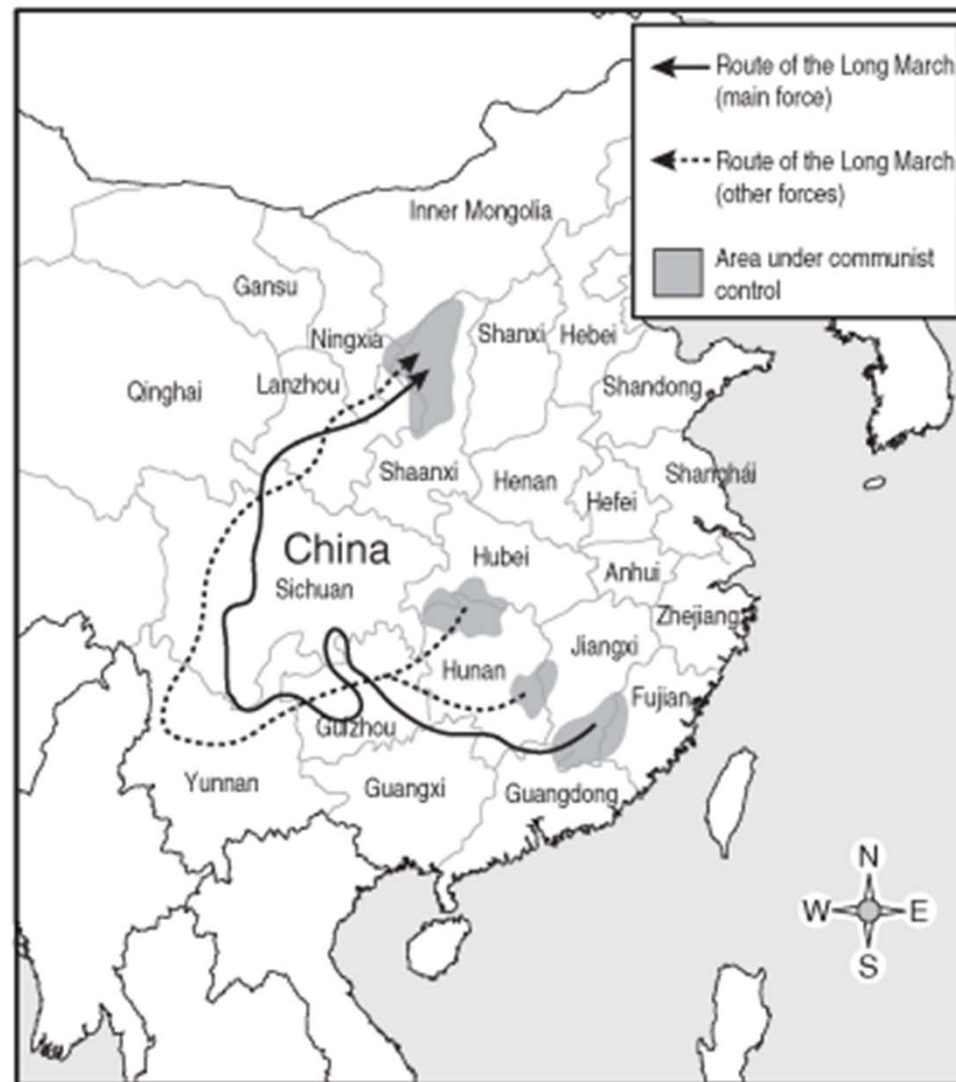# The Long March:

Developing the Curtin Leadership Framework

Tony Brown, Organisational Development Unit

Curtin University

The Long March of the Red Army, October 1934–October 1935

Source: http://ritter.tea.state.tx.us/student.assessment/resources/online/
2006/grade11/ss/images/2graphicaa.gif

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Agenda

- The need to move (background)

- Planning the move (research phase)

- Heading west (developing the Curtin model)

- Heading north (developing the Framework)

- Ready to engage (next steps)

- The Curtin approach to leadership development

- Lessons learned

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The need to move (background)

- ## Organisational Development Unit established in late 2007

  Develop the Curtin Leadership and Management Development Framework to provide a comprehensive, consistent, coordinated, Curtin approach to leadership and management development

- ## 2008 staff survey

  dissatisfaction with performance of managers

- ## Curtin Strategic Plan 2009-2013

  Strategy 1: Develop a culture of excellence and innovation.

