Welcome

Leading Professionals in Australian and New Zealand Tertiary Education

TEMC |The Right Blend
September 2012

Linda McKellar

Leading Professionals in Australian and New Zealand Tertiary Education

Linda McKellar, Vice-President | Project Chair

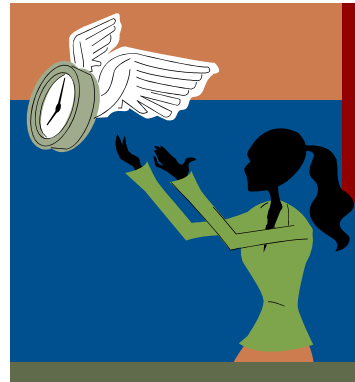Association for Tertiary Education Management

University of Western Sydney
Bringing knowledge to life

LH Martin Institute
For Higher Education Leadership and Management

The Next 35 Minutes …

- The Study
- The Findings
- Your Views

Why Undertake this Project?

- A turnaround moment for higher education world-wide

- 'Good ideas with no ideas on how to implement them are wasted ideas'

- Change doesn't happen but must be led – and deftly

Change vs Progress in this Area: Sharpening the Indicators

Change: to make or become different

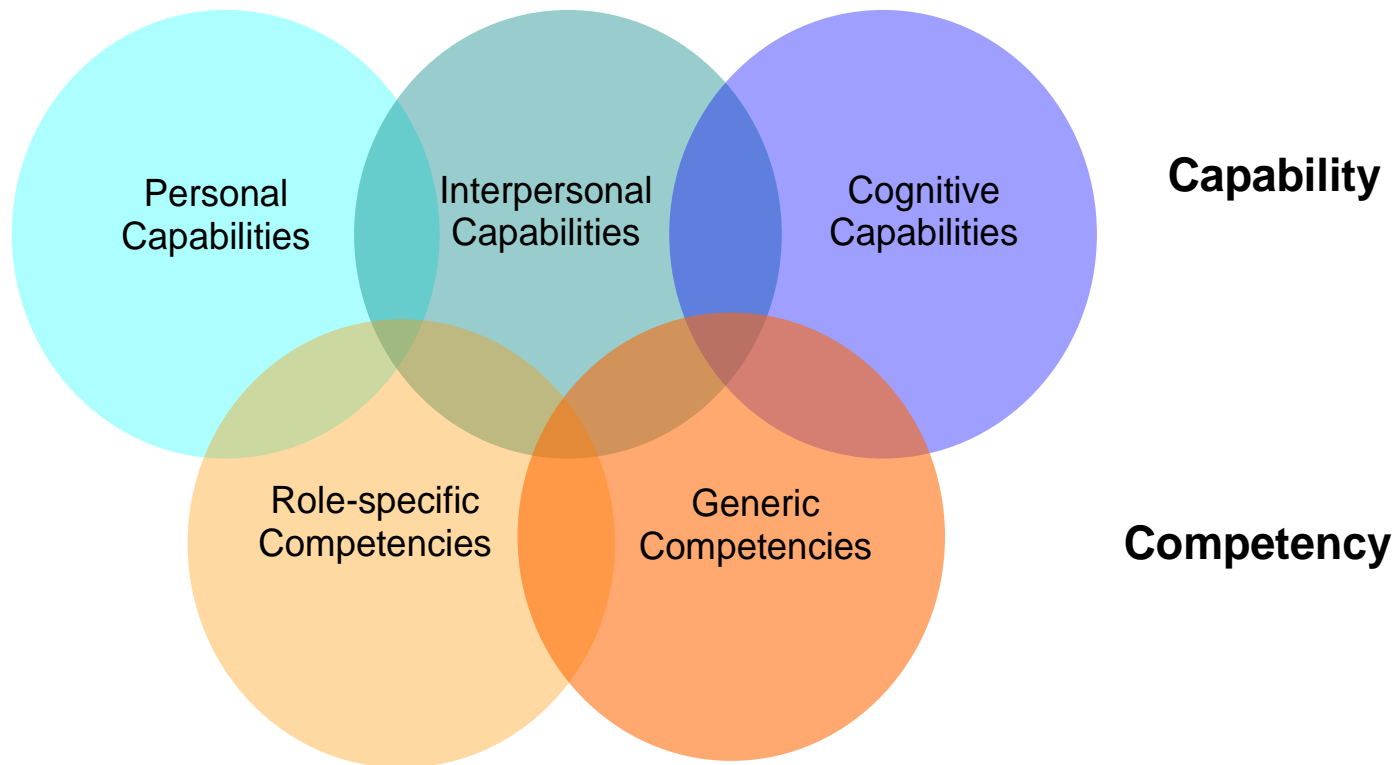Progress: change in a 'desirable' direction

