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AND TERTIARY EDUCATION FACILITIES MANAGERS'
ASSOCIATION**

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LEADERSHIP DEVELOPMENT IN INCREASINGLY GLOBAL AND COMPETITIVE TERTIARY EDUCATION ENVIRONMENTS

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ABSTRACT

This paper presents findings from a joint research project between Curtin University and the LH Martin Institute to evaluate the first Emerging Leadership and Managers Program (eLAMP) institutional cohort in the sector, which was sponsored by Curtin University. The paper presents discussion about leadership development opportunities in higher education that address the complex, global and competitive funding, student and labour challenges facing universities today. Data collected and analysed from the pre and post eLAMP evaluations by this Curtin cohort in 2014 suggest that participants enhanced their knowledge, skills and abilities across the eLAMP learning outcomes in all four modules of eLAMP. Whilst low response rates from line managers has made it difficult to draw definitive conclusions about observable participant behaviour change, anecdotal evidence suggests that eLAMP is viewed by participants and their line managers as a successful organisational development initiative for Curtin University.

KEYWORDS

leadership, leadership development, management development, organisational development

INTRODUCTION

Organisations around the globe have identified that leadership development is a key current and future priority (Gurdjian, Halbeisen & Lane, 2014) and tertiary education institutions are no exception. Each year Curtin University commits contestable resources to develop the leadership capabilities of individuals and the organisation's leadership capacity – its pipeline of current and future leaders able to contend with the volatile, uncertain, complex and ambiguous (VUCA) environment. Given the internal competition for funds, the University expects that these funds are used wisely and so all development programs are regularly evaluated to ensure they are relevant and effective.

The Emerging Leadership and Managers Program (eLAMP) was launched at TEMC 2012 in Adelaide following a 12 month scoping project sponsored by the LH Martin Institute and the Association for Tertiary Education Management (ATEM) to scope out the needs of the sector and ascertain how best to provide relevant and engaging leadership and management development programs for those who work in tertiary education management (see Nguyen Ba et al., 2014 for more detail).

The first section of this paper reports on a concise selection of the contemporary leadership literature, with emphasis on tertiary education leadership, and how that literature informs the leadership development programs and activities for tertiary education leaders and managers. In particular, the focus is on the capabilities and development methods required now and, more importantly, for the future as identified in a selection of the literature.

The second section of this paper provides an overview of Curtin's approach to leadership development and, similarly, eLAMP's development and curriculum. The extent to which eLAMP and Curtin, as a case study, have adopted the recommendations in the literature, and the alignment of eLAMP and Curtin's approach to leadership development will be discussed.

The paper's third section will, through an organisational development (OD) lens, examine the efficacy of eLAMP as a key component of Curtin's suite of leadership and management development programs. The final sections of the paper discuss the evaluation project's findings and recommendations.

The contemporary leadership literature: a succinct summary

Day (2001) distinguishes between leader development and leadership by asserting that the former develops individual human capital and the latter develops relational-based social capital. Drawing on emotional intelligence theory, Day (2001) posits that leader development's focus is intra-personal skills – self-awareness, self-regulation, and self-motivation whereas leadership development's foci are social awareness and social skills. Day (2001) also indicates that there is a cognitive dimension to social capital, pointing to a shared understanding of an organisation's culture, vision and values. Day recommends that organisations 'link leader development with leadership development such that the development of leadership transcends but does not replace the development of individual leaders' (2001, p.605). Although Day's (2001) article focussed on leadership development broadly rather than just the higher education sector, resonates with subsequent research of leadership in the higher and tertiary education sector.

In 2008 in a seminal leadership study in Australian higher education, Scott, Coates and Anderson (2008) noted that 'studies of how higher education leaders manage change along with their own learning and development are relatively rare' (p. vii). This study focusing on learning and teaching leaders introduced a leadership framework comprised of five domains that 'are necessary for effective performance as an academic leader' (p.18) has since been replicated and validated for professional staff (Scott & McKellar, 2012). As illustrated at Figure 1 below, the five domains are broken into three describing leadership capabilities – personal, interpersonal and cognitive – and two skill and knowledge domains: generic and role-specific.

