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Final Report

Academic leadership development within the university sector by dissemination of a web-based 360° feedback process and related professional development workshops

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The *Academic Leadership: Building capacity Facilitator's Guide* is available for download from <http://www.altc.edu.au/resource-leadership-development-feedback-guide-unisa-2011>



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List of Acronyms

ALBC	Academic leadership: building capacity
ALFBB	Academic leadership: fundamental building blocks
ALTC	Australian Learning and Teaching Council
ANOVA	analysis of variance
ARC	Australian Research Council
CD	compact disc
CVF	Competing Values Framework
DVC	Deputy Vice-Chancellor
ELF	Engaging Leadership Framework
ERA	Excellence in Research for Australia
GCHE	Graduate Certificate in Higher Education
HERDSA	Higher Education Research and Development Society of Australasia
HoPNet	Heads of Program network
HoPs	heads of programs
ICVF	Integrated Competing Values Framework
LTC	Learning and Teaching Centre
QUT	Queensland University of Technology
TAFE	Technical and Further Education
USC	University of the Sunshine Coast
UWS	University of Western Sydney



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Executive Summary

The primary focus of this project was to expand leadership development opportunities for academic developers and academic program directors across all Australian universities, with the ultimate desire to positively influence learning and teaching outcomes in the sector. The findings indicate a strong desire among academics to improve learning and teaching outcomes for their students. To be able to do this, however, academics, particularly academic developers and academic program directors who directly and indirectly influence teaching quality, need stronger leadership across the sector. The current project also identified that there is a strong need for opportunities to be made available for academics to participate in academic leadership development programs. It also became obvious that the academic developers were in need of materials and a theoretical framework to use in the design and delivery of their professional development programs specifically related to academic leadership.

This project has highlighted the need to do several things if learning and teaching outcomes through excellence in academic leadership are to be improved in the higher education sector:

- A theoretical framework of academic leadership, such as the ICFV, needs to be used when designing developmental programs for front-line managers¹ such as academic program directors who often are the front-line person dealing with students.
- As a complex skill set is required to be an effective academic program director and academic developer, it is important that individuals who take on the position and their managers, are aware of the complexity of the role so that appropriate levels of institutional and personal resourcing can be allocated.
- Academic program directors and academic developers need to understand that they are 'leaders' and what this means for the way they do their work.
- Periodic reviews of all levels of academic leadership and the application of critical observation and reflective learning at both a personal and an institutional level is required. For example, performance management of academic program directors and academic developers needs to routinely address academic leadership issues. Annual reviews of operational units also need to address the extent to which they are providing appropriate support to these academic leaders at all levels of the institution.

¹ Front-line managers is a term used frequently in the non-educational sector to describe those staff who interact with customers and clients and deliver the organisation's service or products.



01

INTRODUCTION

1.1 Background

Introduction

Globally, higher education has undergone extensive changes over the past three to four decades. Universities are increasing in size, are expected to respond to multiple and often conflicting demands on the one hand, while on the other, are being asked to become financially independent (de Boer & Goedegebuure 2009). These changes are also driven in Australia by governments seeking greater accountability for learning and research outcomes, employers wanting more 'work-ready' graduates, an increasingly consumer-oriented and diverse student population, and the need to keep up with technological changes in educational delivery. In addition, university education has become increasingly important as a key component of Australia's advanced economy (Coates et al. 2009).

Neither the pace nor scope of changes is likely to abate in the near future, and the Bradley Review recommendations in Australia would support this claim (Bradley et al. 2008). The recommendations made in the review include: *increasing access and outcomes for students from low socioeconomic backgrounds, rewarding institutions for agreed-upon quality and equity targets in teaching and learning, and increasing resources for research and world-class tertiary education infrastructure.*

In response to these demands, universities are adopting some private sector practices, in the hope of becoming more efficient in the use of their funding (Middlehurst, Goreham & Woodfield 2009; Smeenk et al. 2009). The sector is also paying increasingly more attention to academic leadership when addressing these changes (Bisbee 2007; Scott, Coates & Anderson 2008; Stigmar 2008). As indicated by de Boer and Goedegebuure (2009), top-level managers in Australian universities might not be providing competent leadership:

[I]t would be too sweeping a statement to conclude that Australian and British universities are poorly managed, but the data do indicate that the academics in these two countries are rather sceptical about university leadership and management. This is worrisome because these negative views of the university's most valuable asset – their academics – are likely to have a negative impact on leadership effectiveness (p356).

Coates et al. (2009) argue that if the higher education sector is to make a worthwhile contribution they need to have well-developed academic leadership capability within their institutions. Leadership is needed at all levels within the organization and not just at senior levels (Hotho, McGoldrick & Work 2008). McRoy and Gibbs (2009) argued that the leadership capability of university staff is central to them being able to effectively implement the changes needed to deal with this complex environment. All of these changes, which are not necessarily unique to Australia, have consequences for how universities are lead. Bush (2008) notes that leadership has become a much more critical component of administrative positions in higher education over the past 20 years which previously had a predominant focus on management.² In the light of these pressures, the Australian Learning and Teaching Council's (ALTC) project, 'Academic leadership development within the university sector by dissemination of a web-based 360° feedback process and related professional development workshops', aimed to embed a leadership assessment and development process for the Australian higher education environment.

² The focus of this paper is on the leadership component of the Academic Program Director's role and does not address its administrative or management aspects.



1.2 Definition of Academic Leadership

The following definition of academic leadership was adopted in the current project:

An effective leader has the ability to interpret the environment accurately, to respond appropriately and to learn from that process. This implies that an effective leader possesses both behavioural and cognitive complexity, as well as the capacity to reflect and adapt (Vilkinas & Cartan 2009, p1).

This definition of academic leadership adopts the *Integrated Competing Values Framework* (ICVF) as its theoretical framework (Vilkinas & Cartan 2001, 2006) and is defined below. The approach (explained below) has both cognitive and behavioural elements and is contingency-based.

By *interpret the environment* is meant to decipher a complex context with clarity. To have a clear personal lens on what can often be complex issues and event. To determine for example which 'signals' in the environment require a response and which can be ignored: that is, to prevent 'knee-jerk' reactions and to prioritise.

By *respond appropriately* is meant firstly the ability to decide an appropriate course of action and secondly to be able to adopt the appropriate behaviours to enact that decision. In terms of 'the ability to decide' leaders have cognitive complexity, which means they are able to see potentially competing courses of action and to integrate these in a synergistic way. To 'enact that decision', the leader must possess a range of leadership behaviours which are paradoxical in nature. The effective leader will need to move with ease between these behaviours depending on the demands of the situation. For example, they must have the ability to be innovative while at the same have the ability to monitor performance. Again, an effective leader must have the ability to develop individuals and teams, to develop external networks and to influence decisions while simultaneously 'getting the job done'.

By *learn*, in this context, is meant that leaders must have the ability to critically observe their own behaviour and its implications and to reflect on those observations. Further, these reflections become the basis for considered decisions resulting in the development of leadership capability.

1.3 Overall Purpose of the Project

The primary focus of this project was to disseminate the findings of two earlier projects (see Figure 1):

- 'Improving the leadership capability of academic coordinators in postgraduate and undergraduate programs in Business' (Vilkinas 2009), and 'Leading courses: academic leadership for course coordinators' (Jones et al. 2008).

The participants at the dissemination workshop were academic developers whose primary role was the development of academic staff within their institution. While a few of the participants were based in schools and departments, most were centrally located in a specific unit. Many of these staff held positions at the middle management level within their institution. The purpose of the workshop was to illustrate the processes that had been used in the previous projects akin to a 'train-the-trainer' approach. The overall goal was to develop the capacity of academic developers to build leadership capacity in their respective universities, in particular at the level of front-line staff such as academic program directors (see Figure 1) who often deal directly with the students. In addition to this dissemination project, the project leaders have extended their work to four ALTC projects on academic leadership (see Figure 1).



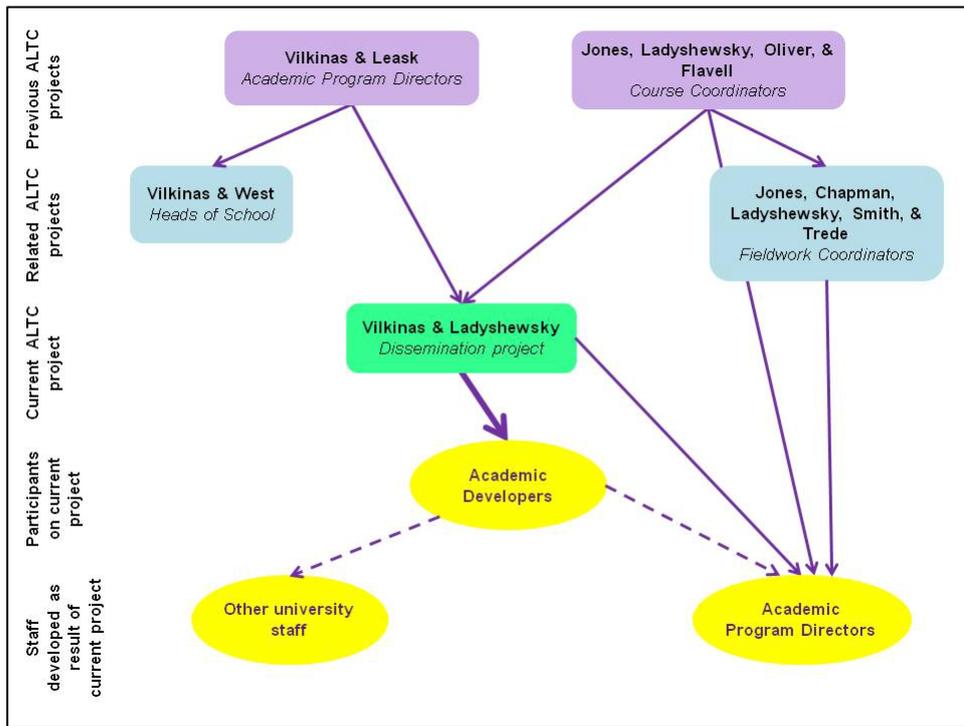


Figure 1: Focus of current project and its relation to other ALTC projects of the project leaders

1.4 Proposed Outcomes

The project was designed to achieve the following outcomes:

- To build academic leadership capability within the sector by:
 - increasing the academic leadership capability and effectiveness of academic program directors, with a resulting increase in the quality of teaching, since this project will be able to increase academic leadership capability and effectiveness of academic program directors. According to the literature, both are strongly correlated with improvements in the quality of teaching and the quality of the learning experience for students (Ramsden et al. 2007)
 - developing communities of practice so that a sustainable model of leadership can establish.

