Program
Tertiary Education Leadership
Session 3: Leadership and ourselves
19 – 21 August 2013
UNSW CBD campus, Sydney

Monday, 19 August 2013
09.00  Registration with arrival tea and coffee

09.15  Session 1: Introductions, updates, module overview and rationale
        Associate Professor Elaine Stratford

10.00  Session 2: Provocation
        Experiences of middle managers in tertiary education
        Elaine Stratford and Group

11.00  Morning tea

11.15  Session 3: Presentation
        The role of the union in ensuring sound leadership and care of ourselves
        Ms Jeannie Rae
        National President, National Tertiary Education Union

12.15  Session 4: Presentation
        How can personal leadership and management skills help retain the soul of an organization?
        Professor Andrew Vann
        Vice-Chancellor, Charles Sturt University

13.00  Lunch and opportunity for a walk

13.45  Session 5: Methods
        Know thyself, and help other know you too
        Mr John Swinton
        Associate Director, Organizational Development, Griffith University

15.45  Afternoon tea

16.00  Session 6: Methods
        Approaching our leading and managing from a position privileging self-care
        Elaine Stratford

17.00  Day one concludes
        (Individual arrangements for dinner)
### Tuesday, 20 August 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title and Details</th>
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<tr>
<td>09.00</td>
<td>Session 7: Harvest</td>
<td>What insights have we from Day 1?</td>
<td>Elaine Stratford</td>
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<td>09.45</td>
<td>Session 8: Provocation</td>
<td>Ten things I wish I had known about leading and managing at the start of my Headship, and other tales</td>
<td>Elaine Stratford</td>
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<td>10.30</td>
<td>Session 9: Case Studies</td>
<td>Your ‘ten things’</td>
<td>Elaine Stratford</td>
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<td>11.00</td>
<td>Morning tea</td>
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| 11.15 | Session 10: Presentation | On leading, personal ethics and caring for a faculty in times of significant change | Professor Clive Baldock  
Executive Dean, Faculty of Science, Macquarie University |
| 12.30 | Session 11: Conversation | What issues of import to us arise from the presentation?                             | Elaine Stratford and Group      |
| 13.00 | Lunch and a opportunity for a walk |                                                                                     |                                 |
| 13.45 | Session 12: Case Studies | Times when we have felt most tested as leaders                                       | Group                           |
| 14.45 | Session 13: Case Studies | Times when we have felt most effective as leaders                                    | Group                           |
| 16.00 | Afternoon tea |                                                                                     |                                 |
| 16.20 | Session 14: 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? | Elaine Stratford and Group      |
| 17.00 | Free time |                                                                                     |                                 |
| 18.30 | Dinner at Rockpool Bar and Grill | Location: 66 Hunter Street, Sydney  
Reservation name: LH Martin Institute |                                 |
| 21.30 | Day two concludes |                                                                                     |                                 |

This information is correct as at March 2013, for the latest updates please visit: [www.lhmi.edu.au](http://www.lhmi.edu.au)
Wednesday, 21 August 2013

09.00  Session 15: Harvest  
       What insights have we from Day 2?  
       Elaine Stratford

09.45  Session 16: Presentation  
       What I wish I had known...  
       Professor Jan Thomas  
       Vice-Chancellor,  
       University of Southern Queensland

11.00  Morning tea

11.30  Session 17: Presentation  
       Inconspicuous Leadership: leading by influence and  
       without notice  
       Dean Mundey  
       Manager, Academic  
       Re-profiling Project  
       University of Tasmania

13.00  Lunch

13.45  Session 18: Harvest  
       What, now, can we say about ourselves, our organizations  
       and the sector? What are our next steps? How will we take  
       them?  
       Elaine Stratford and Group

15.00  Session 19: Wrap and program evaluation  
       Elaine Stratford and Group

16.00  Module 3 concludes

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Program outline

The 2013 tertiary education leadership program comprises three 3-day modules providing 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:

- provocations by the facilitator in the form of short formal lectures about relevant topics;
- 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;
- conversations that, with the aid of a disciplined set of structures and tools, provide spaces to generate and address important questions;
- dialogues about methods of approach to leadership and management;
- catalysts in the form of exercises in response to set readings done before each 3-day meeting; and
- harvests or summary periods in which our collective learnings and insights are shared.

The structure of each 3-day module enables participants to interact over morning and afternoon tea breaks. Lunch breaks provide sufficient time for time out of doors. Dinners allow for more informal discussions in relaxed settings. Each module has one meta-focus:

- the first gathering, in Canberra in April, examines leadership for tertiary education in the context of national and international pressures, trends and emerging issues;
- the second, in Melbourne in June, attends to leadership and our organizations, focusing on some of the nuance of human and financial resource management and engagement/outreach, including team building; and
- the third, in Sydney 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’.

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Learning outcomes

Adapted from the University of Melbourne Graduate Attributes Statement\(^1\) the following desired outcomes inform the design of the three modules.

Participants will be:

- attuned to diversity;
- adept at learning in a range of ways;
- critical and creative thinkers, with an aptitude for continued self-directed learning;
- able to map out potential constructive change in their conduct, management and leadership styles and engagements in the workplace;
- in a position to synthesise and evaluate knowledge from various sources;
- able to use analytical, cognitive and affective/emotional skills appropriately;
- have excellent interpersonal skills, and an awareness of personal strengths and limitations; and
- participate fully in collaborative learning and confront unfamiliar problems.

Pre-reading provided as part of this package


\(^1\) See [www.qmul.ac.uk/docs/gacep/44631.pdf](http://www.qmul.ac.uk/docs/gacep/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 leadership teams. You will need to make reference to your competing values survey, so please make certain you bring that along.

Session 3 – Sydney – 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.