  To achieve this we will… improve leadership and accountability.

- ## Valuing Curtin Staff Plan 2009-2013

  Enabling Initiative: Further develop and implement the *Curtin Leadership and Management Development Framework.*

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Planning the move (research phase)

- Established a reference group – members from faculties (academic and professional staff) and central areas

- Literature review:

    'Business' leadership literature:

    - leaders born or made? Traits or behaviour?

    - leader/follower relationship

    - context/situation

    - popular models and theories – the rise of the 'leadership guru'

    Academic leadership literature:

    - *"Existing research sheds comparatively little systematic light on the distinctions between academic leadership and leadership in other contexts"* (Scott, Coates & Anderson, 2008, p5)

    - 'Business' leadership broadly applicable in university settings

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Planning the move (research phase)

- **Leadership frameworks**

  Frameworks illustrate significant factors & variables and their presumed relationships

  Leadership frameworks "help organisations by:

  - openly communicating which leader behaviours are important

  - helping to discriminate the performance of individuals

  - linking leader behaviours to the strategic directions and goals of the business

  - providing an integrative model of leadership that is relevant across many positions and leadership situations" (Hollenbeck, McCall & Sizer, 2006, p403)

  Capability or competency?

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Heading west (developing the Curtin model)

- **Early - mid 2009**

  Engaged analyst who:

  - identified and analysed existing approaches in use at Curtin
  - reviewed previously collected framework examples
  - with ODU consultant, distilled into 20 'meta-capabilities'

- **Senior Managers' Conference (June 2009) identified 'top 10' (11) capabilities required to achieve Curtin's vision**

- **How do we transform our list of capabilities to a framework?**

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Heading west (developing the Curtin model)

- **Which direction?**

    Looking for a framework suitable for academic **and** professional staff

    - higher education frameworks

    - public sector frameworks

    - business frameworks

    - theoretical versus customised/pragmatic models

- **Shortlist**

    Academic leadership capability framework (Scott et al, 2008)

    Competing values framework (Quinn et al, 2003)

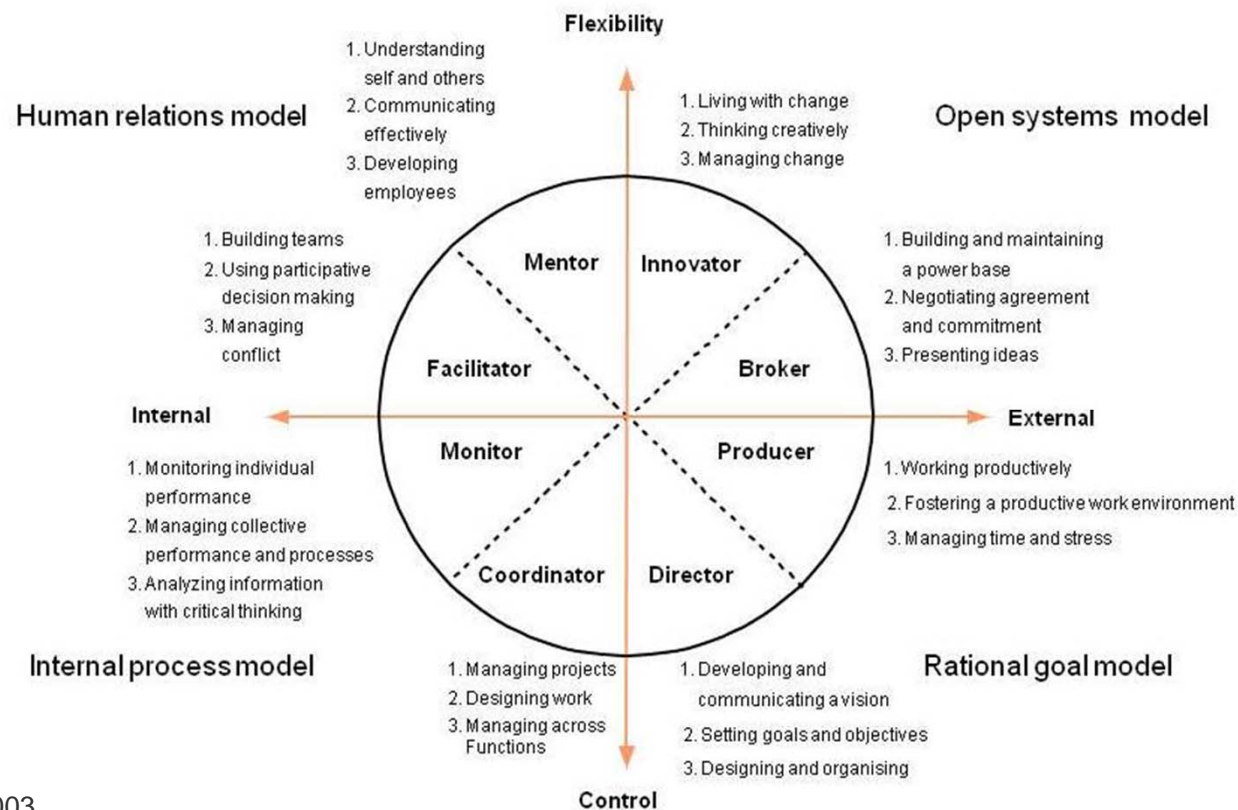   Integrated competing values framework (Vilkinas et al, 2007, 2009)