In addition,

- Staff within universities who have the responsibility to enhance academic leadership capability will receive assistance in the delivery and use of the resources designed under the previous projects.
- Thanks to the use of a uniform feedback tool and a survey instrument, individual universities or part thereof will be able to determine the overall level of academic leadership capability within their area by requesting reports from the research team. Through identifying their strengths and limitations, they will be able to determine their development needs. They will also be able to compare with other universities within the sector.
- Similarly, based on the above, the ALTC will know what the academic leadership capability of academic coordinators is across the sector.
- Participating universities and the ALTC will also be able to access information with regard to contextual factors that impact on the performance of academic coordinators.



- Once the tool has been used for a while, the universities that take part and the ALTC will be able to ascertain trends in the academic leadership capability of academic coordinators and contextual factors that impact their performance.
- As the priorities of the sector change, the tool and supporting resources can be adapted.

How will the project leaders know that the outcomes have been achieved? The following will be used:

- The normative data will clearly illustrate trends in academic capability in academic coordinators, particularly if there is a change in the level of capability and effectiveness resulting from the participation in the academic leadership program.
- The number participating in the program will be noted to determine the extent the program is used.
- The outcomes of the academic leadership programs will be documented and reported.

1.5 Importance of the Project

The focus of this project was on two important groups of staff within universities: academic developers and academic program directors. The latter, the university's front-line managers because of their direct dealings with students, are responsible for the delivery of their teaching and learning programs (eg Bachelor of Education, Master of Business Administration). The former group are responsible for the development of academic program directors. To date, both of these groups have largely been ignored in the academic literature. However, as evidenced by the number of universities represented at the workshops (28 out of the 39 Australian universities), staff in these roles see the need to develop their academic leadership capability.

1.6 Structure of the Report

The first chapter of this report provides a review of the relevant literature. This is followed by a description of the project's approach and then the Academic Leadership Development Capability program. Following that is a discussion of the results of the project and its findings. The results for two groups of participants, namely, academic developers and academic program directors, were included. The second last chapter is on the linkages to other ALTC projects and the final chapter is a summary of the key findings, the strengths and limitations of the project, factors critical to the success of the project, lessons learnt and recommendations for future application.

There are also a number of appendices with supplementary material. Appendix 1 is an in-depth description of the project. In Appendix 2, a copy of the Academic Developers ICVF Leadership Survey is presented. To assist with understanding the information that the program participants received, a sample feedback report is included in Appendix 3, Detailed information on the workshops is given in Appendix 4. Appendix 5 provides information on the Certificate in Academic Leadership. Appendix 6 reports detailed project results. Appendix 7 informs in detail on the action learning projects. Finally, sources quoted and cited throughout this report are listed in Appendix 8.



02

A REVIEW OF ACADEMIC LEADERSHIP AND DEVELOPMENT LITERATURE

2.1 Overview

The purpose of this chapter is to discuss previous research that has been undertaken on academic leadership, particularly with a focus on academic developers and academic program directors. It is also intended to discuss a leadership framework, the *Integrated Competing Values Framework*, which has been used previously in the higher education sector to understand academic leadership. The final purpose of this chapter is to explore the factors that impact on the roles of academic developers and academic program directors, particularly those factors that affect the performance of the two key groups and factors that impact the attractiveness of these roles. As the main purpose of this project was to develop academic leadership capability within the higher education sector, a section discussing how this capability was developed is also included. Finally, the impact of the development of academic leadership capability on the learning and teaching agenda is discussed at some length, as well as the approach used in the project.

2.2 Review of Academic Leadership Literature

While much research on leadership (broadly) has been reported in the business literature, the body of work on *academic* leadership, specifically, is much smaller (Ramsden 1998; Ramsden et al. 2007; Sternberg 2005). Some of the more recent work on academic leadership within the university context has focused on those with formal power such as Heads of Schools and Deans (Askling & Stensaker 2002; Bryman 2007; de Boer & Goedegebuure 2009; Harris 2006; Knight & Trowler 2000; Ramsden et al. 2007; Scott, Coates & Anderson 2008; Smith & Wolverton 2010; Yelder & Codling 2004). Very little research has focused on the Academic Program Director's position except for the work of Mercer (2009) and the current researchers' previous ALTC projects (Jones et al. 2008; Vilkinas 2009). As has been argued in Vilkinas and Ladyshevsky (2010), the work of Ramsden and his colleagues (Ramsden 1998, Ramsden et al. 2007), Bryman (2007), and most recently, Scott, Coates and Anderson (2008) fails to provide an integrated and cohesive description of the behaviours needed for effective academic leadership by academic program directors. Moreover, none of these works focuses on the development of academic leadership capability with this group.

There has also been no previous research reported that focused on the academic leadership capability of academic developers, even though the activities undertaken in this project regularly affirmed that this group has a significant role to play in the development of academic leadership capability within universities. Nor has there been any research reported that covers the development needs of this significant group.

Thus, the focus of the current project was to investigate what the academic leadership capability was of these two significant groups: academic developers and academic program directors. In addition, a process was designed to develop this capability across the higher education sector in order to have a positive impact on the teaching and learning agenda in Australian universities, recognizing that this is indeed an ambitious goal.

2.2.1 A Leadership Model: Integrated Competing Values Framework

The *Integrated Competing Values Framework* (ICVF) is a useful framework for illustrating the form that academic leadership could take for academic developers and academic program directors. It is a framework based on the behaviour of leaders and does not cover traits or personalities. It is a dynamic model that



identifies the relationship between leadership behaviour (Vilkinas & Cartan, 2006) and effectiveness. The ICVF has been used extensively to explain the leadership behaviour of managers in the public and private sector in Australia and some Asian cultures (Vilkinas & Cartan 2006; Vilkinas et al. 2008; Vilkinas, Shen & Cartan 2009). It has also been used to explain the leadership behaviour of PhD supervisors (Vilkinas 2008).

Previously, de Boer and Goedegebuure (2009) have suggested that “future studies take as a starting point the notion that effective leadership in dynamic and complex environments requires a capacity to operate from multiple, often competing perspectives” (p359). Furthermore, they argued that a leadership approach that takes account of these competing demands needs to be researched within the higher education sector. The Competing Values Framework (CVF), the predecessor of the ICVF, is an approach that “would provide us with valuable insight” into understanding academic leadership (de Boer & Goedegebuure 2009, p360). Thus, the ICVF has been chosen to investigate the leadership behaviours of the academic program directors and academic developers.

At the heart of the ICVF is the observation that there are two key dimensions to effective management — a people-task focus dimension and an external-internal focus dimension (Vilkinas & Cartan 2006). This model is a development of an earlier framework by Quinn and his colleagues (Quinn 1984, 1988; Quinn et al. 2003; Quinn & Rohrbaugh 1983). The model uses these two dimensions to create a four-quadrant model (see Figure 2).

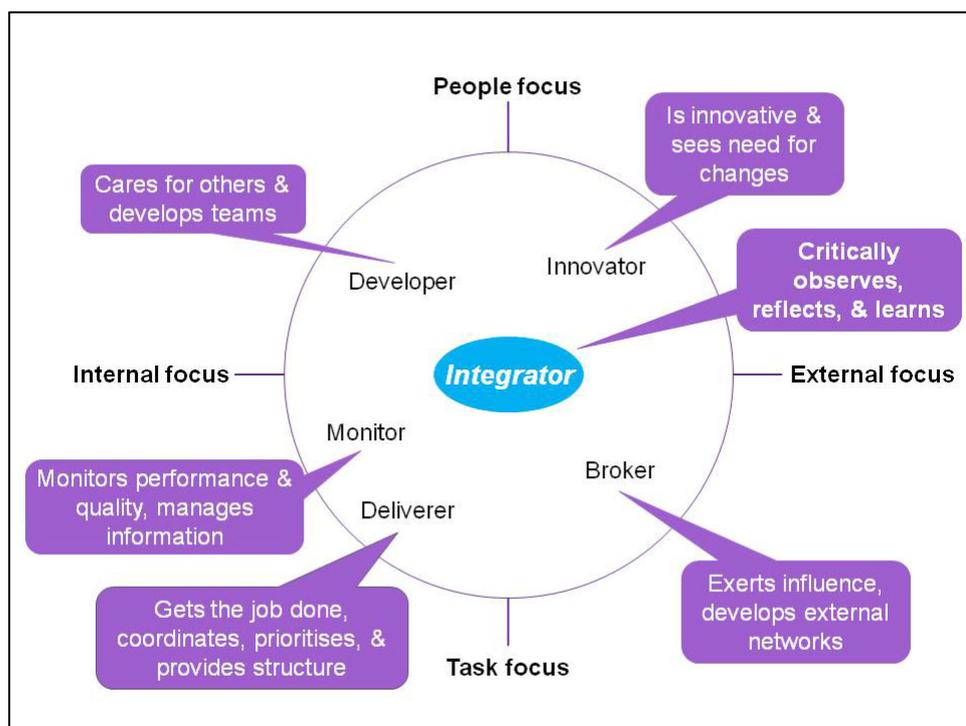


Figure 2: *Integrated Competing Values Framework* (Vilkinas & Cartan 2001, 2006)

Within the quadrants, Vilkinas and Cartan (2006) locate five operational roles for the Academic Program Director and Academic Developer, namely, *Innovator*, *Broker*, *Deliverer*, *Monitor* and *Developer*. A brief description of the behaviours associated with each of these roles, and how these roles could be displayed by these academic leaders are provided in Table 1.



Table 1: *Examples of the behaviours associated with each of the ICVF's operational roles*

Operational Role	Academic developers' and academic program directors' behaviours
Innovator	<ul style="list-style-type: none"> • innovative in approach to their work • sees need for and implements new programs/delivery approaches
Broker	<ul style="list-style-type: none"> • maintains necessary networks within and outside of the university • secures necessary resources • influences decisions
Deliverer	<ul style="list-style-type: none"> • ensures work is completed • motivates staff • sets clear and achievable goals for their team • communicates and clarifies goals with staff • schedules, coordinates and solves work issues
Monitor	<ul style="list-style-type: none"> • ensures university rules and regulations are confirmed to • regularly collects and distributes information on performance • monitors own and others' performance
Developer	<ul style="list-style-type: none"> • develops staff • participates in mentoring and peer coaching sessions as a mentor and coach • is aware of strengths and weaknesses of their team • develops and maintains teams • arranges for appropriate development strategies for their team.

Note. *From the work of Vilkinas and Cartan (2001; 2006) based on Quinn's model (Quinn et al. 2003).

Under the ICVF model, the five operational roles (as shown in Table 1) are paradoxical in nature (Vilkinas & Cartan 2001, 2006). These can and do lead to tensions and potential conflict for the individual (Debowski 2007; Robertson 2005). That is, academic leaders need to employ a range of strategies that are inherently contradictory: caring for their staff and dealing with their personal issues (Developer role) whilst at the same time demanding that the staff member completes their work (Deliverer role). Undoubtedly, the role of academic leaders is complex. Robertson (2005) argued that academic leaders need to be able to integrate these paradoxical behaviours and thoughts productively so that they are not disabled by the conflicting demands of the role. They instead need to experience generative paradoxes as opposed to exhausting conflicts if they are to be effective. Or, as Howard (2010) stated, "accepting paradox means recognising that a thing can simultaneously 'be' and 'not be'" (p211). Birnbaum (2001) also reported that 'successful college presidents' need to possess cognitive complexity which is a necessary prerequisite to behavioural complexity.

