Program
Tertiary Education Leadership
Workshop 1: Leadership and the National Policy Context for Tertiary Education
26 – 27 May 2014
ANU University House, Canberra

Monday, 26 May

09.00  
*Registration, meet and greet.*
*Tea and coffee will be available.*

09.15  
**Session 1: Introduction**
Who we are, our intentions in participating, housekeeping

09.15  
*Associate Professor Elaine Stratford*
*Fellow, LH Martin Institute, University of Melbourne*

10.00  
**Session 2: Presentation and discussion**
A Vice Chancellor’s view of the federal arena: pressing issues for higher education leaders

10.00  
*Professor Sandra Harding*
*Vice Chancellor, James Cook University and Chair, Universities Australia*

11.00  
*Morning tea*

11.15  
**Session 3: Presentation and discussion**
Key elements of the Australian tertiary education policy context – what these mean for leaders at all levels

11.15  
*Professor Leo Goedegebuure*
*Director, LH Martin Institute*

11.45  
**Session 4: Presentation and discussion**
Trends and policy issues in the private and VET sectors – what change is requiring of leadership

11.45  
*Mrs Di Paton*
*Associate Director, Business Transformation, TAFE NSW, North Coast Institute*

11.45  
*Ms Maria Spies*
*Director, Educational Technology and eLearning, NAVITAS*

13.00  
*Lunch*

14.00  
**Session 5: Group discussions**
All participants are asked to provide five-minute spoken summaries of their current positions, the duties incumbent upon them, and the leadership challenges and opportunities they gauge they face over the next 12 months to two years. This work will form the basis of a discussion about some of the ways in which workshops 2 and 3, oriented to our specific organizations and individual circumstances, may best respond to your needs and aspirations.

14.00  
*Elaine Stratford and group*
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<tr>
<th>Time</th>
<th>Session/Panel</th>
<th>Presenter/Group</th>
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<tbody>
<tr>
<td>16.00</td>
<td><strong>Session 6: Presentation</strong>&lt;br&gt;Higher Education’s peak body and views of the sector: pressing policy issues</td>
<td>Ms Belinda Robinson&lt;br&gt;Chief Executive, Universities Australia</td>
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<td>16.45</td>
<td><strong>Session 7: Presentation</strong>&lt;br&gt;Higher Education policy: what middle managers and leaders need to know</td>
<td>Mr Michael Gallagher&lt;br&gt;Executive Director, Group of Eight</td>
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<td>18.30</td>
<td>Dinner at <a href="#">Mezzalira Ristorante</a>&lt;br&gt;Address: Melbourne Building, Corner of London Circuit and West Row, Canberra</td>
<td>Group</td>
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**Tuesday, 27 May**

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<th>Time</th>
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<tr>
<td>09.00</td>
<td><strong>Session 8: Harvest</strong>&lt;br&gt;What insights have we from Day 1?&lt;br&gt;What might we do with them?</td>
<td>Group</td>
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<td>10.00</td>
<td><strong>Session 9: Presentation and discussion</strong>&lt;br&gt;Working with tertiary education leaders at various ranks to focus on quality, standards, values and communication</td>
<td>Mr Colin Walters&lt;br&gt;National Strategy Adviser, University of Melbourne</td>
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<td>11.15</td>
<td><strong>Morning tea</strong></td>
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<td>11.30</td>
<td><strong>Session 10: Presentation and discussion</strong>&lt;br&gt;International trends and policy issues in tertiary education</td>
<td>Professor Leo Goedegebuure&lt;br&gt;Director, LH Martin Institute</td>
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<td>12.45</td>
<td><strong>Lunch</strong></td>
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<td>13.30</td>
<td><strong>Session 11: Presentation and discussion</strong>&lt;br&gt;On leading and managing with an eye to multiple policy settings: perspectives from a varied career in tertiary education</td>
<td>Mr David Akers&lt;br&gt;General Manager, College of Asia and the Pacific, The Australian National University</td>
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<td>14.30</td>
<td><strong>Session 12: Panel discussion</strong>&lt;br&gt;What do we ask of ourselves in terms of national policy in tertiary education? Thoughts on competing values</td>
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<td>15.30</td>
<td><strong>Session 13: Module 1 harvest and evaluation and thinking about Module 2</strong></td>
<td>Group</td>
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<td>16.00</td>
<td><strong>Module 1 concludes</strong></td>
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Program outline

The 2014 tertiary education leadership program comprises three 2-day modules and two 2-hour webinars between workshop 1 and 2, and again between workshop 2 and 3. These mixed methods of approach provide managers and leaders in the sector with occasion to:

- examine significant policy issues and approaches to change implementation, and
- consider leadership challenges and opportunities in executing their organizations’ corporate strategies.

