

LEADING PUBLIC SECTOR CHANGE

Subject Outline

Overview of the Subject

This course is about an omnipresent yet curiously ill-understood phenomenon in government: leadership, and its relation to stability and change in public policies and public organizations. Calls for better, stronger, more authentic, more ethical leadership in the public sector are often heard these days – as indeed they have been on and off through the ages in most political systems. But what does it mean when people say they want better leadership? What does ‘leadership’ really add to the mix of institutions and processes that make up the business of government? What place can leadership have in a democracy? How is its exercise being facilitated and constrained by the institutions of democracy and the rule of law? How do political and bureaucratic leaders at the apex of government interact, and how can they exercise collaborative leadership in driving policy change and organizational innovation? These are the core questions of this subject.

Overview of the Residential

During five intensive days (and partly nights) of lectures, discussions, encounters with top-level public leaders, we aim to identify and debunk pervasive myths in contemporary management speak about ‘leadership.’ Instead, more empirically sound perspectives on political and bureaucratic leadership, as well as the relations between political and bureaucratic leaders, will be presented. Participants will be encouraged to apply these perspectives in diagnosing and dealing with leadership predicaments in relation to forging stability and/or reform of public organizations and policies.

Subject Objectives

Learning outcomes

At the conclusion of this subject each student should have:

1. An enhanced ability to discriminate between myths and realities of public leadership discourse and practice.
2. A deep understanding of the institutional, contextual and (inter)personal factors shaping the behavior of political and public service leaders, as well as the interaction between them.
3. An enhanced strategic capability, particularly in instigating, implementing or modifying processes of policy and organizational change in the public sector
4. The ability to discern, reflect upon and cope with ethical dimensions of exercising leadership.
5. An enhanced ability to work in collaborative teams on strategic assignments in the context of time pressure.
6. An ability to cogently communicate strategic leadership advice to top-level office-holders.

LEADING PUBLIC SECTOR CHANGE

Reading Pack

The Reading Pack contains selected readings on public sector leadership and case studies that need to be read before the subject commences (and their associated questions that you will need to start thinking about before you meet in syndicate groups). In the ideal world, you will have read **all** the readings and **all** the case studies before you join the program.

In addition, you are required to select, read and write about a biography of a political, bureaucratic or civic leader of your choice (see further under Assessment)

Educational Format: Plenary Sessions, Streams and Syndicate Groups

The course will involve over 60 participants. In managing the achievement of our educational and learning goals over these five days, each student will experience plenary sessions, being a member of one of two streams, and being a member of a syndicate group within their stream.

Plenary sessions will involve all students being together in the one class. We will use the plenaries for the more interactive lectures where presenters will work with the large group on a topic or exercise. Plenaries will also be the way we will meet some of our guest speakers.

Streams will involve about 30 students in each stream. They offer the opportunity for more intensive discussion of e.g. cases. They will be known as Stream 1 and 2. Streams will be mixed to maximise diversity.

Syndicate groups will typically consist of 5-6 students. They will meet at times scheduled in the timetable, and work on preparation tasks for specific sessions, particularly the leadership strategy tournament which concludes the course (and which forms an integral part of this course's assessment).

Assessment

GUIDELINES FOR ASSESSMENT TASKS

Assignments should be typed or neatly presented and submitted directly to ANZSOG by c.o.b. on the date due. Submit your assignments at assignment@anzsog.edu.au. You will receive confirmation of receipt within a day of submission.

Non-completion / late submission of assessment

All assessable work is compulsory. If, because of illness, a participant is unable to complete work, a medical certificate must be produced. Other exceptional circumstances (eg bereavement, highly abnormal work obligations) affecting capacity to complete assessment should be discussed with the lecturer and separate or make-up assessment may need to be substituted. Supporting attestation, for example a work supervisor's written explanation, may be required. Penalties will apply where no adequate exception is established. Applications for exception should be made to the subject leader with a copy (cc.) to go to a.skinner@anzsog.edu.au

LEADING PUBLIC SECTOR CHANGE

Timely completion of assessable work is also expected. A penalty of 5% of the total mark for an item of assessment will be applied for each day late unless waiver for good reason is arranged with the subject leader beforehand. The ANZSOG Student Guide, given to all students, states,

Extensions are normally granted only for medical or other serious reasons. Work related reasons are not normally accepted, as all students are required to balance hectic work schedules and are advised at the commencement of each subject of assessment requirements.