There is a sixth role within the ICVF, the *Integrator*. This role has previously been described as the behavioural control room for the other five operational roles (Vilkinas & Cartan 2001). The Integrator role has two parts: *critical observer* and *reflective learner*. The purpose of the former is to decipher which of the operational roles is required at any particular time in response to any environmental stimuli. In this way, it assists in the appropriate execution of the chosen role. It ensures a 'fit' between context and behaviour (Vilkinas & Cartan 2001).

The purpose of the second part, the reflective learner, is to reflect on past and current usage of the operational roles and to learn from those experiences. Rogers (2001) reported that the most common definition of reflection was one that allowed



individuals to “integrate the understanding gained into one’s experience in order to enable better choices or actions in the future as well to enhance one’s overall effectiveness” (p41). Booth and Anderberg (2005) argued that reflection underpins an individual’s development. Here, the Academic Leaders would demonstrate a heightened and accurate self-awareness. This introspection and self-awareness provides Academic Leaders with opportunities to learn from their previous experiences and to inform future behaviours. They need to be able to critically assess their own performance, reflect on their assessment and learn from it (Ash & Clayton 2004), thus constantly improving their academic leadership capability.

This process is similar to the Action Learning cycle (Kolb 1984) and is consistent with the work of Argyris and Schön (1996). That is, a well-developed Integrator will enable behavioural and cognitive complexity, both of which are needed if Academic Leaders are to deliver on the competing demands they face. Behavioural complexity is the ability to move between the five roles with ease and to be able to deliver any of the five roles depending on which is most appropriate (Denison, Hooijberg & Quinn 1995; Hooijberg 1992; Hooijberg & Quinn 1992; Middlehurst, Goreham & Woodfield 2009). Cognitive complexity is a prerequisite to behavioural complexity.

The Integrator, therefore, is the linchpin that allows Academic Leaders to move easily between the five operational roles (Vilkinas & Cartan 2001), which, hypothetically, will allow them to deal with the contradictory demands as a generative paradox rather than paralysing conflict.

Effective academic leadership in complex environments (such as institutions of higher education) requires complex behaviour including competence in a number of roles and the capacity to move effectively between them. The capacity of Academic Leaders to be both critical observers and reflective learners (to be effective ‘Integrators’) will facilitate their effectiveness. They must be able to perform a broad range of competing roles and functions – developing, innovating, brokering, delivering and monitoring (Vilkinas & Cartan 2001, 2006).

Because of the importance of behavioural complexity, the current project sought to determine the extent to which academic developers and academic program directors actually displayed all of the ICFV roles and the extent to which they (and their significant others) considered them to be important. The project also aimed to design resources that would assist these individuals to develop the complex range of effective academic leadership behaviours necessary for their roles.

2.3 Factors Impacting on the Role

There have been a number of factors identified in the literature as having an impact on academic leaders and how they perceive their job (see Table 2). There is no consensus in the literature on which factors have the greatest impact.



Table 2: *Factors impacting on academics and academics' perceptions of their jobs*

Factors impacting on the role	References
working conditions	Al-Rubaish et al. 2009; Coates et al. 2009; Lazarsfeld Jensen & Morgan 2009; Lindner 1998; Wong & Heng 2009
bureaucratic constraints	Lazarsfeld Jensen & Morgan 2009; Wong & Heng 2009
greater autonomy/authority	Coates et al. 2009; Vilkinas 2009
higher level of pay	Coates et al. 2009; Lazarsfeld Jensen & Morgan 2009; Mercer 2009; Vilkinas 2009; Wong & Heng 2009
promotion criteria recognising these roles	Al-Rubaish et al. 2009; Lindner 1998; Vilkinas 2009; Wong & Heng 2009
lack of time	Coates et al. 2009
flexibility in work hours	Coates et al. 2009
work itself	Coates et al. 2009; Lindner 1998; Wong & Heng 2009
time on administration	Metcalf et al. 2005
job security	Lindner 1998
being included	Lindner 1998
personal loyalty	Lindner 1998
tactful discipline	Lindner 1998
help with personal issues	Lindner 1998
workload	Vilkinas 2009
complexity of the role	Vilkinas 2009
unfair expectations	Vilkinas 2009
marketing skills	Vilkinas 2009
level of authority	Vilkinas 2009
nature of the work	Vilkinas 2009
more support eg administrative	Vilkinas 2009
more allocated resources	Vilkinas 2009
working with range of people including students	Vilkinas 2009
expertise in the work content	Vilkinas 2009
influencing peers	Vilkinas 2009
structural factors	Vilkinas 2009
previous experience	Vilkinas 2009
more research time	Vilkinas 2009
credibility of the role	Vilkinas 2009
study leave automatic	Vilkinas 2009
role clarity	Vilkinas 2009
achievement	Wong & Heng 2009
personal growth	Wong & Heng 2009
interpersonal relations	Wong & Heng 2009
responsibility	Wong & Heng 2009
supervision	Wong & Heng 2009

The current project identified which factors had an impact on the performance of the academic developers and academic program directors. The factors that impacted on the attractiveness of the role were also identified.



2.4 Embedding Change

2.4.1 Academic Development

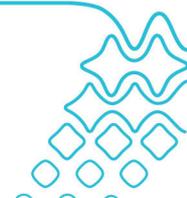
In this section, the literature on academic staff development is discussed in order to understand how this project levered its efforts to embed changes in academic leadership development in the sector. This is followed by discussion on the actual strategies used in this project to embed change.

The literature highlights the need for flexibility and care in designing professional development programs to meet the needs and context of different groups of academic staff (Gosling 2001). Professional development in knowledge based organisations such as universities, needs to be proactive (Candy 1995; Vilkinas, Leask & Rogers 2007) in the light of the many changes and pressures facing these institutions. Ryan et al. (2004) argue that academic development is a complex and evolving area of professional practice that is heavily dependent on current trends in higher education. It has, however, traditionally been focused on aspects of teaching and learning rather than management and leadership development. As Knight and Trowler (2000) note, “there is no shortage of research into better teaching, better evaluation and better learning, albeit usually within a paradigm of individual, cognitive psychology” (p70). While there is a body of literature on academic leadership, it is focused on understanding leadership at the departmental level (Bryman 2007; Knight & Trowler 2000; Ramsden 1998; Ramsden et al. 2007) rather than at other levels within the university.

There have been many recommendations and ideas written on how to structure and deliver development initiatives in order to embed changes in leadership practice. Preiss and Molina-Ray (2007), for example, discuss how leadership development programs should pay particular attention to principles of participative management and coaching, as a means of fostering employee engagement. Their approach involves providing experience-based learning opportunities so that participants can discover how democracy, positive feedback and communication influence personal leadership effectiveness. Bush and Glover (2005) also reported that using a process-based approach, such as that used in this project, is more likely to result in the development of leadership capability.

Quatro, Waldman and Galvin (2007) argued that, if leadership development programs are to have a positive impact on the development of leadership capability, they need to address four domains: namely, the *analytical*, *conceptual*, *emotional* and *spiritual*. In the current project, each of these four domains was addressed:

- the *analytical* domain – focuses on problem-solving, role clarification and performance management
 - was covered in the 360° feedback process and the action learning projects
- the *conceptual* domain – focuses on cognitive capability
 - was addressed by providing literature and theoretical frameworks for the participants to utilise when developing their academic leadership capability
- the *emotional* domain – the affective domain
 - was addressed in the 360° feedback process of the project and also in the action learning projects
- the *spiritual* domain – focuses on moral and ethical issues
 - was not directly addressed but was a by-product of the action learning projects and was modelled by the project leaders.



Having designed the academic development process to cover these domains meant that the program was more likely to have a positive impact on the development of academic leadership capability of the participants.

The literature also suggests that leadership development programs be designed so that participants receive feedback on their performance in their role, as well as engage in discussions with others about the meaning of this feedback (Bolden, Petrov & Gosling 2008). Such feedback assists individuals to understand their current leadership behaviour and its impact on others. It may also help them to alter their mindset from a fixed mindset to a growth mindset (Manning 2007). “Individuals with *fixed mindsets* assume that ability is a fixed quantity revealed in performance. A *growth mindset* assumes that people can improve through learning and practice, leading to openness to feedback, to seeking and enjoying challenge, to feeling less threatened and having more appreciation of others’ competence, and resilience in the face of defeat” (Manning 2007, p4).

Opportunities to receive mentoring or coaching (Bush & Glover, 2005; Ladyshevsky 2010; Ladyshevsky & Varey 2005) and to engage in reflective practice (Kerka 1996; Ladyshevsky & Varey 2005) are critical components for this ongoing discussion. Reflective practices such as maintaining a journal, enables participants to keep track of their learning journey in the context of their leadership development. Progress over time, challenges faced and ongoing learning needs can be monitored through this process. The information in the reflective journal can be raised in discussions with mentors or coaches for further exploration and discussion, which over the long term assists in embedding changes in leadership practice.

The use of 360° feedback processes as a management development tool has increased significantly in recent years (Becton & Schraeder 2004; Diefendorff, Silverman & Greguras 2005; Hooijberg & Lane 2009). Atkins and Wood (2002) reported that they found strong validation evidence for 360° feedback processes, particularly when such a process was used for development purposes. The assumption is made that receiving feedback from a variety of sources (supervisor, peers and staff) is more likely to be comprehensive and useful for the development of managers than that received from one source eg Line Manager or staff (Diefendorff, Silverman & Greguras 2005). Ideally, the 360° assessment tool should be used for learning and development purposes rather than for appraisal (Toegel & Conger 2003). This keeps the focus of the assessment on the learning process itself and the formative learning activities that will be needed to embed changes in the individual’s leadership practice. Using the assessment for appraisal, in contrast, is about evaluation. Such processes are used more typically for decisions about promotion and salary increments. as a result, participants will answer questions on a 360° feedback tool quite differently depending on the purpose of the survey: for development or for assessment.

A typical 360° assessment collects feedback, usually via an anonymous on-line survey, on the participant’s performance, behaviours or effectiveness from respondents who include their boss, colleagues and/or clients and staff. Respondents to the survey are usually briefed on the purpose of the survey. In this project, the 360° assessment was for developmental purposes, not evaluation of performance. In the higher education sector, survey respondents would include academic peers, academic developer(s), deans, heads of school, professional staff and possibly students. In some cases, respondents might have a reporting relationship (upward or downward) in relation to the individual undertaking the survey. In other cases, the relationship may be more lateral or informal. This is the reason why the survey is called a *360° assessment*: respondents who report to, work alongside and manage the individual taking the survey all have an opportunity to comment on that individual’s leadership style, behaviours and effectiveness of



their leadership performance. There should be a relatively robust number of respondents to ensure a more valid and reliable result.

