Program
Tertiary Education Leadership
Workshop 2: Leadership and the organization

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 University

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17.30 **Guest Speaker**
Mr Norton’s perspectives on what will be required of leaders and managers in higher education.

**Mr Andrew Norton**
Higher Education Program Director, Grattan Institute

18.15 **Short break and walk to restaurant**

18.30 **Dinner at Hotel Lincoln**
(Address: 91 Cardigan Street, Carlton, Melbourne)

**Friday, 4 July**

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

09.30 **Session 8: Presentation and discussion**
Insights on budget processes in tertiary education

**Mr Ian Marshman**
Senior Vice Principal, The University of Melbourne

10.45 **Session 9: Case Studies (incorporating morning tea)**
Our leading and managing in terms of budgets – participants to formally share and discuss examples of their experiences with reference to the recommended literature

11.30 **Session 10: Presentation and discussion**
Be careful what (some of) you wish for: the likely realities of a deregulated environment.

**Professor Peter Coaldrake**
Vice-Chancellor, QUT

12.45 **Session 11: Case Studies (incorporating lunch)**
Our leading and managing in terms of budgets – participants to formally share and discuss examples of their experiences with reference to the recommended literature

14.00 **Session 12: Panel and discussion**
If I knew then what I know now … insights from leading and managing

**Professor Peter Noonan**
Fellow, Mitchell Institute for Health and Education Victoria University

15.30 **Session 13: Module 2 harvest and evaluation**
Thinking about Module 3

16.00 **Program concludes**
Program outline

The 2014 tertiary education leadership program comprises three 2-day workshops and two 2-hour webinars between workshops 1 and 2, and again between workshop 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 workshops 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 workshop 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’. 

This information is correct as at June 2014, for the latest updates please visit: www.lhmi.edu.au
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).

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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.