealand School of Government (ANZSOG) of which Victoria University is a participating partner.

Leading Public Sector Change

SUBJECT OUTLINE

1. Overview

This subject focuses on the complex activity of exercising leadership in the public sector context. Leadership will be explored from the perspective of “mobilising people and groups so that progress can be made and public value created.” The subject will explore the dynamics and possibilities of leadership utilising three core concepts:

1. The distinction between leadership and authority;
2. The difference between technical and adaptive work; and
3. Leadership as an activity, not a position.

These core concepts will be used to examine the implications for public sector change, particularly for mid level managers; who may or may not have opportunities to exercise leadership.

The main themes will be:

- The link between purpose and leadership;
- The idea of leadership as an activity which involves many people;
- The capacities and skills that enhance leadership;
- How the nature of public sector change requires leadership at many levels;
- Ways in which mid level managers can exercise leadership;
- The relationship between management and leadership;
- The link between emotional intelligence, self knowledge and effective leadership;
- The risks, challenges and opportunities of leadership.

Drawing from different disciplines the subject offers a framework for diagnosing and intervening in organisational systems to generate positive change. It will test and examine the functions of authority, the constraints of role and the implications of several tenets of public sector life (eg accountability, transparency, apolitical advice, merit) on leadership possibilities and practice. Insights into the dynamics of groups and organisations (as social systems) will be provided as well as an approach to understanding their productivity and dysfunction. A series of structured activities will allow individual participants to reflect on their style of communication, their propensity to engage in the difficult processes of change and their

capacity to influence others.

In concluding, the subject will raise three questions:

- Can (and should) mid level managers exercise leadership?
- What skills, capabilities and strategies can be used to sustain effective leadership?
- Given the nature of public sector change, where is leadership required?

The subject will raise dilemmas and ask questions and provide both a framework to consider them and offer structured experiences to reflect on them. It will be premised on the idea that in the context within which senior public servants operate¹, exercising leadership is a risky and ambiguous activity. There is, therefore, an opportunity to test the paradigm of leadership that prevails in most public sector environments, to ensure alternatives are enabling and realistic and go beyond the heroic and operational models typically used.

2. Method and Design

The subject will use a variety of educational formats including large group sessions incorporating “case-in-point”² methodology, case discussion, participant case studies, individual assessment and journaling, small group discussion, structured exercises and simulations, guest speakers, and a highly interactive group consultation project.

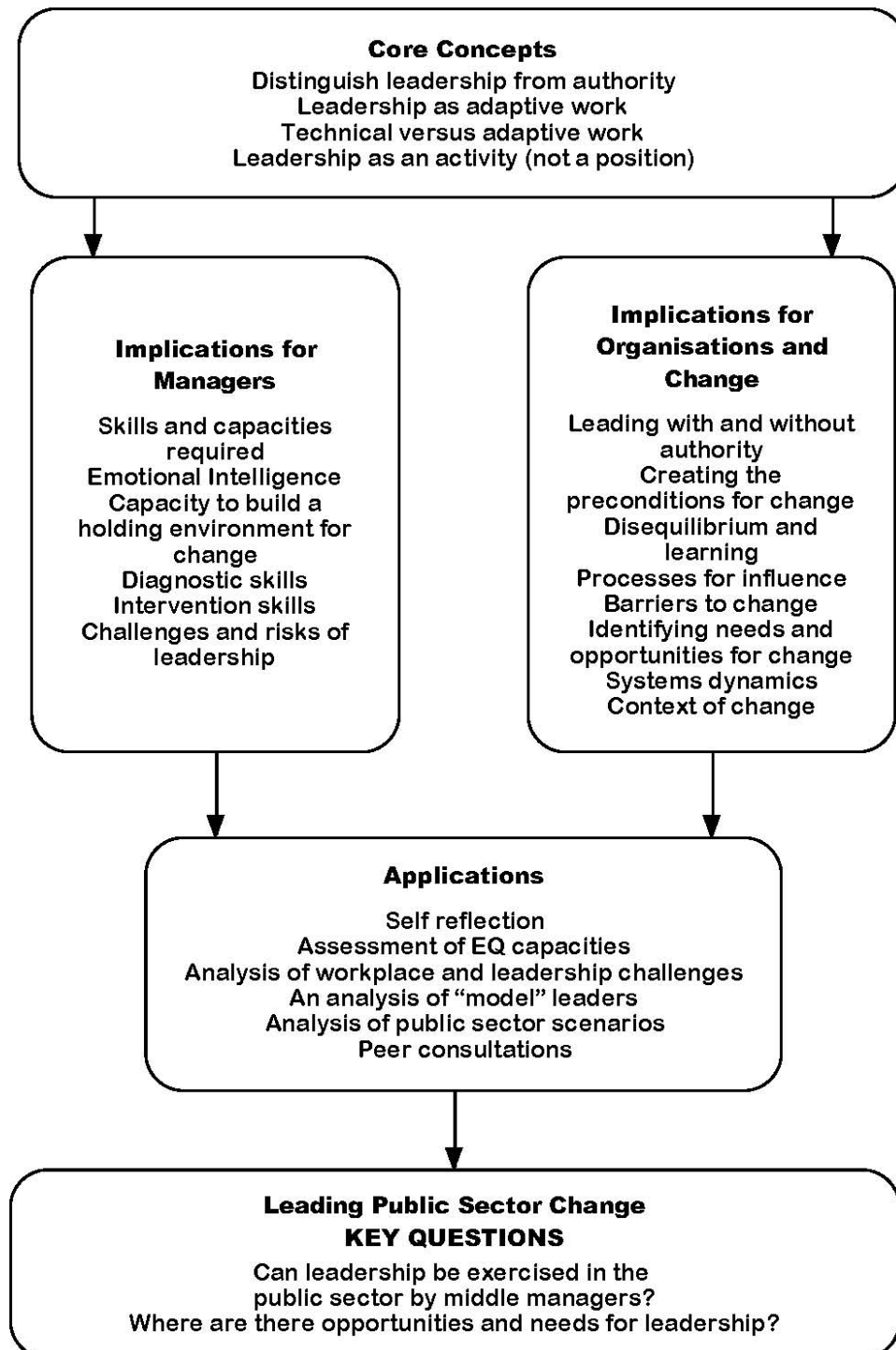
To benefit from the range and richness of individual participant’s experience, each student will prepare and present a personal case study (representing a leadership challenge or dilemma) to his or her small application group.