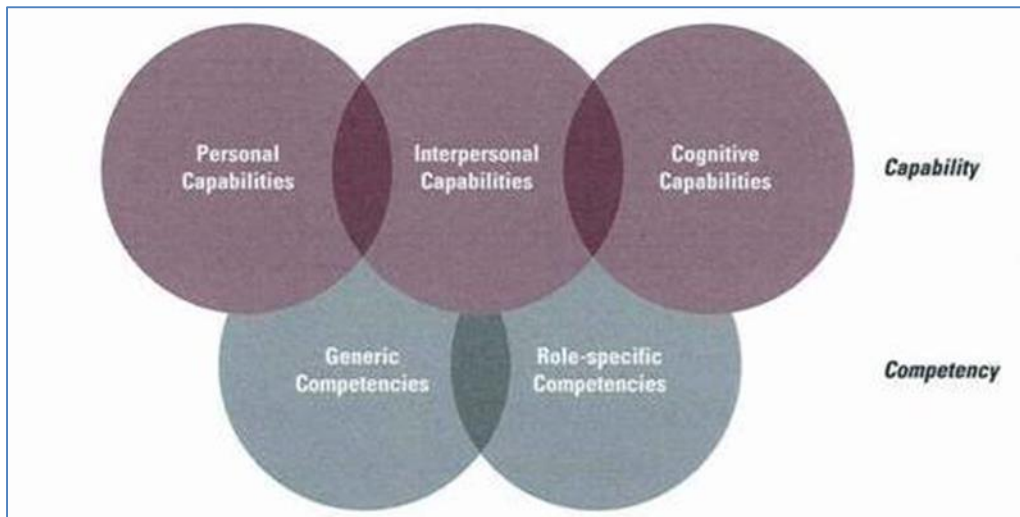


Figure 1: ‘Learning Leaders’ Leadership Framework (Scott, Coates & Anderson, 2008)

Both the Scott et al. (2008) report and the subsequent Association for Tertiary Education Management (ATEM) funded study (Scott & McKellar, 2012) recommend that a leader’s capability can be enhanced by (in order of leaders’ reported preference): practice-based learning, self-managed and informal learning and, formal leadership development. This preference hierarchy is similar to the 70:20:10 learning model (Kajewski & Madsen, 2013).which suggests that 70 per cent of learning occurs informally on the job, 20 per cent via coaching and mentoring, and 10 per cent from formal learning courses, workshops, etc.

This learning leaders framework and, in particular, the three capabilities mirror the leader development and leadership development foci identified by Day (2001). It also resonates with a later study of executive and professional education courses which concluded that programs should be contextualised to local community’s needs and based on a two-tier program hierarchy: functional and soft skills development (Daniels & Preziosi, 2010).

Davis (2012) contextualised the conditions for leadership in the Knowledge Era and introduced a ‘speculative typology’ (Thrift, 2008 p. 2) of five leadership literacies as lenses to consider working with changing mindsets, complexity and power relations identified as leadership contexts in higher education so far in the 21st century. These are the worldly, sustaining, leadingful, relational and learningful leadership literacies, which, in particular, ‘contribute to leadership theory as it applies to leadership for professional staff in [Australian] universities’ (2012, p.165). As part of this study, the Scott, Coates and Anderson report (2008) was the subject of a thematic analysis against these leadership literacies where Davis found that the learning leaders report ‘indicators of theoretical congruence with the Leadership Literacies’ (Davis, 2012, p.110). Rabin (2014, p.2) points to ‘the 70-20-10 rule that emerged from 30 years of CCL’s *Lessons of Experience* research, which explores how executives learn, grow, and change over the course of their careers. This ‘rule’ suggests that successful leaders learn within three clusters of experience: challenging assignments [rather than just on the job experience] (70 per cent), developmental relationships (20 per cent), and coursework and training (10 per cent).’

The Center for Creative Leadership (CCL) recent white paper (Rabin, 2014), while supporting the 70:20:10 model, argues that a blended approach that encourages critical reflection from workplace experiences enhances informal learning effectiveness. The current CCL approach includes:

- On-demand learning: online learning modules, webinars, video vignettes, job aids, and assessments
- Social learning: Yammer, Twitter, blogging, and games and simulations
- Workplace learning: action learning, reflections, post-program coaching, learning cohort check-ins (Rabin, 2014, p.5).

Further, Kajewski and Madsen's (2013) white paper presents a variety of interpretations of how 70:20:10 is utilised in organisations and notes that evaluating the effect of informal learning is a common challenge for organisations. The white paper states 'From our [literature] review it is clear that there is a lack of empirical data supporting 70:20:10 and...there is also a lack of certainty about the origin' (Kajewski & Madsen, 2013, p.3). Jefferson and Pollock (2014) observe that an oft-claimed source of 70:20:10 model (The book *Lessons of Experience*) was based on successful leaders' self-identifying key sources of learning and claim that 'The hypothesis about how much learning occurred and where is impossible to test.' Thus it appears that the 70:20:10 model's was developed in a similar manner to that employed by Scott, et al. (2008) – self-reporting by leaders rather than a formal assessment of the efficacy of various modes of learning. Regardless of the lack of empirical data, the 70:20:10 model has gained widespread currency as an approach to encourage a more holistic, organisational-wide approach to leadership development.

Contemporary leadership studies also highlight that the context within which leaders operate has moved from a more predictable environment with incremental change to a volatile, uncertain, complex and ambiguous (VUCA) environment (Johansen, 2009; Petrie, 2014; Davis, 2015). In a similar vein, Snowden and Boone (2007) identify four contexts in which leaders operate: simple (stable, clear cause and effect relationships), complicated (multiple right answers, not everyone can determine the cause and effect relationships), complex (right answers emerge in situ), and chaotic (no manageable cause and effect patterns). The authors identify that most organisations face complexity given the amount of significant change in the environment [as an aside, the challenge of change was a key finding in the 'Learning Leaders' report] and that 'leaders who try to impose order in a complex context will fail, but those who set the stage, step back a bit, allow patterns to emerge, and determine which ones are desirable will succeed' (Snowden & Boone, 2007, p.5).