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Heading west (developing the Curtin model)

- Academic leadership capability framework

Figure 1 Academic leadership capability framework

Source: Scott et al, 2008

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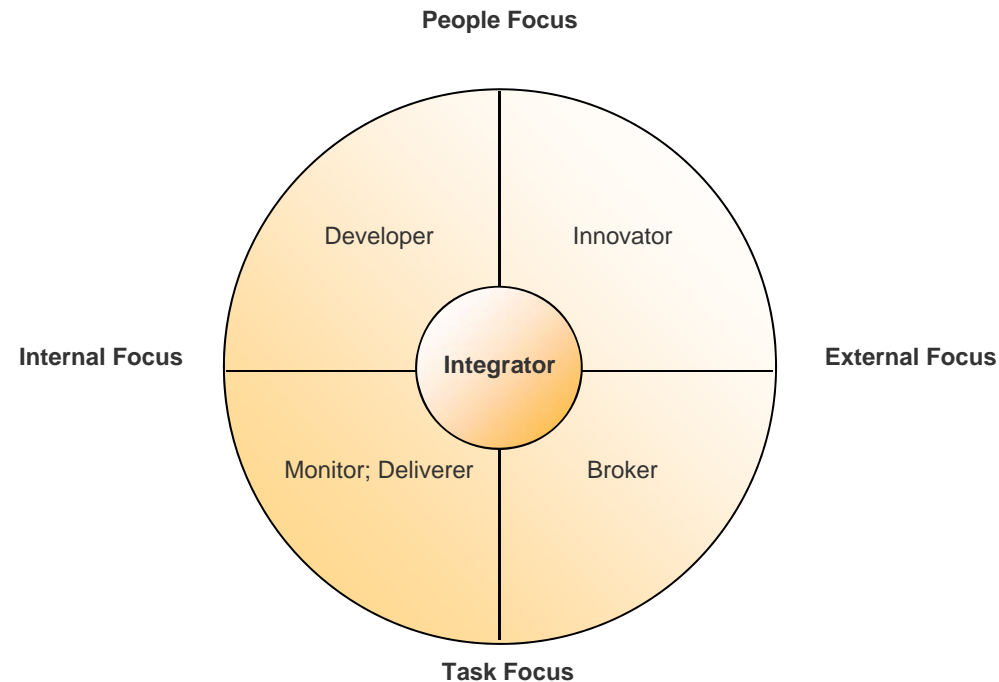# Heading west (developing the Curtin model)