Atwater, Waldman and Brett (2002) reported that self-awareness increased following feedback from the 360° assessment. They found that after the feedback, individuals who over-rated their performance in the items in the assessment tended to lower their ratings in line with their respondents (known as significant others), and under-raters tended to increase their self-ratings to be closer to the ratings of their significant others. Also, the authors reported that high levels of self-awareness tended to be associated with effectiveness.

In keeping with the recommendations for effective leadership development programs, it is important that the program be built around experiential learning principles (Kolb 1984) and be contextualised to the academic workplace (Boud 1999). This is ensured through the reflective learning process described above, by having clear and agreed development plans for leadership growth in place and clearly structured action learning initiatives to embed changes in practice.

The requirements for a leadership development program make it clear that the process is much more complex than training alone. What is required to embed change in practice is the opportunity to learn through experience in a supportive culture that allows for growth and change. Furthermore, as Gaither (2004) asserts, experience and observation about changes in practice are critical for learning about leadership. Gaither views leadership development as a continuous learning experience requiring ample opportunities to practice with 'the right to fail' as part of the development process.

In the Australian higher education context, Scott, Coates and Anderson (2008) recommend practice-based learning as a leadership development strategy. They report that participants expressed a preference for learning on the job, involvement in informal mentoring and coaching, self-guided reading on leadership and participation in educational leadership seminars tailored to their needs.

2.4.2 Action Learning Projects

Action Learning

As noted in the section above, the use of action learning was an intentional strategy to embed learning and change in leadership practice. The action learning project enables learning to be situated in practice. It utilises an experiential learning approach (Kolb 1984), because it focuses on experience, reflection, the drawing of conclusions and further application. The use of peer coaching and reflective practice strategies, such as journaling, are also part of the process. All of these approaches are important factors in successful leadership development initiatives.

The use of action learning projects can also increase the potential transfer of learning or training outcomes (Baldwin & Ford 1988; Burgoyne, Mackness & Williams 2009; Bush & Glover 2005). In this project, the successful completion of the action learning projects was awarded with a Certificate in Academic Leadership from the University of South Australia. Providing a reward such as a certificate for completion of an action learning project may be a reward that is enticing to some academics, particularly in a promotion application.

Action learning projects, which are embedded in an organization's daily activities and build upon the concepts covered in academic leadership development programs, are tools which have been applied successfully to engage academic program directors to transfer learning into practice (Stigmar 2008). The rationale behind employing the action learning projects was based on Revans' work (1982) on



action learning and Adair's Action-Centered Leadership (Adair 1979). While Revans focused on learning taking place in a group, for the purposes of the current project the action learning projects were both individual-based, as well as group-based, activities. The details of these personal and team-based action learning projects are summarised in Appendix 7. Revans' principles were still appropriate, regardless of whether the project was an individual or group activity, as academic developers were required to tackle an organizational problem focused around their program. The purpose of the project was to allow the academic developers to learn about and further develop their academic leadership, which they could, if they had the support of their university, use to build similar programs in their institution. As suggested by Revans and the literature discussed in the previous section, the personal and group action learning projects comprised experiential learning, creative problem solving and the acquisition of new knowledge.

Participation in the 360° feedback process, workshop activities, action learning projects and reflective practice through journaling were the strategies used to 'train the trainer' and to embed the program into the sector.

2.5 Impact on the Teaching and Learning Agenda

The approach used in this project for the development of academic leadership capability is similar to the approach used by Bush, Briggs and Middlewood (2006). They reported that such an approach has positive impact on the teaching and learning agenda. In fact, both Bush, Briggs and Middlewood (2006), and Bush and Heystek (2006) referred to this form of leadership development as "leadership for learning", because "it provides a supportive framework for teaching and learning" (Bush & Heystek, p73). In addition, the focus of the action learning projects was on improving the quality of academic programs that would enhance the students' experiences in the teaching and learning agenda.

Previously, Ramsden et al. (2007) and Martin et al. (2003) reported that teachers' experience of academic leadership by heads of schools did have an impact on the quality of students' learning. They found that there was a relationship between the way that teachers perceived leadership of teaching by heads of schools and how these teachers approached their own teaching. Their study ignored the impact of the role of the academic program directors on the quality of teaching.

The meta-analysis carried out by Robinson, Lloyd and Rowe (2008) provided further support for Ramsden et al.'s (2007) findings about the link between the type of leadership displayed by the Head of School and students' outcomes. Robinson et al. (2008) identified five dimensions of leadership that impacted most on students' outcomes. Neither of these earlier studies investigated the role that the Academic Developer plays in teaching and learning outcomes.

The current project proposes that both the academic developers and the academic program directors play a key role in the delivery of the academic programs and therefore have a significant impact on the quality of these programs (see Figure 3).



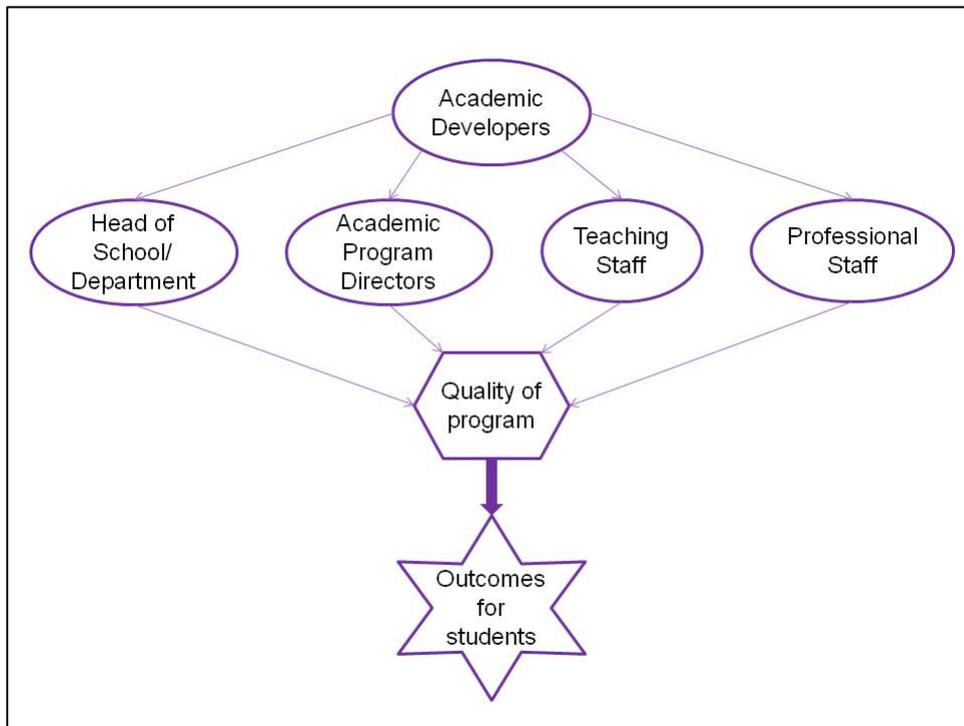


Figure 3: Hypothetical model of the relationships between academic developers, academic program directors and outcomes for the students

2.6 Objectives of the Current Project

The current project was designed to:

- disseminate the findings of the previous ALTC projects
- develop the academic leadership capability of academic developers
- provide resources and materials to the academic developers so that they could develop the academic leadership capability of staff within their institution. In the main, the focus of their intervention was on academic program directors
- use a process that increased the likelihood of academic developers utilising the materials
- develop strategies that impacted positively on the teaching and learning agenda in the higher education sector.



03

PROJECT'S APPROACH AND METHODOLOGY

There were two parts to this project. In Part 1, the focus was on academic developers; in Part 2, the focus was on academic program directors.

3.1 Part 1: Academic Developers

3.1.1 Participants

Ninety-seven academic developers located across 28 Australian universities completed the ICVF survey. One of the academic developers did not give permission to analyse their data and so the analyses included in this report are based on data from 96 academic developers. There were 609 significant others³ and 126 line managers who responded to the 360° survey. Among those, there were 26 significant others and four line managers whose data were excluded because either they did not give permission for their data to be analysed, or because the relevant Academic Developer's data had to be excluded. The sample used in subsequent analyses comprised 122 line managers, 234 staff, 237 peers and 112 internal Clients (details on the participants are available in Appendix 1).

3.1.2 Data Collection

Data was collected via a 360° feedback process commonly used in organisations (Atwater, Brett & Charles 2007). Each Academic Developer selected a set of respondents, referred to as their *significant others*, and included their line managers, as well as their peers, internal clients and staff (academic and professional). It was assumed that each respondent had frequent contact with and overall knowledge of the Academic Developer in their current role.

3.1.3 Academic Leadership Questionnaire

The Academic Leadership survey has been used in a number of settings previously and its subscales have been found to have strong Cronbach's alpha coefficients (Vilkinas & Cartan 1997, 2001, 2006; Vilkinas & Ladyshewsky 2010; Vilkinas et al. 2008; Vilkinas, Shen & Cartan 2009). There were five sections to the questionnaire. In Sections 1–4, the same items were used for academic developers, line managers and significant others, with appropriate grammatical changes made to reflect the capacity in which the respondent was answering the survey. Each section is described below.

Section 1

Roles displayed

For each of the ICVF roles there were two or more descriptive phrases (see Appendix 2, Section 1). Details on each item are also found in Table 3 below. Responses were recorded on a 7-point Likert scale (1 = *almost never* and 7 = *almost always*).

³ Significant others are defined as colleagues such as staff (academic and administrative), peers, and internal clients, who work closely with the Academic Developer.



Table 3: *Items describing each of the ICVF roles, for roles displayed and importance of roles*

ICVF Role	Question
Innovator	Come up with inventive ideas?
	Explore new concepts and ideas?
Broker	Exert influence in my area?
	Influence program related decisions made within my area?
Monitor	Maintain control of resources?
	Detect discrepancies in reports and documents?
	Monitor compliance with university's policies and procedures?
	Check for errors and mistakes in any activities in my area?
Deliverer	Keep track of what happens in my area?
	When required, set my area's goals?
	Anticipate workflow problems?
	See that my area delivers on stated goals?
	Clarify my area's priorities and direction to staff in the area?
	Make my area's goals clear to the stakeholders?
Developer	Bring a sense of order and coordination into my area?
	Coordinate activities across my area?
	Treat people in a sensitive, caring way?
	Show empathy and concern for staff?
Integrator	Encourage participation in decision making?
	Surface key issues amongst staff members and work together to address them?
	Learn from my experiences in my current position?
	Change my behaviour after reflection?
	Respond to others appropriately?
	Accurately interpret signals in either my internal or external environment?
	Respond appropriately to situations?
	Focus on the most important signals in either my internal or external environment?