Given the inherent challenges for leaders in a VUCA environment new forms of leadership development have been proposed including 'vertical development' (Petrie, 2014; Brown, 2013). Vertical development has a future focus: transformational learning, mindset shifts, thinking and complex problem-solving abilities (capabilities) and is in addition to the more traditional horizontal leadership development of leader competencies (Brown, 2014; Petrie, 2014). The Centre for Creative Leadership describes horizontal development as being focused on the '*what* of leadership' whereas vertical development has the '*what* and *how* of development' as its focus (Petrie, 2014, p.6). These concepts align with the leadership and leadership development arguments of Day (2001); Scott, Coates & Anderson (2008); Scott & McKellar (2012); and Davis (2012). The idea of incorporating vertical development (capabilities and competencies)

is also aligned to the idea of the ‘T-shaped professional’ (Ing, 2008) which shaped the development of the eLAMP curriculum.

In summary, this review points to more expansive understandings of leadership in higher education today, and just how critical this work is for successful outcomes for institutions and the sector as it faces unprecedented changes, challenges and opportunities (see Bolden et al., 2015). It is timely now also reflect upon these challenges as we look at leadership studies and development more expansively (Davis, 2015):

If past experiences of cultural shifts are any indication, these alternative frames expect something more onerous and seemingly difficult to grasp. That is, they expect more from all of us, as leaders and followers, in asking that we all take responsibility for our place in the interrelated worlds in which we live. Underlying the seeming simplicity of these expectations are many layers of culture, power and identity. Such changes to macro, meso and micro norms are very difficult to make and frankly easier to resist that act upon for most people. To counter this leaders and leadership development approaches will need to be vigilant, vocal and intentional about their purposes for change (n.p.).

The articles and research reports examined above suggest that the conclusions from the two Scott et al. studies align and are consistent with, current leadership development trends and practice more broadly. The 2012 study (Scott & McKellar) confirmed the order of leaders’ preferences for leadership development described in the 2008 report (Scott, Coates & Anderson, 2008). Given the two Scott et al. reports cover both academic and professional staff leadership development, they can be used as a benchmark for examining eLAMP and Curtin’s leadership development approach.

Curtin University and the Emerging Leaders and Managers Program leadership development approaches

Curtin University

Following an extensive literature review and internal consultation, in 2009 Curtin’s organisational development team proposed a leadership framework for the institution. *The Curtin Leadership Framework* (CLF – Figure 2) drew on the leadership literature and known leadership foci to support the university’s leaders and the university’s 2009-2013 strategic plan. The framework was adopted in late 2009 and is currently being refreshed to reflect changes in the University’s strategic direction and its values and signature behaviours.

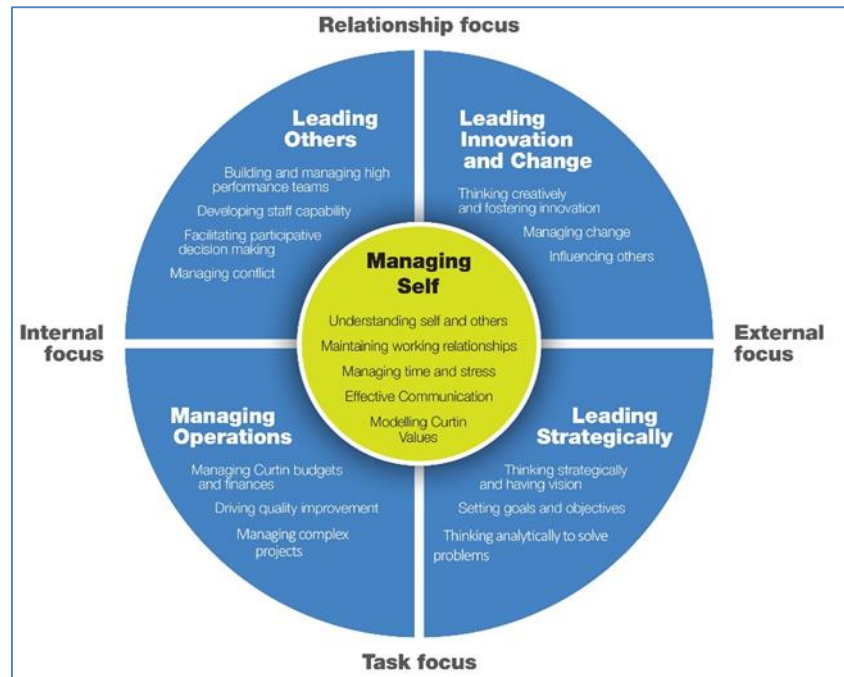


Figure 2: The Curtin Leadership Framework (Curtin, 2015)

The CLF is adapted from the Competing Values Framework (CVF) (Quinn, Faerman, Thompson & McGrath, 2003) and a related model, the Integrated Competing Values Framework (iCVF) developed by Professor Tricia Vilkinas (2009) from the University of South Australia.