In addition students will observe, analyse and intervene in the dynamics common to many organisations facing adaptive change by analysing the interactions of the class and their own place in it as a “case-in-point”. In this way the classroom, including the role of instructor/facilitator, becomes a live case study where it is possible to explore the principles of authority, power, role, creative tension, work avoidance, influence, group learning and adaptive work.

Contested; need to be responsive to government and the community; tight accountability frameworks; and the conflicting, and often contradictory pressures of government; as well as the “wicked” nature of many public policy problems.

² See enclosed “Orienting Yourself to Contribute” paper for an explanation of this methodology.

Leading Public Sector Change Subject Overview



Overall the subject will emphasise experiential and interactive forms of learning, where a high degree of responsibility is placed on individuals and small groups. Given the experiential nature of the design and teaching method the subject will be intellectually and possibly emotionally challenging. A key question for individual reflection and learning is "how much and how well do I (each student) contribute to learning for fellow

students in the workshop?” In this way students will get an opportunity to assess their own capacity for leadership, to reflect on their influencing skills and their own barriers to change, particularly the way they operate in groups of people and mobilise them to achieve collective goals.

3. Subject Objectives

The objectives of this subject (outlined in the box on the following page) permit a four level focus. First on concepts and a theoretical approach to leadership; second on the implications of such an approach for individual managers; third on the implications for public sector organisations experiencing change; and finally on applying the use of concepts and models to real world examples.

The objectives of the subject will be met by drawing on several different sources of information and data:

- Subject readings (academic and public sector sources);
- Individual and group experience and opinion;
- Reflection on individual and small group experience, including use of an individual assessment tool;
- Interaction between students (and students and faculty) in class room settings.

The curriculum of this subject builds iteratively during the intensive workshop and subsequently through assessment. Each session or activity has a particular purpose, related to the overall subject objectives and there are many opportunities for making links between leadership (either theoretical or applied) and the context of change in the public sector. The connection between each activity is outlined in the following pages and summarised in Figure 2 (page 12).

Subject Objectives

The overall objective of this subject is to help managers strengthen their ability to lead in complex settings and to use their authority, expertise and power wisely and effectively.

The specific objectives are that students will:

- Develop clear distinctions between leadership and authority and reflect on their capacity to utilise both;
- Understand more about mobilising people and groups for adaptive change;
- Develop diagnostic and intervention skills to operate more effectively in complex organisations;
- Develop range of tools, tactics and strategies available to public sector managers who choose to exercise leadership;
- Identify opportunities for leadership given the nature of public sector change and identify and manage the risks involved;
- Appreciate their own strengths and weaknesses and impact these have on their capacity for leadership;
- Be able to think more strategically and systemically and to better understand the way they act in and react in social systems.

4. Assessment Requirements: Summary (see details later in this material)

Task	Length	Marks	Due Date
1. Model Study (<i>work in pairs</i>)	5-6 pages	40% (10% for model study component)	31 Jan 2005
2. Individual Assignment	2000 words		22 Apr 2005
3. Group Assignment (<i>2 parts</i>):			
Presentation	20-30 min plus 1-2 page written evaluation	10%	18 Feb 2005
Written Work (group)	4000 words	50%	18 Mar 2005

5. Subject Structures/Activities

5.1 Pre-Subject Preparation

1.1 Reading

Selected chapters from two set texts plus a series of journal articles will prepare students for the intensive workshop and will give an overview of the public sector context for leadership.

