Program schedule
Tertiary Education Leadership
Workshop 1: Leadership and the National Policy Context for Tertiary Education

Pondering participation, global engagement, research and innovation, inclusion, efficiency, regulation, and the common good

26 – 27 May 2014
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  
Associate Professor  
Elaine Stratford

10.00  
Session 2: Presentation and discussion  
A Vice Chancellor’s view of the federal arena: pressing issues of higher education  
Professor Sandra  
Harding  
Vice Chancellor, JCU and Chair, Universities Australia

11.00  
Morning tea

11.15  
Session 3: Presentation and discussion  
Key elements of the Australian tertiary education policy context  
Professor Leo  
Goedegebure  
Director, LH Martin Institute

11.45  
Session 4: Presentation and discussion  
Trends and policy issues in the private and VET sectors  
Diane Paton and Maria  
Spies

13.15  
Lunch

14.15  
Session 5: Presentation  
Ministerial perspectives on tertiary education policy  
TBA

14.45  
Session 6: Presentation  
Perspectives on tertiary education policy among senior policy advisors  
TBA

15.45  
Afternoon break
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter/Details</th>
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</table>
| 16.00 | **Session 7: Presentation** Higher Education’s peak body and views of the sector: pressing policy issues | Ms Belinda Robinson  
Chief Executive,  
Universities Australia |
| 16.45 | **Session 8: Presentation** Higher Education policy: what middle managers and leaders need to know | TBA |
| 17.15 | **Break**                                                               |                                     |
| 17.30 | **Session 9: Discussion over drinks**                                    | Group                              |
| 18.30 | **Dinner**                                                               | Group                              |

**Tuesday, 27 May**

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter/Details</th>
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<tr>
<td>09.00</td>
<td><strong>Session 10: Harvest</strong> What insights have we from Day 1?</td>
<td>Group</td>
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<tr>
<td>10.00</td>
<td><strong>Session 11: Presentation and discussion</strong> Working with tertiary education leaders at various ranks to focus on quality, standards, values and communication</td>
<td>TBA</td>
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<td>11.15</td>
<td><strong>Morning tea</strong></td>
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| 11.30 | **Session 12: Presentation and discussion** International trends and policy issues in tertiary education | Professor Leo Goedegebuure  
Director, LH Martin Institute |
| 12.45 | **Lunch**                                                                |                                     |
| 13.30 | **Session 13: Panel discussion** What do we ask of ourselves in terms of national policy in tertiary education? Thoughts on competing values | Group |
| 15.30 | **Session 14: Module 1 harvest and evaluation and thinking about Module 2** | Group |
| 16.00 | **Module 1 concludes**                                                   |                                     |
Program
Tertiary Education Leadership

Workshop 2: Leadership and the organization
Human resources, fiscal resources, and engagement

3 – 4 July 2014
Woodward Conference Centre – West Room, Melbourne

Thursday, 3 July
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
Associate Professor Elaine Stratford

09.45 Session 2: Presentation, case study and discussion
Leading and managing through change: rocks, hard places, and the case of the University of Sydney (i)
Dr Geoff Sharrock LH Martin Institute

11.00 Morning tea

11.15 Session 2 continues
Leading and managing through change: the case of the Australian National University (ii)
Dr Geoff Sharrock LH Martin Institute

12.00 Session 3: Methods
Competing values in managing – what are they, how are they deployed, and how can we master them?
Elaine Stratford

13.00 Lunch and opportunity for a walk

13.45 Session 4: Presentation and discussion
Human resources in tertiary education
Professor Bill Harley Associate Dean, Global Engagement, The University of Melbourne

15.15 Afternoon tea

15.30 Session 5: Case Studies
Our leading and managing in terms of human resources – participants to formally share and discuss examples of their experiences with reference to the recommended literature
Group

16.30 Session 6: Presentation and discussion
Engaging inside the organization – the role of academic boards and other mechanisms to connect?
Dr Julie Rowlands Lecturer, School of Education, Deakin