The underlying premise of the CLF, the CVF and the iCVF is that leaders and managers need to respond to the internal and external aspects of their role and focus on both relationships and tasks. The situations faced by leaders require them to acquire and use a range of different and sometimes competing capabilities to be effective.

The *Curtin Leadership Framework* guides the University's leadership development curriculum. In-house leadership programs feature components from each of the five CLF meta-capabilities or domains. Longer programs cover all five domains while workshops tend to focus on one or more related capabilities. Some programs and workshops target specific cohorts (e.g. heads of schools, senior professional staff, etc.) so as to ensure that they provide the appropriate context for the application of the knowledge and capabilities.

A number of Curtin's leadership development programs are developed and delivered by internal organisational development specialists and other programs and workshops are sourced externally. Externally delivered programs are customised to reflect Curtin priorities as identified by Curtin's Organisational Development Unit and the CLF. For some years Curtin engaged an external provider to provide the VET Certificate IV in Frontline Management and Diploma of Management. These two programs target a similar audience as the LH Martin Institute's eLAMP.

The Emerging Leaders and Managers Program (eLAMP)

The eLAMP curriculum is offered online and is scalable with the intent to develop leadership and management capacities for tertiary education managers at a time when the sector is facing upheaval and uncertainty. The program can be taken as professional

development, or with further attention to assessment and learning consolidation face to face workshops can be taken ‘for credit’ into the LH Martin Institute’s graduate certificate programs.

- The overarching program aims of eLAMP are to enable participants to:
- gain a grasp of the breadth and depth of the tertiary education landscape in Australia, New Zealand and in the global context;
- develop an understanding of the complex internal and external drivers influencing the tertiary sector and learn how to respond appropriately to these drivers;
- gain insight into the different roles and styles leaders and managers need to adopt to be successful in their roles and develop flexibility across these styles and roles;
- and grasp the nuances of policy and learn how it aligns with strategic intention and how it influences the development of organisational culture.

So far, between September 2012 and February 2015, 525 individuals from 81 institutions and six countries have enrolled in one or more of the online modules of eLAMP. In addition, 12 institutions have sponsored eLAMP guided cohorts, mainly as part of multi-institution regional cohorts.

According to the introductory section of the eLAMP curriculum, Geoff [Sharrock] has developed archetypes of 'good management' for academic enterprises and these have influenced the development of the curriculum for eLAMP (eLAMP, n.d.). The LHMI Program Director Awards has advised that while Sharrock’s work has influenced the program design, her own PhD research and that of her colleague Kay Hemsall in ‘mapping the field’ also contributed to the design of the eLAMP curriculum (H. Davis, personal communication, July 27, 2015). In addition, Davis noted that ‘some the contexts and leadership studies approaches that scaffold the design of eLAMP [are]:

- Context: VUCA, knowledge work
- Leadership studies: post heroic standpoint, i.e. leadingful, distributed, relational
- Underpinning understandings: leaders are in the business of energy management; everyone is responsible for leadership, at least of the self; human relations movement/American pragmatist understandings of the world.’ (H. Davis, personal communication, July 27, 2015).

The eLAMP curriculum features Sharrock’s (2012) framework (Figure 3) which parallels the Quinn, Faerman, Thompson & McGrath (2003) Competing Values Framework.

The LH Martin Institute website provides the following summary of the eLAMP curriculum.

Module 1: Managing and Developing Yourself

This module considers leading the self. It focuses on developing critical reflective professional practice, intra-personal intelligence and developing your personal career plan.

Module 2: Managing and Developing Others

This module addresses transitioning into a management role. It focuses on inter-personal intelligence, managing relationships in the workplace and developing others.

Module 3: Managing and Developing the Business

This module concentrates tertiary education management. It focuses on thinking and working strategically and sustaining tertiary education institutions.