- Competing values framework

Source: Quinn et al, 2003

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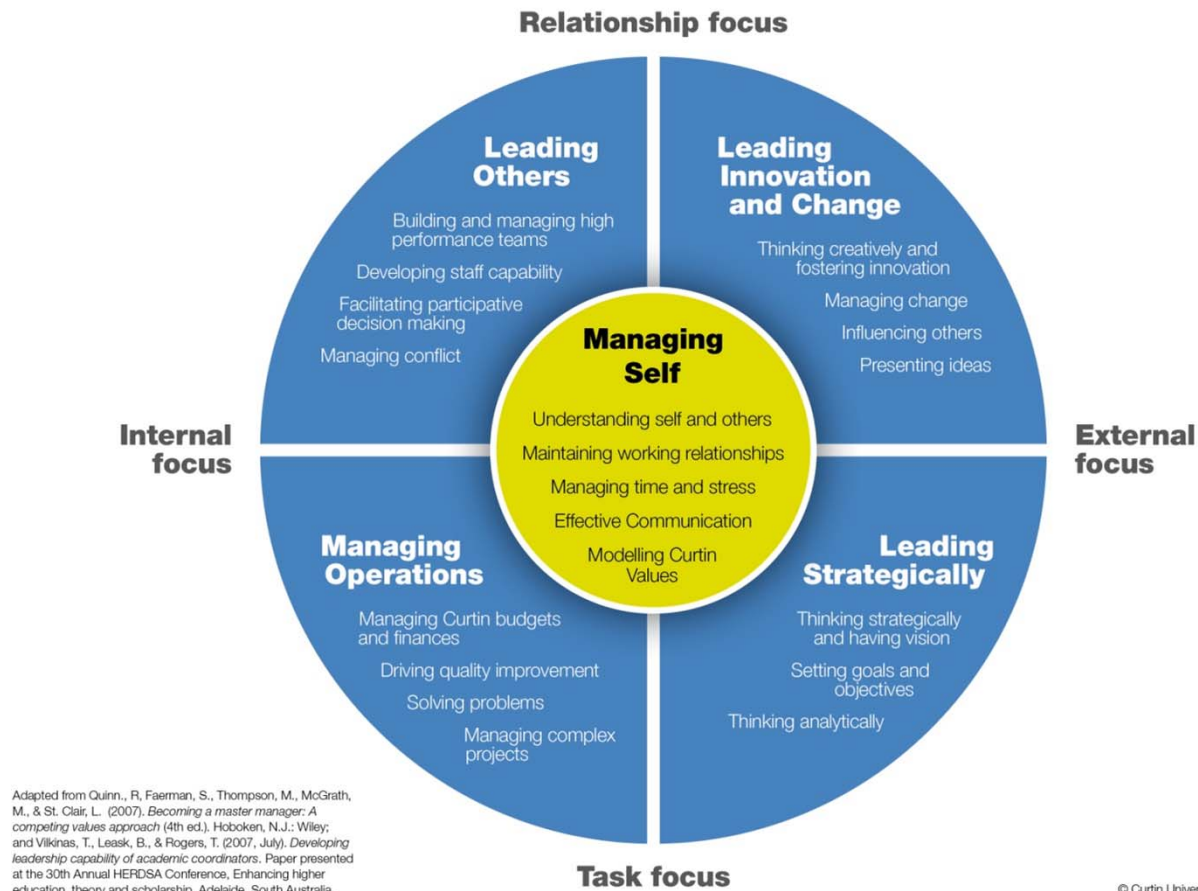# Heading west (developing the Curtin model)

- Integrated competing values framework

Source: Vilkinas, 2009

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Heading north (developing the Curtin framework)

- Curtin leadership framework

Relationship focus

Leading Others
Building and managing high performance teams
Developing staff capability
Facilitating participative decision making
Managing conflict

Leading Innovation and Change
Thinking creatively and fostering innovation
Managing change
Influencing others
Presenting ideas

Managing Self
Understanding self and others
Maintaining working relationships
Managing time and stress
Effective Communication
Modelling Curtin Values

Internal focus

External focus

Managing Operations
Managing Curtin budgets and finances
Driving quality improvement
Solving problems
Managing complex projects

Leading Strategically
Thinking strategically and having vision
Setting goals and objectives
Thinking analytically

Task focus

Adapted from Quinn., R, Faerman, S., Thompson, M., McGrath, M., & St. Clair, L. (2007). *Becoming a master manager: A competing values approach* (4th ed.). Hoboken, N.J.: Wiley; and Vilkinas, T., Leask, B., & Rogers, T. (2007, July). *Developing leadership capability of academic coordinators.* Paper presented at the 30th Annual HERDSA Conference, Enhancing higher education, theory and scholarship, Adelaide, South Australia.

