

**School of Government**

**MMPM 530**

**LEADERSHIP AND CHANGE IN THE PUBLIC SECTOR**  
(15 Points)

**Trimester Two 2007**

**COURSE OUTLINE**

---

**Contact Details**

**Course Coordinator:** **Dr Dai Gilbertson FANZAM**  
President of the Australia-New Zealand Academy of Management  
Room RH 905, Level 9, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5145  
Email: [dai.gilbertson@vuw.ac.nz](mailto:dai.gilbertson@vuw.ac.nz)

**Administrator:** **Darren Morgan**  
Room RH 802, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5458  
Fax: (04) 463 5454  
Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)

**Module Dates, Times and Locations**

**Module Four:** Thursday 23 August 2007 8.30am – 6.00pm

**Module Five:** Thursday 18 October 2007 8.30am – 6.00pm

**Module Six:** Thursday 22 November 2007 8.30am – 6.00pm

**Location:** Classes will normally be held on the Pipitea Campus of Victoria University and you will be advised of your classroom one week prior to each module 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.

How will this course embrace the key graduate attributes set for Victoria graduates?

By requiring the graduate students to:

- Manage a process to generate creative ideas by actually doing so and then reflecting within your group and in the Workshop sessions on the process used. This will demand personal *creativity* and group *creativity*. Managing *creative processes* will be vital.
- Understand, by experiencing, the process of innovation and *leading* ideas through all phases from idea conception to adoption and diffusion – ‘making ideas happen’ by integrating your learning with that of others and designing a process for diffusion.
- Create an environment that helps build a creative and task focused culture that builds on the notion of ‘Black Magic’ by contributing to the *Leadership and Change Project (our class)*. This will demand personal *leadership* and a willingness to confront ones own assumptions and behaviours.
- *Critically analyse* information, ideas, problems and questions, synthesise the data and come up with specific recommendations.
- Learn, practice and enhance personal and managerial skills by completing and presenting your café projects. *Communicating* to multiple audiences will require planning, practice and presentation skills.

Very 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.

## **Learning Commitment**

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

## **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.

### **Pre-Module Work 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.

### **Pre-Module Work 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 30 August 2006	Worth: 33%
Assignment 2	Due: Thursday 25 October 2006	Worth: 33%
Assignment 3	Due: Thursday 29 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*.’

**Please submit ALL assignments IN HARD COPY 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 Coordinator at the start of the course.

## **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. Marks may be deducted where assignments are submitted after the due date. For out of town students, two calendar days' grace is given to allow for time in the post.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded. You should let your Course Coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

## **Mandatory Course Requirements**

To fulfil the mandatory course requirements for this course, you are required to:

1. Submit all assignments by the due date;
2. Attend all contact sessions of the course.

## **Communication of Additional Information**

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

## **Withdrawal Dates**

Students giving notice of withdrawal from the course after 4 September 2007 will not receive a refund of tuition fees.

Students giving notice of withdrawal from the course after 23 October 2007 are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

## **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.

## **Notice of Turnitin Use**

Student work provided for assessment in this course **may be** checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com). Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. **At the discretion of the School, handwritten work may be copy typed by the School and subject to checking by Turnitin.** You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.



## **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 students 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 penalized 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](http://www.vuw.ac.nz/home/studying/plagiarism.html)

## **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 hardcopy or under "About Victoria" on the VUW homepage at [www.vuw.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically at [www.vuw.ac.nz/home/studying/downloads/course\\_outlines\\_general\\_information.pdf](http://www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf)

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## **Manaaki Pihipihinga Programme**

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email [manaaki-pihipihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.