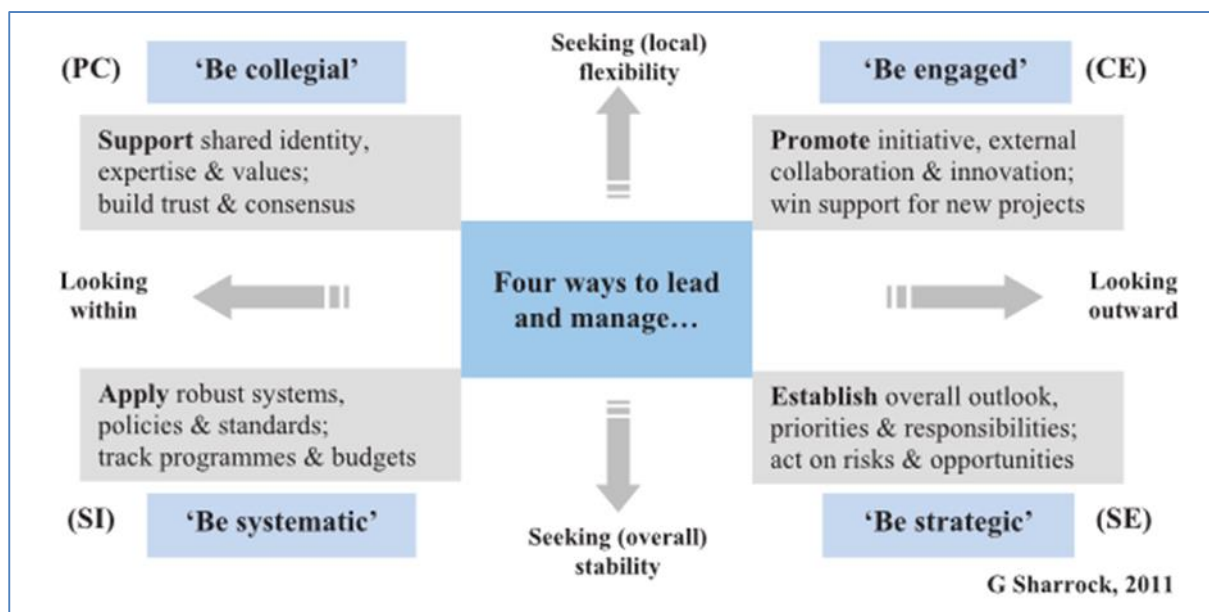


Figure 3: Four archetypes of 'good management' for academic enterprises (Sharrock, 2012)

Module 4: Understanding the Tertiary Education Landscape

This is the most theoretical module of all four. It has two main components: the history and evolution of Australian tertiary education and policy processes and outcomes. It explores the increasing importance of management and the marketplace, institutional governance, funding, internationalisation, institutional and sector diversity, and globalisation and the knowledge economy. (LHMI, n.d.)

Alignment with the literature

Curtin's leadership development approach is generally consistent with the Scott, et al. (2008, 2012) recommendation and the 70:20:10 model – a combination of learning methodologies. Current in-house leadership development opportunities include: formal multi-day off the job programs, several leadership forums (e.g. senior leaders; professoriate; heads of schools; senior professional staff; leadership alumni), coaching and mentoring, 360-degree feedback, action learning assignments, assessments (e.g. Myers Briggs Type Indicator, emotional intelligence, team roles, etc.), providing authentic feedback and a manager as coach approach.

When comparing Curtin's development landscape to the literature reviewed above, it is apparent that developing reflective practice in challenging assignments (and in the workplace in general) remains a challenge. With one notable exception (eLAMP) online learning has not been a feature of the Curtin approach to date. However, Curtin is in the process of acquiring a whole of institution license for a suite of online learning modules including numerous leadership and management-related skill topics. A further opportunity for Curtin is to provide more focus on vertical learning, particularly developing leaders' abilities to navigate the VUCA environment.

In terms of conceptual frameworks informing tertiary education leadership development, Sharrock's framework underpinning the eLAMP curriculum is consistent with the *Curtin Leadership Framework*. But how do the eLAMP and CLF compare with the leadership framework promulgated by Scott and his collaborators and their recommendations for leadership development in tertiary institutions?

Scott et al.'s framework's three capabilities are personal, interpersonal and cognitive. Each capability (and competency) is comprised of scales and items (individual skill/capability attributes). In this framework the personal capability scales are self-regulation, decisiveness and commitment. Self-awareness and self-regulation (self-control/management) are the intrapersonal side of emotional intelligence (Hempall, 2012). In the iCVF and the CLF these scales are primarily in the 'integrator' or 'Managing Self' central domain. In the CVF and Sharrock's framework these personal capabilities are implied rather than being explicitly present. The eLAMP curriculum focuses on intrapersonal intelligence in Module 1.

Influencing and empathising are the scales in Scott et al.'s interpersonal capability. Influencing-related items are located in the top right quadrant of the CVF, iCVF, CLF and Sharrock's framework. Scott et al.'s empathising scale and items are consistent with top left quadrant of the CVF, iCVF, CLF and Sharrock's framework. These interpersonal capabilities, scales and items are covered in Module 2 of eLAMP.

Scott et al.'s third capability is cognitive which includes diagnosis, strategy and flexibility and responsiveness. Elements of each of these scales is found within the two lower quadrants, and partially in the top right quadrant, of the CVF, iCVF, CLF and Sharrock's framework. Module 3 of eLAMP particularly addresses these cognitive capability scales.

The leadership competency in Scott et al.'s framework is comprised of the following scales: learning and teaching (academic leaders)/management (professional staff); university operations; and self-organisation skills. These scales and related items are present in the iCVF and CLF within the 'integrator' or 'Managing Self' central domain of each framework with other items picked up within the lower left and upper right quadrants of these two frameworks and the CVF and Sharrock's framework plus the lower right quadrant of the iCVF.

eLAMP outcomes at Curtin

The Curtin eLAMP pilot commenced with 30 participants – 23 in a Curtin staff only cohort and a further seven in combined cohort comprised of staff from Curtin, Edith Cowan University, the University of WA and the Central Institute of Technology. Curtin participants and line managers were asked to complete pre-program and post-program questionnaires. The intention was to compare the questionnaire results by way of a longitudinal study. However, very few line managers completed both questionnaires so the study focussed on participant responses.