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Heading north (developing the Curtin framework)

- **Theoretical underpinnings for Curtin Leadership Framework**

  Competing values framework

  Integrated competing values framework

  Contingency theory

- **Mid-late 2009**

  Tested and refined model with Reference Group

  Endorsed proceeding to next phase – developing draft behavioural statements for each capability

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Heading north (developing the Curtin framework)

- **Late 2009**

  Commenced development of:

    - levels of management

    - behavioural statements for each capability by level

- **Mid 2010**

  Consultation across Curtin:

    - presentations to faculty and central management teams

    - faculty and central area submissions

    - blog established for individual submissions

    - limited minor feedback on behavioural statements – esp language

    - more feedback on levels of management

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Heading north (developing the Curtin framework)

- From

Curtin University Leadership and Management Capability Framework – Hierarchical Groups (DRAFT)

Hierarchical Group	Coordinator / Supervisor	Manager	Director	Senior Executive
Description	Leads a team, an activity or operation within a Unit (Department, School) Maybe also an Advisory role that provides specialist services and works across teams. 4th or 5th level, reporting to a Manager or Director.	Responsible for a Unit (eg Department, Campus, Centre), which is part of a larger Function or School. Or may be a Specialist or Technical Expert who works across different areas. Usually 4th level, reporting to a Director.	Responsible for large Business Unit such as a School, Function or Institute. Or may be a high level Specialist who provides services across Business Units. Usually 3rd level, reporting to a member of the Senior Executive.	Leads at the organisation level. Responsible for a Faculty or University wide Function. 2nd level, Member of the Senior Executive Group.
Indicative levels HEGS Academic	 HEGS 4-7 AL B – AL E	 HEGS 7 – 9/10 AL C – AL E	 HEGS 10+ AL D – AL E	 Executive AL E
Typical Job Titles	Coordinator Supervisor, Team Leader Senior Officer Program Administrator Advisor	Head of Department Manager Consultant Associate Director (campus, centre)	Executive Director Director Dean Head of School Manager (senior level)	Senior Executive
Examples of Curtin University positions	Coordinator - Course Coordinator - Fieldwork Coordinator - Administrative Coordinator - Application and Assessment - International Admissions Program administrator Senior Finance Officer Recruit advisor Accountant Marketing Consultant Senior Technical Officer	Program Director (year, discipline) Head of Department Director – Centre, Campus Associate Dean Deputy Head of School Deputy Manager (eg Student Central) Manager - Maintenance Services - Training - Offshore Programs - School - Faculty Finances - Centre - Projects Senior Accountant Counsellor Instruction Designer HR /OD Consultant Senior/Business analyst Uni Librarian	Deputy (PVC, CFO) Dean eg - Teaching and Learning - Research & Development - Graduate Studies Head of School Chief Information Officer Executive Director eg - Properties - Strategy and Planning - JC Institute for Public Policy Director eg - Student Central - Organisation Development - Research Institute Associate Director eg - Student Relations - Financial Services Faculty Business Manager	Vice-Chancellor Deputy Vice-Chancellor Pro Vice-Chancellor Chief Financial Officer Vice-President

Heading north (developing the Curtin framework)

