

School of Government

GOVT 514
LEADING CHANGE IN PUBLIC
AND COMMUNITY ORGANISATIONS
(15 Points)

Trimester 2 / 2015

COURSE OUTLINE

Names and Contact Details

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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 6 July – Thursday 29 October 2015

Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 17 July 2015**.

2. The standard last date for withdrawal from this course is **Friday 25 September 2015**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an ‘*Application for Associate Dean’s Permission to Withdraw Late*’ including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks or at www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc.

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Thursday 9 July 2015	9.00am – 5.00pm
Module Two:	Thursday 27 August 2015	9.00am – 5.00pm
Module Three:	Thursday 22 October 2015	9.00am – 5.00pm

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. The timetable is also available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables.

Attendance is required at all teaching days

Course Delivery

This course is delivered in a modular format over three days (three ‘modules’) of 6 hours contact time each (18 hours total) between 9.00am and 5.00pm on the days indicated above, supplemented by 6 hours (called ‘Intermodular Work’ (IW), which are online assignments or face-to-face small group discussions and report backs) between module meetings, as detailed below. **Attendance is required at all teaching days. Participation in additional work sessions is mandatory.**

Group Work

Group work is not required for assessment on this course. However, students are expected to engage and participate fully in class discussion and make individual contributions towards group learning through the blogs after module one.

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 day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course. Some of that is set contact time. The rest is your study time and we recommend you study weekly for approximately 8-10 hours.

Prescription

This course examines ongoing leadership and the performance and development of public and community organisations, leadership and change, managing and leading in large/small, bureaucratic/matrix and network Organisations.

Course Learning Objectives

At the end of this course, you should be able to:

1. Identify and apply models of leadership in the public sector
2. Recognise and critically analyse the elements of organisational culture
3. Demonstrate how to apply integrative leadership across public, private, community and voluntary sectors
4. Apply different models of organisational change in the public sector.

Course Content and Readings

Leadership in public organizations occurs not only at the top of organizations, but at all levels, and can be practised by all persons. This course examines themes of leadership and change.

The required text for the course is:

Newell, T., Reeher, G., & Ronayne, P. (Eds.). (2012). *The trusted leader: Building the relationships that make government work* (2nd ed.). Washington, DC: CQ Press/Sage.

This book is available from VicBooks (www.vicbooks.co.nz), the Victoria University bookshop. You are advised to purchase or order your copy as soon as possible to ensure you have yours in time to prepare for module one.

Required readings indicated below with an asterisk are available from the Victoria University of Wellington library databases or e-book collections. As a VUW student, you have complete and free access to these materials. University copyright licenses allow you to download and print these materials, so long as you use them for educational purposes only. Please ask your course convenor or a VUW librarian if you require help to access material, or if you run into any other problems.

If the library does not have database or e-book access to required readings (those with no asterisk in this course outline), a URL will be provided, the readings will be available on Blackboard, or you will be advised to buy the readings. In some cases, you may need to go to the library to consult books, or to check them out. Some recommended reasons are also included; additions may be added as the course progresses.

Module 1: Leadership Theory and the Public Sector Context

Leadership Theory and Competencies

- Defining terms: leadership, leaders, leading, public sector leadership and more.
- Three major conceptual periods in leadership theory: traits/attributes, transactional leadership and transformational/integrative leadership
- What are traits? Big 5 personality traits. Traits and the SSC leadership success profile.

- Rethinking POSDCORB for today
- Leadership styles and contingency theory (Hersey and Blanchard), House' Path-goal theory
- Transformational leadership, charismatic leadership, strategic leadership, Kouzes and Posner practices of exemplary leadership, Bass' full range/integrative model.

Required reading

* Van Wart, M. (2012). *Leadership in public organizations: an introduction* (2nd ed., pp. 52–90.) Armonk, NY: M. E. Sharpe.

Kouzes, J., & Posner, B. (2012). *The leadership challenge* (5th ed., pp. 9–40). San Francisco: Jossey-Bass.

Further reading

Jackson, B., & Parry, K. (2001). *The hero manager: Learning from New Zealand's chief executives* (pp. 207-230). Auckland: Penguin.

B. Jackson and K. Perry (2011). *A Very short, fairly interesting and reasonably cheap book about studying leadership* (pp. 1–24). Thousand Oaks, CA: Sage.

* Rowold, J., & Rohmann, A. (2009). Relationships between leadership styles and followers' emotional experience and effectiveness in the voluntary sector. *Nonprofit and Voluntary Sector Quarterly*, 38(2), 270–286

* Allen, S. L., Smith, J. E., & Da Silva, N. (2013). Leadership style in relation to organizational change and organizational creativity: Perceptions from nonprofit organizational members. *Nonprofit Management and Leadership*, 24(1), 23–42.