The questionnaire utilised a four point scale for participants to report their proficiency with the eLAMP module foci and topics. The four items on the scale were:

- 1 Not yet competent
- 2 Developing competence

- 3 Capable
- 4 Mastered

As Figure 4 demonstrates, participants reported an enhanced understanding of the field for each of the four modules with the greatest increase being reported for Module 4 - Understanding the Tertiary Education Landscape and the least development growth being reported for Module 2 - Managing and Developing Others.

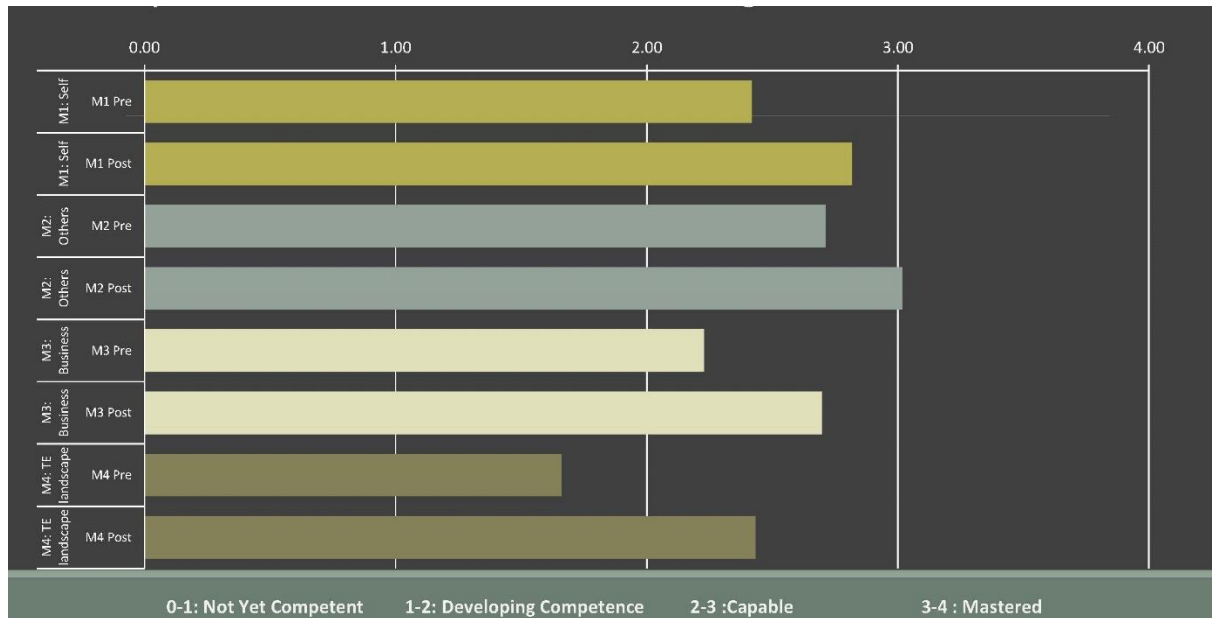


Figure 4: Participant self-evaluation of understandings of the field

Figures 5 to 8 present the participants' evaluation of the component topics for each module. Following completion of the year long program participants reported improved leadership knowledge, skills and abilities, albeit slight improvements for some topic areas, in all instances. Significant improvement was reported for the following focus areas of Module 1 (Managing and Developing Yourself):

- Developed critical reflective practices
- Developed reflective writing practices
- Developed personal career plan with an understanding of tertiary education sector career opportunities
- Clearly identified personal and professional goals

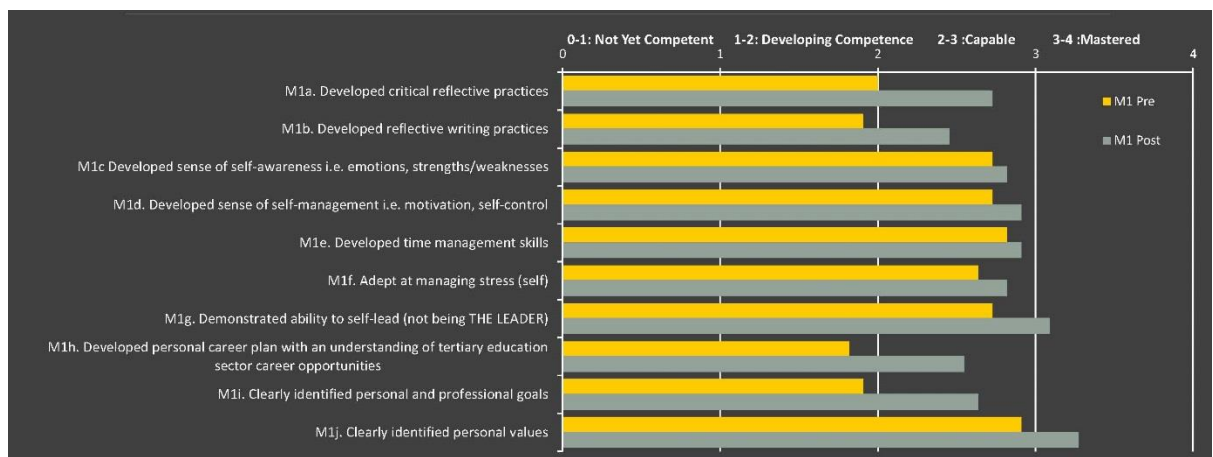


Figure 5: Participant self-evaluation of pre and post eLAMP understandings for Module 1