- To

	Team Leader	Manager	Director / Senior Executive
Role responsibility	Leads a team, an activity or operation within a Unit (Department, School) Or may be an Advisory role. Usually 4th or 5th level of Management, reporting to a Manager or Director.	Responsible for a small to medium size Unit (eg Department, Centre, School). Or may be a Specialist role. Usually 4th level of management, reporting to a Director.	Member of the Executive or responsible for large Unit (eg Faculty, School, Function or Institute.) Or may be a high level Specialist role Usually 2nd or 3rd level, reporting to a member of the Senior Executive.
Indicative levels HEGS Academic	 HEGS 4-7 AL B – AL D	 HEGS 7 – 9/10 AL C – AL E	Executive HEGS 10+ AL D – AL E
Typical Job Titles	Coordinator, Supervisor, Team Leader Senior Officer Program Administrator Advisor	Head (eg of Department) Manager, Associate Manager, Deputy Manager Consultant Director	Vice-Chancellor, Deputy Vice-Chancellor, Pro Vice-Chancellor Executive Director (large Unit) Dean Head (eg of School)

Examples of University positions	Coordinator
	- Courses
	- Fieldwork
	- Administrative
	- Application and Assessment
	- International Admissions
	
	Program Administrator
	
	Senior Finance Officer
	
	Recruitment Advisor
	
	Accountant
	
	Marketing Consultant
	
	Senior Technical Officer
	
	Instructional Designer
		Program Director (year, discipline)
		
		Head of Department
		
		Director – Centre, Campus
		
		Associate Dean
		Deputy Head of School
		Deputy Manager (eg Student Central)
		
		Manager
		- Maintenance Services
		- Training
		- Offshore Programs
		- School or Centre
		- Faculty Finances
		- Projects
		
		Senior Accountant
		Counsellor
		HR /OD Consultant
		Senior/Business Analyst
			Vice-Chancellor, Deputy Vice-Chancellor, Pro Vice-Chancellor
			Chief Financial Officer
			Vice President
			
			Deputy (PVC, CFO)
			
			Dean - Teaching and Learning
			      - Research & Development
			      - Graduate Studies
			
			Executive - Properties
			Director - Strategy and Planning
			      - JC Institute for Public Policy
			
			Director - Student Central
			      - Organisation Development
			      - Research Institute
			
			Associate Director Student Relations, Financial Services
			
			Head of School
			Chief Information Officer
			Faculty Business Manager
			University Librarian

Heading north (developing the Curtin framework)