1.2 Model Study

Working in pairs, each student will contribute to the preparation of a model leadership study in which a nominated person, identified because they are seen as exemplifying leadership, is interviewed. Following interview and reflection a short model study paper is written and used as a key input into the individual assignment. Model studies though not directly assessable will form a required component of this assignment.

Model studies will be referred to in class room sessions; may be used to illustrate a particular concept; and to foster discussion on alternate models of leadership. The study will also be used as a reflection and reference point for the individual assignment, thus providing a “thread” through the subject from preparation, workshop activity and assessment.

Model Study Process			
Prepare model study (interview subject)	Model studies used as mini case studies in class room situation	Use study for self reflection	Incorporate personal learning into individual assignment (40%)

1.3 Leadership Challenge

Each participant will have prepared a short “case study” (1-2 pages) which outlines a current (or recent) leadership dilemma, challenge or problem they face. Challenges presented must directly involve the participant manager and will permit, through discussion, issues related to leadership to emerge. Leadership challenges will identify an element of public sector change each manager is involved with and will require analysis of their approach to responding to such change.

Leadership Challenge Process				
Prepare challenge (case study)	Present challenge & receive consultation in AG	AG reflects on lessons from challenges discussed	AG presents a challenge to another AG & develops leadership strategy	AG incorporates lessons into final group assignment (50%)

1.4 Personal and Leadership Review

In preparation for your involvement in and contribution to the workshop and for your assignment work (particularly the individual task) we encourage you to complete an informal personal and leadership development review.

You might follow some or all of these steps:

1. Talk to your supervisor, colleagues and (where possible) staff and invite feedback on your strengths and shortcomings.
2. Review any kind of leadership or personality assessment you may have completed, eg 360 degree feedback, MBTI. What do these tell you about you and your capacity to exercise leadership?
3. Consider your own attitudes to, and thinking about, leadership. What beliefs underpin your view of this activity? Which theories or models inform you? How might these assist or hinder your own thinking?

4. Consider your personal and professional history and the experiences and influences that have shaped you and your approach to management and leadership. Have you had any crucial experiences (see the Bennis and Thomas article listed on page 1 of pre-subject reading). Which of these are you willing to talk about with other students? Note that any discussion of personal experience in workshop activities will be at your discretion, that is you can choose what to share and in what depth. Also you won't be asked to discuss anything you don't feel able or comfortable to discuss. Students will be asked to commit to a confidentiality ground rule.
5. To what extent are you comfortable to experiment, take risks and step out of your comfort zone at work and beyond? Are you willing to work on behalf of others even though you haven't been formally authorised to do so? (This question has relevance for your participation in classroom activity.)
6. How do you deal with uncertainty? Complexity? Conflict? Do you tend to take initiative and try to get others working together, or do you tend to sit back and wait to see what happens?
7. How open are you to receiving feedback and guidance? Can you let go of your expertise and experience in order to learn new ways? (This question has relevance to your small group activity.)

5.2 Subject Work

2.1 Application Groups (AGs)

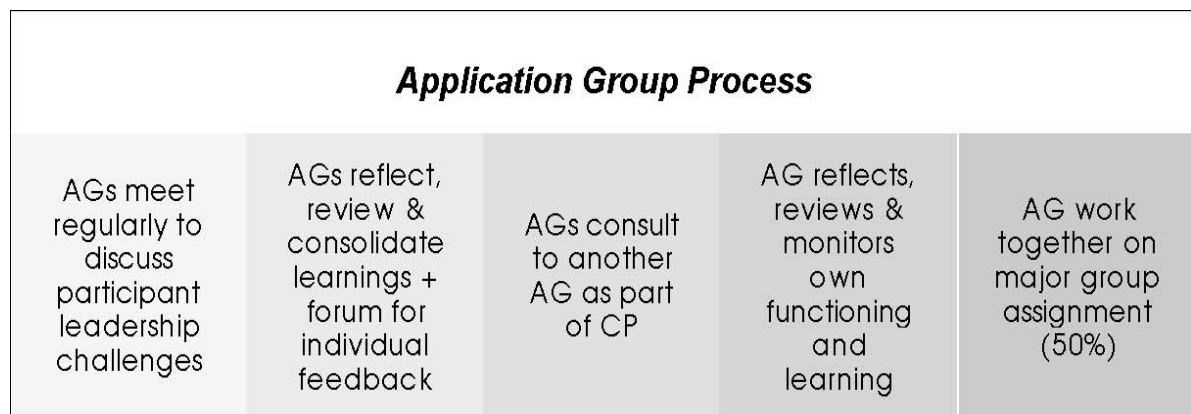
Small groups (4-5 students) formed on a cross-jurisdictional basis, will meet regularly during the workshop and will be the main focus of small group discussion and reflection. The primary task of AGs is the analysis of participant cases (challenges), which have been prepared prior to subject work starting.