Three key premises underpin the program, namely that:

- participants will have diverse views and that exposure to this divergence will be productive for learning outcomes;
- the issues which typify the sector may manifest in different ways but often are fundamentally similar in terms of substance; and
- when shared, the wisdom and experience participants bring to the program enhance individual and collective capacities to lead.

The modules are based on balancing deductive and inductive approaches to learning—learning from generalities and theory and from particularities and practice. Emphasis is placed on asking powerful questions of ourselves, each other, the literature, and our guest presenters, and on thoughtfully responding to that which is offered to us. In this program, such opportunities for reflection are offered in:

- presentations by guests with high levels of expertise in given areas of tertiary education, whose offerings focus on key issues of wide significance;
- case studies drawing largely from past and present participants’ own experiences and knowledge-bases—about which you will be given guidance under separate correspondence;
- discussions about methods of approach to leadership and management; and
- harvests or summary periods in which our collective learnings and insights are shared.

The structure of each 2-day module enables participants to interact over morning and lunch breaks. Dinners allow for more informal discussions in relaxed settings. Each module has a particular focus:

- the first gathering, in Canberra in May, examines leadership for tertiary education in the context of national and international pressures, trends and emerging issues;
- the second, in Melbourne in July, attends to leadership and our organizations, focusing on some of the nuance of human and financial resource management and engagement/outreach; and
- the third, in Brisbane in August, deals with leadership and ourselves, deliberating on the range of capacities and capabilities that are considered important in leadership and management roles in the sector.

Intentionally, the resolution of focus moves ‘in’ from the scale of the institution of tertiary education, to the organizational level, to the individual and personal-professional, and is based on a commitment to two precepts: ‘seek first to understand and then be understood’ and ‘know thyself’.
Learning outcomes

Adapted from the University of Melbourne Graduate Attributes Statement¹ the following desired outcomes inform the design of the three modules.

Throughout the program, participants will gain an understanding of:

- national and international trends and policy issues in tertiary education;
- policy issues and approaches to change implementation;
- leadership challenges and opportunities in executing organisational corporate strategies;
- how to foster constructive change in their conduct, management and leadership styles, and engagements in the workplace;
- how to synthesise and evaluate knowledge from various sources;
- how to use analytical, cognitive and affective/emotional skills appropriately;
- how to apply critical and creative thinking, with an aptitude for continued self-directed learning;
- the importance of connecting with industry, government and the community and their role within these engagements;
- their own personal strengths and limitations in leadership roles.

Pre-reading provided as part of this package


Preliminary ‘competing values framework’ survey

You will be given access to an online survey that was developed by Robert Quinn and colleagues, and that is referred to in Quinn, R. E., et al. (2007). Becoming a Master Manager: A Competing Values Approach, 4th edition. New York, John Wiley and Sons.

You may wish to make reference to your competing values survey during each module so please make certain you bring it along.

¹ See www.qmul.ac.uk/docs/qacep/44631.pdf.

This information is correct as at May 2014. For the latest updates please visit: www.lhmi.edu.au
Workshop 1 – Canberra – Leadership and the National Policy Context for Tertiary Education

Our first module is based in the national capital and centres on a collective consideration of the wider policy setting that influences our individual and organizational lives as leaders and managers. We focus on tertiary education leadership in the context of national and international policy regimes and will hear from colleagues in very senior policy roles in both the Australian Government and the tertiary education sector. Benefitting from these presentations, we will develop a sense of the national setting in which work in our own organizations plays out.

Workshop 2 – Melbourne – Leadership and the organization

In this module, we attend to questions about leadership and our organizations. Emphasis is placed upon considering the skills that we require and deploy in the day-to-day balance between ‘steering and rowing’ that is typical of middle management. In this regard, we will interrogate three key challenges: working in environments of constant change; resources – human and fiscal; and fostering engagement.

Workshop 3 – Brisbane – Leadership and ourselves

The value of unhurried conversations among peers who have spent time together is that a measured pace allows for considered reflection and engagement and engenders a sense of generalized trust and capacity for reciprocity.

In our third module on leadership and management in tertiary education, the focus is upon ourselves. Over these three days, participants will be invited to hear from tertiary education leaders asked to share how they have been tested and grown through their experiences. Time will be given to deliberation on those presentations as they relate to our own understandings of leading.