Improvement was particularly noticeable for two topics in Module 2 (Managing and Developing Others):

- Demonstrate a good understanding of management basics
- Effectively coach and mentor others

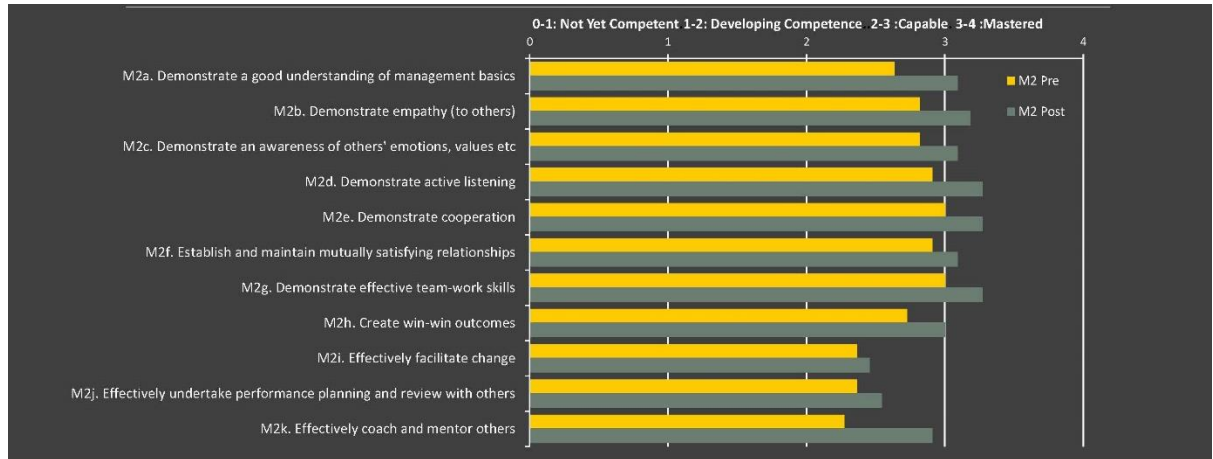


Figure 6: Participant self-evaluation of pre and post eLAMP understandings for Module 2

Participants reported the most improvement in two of the six topics in Module 3 (Managing and Developing the Business):

- Demonstrate values-based leadership
- Utilise strategic thinking tools

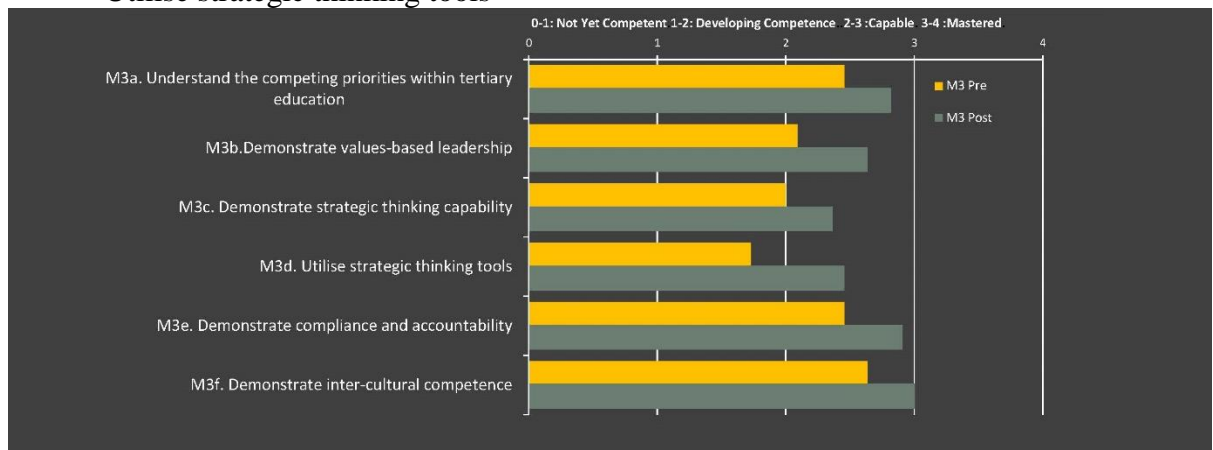


Figure 7: Participant self-evaluation of pre and post eLAMP understandings for Module 3

Participants reported improvement for all four topics of Module 4 (Understanding the Tertiary Education Landscape) which was particularly pleasing given that similar content to this module had not been provided to Curtin staff in prior development programs.