This information is correct as at April 2014, for the latest updates please visit: www.lhmi.edu.au
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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>17.45</td>
<td>Short break and walk to restaurant</td>
<td>Group</td>
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<tr>
<td>18.30</td>
<td>Dinner</td>
<td>Group</td>
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<tr>
<td><strong>Friday, 4 July</strong></td>
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<tr>
<td>09.00</td>
<td>Session 8: Harvest</td>
<td>Group</td>
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<td></td>
<td>What insights have we from Day 1?</td>
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<tr>
<td>09.30</td>
<td>Session 9: Presentation and discussion</td>
<td>Mr Ian Marshman</td>
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<td></td>
<td>Insights on budget processes in tertiary education</td>
<td>Senior Vice Principal, The University of Melbourne</td>
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<tr>
<td>10.45</td>
<td>Session 10: Case Studies (incorporating morning tea)</td>
<td>Group</td>
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<td>Our leading and managing in terms of budgets – participants to formally share and discuss examples of their experiences with reference to the recommended literature</td>
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<tr>
<td>11.30</td>
<td>Session 11: Presentation and discussion</td>
<td>Professor Peter Coaldrake</td>
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<td>The importance of connecting with industry, government and the community: a role for middle managers and leaders?</td>
<td>Vice-Chancellor, QUT</td>
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<tr>
<td>12.45</td>
<td>Session 10: Case Studies (incorporating lunch)</td>
<td>Group</td>
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<td>Our leading and managing in terms of budgets – participants to formally share and discuss examples of their experiences with reference to the recommended literature</td>
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<tr>
<td>14.00</td>
<td>Session 12: Panel and discussion</td>
<td>Peter Noonan</td>
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<td>If I knew then what I know now … insights from leading and managing</td>
<td>Director, Allen Consulting</td>
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<td>15.30</td>
<td>Session 13: Module 2 harvest and evaluation</td>
<td>Group</td>
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<td></td>
<td>Thinking about Module 3</td>
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<tr>
<td>16.00</td>
<td>Module 2 concludes</td>
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### Program

**Tertiary Education Leadership**

**Workshop 3. Leadership and ourselves**

Self-care, competing values, ‘inconspicuous leadership’ and the ‘soul of the organisation’

**14 – 15 August 2014**

**Brisbane**

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<tr>
<th>Thursday, 14 August</th>
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<tbody>
<tr>
<td>09.00</td>
<td><strong>Registration, meet and greet. Tea and coffee will be available.</strong></td>
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<tr>
<td>09.15</td>
<td><strong>Session 1: Introduction</strong>&lt;br&gt;Who we are, our intentions in participating, housekeeping</td>
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<tr>
<td>09.45</td>
<td><strong>Session 2: Presentation and discussion</strong>&lt;br&gt;Narratives and practices of self-care – why might these matter in how we lead and manage?</td>
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<tr>
<td>11.00</td>
<td><strong>Morning tea</strong></td>
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<tr>
<td>11.15</td>
<td><strong>Session 3: Presentation and discussion</strong>&lt;br&gt;Ethical dimensions of leading and managing</td>
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<tr>
<td>13.00</td>
<td><strong>Lunch</strong></td>
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<tr>
<td>13.45</td>
<td><strong>Session 4: Methods</strong>&lt;br&gt;Know thyself, and help other know you too</td>
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<tr>
<td>15.15</td>
<td><strong>Afternoon tea</strong></td>
</tr>
<tr>
<td>15.30</td>
<td><strong>Session 4: Presentation and discussion</strong>&lt;br&gt;Competing values in leadership and management</td>
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</table>
17.00  **Session 5: Methods**
Approaching our leading and managing from a position privileging self-care

17.45  **Move to VENUE**

**Session 6: Discussion over drinks**

18.30  **Dinner**

17.00  **Day one concludes**
*(Individual arrangements for dinner)*

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**Friday 15 August**

09.00  **Session 7: Harvest**
What insights have we from Day 1?

09.45  **Session 8: Presentation and discussion**
How can personal leadership and management skills help retains the soul of an organization?

11.00  **Morning tea**

11.15  **Session 9: Presentation**
Inconspicuous Leadership: leading by influence and without notice

13.00  **Session 10: Case Studies** *(incorporating lunch)*
Times when we have felt most tested as leaders

14.00  **Session 11: Case Studies**
Times when we have felt most effective as leaders

15.00  **Session 12: Conversation**
What important questions arise for us from reflecting on our experiences of leading? How will these questions travel with us back to our organizations?

15.30  **Session 13: Wrap, module and program evaluation**

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This information is correct as at April 2014, for the latest updates please visit: [www.lhmi.edu.au](http://www.lhmi.edu.au)
Program outline

The 2014 tertiary education leadership program comprises three 2-day modules and two 2-hour webinars between modules 1 and 2, and again between modules 2 and 3. These mixed methods of approach provide mid-level 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 Statement\(^1\) 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. Guidelines to be completed.

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

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\(^1\) See [www.qmul.ac.uk/docs/qacep/44631.pdf](http://www.qmul.ac.uk/docs/qacep/44631.pdf)
Session 1 – Canberra – Leadership 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.

Session 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.

Session 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.