Each participant will present their challenge to their AG who will provide a consultation on issues involved. The purpose of these participant case analyses and application group discussions is to:

- Apply what is being learnt in class and through readings to their professional experience;
- Practice using diagnostic and intervention frameworks;
- Investigate ways to exercise leadership (with and without authority) in the context of public sector change;
- Explore how small groups undertake and avoid adaptive work; and
- Broaden exposure to approaches to leadership.

Each participant will present their challenge and receive a (approximately 45 minute) consultation from fellow AG members. AGs will have a series of meetings, during which they will be self regulating and where each student serves as a chairperson/facilitator on a rotating basis. Groups will be encouraged to reflect on their own approach, dynamics and process as an additional means of exploring leadership issues and to be a forum within which lessons from the workshop are applied to “real world” challenges and issues relating to change.

Application Groups will also be involved in the Inter-group Consultation Project, which will form part of the group assignment task. Full details of this project are provided in a separate document.

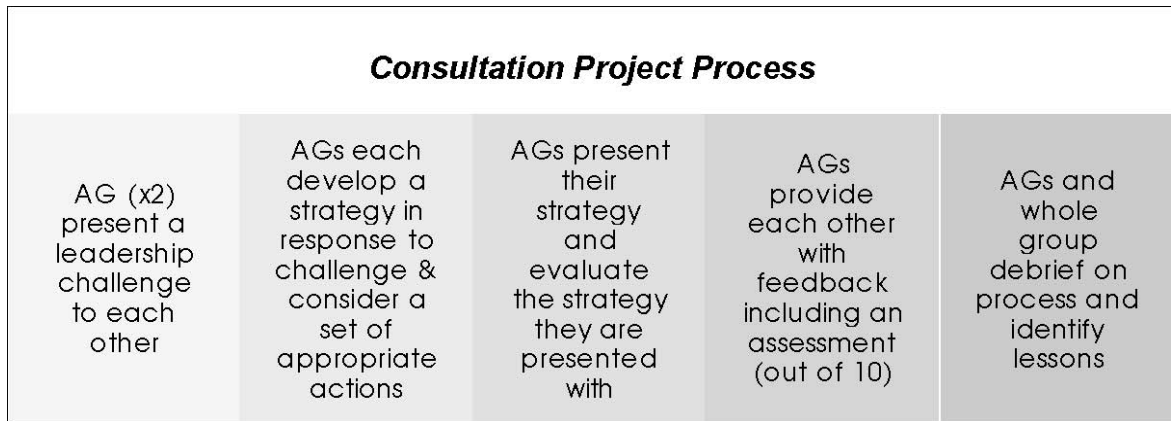


2.3 Inter-group Consultation Project (CP)

This project, broken into five stages over three days and involving some 7-8 hours work will form the basis for the group assessment task. The CP’s purpose is:

- To apply leadership principles, concepts and tools in the development of a response to a leadership challenge;
- To practice core leadership skills of observation, interpretation and intervention;
- To consider the communication strategies required for effective influence; and
- To reflect on individual (and team) effectiveness and the improvisational aspects of leadership.

In summary, the process involves two application groups “consulting” to each other on a nominated public sector leadership challenge. The process of engaging across the AGs - developing a set of leadership interventions designed to assist the partner AG consider change - will allow each group to apply concepts and tools from the class room to a simulated “real world” scenario. AGs will present to each other and will be responsible for evaluating each other’s strategy and providing feedback.



2.4 Class Room Sessions

Initially sessions will be presented to the large group in order to introduce a set of core concepts in a uniform fashion and to build the dynamics and “life” of the class through the use of “case-in-point” analysis. Case-in-point will permit “here and now” observation of concepts being discussed. This will also permit a diagnostic and intervention framework to be practised and will require students to reflect both on their own form of learning and participation, including the efficacy of their own communication, and the manner in which they influence others. A hallmark of individual reflection will be the degree to which individuals facilitate the learning of others and the extent to which they contribute to the development of a “healthy” and high performing group. In this way the classroom will, at times, mirror the dynamics, interactions, successes (and dysfunction) of most groups and organisations. These concepts and experiences will be linked to current public sector change.