Students should complete the EMPA application for *Assessment extension form* that can be found on the ANZSOG website and email it to Alyson Skinner, the Student Administrator (a.skinner@anzsog.edu.au). Alyson will contact the Subject Leader and you will be contacted about any decision reached. Applications for exception or extensions must be made before the due date.

Word limits

Note that text in excess of any stipulated word length may be ignored by the instructor. Word count does not include footnotes, references or appendices, but excessive use of supplementary material in turn may be penalised

Referencing

In all assessable work, full acknowledgement of sources used is required - both for general referencing and for quotation. This includes acknowledgement of any internal documents or web sources relied upon. Where extracts are used directly these must be cited, where ideas are relied upon more broadly referencing is still needed. Please include a full reference list at the end of the assignment, listing in alphabetical order all references cited in the assignment, and in a standard format. The Harvard citation style is preferred e.g. Smithson (2002) and can be found at <http://www.lc.unsw.edu.au/onlib/refl.html>

Plagiarism

Plagiarism remains unacceptable in any format for the purposes of this subject. Students should be aware that software (eg “Turn-it-in”) may be used at the discretion of ANZSOG to review material submitted. Serious penalties may be applied in cases of plagiarism.

Return of marks

ANZSOG is aiming at assessment turn-around of three weeks for all assignments.

LEADING PUBLIC SECTOR CHANGE

ASSESSMENT REQUIREMENTS

There are two individual assignments to be (largely) performed before the start of the course, and there is one syndicate assignment to be performed during and immediately after the course

Assignment 1:

In the readings for Theme 1/ Day 1: *Challenges of public leadership: political and professional*, there is plenty of reflection about the properties and ingredients of ‘good’ and ‘bad’ leadership. Draw on that literature to write an experiential essay of up to 1000 words where you describe and analyze one example of exceptionally good or bad public leadership that you have witnessed up close.

Length: 1000 words, typed on A4, double-spaced, with ample margins.

Date due: Seven days before the start of the subject

Marks: 20%

Send to: assignment@anzsog.edu.au

Assignment 2:

During the program we shall compare and contrast different manifestations of political leadership, each subject to a particular historical configuration of constraints, opportunities, personalities and events.

One way of developing a feel for the subject of public leadership is to study the life and work of particular leadership agents in a more sustained way. Hence your assignment is to select and read a ‘serious’ (e.g. no instant journalism or campaign propaganda, no memoirs / autobiographies) biography of one political, bureaucratic or civil leader. Your subject can be Australian or foreign, historic or contemporary. Make sure you do not choose somebody you are in blind admiration of or you positively detest. Rather, follow your intellectual curiosity, and try to select a subject whose deeds/career you find intriguing, puzzling, or otherwise in need of understanding better.

If you are unsure about what to choose or whether your biography of choice passes my ‘no crap’ test, email me at: hart@coombs.anu.edu.au.

Once you have selected a biography, read it and then prepare a written (2500 words max, appropriately referenced) and oral (10 minutes max) presentation on ‘your’ leader, which addresses on or more of the following issues (in as far as the biography you selected enables you to address these). In writing your essay, take on board the seminar readings and discussions, as well as any additional sources you might find useful:

1. The person’s path to leadership: motivation/drive, preparation/skills, planning/chance.

LEADING PUBLIC SECTOR CHANGE

2. The key focus of the person's leadership: what did (s)he seek to accomplish.
3. The person's preferred leadership style: front stage and back stage skills, tools, tactics.
4. The institutional and situational possibilities and constraints faced by the person in his/her various leadership roles.
5. The person's leadership achievement/legacy and the key lessons you suggest we draw from it.

The oral presentation is to be delivered to the members of your syndicate on the first day of the course. Do it without fancy electronics. If you have illustrations/pictures/graphs, print them beforehand and bring 6 spare copies which you can use as handouts.

The written presentation is not due until 14 days after the residential, allowing you the opportunity to learn from the course experience, and the feedback given by your fellow students.

Length: 2500 words, typed on A4, double-spaced, with ample margins.

Date due: Fourteen days after the completion of the subject

Marks: 40%

Please let ANZSOG know the title of the biography you have chosen and the leader portrayed, by April 30th / May 14th (dependant on the week you are attending). A brief email to Alyson at a.skinner@anzsog.edu.au will be sufficient.

Assignment 3

During the course, the third and final assignment will be introduced. This assignment – the leadership strategy tournament - is to be performed in a syndicate. On the third day of the course you will be divided into three streams, and within each stream a set of syndicates will be composed. All syndicates in each stream will receive the same case study depicting a complex leadership challenge. They are to act as a strategic advisory group to the leader in question.