Aim of Study

- Define capabilities of an effective leader of professional services
- Identify challenges those leaders face
- How to address these challenges
- Produce a set of recommendations for ATEM to consider
- Compare the results for professional leaders with those of academic leaders

Methodology

Professional Leadership Framework

Personal Capabilities

Interpersonal Capabilities

Cognitive Capabilities

Capability

Role-specific Competencies

Generic Competencies

Competency

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Leadership Capability & Competence

- Distinguishing capability from competence

- Our capability is most tested when things go wrong or when the unexpected happens

- Dimensions of capability
    1. Personal
    2. Interpersonal
    3. Cognitive
    4. Role specific competencies
    5. Generic competencies

- Capability studies over the past 15 years

Findings

Leadership Capability Scales

Personal

- Self-awareness

- Decisiveness

- Commitment

Interpersonal

- Influencing

- Empathising

Cognitive

- Diagnosis

- Strategy

- Flexibility & Responsiveness

Competencies

- Management

- University operations

- EfS

- Self-organisation

About the Respondents

No of Respondents

159 professional leaders in Australia and New Zealand

Spread

124 professional leaders from 39 Australian TE institutions.

32 professional leaders from 12 TE institutions in New Zealand

3 unspecified

Age Range

5% under 36 years

26% 36-45

42% 46-55

Balance 55+

Gender

60% Female

35% Male

5% Unspecified

Professional Qualifications

42% Masters of doctoral degree

19% Graduate diploma/advanced diploma

19% Bachelor degree or equivalent

Role Spread

More than 135 specific position titles were identified by respondents

6% Team Leader

31% Manager

36% Senior/General Manager

10% Executive

9.5% Senior Executive

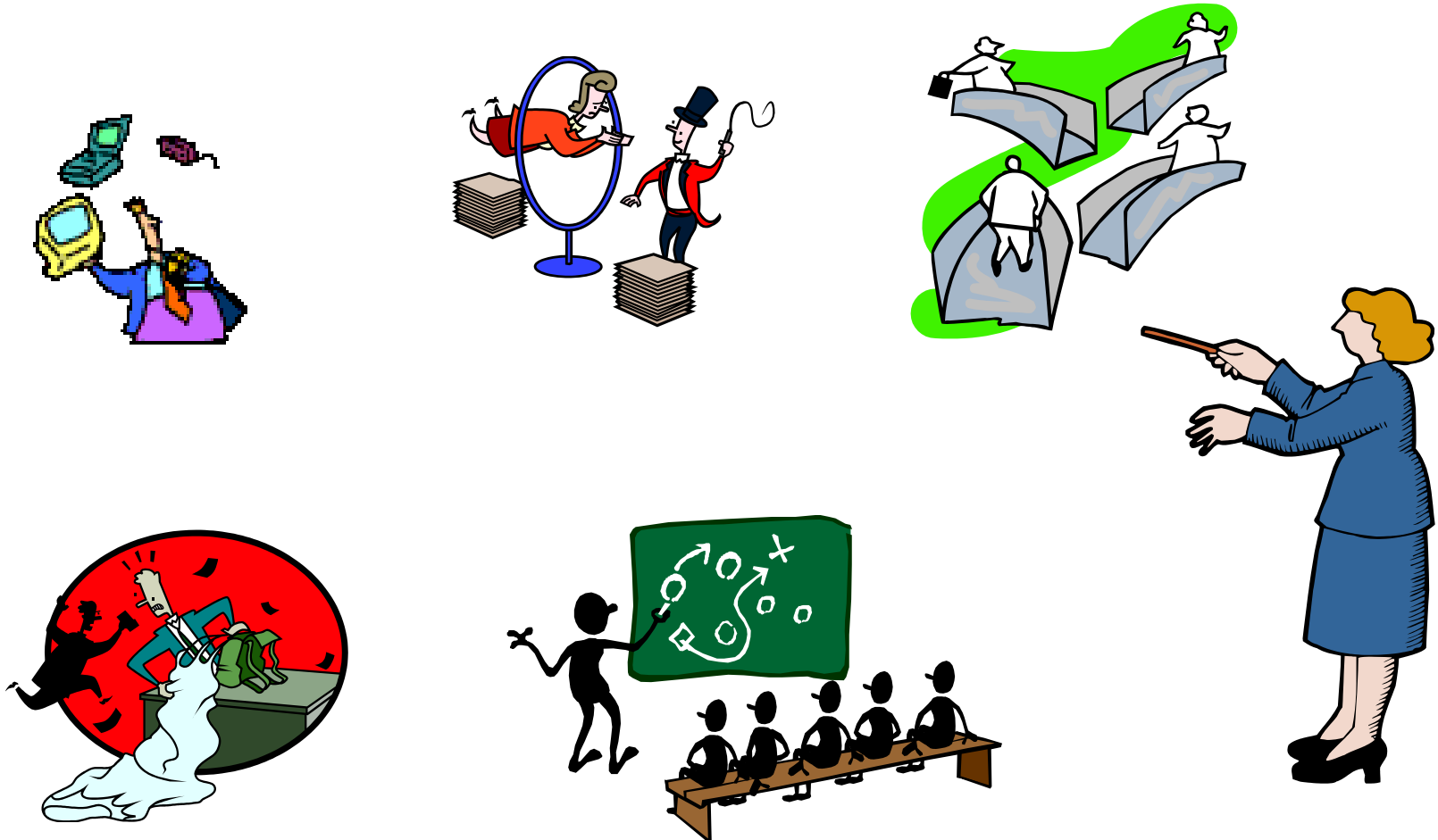**Period of Time in Current Role**

15% less than one year

37% 1-3 years

26% 4-6 years

13% 7-10 years

Balance 10+years

What It's Like …

Your Areas of Focus

| How important do you believe each of the following areas or activities is to the effective delivery of your role?	Overall (n = 159)	
	Mean	Rank
Collaborating within your tertiary institution	4.33	1
Reviewing performance of your area of responsibility	4.22	2
Responding to requests for information or decision	4.21	3
Managing staff	4.18	4
Participating in meetings	4.15	5

Areas of Satisfaction

Intrinsic

- Working with an excellent, talented team

- Shaping direction

- Mentoring and developing staff

Extrinsic

- Receiving positive media coverage

- Recognition

- Feeling heard

Current Role Surprises
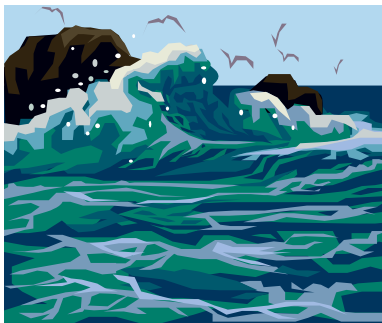
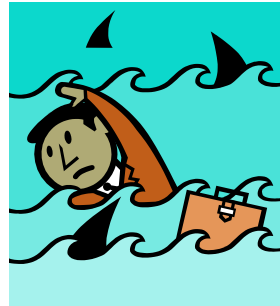## *Positive surprises*
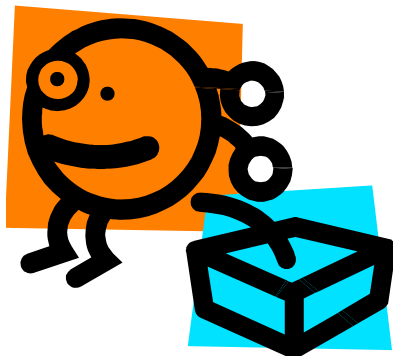
Challenging surprises

