

Victoria University of Wellington



MASTER OF PUBLIC MANAGEMENT PROGRAMME

MMPM 530

LEADERSHIP AND CHANGE IN THE PUBLIC SECTOR

(Second Trimester Course – 15 points)

2005 COURSE OUTLINE

Co-ordinator:

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Module Dates, Times and Locations

Module Four:	Thursday 25 August 2005	8.30am – 6.00pm
Module Five:	Thursday 13 October 2005	8.30am – 6.00pm
Module Six:	Thursday 17 November 2005	8.30am – 6.00pm

Locations:

Pipitea Campus.

Rooms will be advised prior to each module.

Course Objectives

By the end of the course, students should develop:

1. A deeper appreciation of what change is, what drives it and why it is resisted;
2. A broad understanding of the major approaches that have been developed to lead and manage change;
3. Knowledge of the general principles of leadership and the changing requirements for effective leadership in the public sector;
4. An overview of the field of organisational development, its contributions, limitations and future prospects;
5. Guidance as to how to maintain your personal integrity while leading change.

Readings and Course Content

The readings will be provided prior to the course. The reading schedule for the modules is as follows:

Module One: Organisational Change
<i>Conceptualising Change</i>
Elkin, G., Jackson, B.G. & Inkson, K. (2004). 'Organisational change and development'. In <i>Organisational Behaviour in New Zealand: Theory and Practice</i> . Pearson: Auckland, pp. 300-327.
Graetz, F., Rimmer, M., Lawrence, A., Smith, A. (2002). 'Understanding change'. In <i>Managing Organizational Change</i> . Milton, Qld: John Wiley, pp. 13-46.
<i>Individual Change</i>
Bridges, W. (1991). 'It isn't the changes that do you in'. In <i>Managing Transitions</i> . Reading, MA: Addison-Wesley, pp. 3-11.
Burns, R. (1993). 'Change: A personal issue'. In <i>Managing People in Changing Times</i> . Australia: Allen & Unwin, pp. 18-50.

Managing Change

King, N. & Anderson, N. (1995). 'Resistance to change'. In *Innovation and Change in Organizations*. London: Routledge, pp. 156-181.

Isabella, L. A. (1993). 'Managing the challenges of trigger events: The mindsets governing adaptation to change'. In Jick, T.D. *Managing Change: Cases and Concepts*. Homewood, IL: Irwin, pp. 18-29.

Reichers, A., Wanous, J. & Austin, J. (1997). 'Understanding and managing cynicism about organizational change'. *Academy of Management Executive*, 11, 1, pp. 48-59.

Organisational Change

Kanter, R.M., Stein, B.A. & Jick, T.D. (1992). 'The 'Big Three' Model of Change'. In *The Challenge of Organizational Change*. NY: The Free Press, pp. 3-19.

Kanter, R.M., Stein, B.A. & Jick, T.D. (1992). 'The challenges of execution: Roles and tasks in the change process'. In *The Challenge of Organizational Change*. NY: The Free Press, pp. 370-394.

Kotter, J. P. (1995). 'Leading change: Why transformation efforts fail'. *Harvard Business Review*, March-April 1995, pp. 59-67.

Buchanan D. & Badham, R. (1999). 'Politics and organization change: The lived experience'. *Human Relations*, 52, 5, pp. 609-629.

Module Two: Leadership

The Nature and Role of Leadership

Elkin, G., Jackson, B.G. & Inkson, K. (2004). 'Leadership'. Chapter 9 in *Organisational Behaviour in New Zealand: Theory and Practice*. Pearson: Auckland, pp. 196-221.

Johansson, J. (2005). 'Political Leadership: An Enduring Idea'. In *Two Titans: Muldoon, Lange and Leadership*. Dunmore: Wellington, pp 17-47.

Jackson, B.G. & Parry, K. (2001). 'Dame Margaret Bazley: Public Servant Par Excellence' and 'George Hickton: The Man With The Open Plan'. In *The Hero Manager: Learning from New Zealand's Top Chief Executives*. Auckland: Penguin, pp. 38-55 and 79-95.

Leadership in the Public Sector

Morley, K. (2002). 'Public sector leadership: Qualities for success'. *Mt Eliza Business Review*, 4 (2), pp. 49-56.

Van Wart, M. (2003). 'Public sector leadership theory: An assessment'. *Public Administration Review* 63 (2), pp. 214-228.

Kelman, S. (2005). 'Unleashing Change: A Study of Organizational Renewal in Government'. Chapters 1 and 11. Brookings Institution: Washington D.C.

New Directions in Leadership Thinking

Collins, J.C. (2001). 'Level 5 leadership'. *Harvard Business Review*, January, pp. 66-76.

Goleman, D., Boyatzis, Mckee, A. (2001). 'Primal leadership: The hidden driver of great performance'. In *The Harvard Business Review on Breakthrough Leadership*. Harvard Boston: Business School Press.

Grint, K. (2000). 'Introduction: The Arts of Leadership'. In *The Arts of Leadership*. Oxford: Oxford University Press, pp. 1-31.