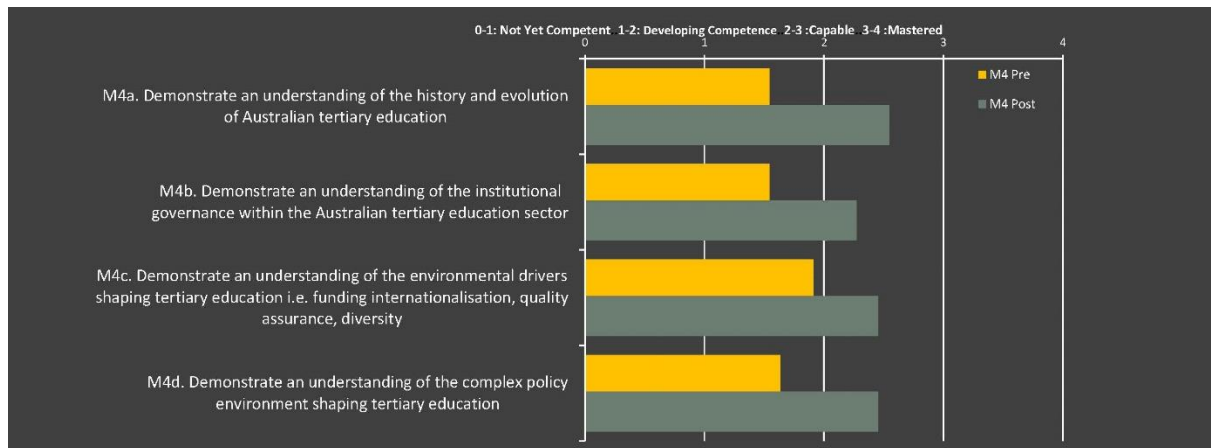


Figure 8: Participant self-evaluation of pre and post eLAMP understandings for Module 4

The post-program questionnaire asked participants if participating in eLAMP assisted them to deal or address workplace challenges in a different way. A sample of responses indicates that the program was successful in this regard:

- *Yes, I think being a part of the program helped me understand the importance of looking at challenging situations from other people’s perspectives which gives a greater insight regarding the issue or problem.*
- *It has helped me to be more reflective and I now have a clearer approach on tackling issues.*
- *Dealing with staff issues (program has been a big help) Excessive work load (program has assisted) Understanding the issues the university will face in the future (program has helped)*
- *Yes, I have put into place learning from the program.*
- *I have been able to understand a lot more about my own and other staff personalities and the skills and abilities required to become an effective manager. In some ways the program has helped me in growing personally and viewing other staff members with more empathy and emotional intelligence and understanding myself in how I relate to others.*
- *The program has given me an opportunity to reflect on my leadership practices - strategic thinking and reflective practice in particular. In turn, these have assisted me better deal with challenges*

DISCUSSION

The positive results reported above are from preliminary data analysis of the pre and post program questionnaires. Individual managers (participants) have reported improvement in their capabilities and competencies. From an organisational development perspective, the improvements strengthen the University’s talent pipeline and should result in improved workplace outcomes as the participants embed their learning within their management practice. Introducing a blended learning program also demonstrates the University’s commitment to alternate delivery approaches to staff as well as to students.

The results described above validate the decision to pilot eLAMP as a guided, institutional cohort. In addition to the pre and post program questionnaires, participants were required to complete several assessment tasks to pass each module. At this stage,

completion rates have not been examined – this will form part of the ongoing research project.

Informal feedback from participants throughout the pilot program period (2014) was generally positive. At the final workshop participants were asked if they recommended that eLAMP be offered again in 2015. There was strong support to continue the program and another 30 Curtin staff enrolled in the 2015 program.

CONCLUSION AND RECOMMENDATIONS

This paper examined several contemporary approaches to leadership development, both for the workplace generally and for tertiary education in particular. The themes from the literature suggest that (1) formal learning (e.g. classroom learning) is only one learning strategy, (2) informal learning provides greater scope for leader development, and (3) ensuring individuals and organisations are capable of leading effectively in the now pervasive volatile, uncertain, complex and ambiguous Australian tertiary education environment.

A brief examination of both Curtin University's leadership development approach and that of LH Martin Institute's LAMP approach demonstrates that both approaches are generally congruent with contemporaneous literature. The Curtin Leadership Framework and both its formal and informal leadership development approaches generally reflect the literature's recommendations. eLAMP, as a blended learning approach, places reflective practice at the heart of the curriculum and also has a primary focus on developing skills and abilities to allow leaders to navigate the VUCA environment. Curtin's adoption of eLAMP complements and enhances leadership development at Curtin.

The early results of the Curtin pilot are encouraging in that eLAMP is seen as a valuable new development program for Curtin's lower to mid-level managers. The ongoing research project will review completion rates and further examine the questionnaire data. In addition, participants of the 2015 program will also be surveyed to provide the researchers with additional data for both outcome and comparison purposes.

Although not addressed in this paper, a recommended topic for future focus is the institutional processes for identifying and supporting staff to be developed in leadership and management capabilities and competencies.

BIOGRAPHICAL NOTES

Tony Brown has worked in the higher education sector for the past 15 years and is an accredited eLAMP moderator and facilitator. He holds a BBus and Master of Training and Development from ECU. His research interests include higher education leadership, leadership development and organisational change management.

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