Responses from the academic developers were summed for all the items that form each role scale and divided by the number of items in the scale, to produce a mean score. The same process was used for line managers' and significant others' responses. The scores from all the respondents in a particular group of line managers and significant others were aggregated for each item to produce a single score. The average for each of the items measuring a particular role was calculated, summed to give a score for all items and then divided by the number of items to produce a mean score for each role and for each of the two groups: line managers and significant others.

Importance of roles

The same items used for roles displayed were also used to measure the importance of each role (see Appendix 2, Section 1). Responses were recorded on a 7-point Likert scale (1 = *not important at all*; 7 = *very important*). The same process for scoring roles displayed was used here.



Section 2: Leadership Effectiveness

The measures for leadership effectiveness included 'how well do I do my job in my current position', 'comparison to person's peers', 'performance as a role model', 'overall success in my current position and 'overall effectiveness in my current position' (see Appendix 2, Section 2). A 5-point Likert scale was used.

Responses from the academic developers were summed for the five items and divided by five to produce a mean score. The same process was used for line managers' and significant others' responses. The scores from all the respondents in a particular category were aggregated for each item to produce a single score. The average for each of the five items was calculated, summed to give a score for the five items and then divided by five to produce a mean leadership effectiveness score for each group ie line managers and significant others.

Section 3: Factors impacting performance

There were 17 items used to measure factors impacting on the academic developer's performance (see Appendix 2, Section 3). The items were generated from the literature and initial workshops conducted with the participants on the program. Responses were recorded on a 7-point Likert scale (1 = *low impact*; 7 = *high impact*). The mean score on each item for each group of respondents was calculated.

Section 4: Making the role more attractive

There were 15 items used to measure factors that would make the Academic Developer's role more attractive (see Appendix 2, Section 4). The items were also generated from the literature and initial workshops conducted with the participants on the program. Responses were recorded on a 7-point Likert scale (1 = *not important*; 7 = *very important*). The mean score on each item for each group of respondents was calculated.

Section 5: Demographics

There were eight items used to collect demographic information on the academic developers and four items on the line managers and significant others groups (see Appendix 2, Section 5).

3.1.4 Data Analyses

Before the variables representing roles importance and roles displayed were subjected to analyses, their reliabilities were assessed via the Cronbach's alpha coefficients (see Table 4 below). As can be seen from Table 4, a number of the reliabilities were greater than or close to .80 which is below the minimum of .90 suggested by Nunnally (1978) and Nunnally and Bernstein (1994) in applied research when far reaching decisions about individuals are made. Even though the present project is from the field of applied research, because it is mostly concerned with group differences, the recommended standards for basic research (ie minimum $\alpha = .80$) is considered acceptable.

On the other hand, some of the variables (eg Deliverer, Innovator and Developer) had a lower reliability. In future studies, it may be appropriate to add new items to variables with $\alpha < .80$.



Table 4: Reliabilities (Cronbach's α) for variables (scales) used in statistical analyses in Stage 3 (academic developers' data)

Variable	Displayed	Importance
Integrator	.85	.79
Innovator	.77	.61
Broker	.72	.64
Deliverer	.76	.69
Monitor	.76	.71
Developer	.83	.74
Leadership effectiveness	.91	—

All data analyses in this part of the project were carried out as repeated measures analyses of variance (ANOVA) as the dependent variables were perceptions related to the same person. For example, in the leadership effectiveness repeated ANOVA, the dependent variables were self-perceived leadership effectiveness and the academic developer's leadership effectiveness, as perceived by their Line Manager and significant others (see Table 5).

Table 5: Statistical analyses undertaken

Repeated measure	Within-subjects factor (number of levels)
leadership effectiveness	group ^a (3)
Integrator displayed	group (3)
Integrator importance	group (3)
roles displayed	Role ^b (5) x Group (3)
roles importance	Role (5) x Group (3)
Innovator displayed	group (3)
Innovator importance	group (3)
Broker displayed	group (3)
Broker importance	group (3)
Deliverer displayed	group (3)
Deliverer importance	group (3)
Monitor displayed	group (3)
Monitor importance	group (3)
Developer displayed	group (3)
Developer importance	group (3)
factors impacting on performance	impact factor (17)
factors making the role more attractive	attractiveness factor (15)

Note. ^agroup = self (Academic Developer), line managers, significant others.
^brole = Developer, Innovator, Broker, Monitor, Deliverer.



3.2 Part 2: Academic Program Directors

3.2.1 Participants

The survey was completed by 101⁴ academic program directors located in five Australian universities. There were 808⁵ significant others who worked closely with the academic program directors who responded to the 360° survey. Significant others are defined as colleagues such as course coordinators ($n = 201$), peers ($n = 226$) and professional staff ($n = 231$). In addition, 150 individuals categorised as line managers completed the 360° survey.

3.2.2 Details on Part 2

For detailed information on this part of the project, please refer to Vilkinas and Ladyshevsky (forthcoming).

⁴ This includes the one person who did not want their data to be included in the analyses.

⁵ This includes 36 cases whose data were not analysed.



04

**ACADEMIC LEADERSHIP DEVELOPMENT
CAPABILITY PROGRAM**

4.1 Overview

There were two workshops conducted in the *Academic leadership: building capacity* program and details on each are described below. The objectives of the program were to

- familiarise the participants with
 - the ICVF
 - the 360° feedback process
 - the process of developing others
- build on research on leadership, as well as research on academic leadership
- utilise critical reflection as a strategy to foster deep learning
- use personal action plans as a vehicle to implement change and also to enhance individual development.

A significant resource, a facilitator's guide, was developed and made available [in both electronic and hard copy form], to support the workshops. Its title was *Academic leadership: building capacity* (Vilkinas, Ladyshevsky & Saebel 2009; see Figure 4).

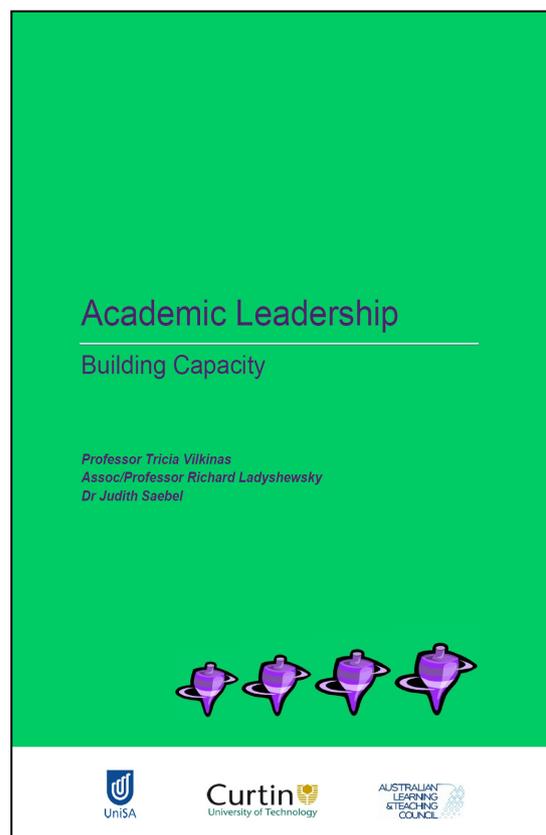


Figure 4: *Facilitator's guide* (front cover)

In addition, the participants were given a copy of *Academic leadership: fundamental building blocks* (research book, Vilkinas, Leask & Ladyshevsky 2009; see Figure 5) which can be found at



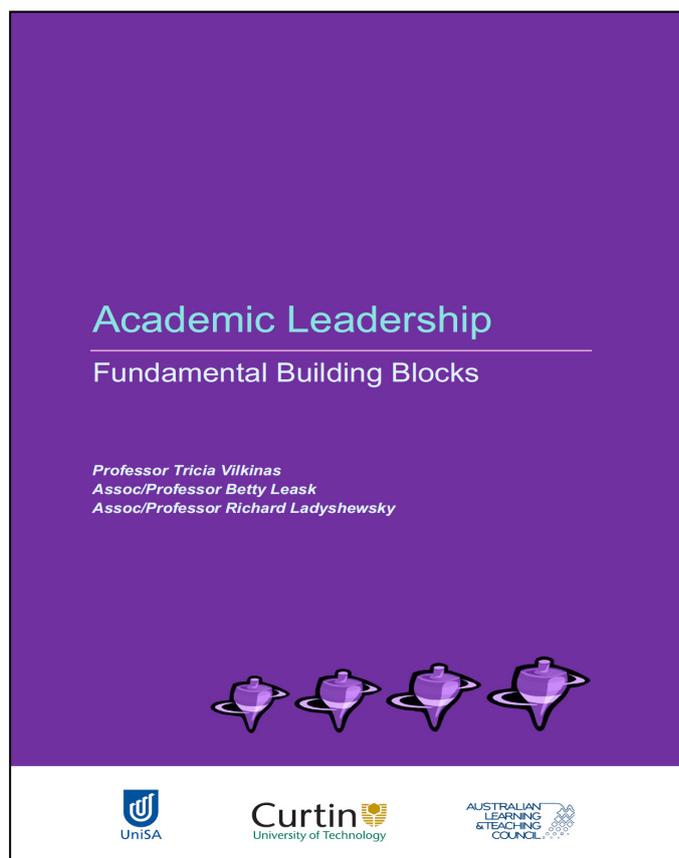


Figure 5: Resource book (front cover)

4.2 Workshop 1

The first workshop focused on exploring the results of the participants' ICVF 360° survey feedback (see Appendix 2 for a sample feedback report). As academic leadership is highly contextual, workshop participants were encouraged to take this into account when studying the results of their feedback. The details on the workshop are outlined in the Facilitator's guide, *Academic leadership: building capacity* (Vilkinas, Ladyshevsky & Saebel 2009). In addition, some steps were taken to maximise the benefits and minimise the risk to the participants when they were receiving their feedback. As Atwater, Waldman and Brett (2002) argue, the following need to happen:

- The participants must be prepared for the feedback.
- The project leaders needed to show support and care when delivering the feedback.
- Opportunities to discuss the proposed changes in leadership behaviour must be provided.
- Supporting materials must be provided, to assist the participants to develop their action learning projects.



- A follow-up workshop must be scheduled and regular email contact with offers assistance to the participants must be maintained.

The reason for taking the above steps was necessary in the event there were discrepancies between the participants' and their significant others' perceptions. This could lead to anger and discounting the feedback (Atwater, Waldman & Brett 2002) which, in turn, could lead to participants not being motivated to reflect on their current behaviour. Smither, London and Reilly (2005) have identified some additional factors where changes in academic leadership performance is more likely to occur. They suggested that:

Performance improvement should be more likely for some feedback recipients than others. Specifically, improvement is most likely to occur when feedback indicates that change is necessary, recipients have a positive feedback orientation, perceive a need to change their behaviour, react positively to the feedback, believe change is feasible, set appropriate goals to regulate their behaviour, and take actions that lead to skill and performance improvement (p33).

