

School of Government

MMPM 530

LEADERSHIP AND CHANGE IN THE PUBLIC SECTOR (15 Points)

Trimester Two 2006

COURSE OUTLINE

Contact Details

Course Co-ordinator: **Dr Dai Gilbertson**
Room RH 905, Level 9, Rutherford House, Pipitea Campus
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Administrator: **Darren Morgan**
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Course Dates, Times and Location

Module Four:	Thursday 31 August 2006	8.30am-6.00pm
Module Five:	Thursday 19 October 2006	8.30am-6.00pm
Module Six:	Thursday 23 November 2006	8.30am-6.00pm

Location: The course will be held on the Pipitea Campus of Victoria University of Wellington. You will be advised of your classroom one week prior to the course by email.

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.

Heavy emphasis will be placed on student driven learning, small group work and experiential learning in order to facilitate achievement of the course objectives. Completion of pre-module work is thus mandatory.

Course Content and Readings

The reading schedule for the modules is as follows:

General Reading

Phillips, C. (2004). 'What is courage?' in *Six Questions of Socrates: A modern-day journey of discovery through world philosophy*. WW Norton: New York, pp. 205-239.

Phillips, C. & Phillips, C. (2004). 'Tips on starting your own Socrates café' in Phillips, C, *Six Questions of Socrates: A modern-day journey of discovery through world philosophy*. WW Norton: New York, pp. 321-333.

Module Four: Organisational Change

Conceptualising Change

Elkin, G., Jackson, B.G. & Inkson, K. (2004). 'Organisational change and development'. In *Organisational Behaviour in New Zealand: Theory and Practice*. Pearson: Auckland, pp. 300-327.

Graetz, F., Rimmer, M., Lawrence, A., Smith, A. (2002). 'Understanding change'. In *Managing Organizational Change*. Milton, Qld: John Wiley, pp. 13-46.

Individual Change

Bridges, W. (1991). 'It isn't the changes that do you in'. In *Managing Transitions*. Reading, MA: Addison-Wesley, pp. 3-11.

Burns, R. (1993). 'Change: A personal issue'. In *Managing People in Changing Times*. 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 Five: 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 Six: 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

Pre-Module Work

For Module 4

1. Read the assigned items from 'Socrates Café'.
2. Assemble a group of 'interesting and insightful people' (not a group of work colleagues) and use the 'Socrates Café Method' to have them discuss the question 'What is change?'
3. Prepare a one-page handout that summarises the essence of their answers in the form of selected quotes and bring 30 copies to our class meeting.
4. Read the assigned materials.

Note that Assignment 1 (see below) will be a complete write-up based on the model extract from the book and may be selected for further work and possible inclusion in a publication.

For Module 5

1. Re-Read the assigned items from 'Socrates Café'.
2. Assemble a group of 'interesting and insightful people' (not a group of work colleagues) and use the 'Socrates Café Method' to have them discuss the question 'What is leadership?'
3. Prepare a one-page handout that summarises the essence of their answers in the form of selected quotes and bring 30 copies to our class meeting.
4. Read the assigned materials.

Note that Assignment 2 (see below) will be a complete write-up based on the model extract from the book and may be selected for further work and possible inclusion in a publication.

For Module 6

1. Re-Read the assigned items from ‘Socrates Café’.
2. Assemble a group of ‘interesting and insightful people’ (not a group of work colleagues) and use the ‘Socrates Café Method’ to have them discuss the question ‘*What is the future of work?*’
3. Prepare a one-page handout that summarises the essence of their answers in the form of selected quotes and bring 30 copies to our class meeting.
4. Read the assigned materials.

Note that Assignment 3 (see below) will be a complete write-up based on the model extract from the book and may be selected for further work and possible inclusion in a publication.

Assignments

There are **three** assignments, each based on your pre-module work modelled on the ‘Socrates Café’ method.

Assignment 1	Due: Thursday 7 September 2006	Worth: 33%
Assignment 2	Due: Thursday 26 October 2006	Worth: 33%
Assignment 3	Due: Thursday 30 November 2006	Worth: 34%

The instructions for each assignment are the same: ‘Using the model provided, write up your ‘Socrates Café’ investigations concerning *change, leadership and the future of work*. Each report should be submitted in hard copy on the date specified above.

Please post / 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.

ANZSOG candidates taking this course as an elective should note that they take it for 24 points, and not 15 points. Accordingly, the learning outcomes to be achieved by ANZSOG candidates are wider and deeper than those expected for non-ANZSOG candidates. The content of those learning outcomes, and the means whereby they will be assessed, will be negotiated and confirmed with the course co-ordinator at the start of the course.

Expected Workload

The expected workload is, on average, (a) approximately 8 hours of preparation time before the first module of the course, (b) 24 hours of class contact time and (c) approximately 10 hours of independent study per week between modules and after the final module.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date.

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 Dr Gilbertson **prior** to the deadline date.

Mandatory Course Requirements

To obtain terms, students are required to attend all classes, fully participate in and submit the all the course requirements.

Students must attend all modules and must obtain 40% of available marks for each of the three assignments.

Communication of Additional Information

The Blackboard system will be used to communicate with the class.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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. To check for opening hours, call the Student and Academic Services Office on (04) 463-5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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 is available for the following:

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

To check for opening hours call the Student and Academic Services Office on (04) 463-5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied. See the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Co-ordinators are available to assist in 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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is, however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

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

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 Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, please contact the Course Co-ordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463-6070, email disability@vuw.ac.nz. The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

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

Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta
Room 210, Level 2
Railway West Wing
Tel. (04) 463-8997
Email: puawai.wereta@vuw.ac.nz

Fa'afai Seiuli
Room 109 B
14 Kelburn Parade
Tel. (04) 463-5842
Email: faafai.seiuli@vuw.ac.nz