Key Challenges of Current Role

- Staff challenges
- Inefficient processes—systems
- Budgeting
- Constantly shifting external environment
- Unclear strategic direction
- Personal challenges

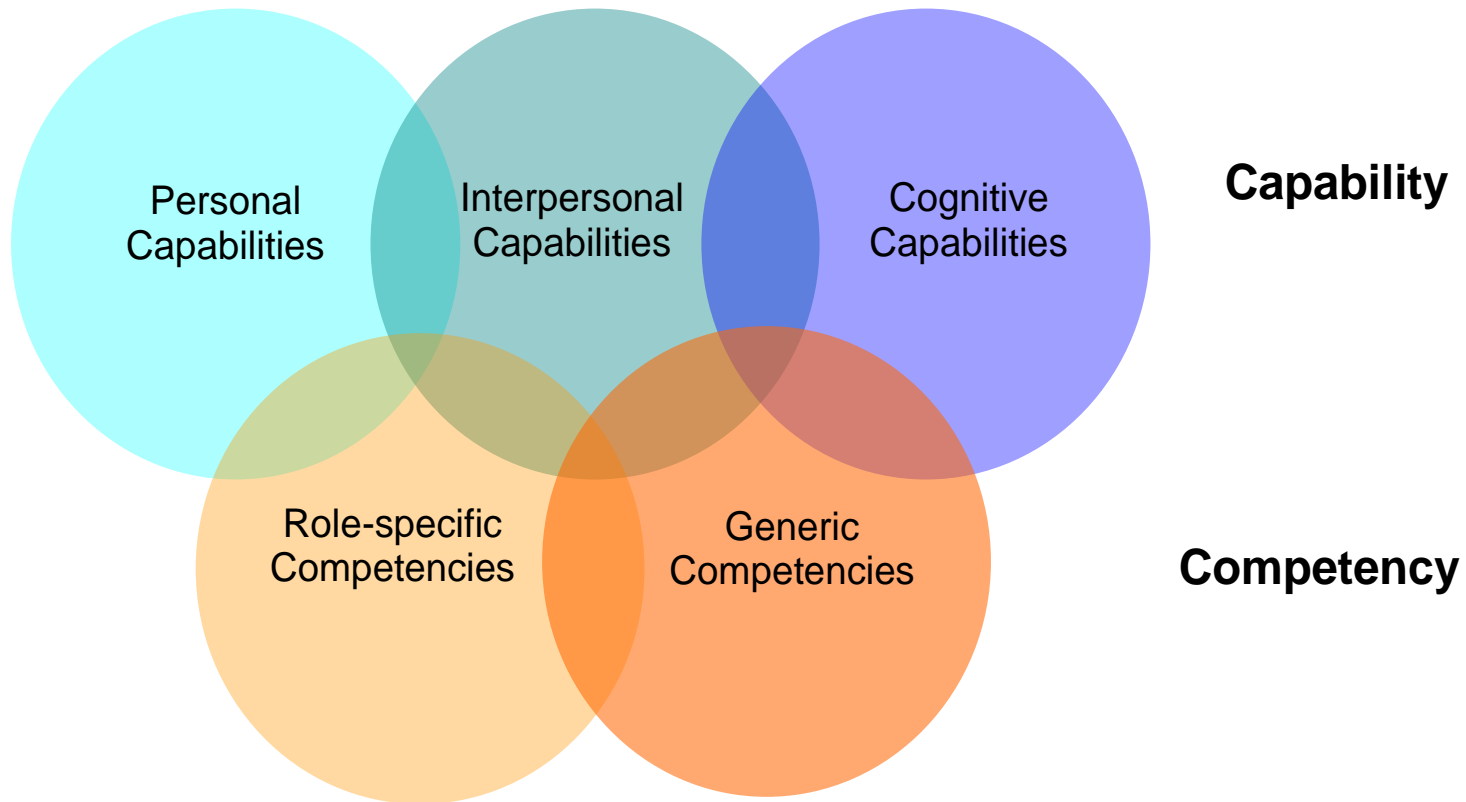# Analogies of Challenge or Uncertainty

Highest Rating Effectiveness Criteria on Importance for TE Professional Leaders

Effectiveness indicator	Rank/rating as effectiveness criterion	Rank/rating as priority for improvement
Delivering tasks	1st – 4.46/5	6th – 3.54/5
Producing improvements	2nd – 4.45	1st – 3.80
Successful implementation	3rd – 4.41	3rd – 3.69
Providing staff support	4th (equal) – 4.32	8th (equal) – 3.44
Delivering team projects	4th (equal) – 4.32	8th (equal) – 3.44
Actioning innovative policies and practices	6th – 4.23	2nd – 3.73
Establishing a collegial environment	7th – 4.15	7th – 4.49
Receiving positive user feedback	8th – 4.07	10th – 3.26

Highest Rating Influences

Influence	Importance rating
Managing pressures for continuous change	4.05/5
Handling the unexpected	4.03
Finding and retaining high quality staff	3.82
Local institutional culture	3.65
Rapid changes in technology	3.43
Increasing difficulty in balancing work and family life	3.42

Professional Leadership Framework

Personal
Capabilities

Interpersonal
Capabilities

Cognitive
Capabilities

Capability

Role-specific
Competencies

Generic
Competencies

Competency

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Top Capability Items

Domain	Capability item	Importance rank/rating Professional Leaders	Importance rank Academic Leaders
Personal	Remaining calm under pressure	1st – (4.71/5)	3rd
Inter-personal	Transparent and honest dealings with others	1st – (4.71/5)	1st
Personal	Understanding my strengths and limitations	3rd – (4.58)	5th
Personal	Ability to make a hard decision	4th – (4.55)	Not in top 12