To embed changes in the sector around leadership development, this project utilised a train-the-trainer approach. The purpose of this project was to ultimately influence the quality of teaching in the sector by developing the academic leadership capability of academic program directors. As there are literally hundreds, if not thousands, of academic program directors across the country leading programs in universities, it was necessary to target the drivers of leadership development at a more senior level in Australian universities. Hence, the project leaders felt that it was important to develop a community of practice in each state by targeting individuals within universities that are charged with responsibilities to drive leadership development. This typically would be academic developers and/or senior academic developers.

Academic developers from all universities in each Australian state and territory were invited, to participate in a 360° assessment of their leadership using the ICVF. They were also invited to participate in an initial full-day leadership development workshop introducing them to the *Academic leadership: building capacity* program, with an invitation to move forward with an action learning project focused on building leadership capacity within their institution. The aim of this participation and involvement was to enable the participants to experience the program so they could in turn deliver it in their own institution. A follow-up workshop occurred several months later to review the progress of those individuals who had taken on board the learning from the 360° feedback process, workshop program and action learning project. This completed the focus of this embedding project and closed the learning loop. Having experienced the process themselves, academic developers would be much more self-aware on how to use the program's resources and tools to embed leadership development programs in their own institution.

The approach taken in the workshop was experiential with as much group discussion and individual work as possible. In addition, there were a number of symbols given to assist the participants to identify with the ICVF (note; these are similar to those used in a previous program and reported under Vilkinas 2009). These aids included a spinning top (see Figure 6a) and 'refrigerator' magnet that could be attached to filing cabinets in their office (see Figure 6b).



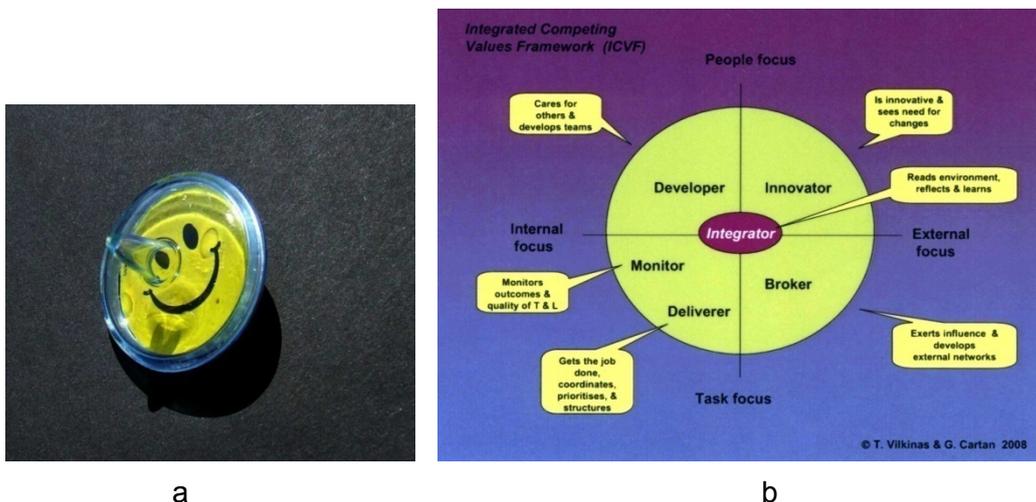


Figure 6: Photos of the spinning top and magnet

The spinning tops were used to symbolise the nature of the ICVF. The Integrator is the fulcrum upon which the other operational roles rotate. An Academic Program Director or Academic Developer who is a ‘master’ academic leader will be able to move with ease between the five operational roles using the Integrator to assist him/her with this (see Figure 7).

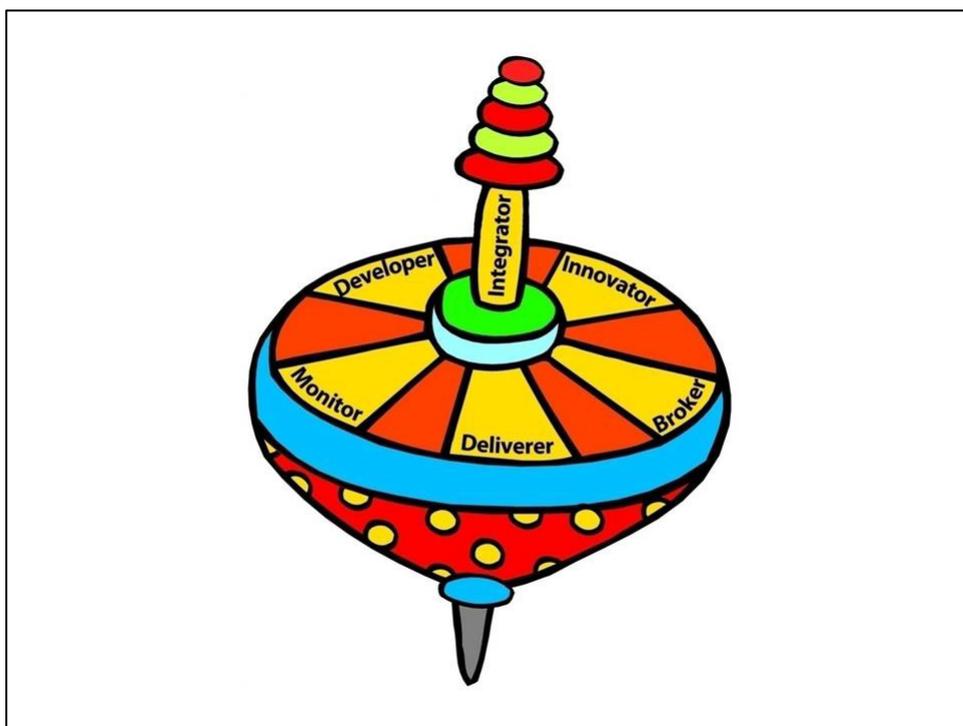


Figure 7: The spinning top symbol used throughout the workshop

By the end of the first workshop, the participants had a clear direction in terms of their personal action plans which either built on their strengths further and/or worked on strengthening some of the gaps in their leadership capability. They were also asked to focus on a key issue of concern to them as an Academic Developer (see



Table 6 for a list of action learning initiatives that were undertaken based on needs identified by program participants). They also had an understanding of how an academic leadership program could be delivered within their own institution, based on their experience of participating in the program.

Table 6: *Examples of projects incorporated into the personal action plans undertaken by academic developers*

Project	ICVF role(s)
1. Increasing visibility within the organisation	1. Broker
2. Developing a leadership and management framework for a university	2. Innovator, Broker, Monitor, Integrator
3. Building the profile of the Course Coordinator	3. Developer, Innovator
4. Exploring personal leadership profile as Program Director and Acting Head of School	4. Developer, Monitor, Deliverer, Broker, Innovator, Integrator
5. Building the leadership skills of the course coordinator	5. Developer, Broker, Innovator, Deliverer
6. Promoting distance education through video-conferencing	6. Developer, Innovator
7. Attracting international students to a regional business program	7. Broker, Innovator, Monitor
8. Building academic leadership capacity through the Graduate Certificate in Learning and Teaching	8. Innovator, Developer, Monitor, Broker
9. Leading change management in learning and teaching through e-portfolios in a law program	9. Integrator, Innovator, Broker, Deliverer, Monitor, Developer
10. Developing and implementing a new student evaluation survey	10. Innovator, Broker, Monitor, Deliverer
11. Developing academic leadership for academic heads of programs	11. Innovator, Developer
12. Building a cohesive leadership approach from the perspective of a Human Resources Organisational Development Unit and Teaching Quality Unit	12. Innovator
13. Clarifying roles and responsibilities for leading and managing learning and teaching.	13. Developer, Innovator.

4.2.1 Workshop 1 Evaluation

In terms of evaluating Workshop 1, the academic developers were asked:

- How helpful was the 360° feedback process in assisting you to understand the survey and the feedback process?
- To what extent did the workshop help you to develop your understanding of *Academic leadership: fundamental building blocks* program?
- Overall, how satisfied are you with what you gained from the program to date?
- Overall, are the outcomes you have experienced worth your investment?
- Do you think the Resource book will be useful?
- Do you think the Facilitator's guide will be useful?



For each of these questions, the mean score was greater than 5.6 on a 7-point scale, indicating that the participants found all the resource materials very helpful, were very satisfied with the workshop, and that the outcomes were worth their investment in time (see Appendix 4, Figure 17). They also made many comments. Appendix 3 contains the full details of the Workshop 1 evaluation.

4.3 Workshop 2

The second workshop took place some four-to-five months later. Its purpose was to review the participants' personal action plans and to assist them with embedding their new behaviours. Again, the approach taken in the workshop was experiential with as much group discussion and individual reflection as possible. The participants were encouraged to continue to use the project's resources.

4.4 Support Between Workshops 1 and 2

Between each workshop, regular email contact was made with the participants. A friendly and professional tone was ensured and the project leaders made every attempt to be prompt in answering any questions.

4.5 Evaluation of a Program Conducted at University of Western Sydney

The University of Western Sydney has conducted an academic leadership program for their heads of program. The program built on the program conducted under this project and also used the same 360° feedback process and the resource books. The program has been evaluated. The participants reported that the 360° feedback process was reasonably helpful to identify issues for their development with mean score of 5.43 on a 7-point scale and that the workshops did assist them to understand these issues (mean score of 5.43). They had made reasonable progress to achieving their learning outcomes (mean score 5.71). They were very satisfied with the program and stated that the outcomes were worth the investment (mean score of 6.43). They also found the Resource book to be very useful (mean score of 6.29). They also made many of comments about the value of the program (see Appendix 4 for full details).



05

DISCUSSION

5.1 Overview

This chapter will outline the key findings from the project. These findings will focus on those found for the academic developers and include a summary of those found for academic program directors (see Vilkinas & Ladyshevsky, forthcoming, for detailed results), plus results that have not been reported in Vilkinas and Ladyshevsky (2010).

The findings covered for academic developers are as follows:

- leadership effectiveness
- academic leadership capability as defined under the Integrated Competing Values Framework (ICVF). In particular,
 - Integrator role – extent to which it was displayed and its importance
 - operational roles – how they were displayed and their importance
- predictors of leadership effectiveness.

The findings for academic program directors are as follows:

- summary of leadership effectiveness and academic leadership capability
- predictors of leadership effectiveness.

For both the academic developers and the academic program directors, findings are reported that are related to:

- the factors that impacted on the performance of the academic developers
- the factors that impacted on the attractiveness of the role of the academic developers.

