

School of Government

PADM 506
LEADING PUBLIC SECTOR CHANGE
(24 POINTS)

Trimester One 2008

COURSE OUTLINE

CONTACT DETAILS

Victoria University of Wellington

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Senior Programme Co-ordinator

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Class Times and Location

Residential course – Students choose to attend one of the following weeks

Canberra: 5 – 9 May 2008

Melbourne: 19 – 23 May 2008

Location and class times to be advised by ANZSOG.

Withdrawal Dates

Withdrawal notice must be in writing to School of Government, Victoria University of Wellington. Ceasing to attend or verbally advising a member of staff will not be accepted as notice of withdrawal.

Withdrawal with a refund. Students giving notice of withdrawal after these dates will remain liable for fees.

Canberra by 6 May 2008; Melbourne by 20 May 2008

Withdrawal without a refund: Withdrawals after these dates require Associate Dean approval (no refund). Please note you need to have not already failed the course, and have a valid reason for not withdrawing in time. Students are regarded as having failed the course unless the Associate Dean gives approval to withdraw.

Canberra by 9 June 2008; Melbourne by 23 June 2008

Course Objectives, Course Content, Expected Workload, Group Work, Readings, Materials and Equipment, Assessment Requirements, Penalties, Mandatory Course Requirements, Communication of Additional Information

Refer to the subject outline supplied by ANZSOG.

FACULTY OF COMMERCE AND ADMINISTRATION OFFICES, VICTORIA UNIVERSITY

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 on the ground floor (EA005). This counter is the first point of contact for :

- 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 <<http://www.turnitin.com>>. Turnitin is an on-line 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.

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 or go to www.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca under Important Information for Students:

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

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: www.victoria.ac.nz/home/studying/plagiarism.html

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 or phone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.



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School of Government

LEADING PUBLIC SECTOR CHANGE 2007

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 organisations. 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 organisational innovation? These are the core questions of this course.

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 organisations 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 organisational 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.

Reading Pack

The Reading Pack contains selected readings on public sector leadership and case studies that need to be read before the course (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 5-7 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

General guidelines

Assignments should be typed 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 and completion of all components of assessment is required to pass the subject. If, because of illness, a participant is unable to complete work or complete the exam at the scheduled time, 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 to achieve the same learning outcomes. Supporting attestation, for example a work supervisor's written explanation, may be required. Penalties will apply where no adequate exception is established.

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.

Applications for exception or extensions must be made before the due date. Students should complete the *EMPA application for assessment extension* form that can be found on the ANZSOG website and email it to the Student Coordinator (l.losanno@anzsog.edu.au) who will consult the local lecturer (in cases involving up to two days extension) and the Subject Leader (in cases involving two or more days extension) to facilitate equity across jurisdictions. In such cases, students will be contacted about any decision reached.

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 and can be found at <http://ilp.anu.edu.au/citations/harvard/harvard.pdf>

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 two weeks for all assessment items except for the syndicate group project which will be three weeks.

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, 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 1 example of exceptionally good or bad public leadership that you have witnessed up close in your professional environment.

Assignment 2:

During the course 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' biography of one political, bureaucratic or civil leader. 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 understanding better. What is a 'serious' biography? It is one that is not 'crap.' What is 'crap' in biography? Books where the author: a. has not done the homework of chasing up all relevant sources and carefully documenting his/her interpretation of the historical record; b. the author is clearly biased in his treatment of the subject. So please exclude from your consideration 1. quick and dirty bios of the instant journalism type; 2. hagiographies and campaign propaganda by partisan writers; 3. leader's self-penned memoirs/autobiographies. Each of these is a non-starter, so be warned!!!!

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. Because we will discuss your individual assignment in small group format on the first day of the course, we need to know well in advance which biography you have selected so we can compose appropriate groups. **Please email your final choice by 24 April to our Student Coordinator Linda Losanno (assignment@anzsog.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 one 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. Try and focus the essay on one or several of the following:

1. How the person's path to leadership (motivation/drive, preparation/skills, planning/chance) shaped the content and/or style of his/her leadership.
2. A systematic analysis of the person's leadership style: front stage (rhetoric, performance) and back room (interpersonal, tactical, political) skills, relations with others (e.g. bosses, peers, subordinates; selection of and dealing with advisers), relations with constituencies (key sources of authority/support among 'followers').
3. The institutional and situational possibilities and constraints faced by the person in his/her various leadership roles.
4. 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 two weeks after the residential (see table on following page), allowing you the opportunity to learn from the course experience, and the feedback given by your fellow students.

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. During the course you will be divided into 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 an strategic advisory group to the leader in question.

During intensive group work sessions on parts of the 3^d 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 40 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 a juror (either a highly experienced current or former

senior public servants, political office-holders or public management scholar), who will first act as quasi-`client' of your advice, and thereafter as informal `juror' of all the presentations in the stream. **You will have 10-15 minutes for your presentation, and 15 minutes for question time. You may use PowerPoint if you wish.** 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 determine your grade; it is the written presentation submitted 40 days later that will be graded formally by the course instructor.

Task	Length	Marks	Due Date
Email biography choice to assignment@anzsog.edu.au	N/A	N/A	24 April
First individual assignment	1000 words	20 %	No later than 7 days before the start of the course (e.g. 28 April and 12 May respectively)
Second individual assignment	2500 words	40 %	No later than 17 days after completion of the course (e.g. 26 May and 9 June respectively)
Syndicate assignment	4000 words	40%	No later than 40 days after completion of the course (e.g. 16 June and 30 June respectively)

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.

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 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, awarded the Herbert A Simon Award of the American Political Science Association), *Observing government elites: Up Close and Personal* (Palgrave, 2007), *Governing After Crisis: The Politics of Investigation, Accountability and Learning* (Cambridge UP 2008) and *The New Eurocrats: Doing the Government's Business in Brussels* (Amsterdam University Press 2008). He is currently co-editing 2 more public leadership books, involving scholars from around Australia and New Zealand.