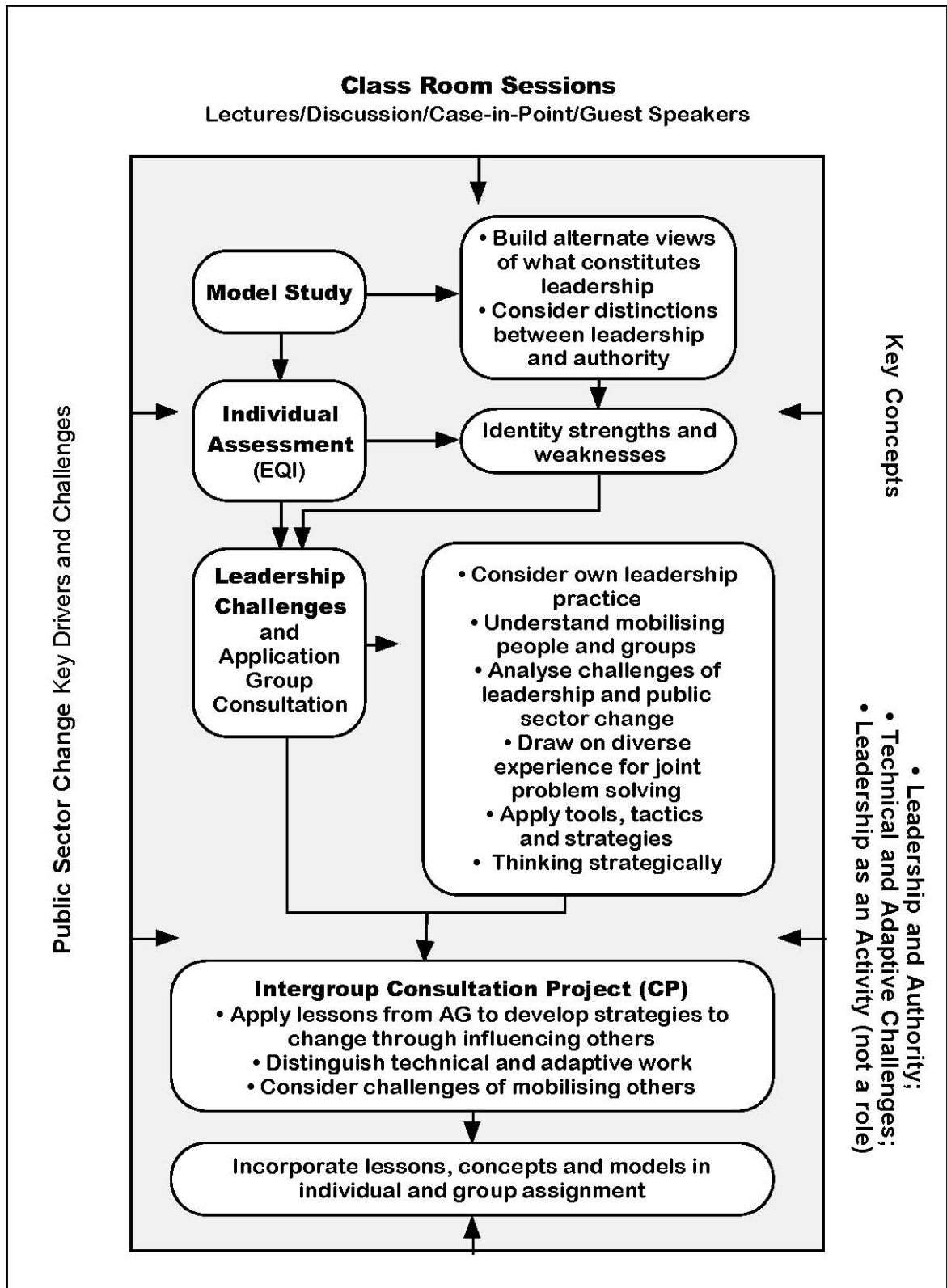
After the first day many class room sessions will be in two streams (1 and 2) though at least once each day the large group will be used as a forum for debriefing, reflection, guest speakers and/or review.

2.5 Individual Assessment and Reflection

Students will be given the opportunity to complete at least one form of individual assessment during this subject (the emotional intelligence quotient). This will permit reflection on individual capabilities, identify development needs and will be used as “data” in a small group exercise which will include review of assessment results and exchange of feedback.

In addition students will be encouraged to use a personal journal leading up to and during the subject work. Journal work will emphasise reflection on individual actions, reactions and contributions.

Figure 2 Relationship Between Workshop Activities



6. Streams and Application Groups

Students will participate in and contribute to two large group forums, as well as be members of an application (project) group.

6.1 Streams

In addition to classroom sessions and exercises involving the whole group, students will be part of one of two streams of 60+ each. These will be identified as Stream 1 and Stream 2.

6.2 Application Groups (AGs)

As already outlined, Application Groups will be the main small forum for activity during the intensive workshop. All application groups will comprise 4 or 5 students and will be mixed to maximum diversity (jurisdiction, agency types, occupations and gender). AGs will undertake three linked activities:

- .(i) Discussion of individual leadership challenges
- .(ii) Inter-group Consultation Project (including presentation)

(iii) Group assignment

6.3 Notification

You will be notified of your Streams and Application Groups upon arrival at the workshop on Sunday 13 February.

7. Assessment Tasks

7.1 Individual Assignments

This assignment has two parts: both are required but only the second will be directly assessed.