Public Sector Context and Values

- Public sector context and challenges that shape leadership: many stakeholders, multi-faceted priorities, many real crises, scarce resources and more; impact of public sector challenges on leadership forms
- Value-based leadership and practice; public values and leadership
- The administrative conservator
- Mark Moore's strategic triangle of public value

Required reading

Newell, T., Reeher, G., & Ronayne, P. (Eds.). (2012). *The trusted leader: Building the relationships that make government work* (2nd ed.). Washington, DC: CQ Press/Sage. Introduction & chapter 1.

Northouse, P. (2006). Leadership ethics. In J. West & E. Berman. *The ethics edge* (pp. 46–54). Washington, DC: ICMA.

Terry, L. (2003). *Leadership of public bureaucracies: The administrator as conservator* (2nd ed., pp. 33–66). London: Routledge.

Further reading

Bowman, J. (2006). The ethical professional: Cultivating scruples. In J. West & E. Berman. *The ethics edge* (pp. 24–38). Washington, DC: ICMA.

* Moore, M. (2000). Managing for value: Organizational strategy in for-profit, nonprofit, and governmental organizations. *Nonprofit and Voluntary Sector Quarterly* 29(suppl. 1), 183–208.

Intermodule Work: Please see below for the intermodule assignments!

The self-study exercises include readings on **Critical Perspectives and Insights in Leadership**.

Module 2: Leadership and Change Management – I

Note: We start with QUIZ 1 at 9.00am.

Leading in Communication, Engagement and Teamwork

- Leading self, Johari window, assessment instruments, emotional intelligence
- Communication, conversation, communication failure, psychological contract
- Coaching styles
- Stages of teamwork, teamwork issues

Required reading

Newell, T., Reeher, G., & Ronayne, P. (Eds.). (2012). *The trusted leader: Building the relationships that make government work* (2nd ed.). Washington, DC: CQ Press/Sage. Chapters 2 to 5.

Kolb, D. et al. (2001). *Organizational behavior: An experiential approach* (pp. 189-212). Upper Saddle River, NJ: Prentice Hall.

Further reading

* Berman, E., & West, J. (2003). Psychological contracts in local government: A preliminary survey. *Review of Public Personnel Administration*, 23(4), 267–285.

Berman, E., & Berman, D. (2012). *People skills at work* (pp. 147-161). New York; CRC Press.

* Berman, E., Chen, D. Y., Jan, C. Y., & Huang, T. Y. (2013). Public agency leadership: The impact of informal understandings with political appointees on perceived agency innovation in Taiwan. *Public Administration*, 91(2), 303–324.

Leadership and High Performance

- Pillars of high performance
- The High Performance Organization Model, Change Levers, Key Diagnostic Questions

Required reading

Newell, T., Reeher, G., & Ronayne, P. (Eds.). (2012). *The trusted leader: Building the relationships that make government work* (2nd ed.). Washington, DC: CQ Press/Sage. Chapters 6, 11.

Further reading

Berry, R., & Bridgman, T. (2013). *Trimming the FAT: Change at the Ministry of Foreign Affairs and Trade*. Case 2013-142.1 *Australia and New Zealand School of Government Case Programme*.

* West, J. P., & Berman, E. M. (1997). Administrative creativity in local government. *Public Productivity & Management Review*, 20(4), 446–458.

Organizational culture and change

- Defining organizational culture, culture vs. climate
- Competing values framework, typologies of culture
- Drivers of culture and change
- Case: Creativity Management in Korea

Required reading

Schein, E. H. (2010). *Organizational culture and leadership* (pp. 7-22). San Francisco: Jossey Bass/John Wiley & Sons.

Cameron, K. S., Quinn, R. E., DeGraff, J., & Thakor, A. V. (2014). *Competing values leadership* (pp. 3–20). Cheltenham, UK: Edward Elgar Publishing.

Further reading

* Berman, E., & C.-G. Kim. (2010). Creativity management in public organizations: Jump-starting innovation in Seoul. *Public Performance & Management Review*, 33(4), 619–652.

* Jaskyte, K. (2004). Transformational leadership, organizational culture, and innovativeness in nonprofit organizations. *Nonprofit Management and Leadership*, 15(2), 153–168.

Module 3: Leadership and Change Management – II

Note: We start with QUIZ 2 at 9.00am.