Thomas, D.C. (2001). 'Leadership across cultures; A New Zealand perspective'. In Parry, K. (ed.) *Leadership in the Antipodes*. Wellington: Institute of Policy Studies, pp. 22-45.

Module Three: Sustaining Change and Development

Organisational Development

French, W.L. & Bell, C.H. (2000). 'A history of organization development'. In W.L. French, C.H. Bell & R.A. Zawacki. *Organization Development and Transformation*. Boston: Irwin McGraw-Hill, pp. 20-42.

Waddell, D.M., Cummings, T.G. & Worley, C.G. (2000). 'The organization development practitioner'. In *Organization Development and Change*. Australia: Nelson, pp. 45-66.

The Learning Organisation

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G. & Smith, B. (1999). 'Orientation'. In *The Dance of Change*. NY: Doubleday Currency, pp. 3-35

Jackson, B.G. (2001). 'Peter Senge and the learning organization'. In *Management Gurus and Management Fashions*. London: Routledge, pp. 118-152.

Leadership Development and Leadership Effectiveness

Yukl, G. (2002). 'Developing leadership skills'. In *Leadership in Organizations*. Saddle River NJ: Prentice Hall, pp. 370-399.

Brown. L.M., & Posner, B.Z. (2001). 'Exploring the relationship between learning and leadership'. In *Leadership & Organization Development Journal*, 22, (5/6), pp. 274 -283.

Sustaining Change

Senior, B. (1997). 'Factors for success'. In *Organisational Change*, pp. 292-309.

Pettigrew, A., Woodman, R. & Cameron, K. (2001). 'Studying organizational change and development: Challenges for future research'. *Academy of Management Journal*, 44, 4, pp. 697-713.

Assessment Requirements

The purpose of assessment is three-fold: to ensure that you have met the standard of work required of the course; to give you feedback on your performance that will assist you with your future study; and to provide the teaching staff with feedback on the progress of the class. You will be assessed on the basis of your individual original work.

Assignment 1

Topic: Retrospective Account of a Personal Change Experience

Due: September 22

Total Marks: 30 percent

Length Guide: 2000 words, maximum

For this assignment, I would like you to look back at your life experiences and select a change that was particularly important to your development. This should be something that happened to you in the work place. I want you to reflect on, and analyse what happened during that transition in an effort to consolidate your understanding and perhaps gain some fresh insight into it. In your account you should clearly describe the change and the transition that you experienced; what triggered it and how you felt about the change process before, during and after it unfolded. You should close your account by providing advice to others who might be faced with this kind of change in the future. For this assignment I am interested in assessing your ability to make sense and critically reflect upon your own experience using a blend of your own concepts and suppositions as well as others' conceptual frameworks.

Assignment 2

Topic: Portrait of a Change Agent

Due: November 10

Total marks: 30 percent

Length guide: 2000 words, maximum

You will select a change agent or 'hero manager' who has had a major impact upon a public or non-profit sector organization based in New Zealand. Given that you will be relying largely on secondary accounts of this individual, the change agent should have attracted some attention from the media and possibly academic commentators. In your paper I want you to analyse what the change agent did to effect the organizational change. Specifically, you should examine how it was that the individual assumed the position of change agent; what change was needed and to what in particular have they and others attributed their success or failure in bringing about change. In your account explain why you selected the change agent and what you think are the key lessons to be gleaned from this account about what should and should not be done when leading and managing organization-wide change. In your account, you should be able to deploy to good effect some of the theoretical and conceptual material that is covered in the course.

Assignment 3

Topic: Leading Change Case Study

Due: November 24

Total marks: 40 percent

In the last session you will be assigned a case study that you will be required to analyse and write up. You will have a week within which to complete the assignment. You will be presented with a management case situation involving an organisational change management problem. Drawing on material covered in classroom sessions as well as the readings (this assignment will be conducted on an 'open book' basis) you will be asked to make an assessment of the situation and lay out recommendations as to how you think the change should best be managed.

Please send / hand-in all assignments to:

Francine McGee,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington.

Students should keep a copy of all submitted work.

Penalties

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A “zero” mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course controller prior to the deadline date.

Mandatory Course Requirements

Students are required to attend classes, fully participate in them and achieve at least fifty percent of the total marks available for the course.

Materials and Equipment

It is expected that all assignment submissions will be prepared on white bond paper using PC technology and submitted in hard copy. All other assessment materials will be supplied.

Communication of Additional Information

Additional information and information on any changes will be conveyed to students via class announcements and via an e-mail distribution list.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (Level 1). The office, will be open from 9:00am to 5:00pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA 005 from Monday 27 June to Friday 1 July (9:00am to 5:00pm) and from Monday 4 July to Friday 22 July (11:00am to 1:00pm).

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at www.vuw.ac.nz/policy/StudentConduct. The policy on Staff Conduct can be found on the VUW website at www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website at www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, telephone 463-6070 or email disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, telephone (04) 463 - 6983 or (04) 463 – 6984 or email education@vuwsa.org.nz.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Telephone (04) 463 - 6015 or email Maori-Pacific-Mentoring@vuw.ac.nz