- Sample behavioural statements

Capability	**Team Leader** *Behaviours of a Team Leader*	**Manager** *Additional behaviours at this level*	**Director / Senior Executive** *Additional behaviours at this level*
	Managing Self		
Understanding self and others	Seeks feedback on own performance from staff and colleagues. Admits, reflects and learns from mistakes and experiences. Considers the feelings and concerns of others. Understands own values and learning style.	Uses feedback from 360-degree reviews for self development. Understands own leadership style, strengths and limits. Is aware of the need to control own emotions and manages impact of own emotions, behaviour and attitudes on others	Seeks feedback from others and uses for self development. Has high level of self-awareness and is able to identify own strengths, weaknesses and personal development needs. Demonstrates emotional maturity and flexibility in responding to others. Sets up own personal learning opportunities.
Modelling Curtin Values - Integrity, Respect, Fairness, Care	Acts in an ethical way that demonstrates an understanding of and a commitment to Curtin Values and expected behaviours, including the Code of Conduct. Is consistently honest and trustworthy in all activities. Treats self and all others with respect, considers and responds to the wellbeing and needs of others. Follows through on agreed commitments and actions.	Consistently acts in an ethical way that demonstrates the values of integrity, respect, fairness and care. Challenges colleagues and peers to do the same. Frequently reminds team of the Curtin Values and the Code of Conduct and ways to put them into practice. Treats people fairly and makes just and unbiased decisions. Addresses unacceptable and unethical behaviour directly.	Models ethical behaviour, and promotes Curtin values and the Code of Conduct (and why they matter). Works with team to identify tangible ways to apply Curtin values in daily work practices and interactions. Consciously applies Curtin values, standards and guidelines, regardless of internal and external pressures. Takes decisive action to address unethical or unacceptable behaviour that contravenes Curtin values.
Managing time and stress	Completes tasks on time. Reviews priorities for self and the team regularly. Is well organized and has systems to manage work e.g. deadlines, email, being available for staff. Capable of dealing with several challenging problems or tasks at once.	Manages own time and stress levels effectively, including balancing work and personal life. Displays resilience and flexibility in response to setbacks. Creates a healthy work environment and supports the wellbeing of others. Holds structured and productive meetings.	Functions effectively under pressure and heavy workloads. Promotes health, safety and wellbeing of others. Sets realistic deadlines and expectations for others, allocates decision making and responsibility appropriately. Establishes systems and processes to enable others to manage their time effectively.
Maintaining working relationships	Consistently works well with people at all levels. Maintains confidentiality. Treats all team members with a respectful, courteous, and professional manner. Works hard to build positive relationships with team members, colleagues and customers. Notices and assists others needing help and support.	Engages effectively with staff and students at different levels, gains their respect and confidence. Builds successful working relationships with key people within and outside the University. Participates in cross-functional committees and activities outside own area. Openly shares information, knowledge and learning.	Fosters and maintains valuable partnerships, alliances with leaders within and outside the University. Develops successful relationships with important interest groups and stakeholders. Works collaboratively with peers and as a member of Senior Management or the Executive Team. Establishes collaborative working arrangements across functions/structural boundaries.
Effective communication	Presents information in a clear and concise manner orally and in writing. Listens to and considers others' views, asks questions. Is available, responds in a timely manner. Conveys a positive impression. Adapts message and style to different audiences. Is proficient in using Curtin communication systems.	Selects the most appropriate medium for conveying information. Ensures regular, consistent communication takes place within area of responsibility. Uses a variety of means to communicate messages effectively (eg newsletters, meetings, e-mail, intranet). Keeps students, staff and others informed about problems, progress and changes.	Shares important information from senior management with employees and others as appropriate. Demonstrates exemplary communication skills in all aspects of the role. Communicates difficult messages in a sensitive and supportive manner and without compromise of meaning. Establishes plans and systems to ensure effective communication with staff and students within the University.

Heading north (developing the Curtin framework)

- **Application**

  Leadership and management development activities including:

  - development programs

  - workshops

  - 360-degree feedback, self assessments, etc

  - performance coaching

  Succession planning

  Position descriptions

  Recruitment and selection

  Managing performance

  Career planning

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Ready to engage (next steps)

- ## Late 2010

  Endorsement to be sought from:

  - Planning and Management Committee
  - Academic Board

- ## Early 2011

  Implementation of Curtin Leadership Framework:

  - communication strategy
  - inclusion of model & behavioural statements within development activities
  - encourage use of framework as a tool for management and staff
  - Develop matrix of development opportunities linked to the framework's management levels

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The Curtin approach to leadership development

- Formal leadership development in a workshop setting is not necessarily the most effective approach to developing the leadership capability of individuals (Scott, Coates & Anderson, 2008).

- ODU incorporates other strategies within its programs including individually led work-based projects, action learning groups, the establishment of peer based networks (communities of practice), realistic workplace simulations, coaching and/or mentoring, and self-managed learning.

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The Curtin approach to leadership development

- **Current suite of programs:**

  - Learning to Lead (Certificate III) - *for staff who either aspire to become supervisors and/or managers or who have recently been appointed to their first supervisory/ management role*

  - Frontline Management (Certificate IV) - *for supervisors and frontline managers with a small team*

  - Academic Leadership for Course Coordinators Program (Office of Assessment, Teaching and Learning)

  - Diploma of Management - *for experienced managers currently in a 'managerial' type role*

  - Head of School Development Program - *for newer Heads of School; Deputy and prospective Heads of School; or heads of large departments*

  - Senior Professional Staff Development Program - *for HEGS level 09 and above professional/general staff managers*

  - Senior Executive Coaching – *for the Vice-Chancellor's Senior Executive team*

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Lessons learned

- Benefits of long development cycle:

  - allowed the project team time to use an action learning approach resulting in a number of iterations to reach the current framework

  - demonstrated that a participative decision making approach – within the project team, the reference group and the broader Curtin community – leads to greater acceptance

  - highlighted that 'business' leadership frameworks must fit the organisational context – the language of business models needs to be adapted to be acceptable to academic leaders in particular

  - afforded the opportunity to learn from numerous ALTC leadership projects

  - draws on existing, accepted frameworks yet fits the Curtin context and supports the University's 'top 20 in Asia by 2020' vision

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# Lessons learned

- Recommendations

    - use collegial processes to build a coalition of support across the institution

    - keep an open mind and 'it' (the appropriate solution) will come

    - draw on both the general and higher education specific leadership research literature but ensure your framework's language 'speaks' to your academic leaders

    - be prepared for a long march!