Governance of Leadership in New Zealand

- Trends in leadership development, systemwide perspective
- Key development areas, breadth/depth (T-shaped people)
- Career Boards in New Zealand
- Assessment practices, other initiatives

Required reading

State Services Commission. (2013). *Leadership strategy for the state services*. Retrieved from www.ssc.govt.nz/sites/all/files/leadership-strategy-for-state-services.pdf

State Services Commission. (2104). *Getting to great*. Retrieved from www.ssc.govt.nz/sites/all/files/getting-great-full-report.pdf

Hampton, A. (2014, October 22). *Talent spotting in the public sector*. Retrieved from www.ipanz.org.nz/Section?Action=View&Section_id=88

Change Management

- Types of changes
- Barriers to Change, Change as a Transition, Conditions for change
- Strategies of change, change leadership in bureaucracies, Kotter's 8 steps of change
- Leadership in matrix organizations, skills for project management

Required reading

* Kotter, J. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, January, 96–103. (Originally published in *Harvard Business Review*, 73(2), 59–67.)

Kelman, S. (2005). *Unleashing change: A study of organizational renewal in government* (pp. 1–9 and 201–213). Washington, DC: Brookings Institution Press.

Berman, E. (2006). *Performance and productivity for public and nonprofit organizations* (2nd ed., 43–63) New York: M.E. Sharpe.

Further reading

* Uhl-Bien, M., & Marion, R. (2009). Complexity leadership in bureaucratic forms of organizing: A meso model. *The Leadership Quarterly*, 20(4), 631–650.

* Jałocha, B., Krane, H. P., Ekambaram, A., & Prawelska-Skrzypek, G. (2014). Key competences of public sector project managers. *Procedia-Social and Behavioral Sciences*, 119, 247–256.

* Sy, T., Beach, L., & D’Annunzio, L. S. (2005). Challenges and strategies of matrix organizations. *Human Resource Planning*, 28(1), 39–48.

See also: Stoner, J. (2012, Aug 20). Manage The Challenges of Working In a Matrix Organization. <http://seapointcenter.com/matrix-leadership/>

Leadership in Collaborative Networks

- Collaborative governance, Fundamentals of community-based leadership (CBL)
- Leadership practices in CBL: Visionary and strategic leadership; personal leadership, team leadership, political leadership, power-vs-interest grid
- Implementation, Leadership in Network Administrative Organizations

Required reading

* Crosby, B. C. (2010). Leading in the shared-power world of 2020. *Public Administration Review*, 70(s1), s69–s77.

Morse, R. S. (2008). Developing public leaders in an age of collaborative governance. In R. S. Morse & T. F. Buss (Eds.). *Innovations in public leadership development*, (pp. 79–100). London: Routledge.

Further reading

Newell, T., Reeher, G., & Ronayne, P. (Eds.). (2012). *The trusted leader: Building the relationships that make government work* (2nd ed.). Washington, DC: CQ Press/Sage. Chapters 8, 12.

Hartley, J., Alford, J., Hughes, O., & Yates, S. (2013). *Leading with political astuteness*. Australian and New Zealand School of Government and the Chartered Management Institute, UK.

* Korosec, R., & Berman, E. (2006). Municipal support of social entrepreneurship. *Public Administration Review*, 66(3), 448–462.

Leadership of Diversity (Culture and Gender)

Note: This section might be revised

- Female and minority representation in leadership, barriers, progress
- Female leadership styles, other leadership styles
- Cross-cultural leadership, impact of leader behaviors

Required reading

Carli, L.L., & Eagly, A.H. (2011). Gender and leadership. In D. Collinson, K. Grint, B. Jackson, & M. Uhl-Bien, (Eds.). *The Sage Handbook of Leadership* (pp. 103–117). London: Sage.

Guthey, E., & Jackson, B. (2011). Cross-cultural leadership revisited. In D. Collinson, K. Grint, B. Jackson, & M. Uhl-Bien, (Eds.). *The Sage Handbook of Leadership* (pp. 165–178). London: Sage.

Further reading

Ministry of Women's Affairs (2013). *Realising the opportunity: Addressing New Zealand's leadership pipeline by attracting and retaining talented women*. Retrieved from: <http://women.govt.nz/documents/realising-opportunity-addressing-new-zealand%E2%80%99s-leadership-pipeline-2013>

Tyson, J. (2009). *Building the new generation National Library (A)*. Case 2009-80.1 Australia and New Zealand School of Government Case Programme Australian and New Zealand School of Government.

* Berman, E., Sabharwalb, M., Wang, C-Y., West, J., Jinge, Y., Janf, C-Y., Liug, W., Brilliantesh, A., Cheni, C-A., & Gomes, R. (2013). The impact of societal culture on the use of performance management practices in East Asia: Evidence from a comparative survey, *Public Management Review*, 15(8), 1065–1089

Course Conclusion

Assessment

The Assessment Handbook will apply to all VUW courses: see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf .

