

School of Government

PADM 510
APPROVED PERSONAL COURSE OF STUDY

Taught with MMPM 530
LEADERSHIP AND CHANGE IN THE PUBLIC SECTOR
(24 Points)

Trimester 1 / 2009

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Professor Brad Jackson**
Fletcher Building Education Trust Chair in Leadership
The University of Auckland Business School
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Administrator: **Darren Morgan**
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School of Government Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 2 March to Wednesday 1 July 2009

Class Times and Room Numbers

Module One:	Friday 27 February 2009	8.30am – 6.00pm
Module Two:	Friday 24 April 2009	8.30am – 6.00pm
Module Three:	Friday 12 June 2009	8.30am – 6.00pm

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email.

Withdrawal Dates

Students giving notice of withdrawal from this course after **Monday 9 March 2009** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Monday 1 June 2009** are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

Course Content

Module	Topics & Readings
1	<u>Leadership</u> <ul style="list-style-type: none">• Defining Leadership• Contrasting Leadership, Management and Governance• Leader-centred v Follower-centred Perspectives on Leaderships• The Context of Leadership: The NZ Public Sector Read Chapters 1, 2, 3 & 4 of Jackson & Parry Textbook Assignment 1 & 2 Briefing

Module	Topics & Readings
2	<p data-bbox="368 338 863 376"><u>Individual and Organizational Change</u></p> <ul data-bbox="419 416 963 568" style="list-style-type: none"> • Drivers for Change • Individual Change Models • Organizational Change Models • The Politics of Organizational Change <p data-bbox="368 607 1131 645">Read Chapters 1 - 9, of Palmer, Dunford & Akin Textbook</p> <p data-bbox="368 680 676 719">Assignment 1 Returned</p> <p data-bbox="368 754 667 792">Assignment 3 Briefing</p>
3	<p data-bbox="368 862 852 900"><u>Sustaining Change and Development</u></p> <ul data-bbox="419 940 927 1093" style="list-style-type: none"> • Authentic Leadership Development • Organisational Development • Communication and Change • Consolidating Change <p data-bbox="368 1131 1062 1169">Read Chapters 5, 6 & 7 of Jackson & Parry Textbook</p> <p data-bbox="368 1205 1219 1243">Read Chapters 10, 11 & 12 of Palmer, Dunford & Akin Textbook</p> <p data-bbox="368 1279 676 1317">Assignment 2 Returned</p> <p data-bbox="368 1352 900 1391">Assignment 3 Due (In Class Case Study)</p>

Course Learning Objectives

By the end of the course, students should be able to:

1. Explain and critically evaluate different theories and approaches to leadership.
2. Establish practices of learning, reflection and conversation as central to their ongoing leadership development.
3. Demonstrate an awareness of the different contexts and challenges that leadership is central to most especially within the public sector.
4. A deeper appreciation of what change is, what drives it and why it is resisted;
5. A broad understanding of the major approaches that have been developed to lead and manage change;
6. An overview of the field of organisational development, its contributions, limitations and future prospects.

PADM candidates are expected to achieve these learning outcomes at a level appropriate for senior managers in the NZ public sector (e.g. a strategic rather than operational focus; oriented towards whole-of-government rather than a single work unit or organisation; demonstrating synthesis, contextuality and multidisciplinary in thinking), and will be assessed on that basis.

Expected Workload

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.

Readings

The required texts for this course are:

- Jackson, B. & K. Parry. (2008). *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership*. London: Sage
- Palmer, I., R. Dunford, & G. Akin. (2006). *Managing Organisational Change: A Multiple Perspectives Approach*. Boston: McGraw-Hill.

These textbooks are available to purchase from VicBooks (www.vicbooks.co.nz), the Victoria University bookshop.

Materials and Equipment

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

Assessment Requirements

The purpose of assessment is threefold: 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 course coordinator with feedback on the progress of the class. You will be assessed on the basis of your individual original work.

Assessment Summary:

1. Leadership Biography	30%
2. Leadership Mindset Analysis	40%
3. Leading Change Case Study	30%
Total	100%

Relationship between these assessments and the course learning objectives is as follows:

Learning Objective	Leader Biography	Mindset Analysis	Leading Change Case Study
1	X	X	
2	X	X	
3	X	X	X
4		X	X
5			X
6			X

Assignment 1: Leader Biography

Due: Friday 10 April 2009
Total Marks: 30%

You will select a biographical or autobiographical book that features a prominent leader. The leader could come from any sphere of endeavour (i.e. business, politics, sport, the military, the arts, the church or the community) from any historic period or geographical region. In a 3,000-word essay, you will describe your rationale for selecting this leader; the development of the leader; how he or she assumed various leadership roles; the strengths and weaknesses that have been attributed to the leader; the quality and completeness of the biographical account; and the insights into leadership that you have derived from reading this account.

Assignment 2: Leadership Mindset Analysis

Due: Friday 29 May 2009
Total Marks: 40%

Write up a recent leadership incident / situation / decision / event / issue that you were involved in (you may have a minor or major role) as a mini-case study. You should spend about 1,000 words on this. It is important that you do give detail on:

- 1) where the leadership is;
- 2) your own role, actions, processes of thought / feeling;
- 3) the role, actions, processes of thought / feeling of key others;
- 4) relevant outcomes / consequences / results / relationships.

You will be rewarded for:

- a clear and well structured mini case study;
- a strong leadership focus;
- detail on self, others and context;
- the provision of small details that could lead to insight in Part Two.

Using the theory discussed in class, the readings and your own independent literature search, analyse your case study in terms of leadership and change. You should spend about 2,000 words on this. It is important that you go into depth on:

- 1) the nature of the leadership evident in your case study including your own leadership assumptions, definitions and thinking that you bring to this analysis;
- 2) your own contribution to the leadership and what this may say about your own leadership mindset and capability;
- 3) how leadership is present in terms of the structure, relationships and organisation it is embedded in;
- 4) how your leadership learning can be evaluated, developed, and extended in terms of the future.

You will be rewarded for:

- reference to class concepts, readings and the wider leadership and change literature;
- an ability to use theory to generate insight into the leadership situation;
- the ability to construct an analysis that illustrates depth, sophistication and critique;
- a well structured, referenced and thoughtful analysis.

Assignment 3: Leading Change Case Study

Due: Friday 12 June 2009

Total Marks: 30%

In the third and last module session, you will be assigned a case study that you will be required to analyse and write up. You will have two hours within which to complete the assignment. You will be presented with a change 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 led and managed.

Please submit assignments 1 and 2 IN HARD COPY to:

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

Assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House) during office hours of 8.30am to 5.00pm, Monday to Friday. The assignment box is cleared daily, and assignments will be date stamped.

Students should keep a copy of all submitted work.

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 dates;
2. Attend all modules/contact sessions of the course.

Communication of Additional Information

Additional information or information on changes will be conveyed to students in class, via email to all class members or by post.

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 on the ground floor (EA 005). 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.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine 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 mis-referencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the Head of 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: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria University 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.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 University. 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 telephone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or telephone (04) 463 5842.