Cognitive	Diagnosing underlying causes of problems, taking action to address it	5th – (4.50)	12th
Inter-personal	Motivating others to achieve positive outcomes	5th – (4.50)	Not in top 12

Top Capability Items

Domain	Capability item	Importance rank/rating Professional Leaders	Importance rank Academic Leaders
Personal	Able to bounce back from adversity	7th – (4.49)	Not in top 12
Inter-personal	Empathising, working productively with staff and other key players from a wide range of backgrounds	7th – (4.49)	4th
Inter-personal	Influencing people's behaviour and decisions in effective ways	7th – (4.49)	Not in top 12
Cognitive	Seeing the best way to respond to a perplexing situation	7th – (4.49)	Not in top 12
Personal	Being true to one's personal values and ethics	11th – (4.47)	2nd
Personal	Wanting to achieve the best outcome possible	12th – (4.46)	Not in top 12

Summary Lessons from the Leadership Research so Far

- The most effective leaders in HE
    - Listen, link and lead in that order
- A change capable culture is built by change capable leaders
- Everyone is a leader in their own area of expertise and responsibility
- Our capability as a leader is most tested when things go wrong or the unexpected happens
- The scope of one's role & the stage of development in the institution affects the nature and sophistication of the capabilities required

Most Productive Forms of Support for Leadership Development

Overall (rank order, highest 1st)

1. Learning on the job
2. Ad hoc conversations with people in similar roles
3. Participating in peer networks within my university/college
4. Attending relevant conferences
5. Self-guided reading on leadership
6. Studying 'real life' workplace problems
7. Participating in peer networks beyond my country
8. Involvement in professional groups