There are several items of assessment for this course:

- 1. Quiz 1 – administered at the beginning of module 2, Thursday 27 August 2015 (25 points)**
- 2. Intermodule Work – 2 exercises, both due by Thursday 1 October 2015 (14 points)**
- 3. Quiz 2 – administered at the beginning of module 3, Thursday 22 October 2015 (25 points)**
- 4. Essay – due by Thursday 29 October 2015 (36 points)**

Quizzes (2)

This course has two quizzes. Each quiz assesses your understanding of key concepts used in leadership theory and practice as reflected in readings and lectures (and which are also used in later assessments). To support your learning in an efficient manner, a study guide is provided with key terms. Students may study together in preparing for the quizzes, though the quizzes are individual. The quizzes are based on a selection of items of study guides. The quizzes are taken at the beginning of modules 2 and 3, so attendance matters. The quizzes have about 17-25 short, closed-ended questions and last about 30 minutes.

Intermodular Work: Choose 2 of the following 3 exercises

Intermodular Work consists of work that constitutes the 6 hour supplemental on-line self-study expectation. These postings are intended to deepen your knowledge and insights gained from the course material. You must **choose two (2)** of the following three Intermodular Work (IW) exercises. IW1 and IW2 are posted as Blackboard Blogs, whereas IW3 is submitted directly to the course convenor via the Blackboard Assignment function.

- **IW1 (Write a Blog and comment on 2 others)**: Read three articles in the folder ‘Critical Perspectives and Insights’ (Blackboard, see below). Choose **one** article. (i) Briefly summarize the main points and (ii) relate it to a situation that you have experienced or have read about (maximum 600 words). Then, (iii) post comments on at least two of other students’ blogs: What can you add or share to what they write? Do you agree/disagree in some ways? (Your blog and comments will be available to students in the course.)
- **IW2 (Write a Blog and comment on another)**: (i) Identify an on-line video or movie related to leadership and discuss why it is helpful and relevant/insightful in the work of leadership (maximum 600 words). You may not identify a video that has already been posted by your fellow students. Then, (ii) comment on a posting of another student. (Your blog and comments will be available to students in the course.)
- **IW3 (Leadership style)**: Identify and assess your leadership style based on three (3) tests. You can find many tests online (google “leadership inventory free”), and the DISC test is mentioned in Newell (chapter 5). Note that test results sometimes point to more than one type. In your write-up (maximum 1,200 words), discuss such matters as: Which strengths should your type celebrate and why? Which leadership skills might you want to build up, and relate these to: SSC www.ssc.govt.nz/leadership-success-profile or concepts from the readings. (Note: Unlike the blogs and comments in IW1 and IW2, this assignment is **NOT** available to students in the course.)

Grading: Each of your two exercises is worth a maximum 7 points (so, a maximum total of 14 points for your two postings). The grading uses the following scale:

- 0 = failure to post
- 3 = posted but falls significantly short
- 6 = satisfactory/good
- 7 = very good/thorough/exceptional analysis and writing

Note: the grade reflects both your posting and comments on students’ blogs.

Note re: IW1: The self-study exercises includes readings on **Critical Perspectives and Insights** that address:

- Leadership cynicism
- Management fads
- A dark side of leadership; leadership for whom?
- ‘Hero’ leadership
- Social construction of leadership
- Leadership outcomes and results

See the Blackboard assignment for readings, such as:

Sinclair, A. (2007). *Leadership for the disillusioned* (pp. 17–33). Crows Nest: Allen & Unwin.

* Levy, L. (2011). Why leadership matters. *University Of Auckland Business Review*, 14(1), 48–57.

Huczynski, A. (2006). *Management gurus* (pp. 295–323). New York: Routledge.

* Carroll, B., & Levy, L. (2008). Defaulting to management: Leadership defined by what it is not. *Organization*, 15(1), 75–96.

* Kegan, R., & Lahey, L. (2001). The real reason people won't change. *Harvard Business Review*, November, 85–92.

Essay: Due date is as stated above. You must choose either Essay A or B.

• Essay A: Leadership Mindset Analysis (Maximum 3,000 words)

This assignment has two parts. First, write up a brief case study of a recent leadership incident, situation, decision, event or issue you have confronted in your work experience in an organization involving a change experience (you may have a minor or major role). You should spend about 1,500 words on this.