Part 1: Model Study

Students will work in assigned pairs in the preparation of a model study (see separate detailed instructions and guidelines).

Model studies will be used as reference material in class room sessions and in application groups.

Each working pair will submit a 5-6 page write up of their model study which will contribute to a resource book for all participants.

The model study paper will be submitted no later than 31 January 2005. It is preferred that

papers be submitted electronically in either MS Word or PDF format so they can be reproduced for other students.

Note: This is a formal requirement of the subject and though it will not be directly assessed, it will form a component of the individual assignment (part 2) which will constitute 40 percent of the subject assessment. Failure to submit a model study paper and to incorporate it into the individual assignment will result in an automatic mark reduction of ten (10) percent.

Part 2: Assignment

Drawing on the model study, your reflections and experiences from the workshop and any previous performance evaluations or psychometric testing (including 360 feedback) address the following question:

“Why should anyone be led by you?”

In your response, please consider at least the following three points. Better assignments will use these three reflection points as a starting point only!

- What are your strengths and shortcomings as a manager and how might these facilitate or hinder your ability to exercise leadership?
- Given what you learned from your model study, what skills and capabilities do you have to develop (and/or what experiences do you need to have) to more effectively exercise leadership?
- Which concepts of leadership do you find most inform your own aspirations for leadership? Why? How might these concepts assist you to strengthen/expand your leadership capacity? (Use concepts from subject work and beyond.)

Length: No more than 2000 words, typed on A4 and double spaced with ample margin and well referenced.

Due Date: 22nd April 2005

Date:

Marks: 40%

Note: Failure to incorporate your model study into this assignment will result in a mark reduction of ten percent.

7.2 Application Group Assignment

The group assignment has two parts, the first to be completed during the one week intensive, the second afterwards.

Part 1: Inter-group Consultation

Each Application Group (AG) will be presented with a leadership challenge by another group. The task will require each AG to consult to their partner AG on the challenge selected and to

develop an intervention (or a series of interventions) that meets the partner AG's criteria for success. Drawing on concepts from the workshop and prior experience each group will develop a means to influence the other group and present a set of ideas which will address the complexities of the challenge presented. Full details of the Inter-group Consultation Project will be provided later.

Overall the purpose of the exercise is twofold: first to explore the challenges of influencing and mobilising others while developing and applying key leadership skills; and second to consider the practical implications of exercising leadership in a public sector environment.

Each group will have up to thirty minutes on Friday 18th February to present their approach. This will be followed by time for reflection and evaluation and the provision of feedback to the presenting group. Partnered groups will be responsible for the assessment (out of 10) which will be provided as part of the feedback process.

A short (1-2 page) written evaluation will be provided to the partner AG and submitted to subject convenor (no later than 12.00pm on Friday 18th February).

Marks: 10%

Note: AGs will need to justify the assessment provided to their partner group, particularly grades over 8/10. Moderation of grades will take place on the written evaluations.

Part 2: Assignment

Drawing on models, theories, concepts and experiences from subject work and from wider experience of public sector change, please provide a critical analysis of the following question:

"How is leadership possible for managers in the public sector?"

Please use examples from your varied workplaces and experiences to argue your case and to draw on the challenges you discussed in your Application Groups.

This assignment asks you, as a group, to use critical thinking and reflection to make links between subject work and the work place.

While there are no prescriptions on how to develop your argument, you might choose to consider some or all of the following questions (but please don't be restricted by them).

- Where is there scope to mobilise people and groups for adaptive change given the challenges in the public sector environment?
- What sort of tools or interventions do you have at your disposal (that increase the chances of success)?
- Where are there opportunities to bring about change and what is required of you if you choose to do so?
- What issues in your communities/jurisdictions are most likely to require public sector leadership? What ways can you contribute to these?

Length: No more than 4000 words, typed on A4 and double spaced with ample margin and well referenced.

Date 18th March 2005

Due:

Marks: 50%

8. Reading and Bibliography

8.1 Set Texts

Heifetz, R 1994, **Leadership Without Easy Answers**, Belknap/Harvard University Press, Cambridge.

National Institute for Governance 2003, **Public Service Leadership: Emerging Issues**, A report for the Australian Public Service Commission, Canberra Australia (please download for use from www.apsc.gov.au/buildingleadership/emergingissues.pdf)

8.2 Other Required Reading

As listed in Workshop Schedule, these required readings are highly recommended, ideally prior to beginning of workshop.

Adams, D. and Wiseman, J. 2003 *Navigating the future: a case study of growing Victoria together*, **Australian Journal of Public Administration**, 62(2), pp 11-23.

Bennis, W. and Thomas R.J.C. 2002 *Crucibles of leadership*, **Harvard Business Review**, September, pp 39-45.

Bogue, E.G. 2003 *The art of using power and authority*, **Leader to Leader**, Winter, pp 6-9.