During intensive group work on parts of the 3rd and 4th days of the course, each syndicate will prepare an oral presentation (as well as lay the groundwork for a written presentation, which is to be handed in no later than 30 days after completion of the residential).

During the morning of the 5th day, the streams congregate in separate rooms. Each syndicate presents its advice to the leader in question. The oral presentation will be listened to and challenged by highly experienced current or former senior public servants or political office-holders, who will first act as quasi- 'client' of your advice, and thereafter as informal 'juror' of all the presentations in the stream. As juror of sorts, they will appoint one overall winning syndicate (in each stream), which will be rewarded 'appropriately' for its fine achievement in 'speaking truth to power' effectively! The juror's judgment does not affect your grade; it is the written presentation submitted 30 days later that will be graded formally by the course instructor.

LEADING PUBLIC SECTOR CHANGE

Length: 4000 words, typed on A4, double-spaced, with ample margins.

Date due: Thirty days after the completion of the subject

Marks: 40%

Assessment due date matrix: WEEK 1, May 7 - 11

Task	Length	Marks	Due Date
First individual assignment	1000 words	20 %	Monday 30 April, 2007
Second individual assignment	2500 words	40 %	Monday 28 May, 2007
Syndicate assignment	4000 words	40%	Monday 11 June, 2007

Assessment due date matrix: WEEK 2, May 21 - 25

Task	Length	Marks	Due Date
First individual assignment	1000 words	20 %	Monday 14 May, 2007
Second individual assignment	2500 words	40 %	Monday 11 June, 2007
Syndicate assignment	4000 words	40%	Monday 25 June, 2007

Subject Leader

Paul 't Hart is not good at leading anything, except courses. He is, however, a life-long student of leaders and other people with power in the world of politics and public administration. He sometimes advises them too. He moved to Australia in December 2005, eerily attracted professionally by the sheer brutality of Australian politics – in stark contrast with the political culture of the Dutch consensus democracy he grew up in. Warm weather, terrific countryside and a high quality of life for a young family had nothing to do with the choice to move Down Under, of course.

A political scientist by training (PhD Leiden, 1990), he is currently Senior Fellow at the Political Science Program, Research School of Social Sciences, Australian National University, and retains a small part his main academic position before migration, as Professor of Public Administration, Utrecht School of Governance, Utrecht University, the Netherlands. Prior to his arrival in Australia, he was also Associate Dean of the Netherlands School of Government responsible for the Executive PA and Police Leadership Programs. From 2001-2005 he was also adjunct professor of public management and the Swedish Defence College in Stockholm.

LEADING PUBLIC SECTOR CHANGE

In 1997 he achieved the Erikson Early Career Award of the International Society for Political Psychology. He has been a consultant and lecturer to many public organisations in the Netherlands and has recently been a consultant/member of two parliamentary commissions investigating the management of large public projects in the Netherlands. His association with Australia is long-standing. In 1990 he was visiting scholar at the then Canberra College of Advanced Education and in late 1991, he conducted a lecture tour around Australia, talking to police and emergency services about crisis management issues. The spectacle of the Hawke-Keating leadership struggle hit him back then, and triggered a fascination which culminated in an ongoing research project on party leader succession in democracies.

Paul's research covers elite behaviour and leadership in politics and public administration, policy evaluation, public accountability and crisis management. Among his 20 published monographs and volumes are *Beyond Groupthink* (Michigan UP 1997), *Understanding Policy Fiascoes* (Transaction 1996), *Flood Response and Crisis Management in Western Europe* (Springer, 1998), *Success and Failure in Public Governance* (Elgar 2001), *The Politics of Crisis Management: Public Leadership Under Pressure* (Cambridge UP 2005), *Observing government elites: Up Close and Personal* (Palgrave, 2007), *Governing After Crisis: The Politics of Investigation, Accountability and Learning* (Cambridge UP 2008) and *Doing the Government's Business in Brussels: Dutch Eurocrats at Work* (Amsterdam University Press 2008).

LEADING PUBLIC SECTOR CHANGE

Activities to Complete Prior to Attending the Residential

1. *read* all of the articles in the Reading Pack
2. *read* the Case Studies and *prepare* notes in response to the questions provided with each case study, and *bring* those notes on the case studies to your syndicate group discussions on the program
3. complete Assignment 1, and send it in to ANZSOG
4. engage with Assignment 2, and preferably write a draft paper about your bibliography of choice, which you present for the members of your Syndicate group on Day 1
5. inform ANZSOG of your biography choice at least a week prior to the commencement of the course (to facilitate with group formation) a.skinner@anzsog.edu.au