You will be rewarded for:

- a clear and well-structured case study with a suitably pithy title
- an introduction that explains what you will be tackling in this case study, why you have selected this and how you will be tackling it.
- a strong leadership focus
- detail on self, others and context
- identifying public service values in your case
- the provision of small details that could lead to insight in Part Two...

Second, using the theories and cases discussed in class, as well as your own independent literature search, analyse the leadership dynamics in your case study. You should spend about 1,500 words on this. It is important that you go into depth on:

1. the nature of the leadership dynamics evident in your case study, including your own leadership mindset— that is, the assumptions, definitions and thought processes that you bring to this analysis
2. your own contribution to the leadership dynamics in play, and what this may say about your own leadership mindset and capability and commitment to public service values.
3. how leadership manifests itself in the case, in terms of the structure of the organisation and the social interactions that take place in the case
4. how your leadership learning can be evaluated, developed, and extended in the future

You will be rewarded for:

- reference to class concepts, cases, readings and the wider leadership literature, including a critical analysis of organizational culture.
- an ability to use theory to generate insight into the leadership situation

- the ability to construct an analysis that illustrates depth, sophistication and critique of basic assumptions, including discussion of public service values
- a well-structured, referenced and thoughtful argument
- shows use of additional research materials

Note that the course instructor will be the only person to read and review this case study. Your account will be treated with strictest confidence.

- **Essay B: Change Leadership Analysis (Maximum 3,000 words)**
Select a leader who led a change initiative that had a major impact (either positive or negative) upon a public or non-profit sector organisation of your choice. Your task is to conduct secondary (or desk) research – not primary research (e.g. interviews), so you will need to choose a topic where secondary material is available. You should:
 - explain why you selected the leader and change initiative
 - analyse the role played by the leader
 - public service values in your case
 - make an assessment of the reasons behind the success or failure of the change initiative (you may need to speculate or infer from available information).
 - draw lessons from your analysis about what should and/or should not be done when leading change.
 - reference to class concepts, cases, readings and the wider leadership literature, including a critical analysis of organizational culture
 - use theory to generate insight into the leadership situation
 - provide well-reasoned analysis and thoughtful arguments
 - shows use of additional research materials

All assignments should be submitted via Blackboard.

Students should keep a copy of all submitted work.

Relationship between the assessments and the course learning objectives are as follows:

Learning Objective	Quiz 1 (Module 1 & 2)	Quiz 2 (Module 3)	IW Posting	Essay (Change Analysis)
1	X	X	X	X
2		X	X	X
3	X	X		X
4		X		X

Length Guidelines

The ability to write in an economical style is a valuable skill and therefore word limits should be strictly adhered to. +/- 10% is acceptable, but assignments which are more than 10% over the word limit will have points reduced. **Tip:** write out your assignment first as you would, but then see how you can cut and makes things briefer while keep while making all the essential arguments and points. **The word limit is inclusive of tables, figures and appendices but exclusive of the list of references.**

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 will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control 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. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator. Extensions in connection with class attendance and quizzes will typically require alternate assignments of a very significant nature.

Computation of Grades

The translation from numerical marks to letter grades is set by the following grade ranges.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal range</i>	<i>Indicative characterisation</i>
Pass	A+	90% - 100%	Outstanding performance
	A	85% - 89%	Excellent performance
	A-	80% - 84%	Excellent performance in most respects
	B+	75% - 79%	Very good performance
	B	70% - 74%	Good performance
	B-	65% - 69%	Good performance overall, but some weaknesses
	C+	60% - 64%	Satisfactory to good performance
	C	55% - 59%	Satisfactory performance
Fail	C-	50% - 54%	Adequate evidence of learning
	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements	
Pass	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

Access to Blackboard

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal. Ensure that you can access Blackboard before the course begins.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University. Plagiarism is easy to detect. The University has systems in place to identify it.

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 on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website www.victoria.ac.nz/home/study/plagiarism.aspx. If in doubt, seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be ‘normal’ practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – www.victoria.ac.nz/about/governance/dvc-academic/publications).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School’s programme support staff will direct you to the relevant Programme Director/Coordinator.

Standards relating to staff timeliness of responses to email and phone queries:

- Email or phone queries from students will be responded to in 48 hours

Standards relating to availability of course materials:

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

Standards relating to attendance:

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

Variations to the assessment details provided in the course outline:

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

Standards relating to assignments – turnaround and feedback:

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat .

Communication of Additional Information

Information will be communicated via Blackboard. It is essential, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must modify the settings so all emails sent to it are automatically forwarded to your preferred email address. For more information, please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward .

Student Feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php .

Link to General Information

For general information about course-related matters, go to www.victoria.ac.nz/vbs/studenthelp/general-course-information .

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