Senior leaders

1. Learning on the job
2. Ad hoc conversations
3. Self-guided reading

Extent of Focus on the Capabilities that Count in Selection and Development Processes

Personal Capabilities

- Leadership development focus
- Selection & promotion focus

Interpersonal Capabilities

- Leadership development focus
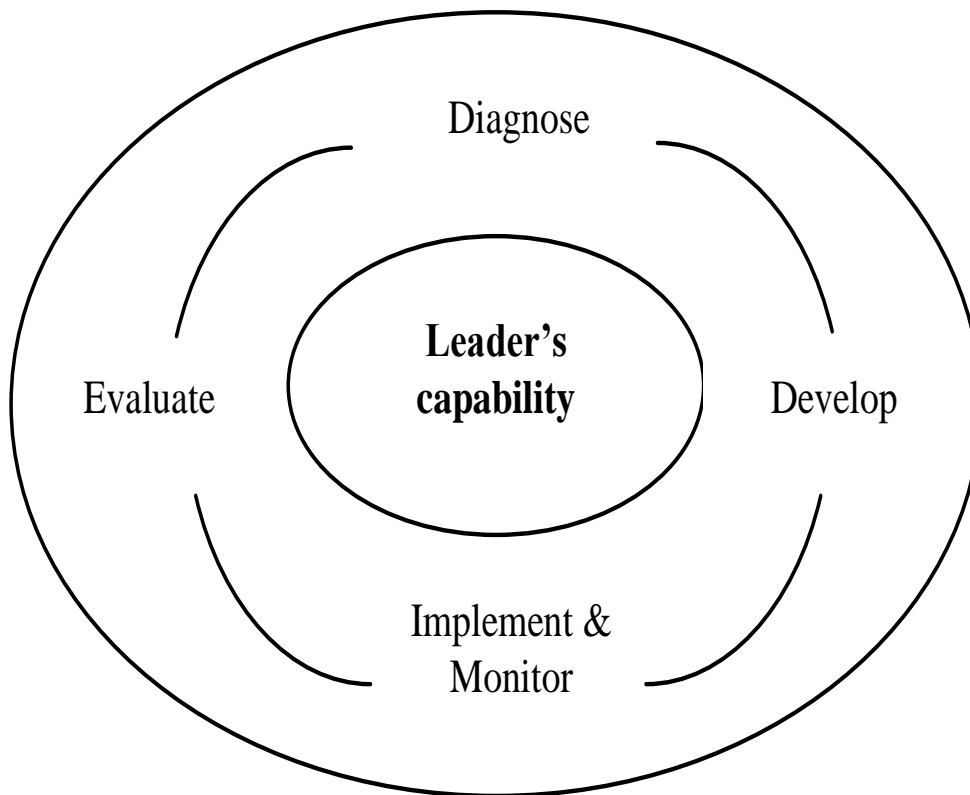- Selection & promotion focus

Cognitive Capabilities

- Leadership development focus
- Selection & promotion focus

Skills and Knowledge

- Leadership development focus
- Selection & promotion focus

Professional Leadership Development Framework

Diagnose

Evaluate

Leader's capability

Develop

Implement & Monitor

- Formal leadership development

- Practice-based learning

- Self-managed and informal learning

ATEM's First Major Research Report Completed

√ **2011 |** Mini Workshop at NSW Networking Event

√ **2012|** Placed in Occasional Papers Section of ATEM website

√ **2012 |** Presentations at Two ATEM Regional Conferences

√ **September |** Announcement Circulated at TDA Conference

√ **September|** Tertiary Education Management Conference - Adelaide

September| PNG Leadership and Management in Higher Education Program

2013| Article for Leadership Edition of HE Journal of Policy and Management

Power of the network…

…how you can help

Overall Implications of this Study for you and your Institution

- Key messages from this session
- Key challenges
- Your interest in participating in this international research

Image Sources

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Thank You

Linda McKellar

ATEM Vice President

and

Griffith University

linda.mckellar@atem.org.au