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The Long March of the Red Army, October 1934–October 1935
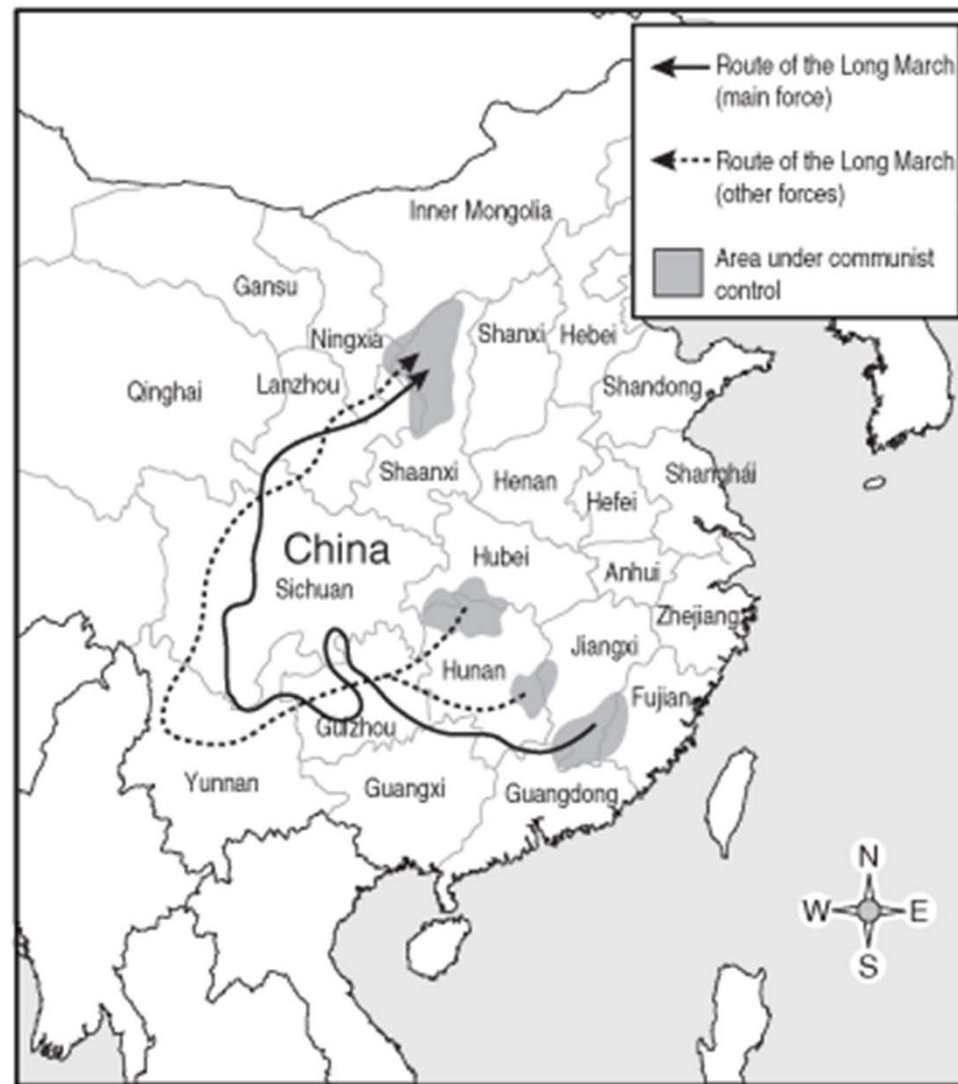
Thank you

Questions?

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