Collins, J. 2001 *Level 5 leadership: the triumph of humility and fierce resolve*, **Harvard Business Review**, Jan, pp 67-76.

Goleman, D. 1998 *What Makes a Leader?* **Harvard Business Review**, Nov-Dec, pp 93-102.

Harvard Business Review 2004 *Leading by feel*, **Harvard Business Review: Special Edition**, Jan, pp 27-37.

Heifetz, R. and Laurie, D.L. 1997 *The work of leadership*, **Harvard Business Review**, January-February, pp 124-134.

Kegan, R. and Lahey, L. 2001 *The real reason people won't change*, **Harvard Business Review**, November, pp. 85-92.

Schall, E. 1995 *Learning to love the swamp: reshaping education for public service*, **Journal of Policy Analysis and Management**, 14(2), pp 202-220.

Stewart, J. and Kringas, P. 2003 *Change management – strategy and values in six agencies from the*

8.3 Recommended Reading

Selected readings will be provided, some required and some recommended.

- Argyris, C. 1991, *Teaching smart people how to learn*, **Harvard Business Review**, May-June.
- Ashkanasay, N.M. and Trevor-Roberts, E. 2001/02 *Leading in Australia: the egalitarian visionary suits our style*, **Mt Eliza Business Review**, Summer-Autumn, pp 33-39.
- Bennis, W. 1989, **On Becoming a Leader**, Hutchinson-Addison Wesley, London.
- Bennis, W. 2004 *The seven ages of leadership*, **Harvard Business Review**, Jan, pp 46-53.
- Bentley, T. and Wilsdon, J. eds 2003 **The Adaptive State: Strategies for Personalising Public Reform**, Demos
- Buchanan, D. and Badham, R. 1998 *Politics and organisational change: the lived experience*, **Human Relations**, 52(3), pp 609-629.
- Burke, R. 2003 *Future scenarios for Australian Leadership*, **Mt Eliza Business Review**, Summer/Autumn, pp 81-88.
- Carver, J. 2002 *Isn't the heirarchical nature of policy governance out of step with modern participative organisational style?*, **Board Leadership**, Mar-April, p 6.
- Coles, R. 2000 **Lives of Moral Leadership**, Random House, New York, Chapter 3.
- Cooper, R.K. 2001 *A new neuroscience of leadership*, **Strategy and Leadership Journal**.
- Gardner, L. and Stough, C. 2002 *The relationship between leadership and EQ*, **Leadership and Organisational Development Journal**, 23(2), pp 68-78.
- Gillette, J. and McCollom eds. 1990 **Groups in Context**, Addison Weekly, Reading, MA.
- George, B. 2004 *The journey to authenticity*, **Leader to Leader**, Winter.
- George, J.M. 2000 *Emotions and leadership*, **Human Relations**, 53, pp 1027-1041.
- Goffee, R. and Jones, G. 2000 *Why should anyone be lead by you?*, **Harvard Business Review**, Sept, pp 63-70.
- Goleman, D. 1997 **Emotional Intelligence**, Bantam, New York.
- Goleman, D., Boyatzis, R. and McKee, A. 2001 *Primal leadership*, **Harvard Business Review**, December, pp 43-51.
- Grant, I.F. 2003 *How they compare: our political and business leaders*, **New Zealand Management**, January, pp 1-4.
- Heifetz, R. and Linsky, M. 2002 *A survival guide for leaders*, **Harvard Business Review**, June, pp 65-74.
- Higgs, M. and Rooland, D. 2002 *Do you need emotional intelligence to lead change?*, **Journal of General Management**, 27 (3), pp 62-76.
- Hill, R., Bullard, T., Capper, P. Hawkes, K. and Wilson, K. 1998 *Learning about learning organisations: case studies in five New Zealand organisations*, **The Learning Organisation**, 5(4), pp 184-192.
- Hodgson, P. and White, R. 2003 *Facing the unknown: what are leaders for if not to manage uncertainty*, **Ivey Business Journal** Jan-Feb, pp 1-5.
- Hudson, B. 2004 *Trust*, **Australian Journal of Public Administration**, 39(1).
- Jones, R. 2004 *Public versus private: it's closer than you think*, **Management Today**, Feb, pp 6-11.
- Kamensky, J. 2002 *Getting results when no one is in charge*, **The Public Sector Manager**, Spring, pp 20-22.
- Kellerman, B ed. 1984 **Leadership multidisciplinary perspectives**, Prentice Hall, Englewood Cliffs, NJ.
- Kotter, J.P. 1996 **Leading Change**, Harvard Business School Press, Boston, MA.
- Kouzes, J. and Posner, B. 2004 *A prescription for leading in cynical times*, **Ivey Business Journal**, July-August, access at www.iveybusinessjournal.com/article.asp?intArticle_ID=502
- Levy, L. 2004 *The call for leadership*, **The University of Auckland Business Review**, 8(1), pp 1-8.