Academic developers' comments on the dissemination workshops are reported, specifically those containing:

- evaluation of the workshop
- reactions to the 360° feedback process
- summary of action learning projects.

5.2 Key Findings for Academic Developers

5.2.1 Leadership Effectiveness

The academic developers scored themselves significantly lower on leadership effectiveness than did their line managers and significant others. Overall, the academic developers were seen to be very effective by the line managers and significant others groups, while the academic developers regarded themselves as reasonably effective (see Table 18 in Appendix 6). Given the perceived level of their leadership effectiveness, the development of these academic developers is likely to be a case of 'fine tuning'. A major overhaul is not needed, but some improvement could occur. It may also be a reflection of the academic developers' view that they could do even more to be effective, but just do not have the time. Hence, they have been somewhat more critical of themselves, even though their line managers and significant others see them as being very effective in their roles.



A discussion of the extent to which the Integrator is displayed and how important it is regarded will help to explain how capable the academic developers are in developing their academic leadership. The Integrator is discussed next.

5.2.2 Integrator Displayed and Importance

The academic developers, their line managers and significant others indicated that they were in agreement with the extent to which the academic developers displayed the Integrator. Overall, the three groups of respondents said that the academic developers displayed the Integrator moderately (see Table 18 in Appendix 6). However, the line managers group said that the Integrator was significantly more important than the academic developers and their significant others thought. In fact, all three groups of respondents saw a need for the development of this role as the importance scores were greater than the display scores.

5.2.3 Operational Roles Displayed and Importance

Behavioural Complexity

The academic developers did not display all of the operational roles equally. The results indicated that:

- they displayed the Developer role significantly more than the Innovator, Deliverer, Monitor and Broker (Developer > Innovator, Monitor, Deliverer, Broker)
- they displayed the Innovator significantly more than the Broker (Innovator > Broker) (see Table 20, Appendix 6).

All of the roles were displayed from a moderate to a great extent. In terms of importance as noted by the academic developers and their significant others, the Developer was the most important role (Developer > Innovator, Broker, Deliverer, Monitor; see Table 20 in Appendix 6). In addition, Innovator and the Deliverer were significantly more important than the Monitor role (Innovator, Deliverer > Monitor). The scores for all the roles indicated that they were very important

That is, the academic developers were found to focus significantly more on 'the people issues' (Developer) than they did on maintaining networks (Broker). They also considered the Developer to be the most important aspect of academic leadership (see Table 20). These results indicated that the academic developers might be unaware of the need for balance across all the roles. The data suggests, however, that this group do not seem to apply or possess the behavioural complexity needed to move with ease between the roles and thus be able to deliver any of the roles depending on which is most appropriate (Denison, Hooijberg & Quinn 1995; Hooijberg 1992; Hooijberg & Quinn 1992). It has been shown in other studies that the effectiveness of leaders is reduced when they do not move between the operational roles when and as required (Denison, Hooijberg & Quinn 1995; Hooijberg 1996).

To be effective as academic leaders, academic developers must be able to deliver any one of the five operational roles at any time and not move towards using only their favoured role, namely Developer. The results of this project suggest that academic developers need to develop:

- each of the ICVF's operational roles to some degree
- the Broker role more so than the other roles as this was the least displayed role.

Future research is needed to determine whether the favouring of some roles is a contextual factor that reflects the actual demands of the Academic Developer's role,



and whether the academic developers and their respondents need to be educated on the equal importance of all the roles.

Comparisons With Significant Others' Perceptions

The line managers and significant others indicated that the ICVF roles were displayed significantly more than what the academic developers themselves reported (see Table 21 in Appendix 6). These differing perceptions suggest that academic developers need to examine why these differences in perception have occurred. There could be several possible reasons for the differing perceptions. For example, the academic developers may do a lot more or less than the line managers and significant others actually witness, because of their different roles within the university. Or, as Facticeau and Craig (2001) argued, there may be influential and motivational bias where the academic developers' behaviour may vary depending on the people with whom they interact. These differing perceptions may come about because the academic developers and the line managers and significant others come from different professional backgrounds e.g. an academic rather than an administrative background.

Such differences in perceptions are important and ought to be addressed, because they may lead to misunderstandings and conflict when the academic developers interact with their line managers and/or significant others as they are operating from a different baseline of understanding or expectations about their position. They may also be an indicator of low self-awareness. Atwater and her colleagues (Atwater, Brett & Charles 2007; Atwater, Waldman & Brett 2002) argued that being self-aware could be linked to leadership effectiveness. Similarly, there were differences in operational role perceptions and Integrator functions. The need for more self-awareness of leadership style and behavioural complexity needs to be developed somewhat in the academic developers cohort.

All three respondent groups were in agreement on the importance of the roles which they regarded as very important. In other words, they agreed on the benchmarks they used to assess academic leadership.

5.2.4 Predictors of Leadership Effectiveness

The multiple regression conducted on the academic developers' perceptions of the roles they displayed identified three significant predictors of leadership effectiveness, namely, Deliverer, Integrator and Innovator (see Table 21 in Appendix 6), explaining 48 per cent of the variance in leadership effectiveness scores. When a multiple regression was conducted on the line managers' and significant others' perceptions, there were also three significant predictors of leadership effectiveness – Innovator, Deliverer and Developer (see Table 22 in Appendix 6), explaining 75.7 per cent of leadership effectiveness for the academic developers. There was similarity in these results for two of the predictors, Deliverer and Innovator. Previously, Vilkinas and Cartan (2001) found that the Integrator was the strongest predictor of effectiveness. There has been no other research reported that identifies predictors of academic leadership effectiveness. What these results indicate is that if academic developers display the Innovator and Deliverer roles, they are more likely to be perceived to be an effective leader. The academic developers also associated the Integrator with effectiveness, whereas the line managers and significant others associated the Developer with effectiveness. Hence, the academic developers may be at cross-purposes with whom they work and this may lead to misunderstandings.

These results mean that the academic developers associated 'getting the job done' (Deliverer), being able to critically observe their own leadership behaviour and to develop as a leader (Integrator), and introducing necessary changes (Innovator), with being an effective leader. In the main, their significant others agree with them



on the link between the Deliverer and Innovator. The fact that there are these similarities between the academic developers and their significant others means that the two groups will focus on similar aspects of leadership effectiveness. It will also mean that for performance reviews, both parties will link leadership effectiveness to the same behaviour. However, the differences present in the results could lead to different conclusions being drawn about the leadership effectiveness of the academic developers.

The above results add support to an earlier notion that academic developers and their significant others do not think in terms of behavioural complexity, because the roles were not displayed with equal frequency, and only some of them were linked to leadership effectiveness. Future research should question why this is the case.

5.3 Key Findings for Academic Program Directors

5.3.1 Leadership Effectiveness

Like the academic developers, the academic program directors were regarded as moderately effective and saw themselves as less effective than their significant others saw them (for details see Vilkinas & Ladyshevsky, 2010). As the initial literature search revealed, there has been no previously published research where overall effectiveness of this group of academic staff had been measured.

5.3.2 Integrator Displayed and Importance

Unlike the academic developers, the academic program directors and their significant others were not in agreement on the extent to which the academic program directors displayed the Integrator (for details see Vilkinas & Ladyshevsky, 2010). The Academic Program Directors indicated that they displayed the Integrator less than their significant others reported. The academic program directors and their significant others did agree on the importance of the Integrator. In fact, all three groups of respondents saw a need for the development of this role.

5.3.3 Operational Roles Displayed and Importance

Behavioural Complexity

Like the academic developers, the academic program directors did not display all of the operational roles equally. The results indicated that they displayed:

- the Developer role significantly more often than they did the Monitor and Broker roles
- the Innovator role significantly more than they did both the Broker and Monitor roles.

That is, the academic program directors were found to focus significantly more on 'the people issues' (Developer) and also considered it to be the most important aspect of academic leadership. Like the academic developers, these results indicated that the academic program directors might be unaware of the need for balance across all the roles.

To be effective as academic leaders, academic program directors, like their academic developer counterparts, must be able to deliver any one of the five operational roles at any time and not move towards using only their favoured role(s), namely, Deliverer and Developer. The results of this project suggest that academic program directors need to develop:



- each of the ICVF's operational roles to some degree
- the Broker role more so than the other roles as this was the least displayed role.

As was the case with the academic developers, future research is needed to determine whether favouring of some roles is a contextual factor that reflects the actual demands of the Academic Program Director's role, and whether the academic program directors and their respondents need to be educated on the equal importance of all the roles.

Comparisons With Significant Others' Perceptions

The perceptions of academic program directors concerning the operational roles they displayed were lower compared to their significant others (see Appendix 3 for details). This suggests that, in the main, academic program directors do not have an accurate perception of the operational roles they display. There are some interesting differences in the perceptions of academic program directors and professional staff. As with the leadership effectiveness, professional staff said that the academic program directors displayed more of each of the roles than they said about themselves and professional staff also rated the roles as more important compared with the academic program directors' ratings.

5.3.4 Predictors of Leadership Effectiveness

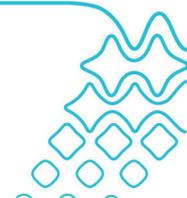
The academic program directors identified three significant predictors of leadership effectiveness. The most significant role displayed was Innovator, followed by the Monitor and then the Integrator (see Table 23 in Appendix 6). These three ICVF roles explained 38 per cent of the variance in leadership effectiveness.

The academic program directors' line managers and significant others also identified three significant predictors of leadership effectiveness. The roles displayed that were the strongest predictors of leadership effectiveness were Innovator, followed by Deliverer and then Integrator (see Table 24 in Appendix 6). The three displayed roles explained 78 per cent of leadership effectiveness for the academic program directors.

Both the academic program directors and their significant others identified two of the same predictors of leadership effectiveness but differed on their third predictor. Having some similarities means that both groups will be focusing on the development of the same roles to enhance leadership effectiveness. It also means that for performance management meetings they will also be discussing the same behaviours linked to leadership Effectiveness. Another similarity is that neither group links all the roles to leadership effectiveness. Consequently, neither group sees any connection between behavioural complexity and leadership effectiveness. This is contrary to previous research with managers in the private sector (Denison, Hooijberg & Quinn 1995).

Implications of These Findings

There were a number of similar findings for these two groups of academic staff, academic program directors and academic developers, a middle management group within the sector. Both groups considered themselves to be reasonably effective in their roles. However, this self-rating of effectiveness was less than what their significant Others reported (see Table 7). Such a discrepancy in perceptions has implications. It may mean that the academic program directors and academic developers are 'hard task masters' on themselves and therefore, are not giving themselves credit for how effective they are. Or it could be that the academic program directors and academic developers are aware of the work that they are not completing and, therefore, judge themselves to be less effective as academic



leaders. In discussion with the participants on the programs, it is most likely a combination of both these reasons. These academic leaders need to adopt a more positive view of themselves and accept the opinions of their significant others as valid given the credibility that lies with this significant others group who come from many levels within the university and also have working knowledge of the participant.