- Morse, S. 1991 *Leadership for a Victorian century*, **National Forum: The Phi Kappa Phi Journal**, Winter, pp 2-4.
- Norman, R. and Gregory, R. 2003 *Paradoxes and pendulum swings: performance management in New Zealand's public service*, **Australian Journal of Public Administration**, 62(4), pp 35-49.
- Offerman, L.R. 2004 *When followers become toxic*, **Harvard Business Review**, Jan, pp 55-60.
- Parry, K.W. 1998 *Enhancing adaptability: leadership strategies to accommodate change in local government settings*, **Journal of Organisational Change Management**.
- Parry, K.W. 1994 *Transformational leadership: an Australian investigation of leadership behaviour*, pp 82-114 in Kouzman, A., Still, L. and Clarke (eds) **New Directions in Management**, McGraw Hill, Sydney.
- Podger, A. 2003 *The public sector of the future*, unpublished address to **Forum of Commonwealth Agencies**, Terrigal, NSW. (located at www.apsc.gov.au/media/podger270203.htm)
- Prentice, W.C.H. 1961 *Understanding leadership*, **Harvard Business Review: Special Edition**, Jan-04, pp 102-109.
- Rittenhouse, L.J. 2001 *Leadership and the inner journey*, **Leader to Leader**, Fall, pp 26-37.
- Sayles, L. 1989 **Leadership: Managing in Real Organisations**, McGraw Hall, New York, Chapter 3, pp 37-62 and Chapter 6, pp 111-131.
- Scott, K.T. 2002 *Leading in times of change*, **Leader to Leader**, Fall, pp 11-17.
- Sinclair, A. 1998 **Doing Leadership Differently**, Melbourne University Press, Melbourne.
- Sinclair, A. 2004 *Journey around leadership*, **Discourse: studies in the cultural politics of education**, 25(1), pp 7-19.
- Terry, R. 2003 *Leadership in a shifting world*, **Leader to Leader**, Winter, pp 32-37.
- Uhr, J. 2004 *Trust in authority and why it matters*, **Public Sector Informant**, May, p 9.
- Van Wart, M. 2003 *Public sector leadership theory*, **Public Administration Review**, 63(2)
- Wintringham, M. 2004 *Leading public sector change*, presentation to ANZSOG EMPA June 2004, transcript on www.anzsog.edu.au

8.4 Useful Websites for Leadership Literature

Leader to Leader Institute: <http://www.l2li.org>

Ivey Business Journal: <http://www.iverybusinessjournal.com>

9. About the Faculty

Subject Facilitators

Maxime Fern (BA, MEd, MAPsS, CMC, Registered Psychologist)

Maxime Fern, an Executive Director of Vantage Point Consulting, is recognised as one Australia's leading facilitators of complex systems change, a leader and innovator in management development and advanced level communication. She is an expert facilitator whose ability to work with executive level and senior teams is widely sought.

Maxime is a registered psychologist, with training and professional experience in community health, family therapy and human resource management. She has previously worked in the public and community sectors, developed an internal counselling and consulting service for a large national organisation and been an independent trainer.

Maxime has over twenty years' experience in management consulting and organisational development. Her experience includes providing coaching, training and strategic advice to executive teams and CEOs across a wide variety of public sector, business, and not-for-profit organisations in Australia, South East Asia and North America. She is visiting faculty at the JF Kennedy School of Government at Harvard University; and is the current Director of Studies for the Senior Women in Management (SWIM) program, a leading edge national development program for high potential executive level women. Maxime has also previously taught at the Institute of Management (University of New South Wales).

Michael Johnstone (BA, MSocSci, PhD, MAPsS, CMC, Registered Psychologist)

Michael Johnstone, an Executive Director of Vantage Point Consulting, is one of Australia's foremost leadership educators with twenty years' experience in individual, organisational and management development.

He is recognised as an innovator in experiential learning; facilitates several national and international executive leadership programs and is sought after for his expertise in strategic thinking, communication, executive coaching and human systems.

Michael is visiting faculty at Harvard University (JF Kennedy School of Government) executive leadership programs; is a reviewer for the University of South Australia's MBA; a coach to many CEOs and senior executives; and a frequent contributor to leadership forums and conferences. He previously lectured and undertook research into community development at the University of Auckland, University of Sydney and the Australian National University.

Michael is a registered psychologist with training and professional experience in university teaching and research, community development, town planning and the housing industry. He has previously held a variety of professional roles in local and federal government; has been an executive level manager; a freelance researcher and a family therapist.

He currently calls Australia home though has lived, worked and trained in New Zealand, Israel, the USA, Malaysia, and England and brings an international perspective to his work. Drawing on his multi-disciplinary training and varied experience, Michael is known for his ability to draw on ideas from divergent fields to meet the needs of his client groups and for the energetic approach to his work.