Predictors of leadership effectiveness were also identified by the two groups. Firstly, the significant others identified similar predictors to those of the academic developers and academic program directors (see Table 7). Secondly, the academic developers and academic program directors identified similar predictors of leadership effectiveness. That is, the Innovator was identified as a significant predictor of leadership effectiveness by all four groups: the academic developers and their significant others, and the academic program directors and their significant others. Within the higher education sector, it would seem that if staff, such as academic program directors and academic developers, introduce necessary changes they are regarded as effective leaders. In addition, the Deliverer and Integrator were also linked to leadership effectiveness (see Table 7). That is, 'getting the job done' and being able to reflect and develop as a leader are considered necessary to be effective. The latter findings support the earlier research of Vilkinas and Cartan (2001) which identified the Integrator as a significant predictor of effectiveness. The Monitor and Developer were also identified as predictors but the Broker was not. This indicates that academic developers and academic program directors who maintain external relationships and influence decisions were not seen to be as effective.

So what does all this mean? It means that if academic developers and academic program directors want to be seen to be effective leaders they need to display their Innovator behaviours followed by their Deliverer and Integrator behaviours. Is this what they currently do? Not really. Both groups currently display the Developer behaviours, which did not have a strong link to leadership effectiveness. In addition, they regarded the Developer role as the most important role to display and not those roles more strongly associated with leadership effectiveness.

What is important to note, therefore, is that both groups displayed the Integrator reasonably often (see Table 7) and regarded it as very important. As this particular role was identified as a strong predictor of leadership effectiveness, it might explain why these academic leaders were reported to be very effective by their significant others.



Table 7: Summary of results

Variable	Academic developers' and significant others' perceptions		Academic program directors' and significant others' perceptions	
	Self	Significant others	Self	Significant others
Leadership effectiveness	3.94 <	4.34 – 4.38	3.66 <	4.27 – 4.31
Conclusions	Both academic developers and academic program directors rated themselves as significantly less effective leaders than their significant others rated them. Both groups were moderately effective leaders.			
Predictors of Leadership effectiveness: displayed roles	Innovator	√	√	√
	Broker			
	Deliverer	√	√	√
	Monitor			√
	Developer		√	
Integrator	√		√	√
Conclusions	Behavioural complexity was not linked to effectiveness.			
Integrator: displayed	5.68 =	5.33 – 5.85	5.50 <	5.73 – 5.97
Conclusions	Both academic developers and academic program directors had reasonable well developed Integrator. The academic developers were in agreement with their significant others, whereas the academic program directors were significantly lower.			
Integrator: importance	6.32 =	boss–SIO* 6.31 > 6.16	6.25 =	6.07 – 6.23
Conclusions	Both academic developers and academic program directors claimed that the Integrator was very important and in the main, their significant others were in agreement. They all indicated a need to develop this role further.			
Behavioural complexity: displayed roles	Academic developers		Academic program directors	
	Developer > Innovator, Monitor, Deliverer, Broker 5.97 > 5.72, 5.66, 5.63, 5.55 Innovator > Broker		Developer > Deliverer, Innovator, Monitor, Broker 5.90 > 5.67, 5.60, 5.59, 5.45 Deliverer > Monitor, Broker	
Conclusions	Behavioural complexity was not displayed. Both groups displayed more of the Developer and less of the other roles. All roles were displayed moderately.			
Behavioural complexity: roles importance	Academic developers		Academic program directors	
	Developer > Innovator, Broker, Deliverer, Monitor 6.27 > 6.13, 6.03, 6.02, 5.90 Innovator, Deliverer > Monitor		Developer, Deliverer > Innovator, Monitor, Broker 6.24, 6.07 > 5.93, 5.88, 5.84 Innovator > Broker	
Conclusions	Behavioural complexity was not regarded as important. The Developer was considered to be the most important.			
Self-awareness: displayed roles	academic developers < boss, significant others		academic program directors < boss, significant others (particularly professional staff)	
Conclusions	As both academic developers and academic program directors' perceptions were lower than their significant others there may be an issue of self-awareness.			
Self-awareness: roles importance	academic developers = boss, significant others		academic program directors = significant others except < professional staff	
Conclusions	Both academic developers and academic program directors used the same benchmarks as their significant others.			

Note. *SIO = significant others.



The implications of these findings are centred around working relationships and performance management. As the participants and their significant others are mostly in agreement, then they are more likely to have harmonious working relationships. This is further supported by the reasonable levels of self-awareness that the participants displayed. While their perceptions of themselves were lower than their significant others', this could be explained by a number of factors which were addressed earlier. Briefly, the participants may do a lot more or less than the significant others actually witness because of their different roles within the university. Alternatively, there may be influential and motivational bias where the participant's behaviour may vary depending on the people with whom they interact. Differences in perceptions may also be due to the relationships that participants have with the different professional backgrounds eg academic rather than administrative. Such differences in perceptions between the academic leaders and their significant others are important and ought to be addressed, as they may lead to misunderstandings and conflict when the participants interact with their work colleagues.

Another important set of findings relate to the lack of behavioural complexity being displayed and that it was not considered important. The Deliverer role behaviours were identified more often than the other operational roles' behaviours indicating that the participants do not display all of the operational roles equally. This lack of behavioural complexity has several implications for universities.

The Monitor role is where participants access, evaluate and respond to information that measures the quality and appropriateness of their work. By not paying sufficient attention to this role, the participants may be undertaking work that is inappropriate or of poor quality. Such a position is not unique to the university environment, because in previous research outside the university sector, business managers and their significant others also indicated that they did not do as much of the Monitor role as they did the other roles because they did not see it as important (Vilkinas 2000). In the current climate in which universities operate this lower focus on the Monitor role can leave institutions vulnerable, particularly since more and more higher education funding is being linked to key performance measures. In organisations, the Monitor provides the early warning system in relation to the quality of products/services and any issues that might be causing a reduction in client/customer base. The same is true for the university sector.

Insufficient focus on the Broker role could also have a negative impact on universities. It is in the Broker role that staff build up the necessary networks that are needed to provide appropriate resources for learning and teaching and student enrolments. If these are neglected for long periods of time students numbers may fall or employers may not hire graduates. Again, this project is consistent with the findings of the earlier research in industry with the Broker role being regarded as less important than some of the other operational roles.

Finally, there was insufficient focus on the Innovator role, meaning that the two groups of participants may not implement changes that may be necessary. Sometimes, it may also be that the 'paper-work' is too onerous to introduce any changes that are needed and the complexity of the university's processes quashes innovation. Given the strong link between the Innovator and leadership effectiveness, both groups need to critically review their focus on introducing necessary changes, including innovation.

Both groups in this project were very focused on the Developer role. They spent quite a lot of effort on developing the individuals and teams with whom they worked. Such a strong focus on the Developer may be a response to the context within which they work where they need to deliver their programs without any formal authority and therefore, must be able to influence/persuade others to work with



them. However, given that they put less emphasis on the Monitor role they may not always be aware of how effective their development activities have been. Similarly, they may not have the resources to use on their programs, or the networks to access additional resources for the future, because of the low emphasis placed on the Broker role.

Overall, both the earlier research in industry and the current project indicate that the academic leadership displayed by either group does not demonstrate behavioural complexity. The risk is that academic leaders will deliver on those roles that are better developed or that are expected and reinforced by the culture of the university, but will neglect those roles that are more difficult for them or less favoured by them. Such an imbalance may be costly to these individuals as they move into other leadership roles in the future where they need to be able to demonstrate behavioural complexity.

5.4 Factors Impacting on the Role

5.4.1 Factors Impacting on Performance

Academic Developers

The result of the repeated measures ANOVA showed that some of the factors in the workplace were perceived as having a stronger impact than others on the participants' ability to perform their role. The factor having the **most impact** was **skills in working with others**, followed by **having a wide range of people with whom to work, the general complexity of the role, having competing priorities and then relationships with faculty/divisions** and **lack of time** (see Figure 20). These factors had a mean score ranging from 5.65 to 6.10 on a 7-point scale, with 7 = *having high impact*. That is, these factors were perceived to have a very high impact on the performance of the academic developers. The factors that had the least impact on the academic developers' performance were **low status of the role** and **not having enough previous experience in the role** (see Figure 20). These factors had a mean score of 3.92 and 4.06 respectively, on the same 7-point scale. That is, these factors were perceived to only have a moderate impact on the academic developers' performance (see Table 8).

Clearly, academic developers found the complexity of having to deal with a large variety of individuals across faculties challenging to their skill base. Combined with a large range of competing priorities, this complexity made it difficult for them to operationalise their role fully.



Table 8: *Factors impacting on performance*

Factor	Academic developers	Academic program directors	Previous research
	Rank	Rank	
knowledge of job		1	Vilkinas 2009
workload		2	Vilkinas 2009
skills working with others	1	3, 6, 8	Vilkinas 2009
range of people work with	2	4	
complex role	3	5, 7	Vilkinas 2009
competing priorities	4		
relationship with faculties/divisions	5		
lack of time	6		Coates et al. 2009
increasing pace of change	7		
ad hoc requests	8		
discipline expertise		9	
bureaucratic constraints	9		Lazarsfeld Jensen & Morgan 2009; Wong & Heng 2009
financial constraints	10		
influence peers		10	
working conditions	11		Al-Rubaish et al. 2009; Coates et al. 2009; Lazarsfeld Jensen & Morgan 2009; Lindner 1998; Wong & Heng 2009
level of authority/autonomy		11	Lazarsfeld Jensen & Morgan 2009; Vilkinas 2009
like minded people to work with	12		
nature of program		12	Vilkinas 2009
manage program not staff	13		
do work that should delegate	14		
structural factors		14	Vilkinas 2009
inability to do research	15		Vilkinas 2009
marketing skills		15	Vilkinas 2009
previous experience	16	13	Vilkinas 2009
unfair expectations		16	Vilkinas 2009
low status of role	17		Vilkinas 2009

Academic Program Directors

The result of the repeated measures ANOVA showed that some of the factors were perceived as having a stronger impact than others. The factors having the **strongest impact** were **knowledge of the program structure** and **workload points allocated to the role** (see Figure 22). These factors had a mean score



ranging from 6.12 to 6.10 on a 7-point scale, with 7 = *having high impact*. That is, these factors were perceived to have a very high impact on the performance of the academic program directors (see Table 8). The factors that had the least impact on the academic program directors' performance were **unfair expectations of others, skills in marketing the program, structural factors outside the Academic Program Director's control, previous experience as an Academic Program Director and the nature of the program** (see Figure 22). These factors had a mean score of 4.75 to 5.09 on the same 7-point scale. That is, these factors were perceived to have only a moderate impact on the Academic Program Director's performance.

Clearly, the academic program directors found that they did not have enough time to dedicate to the role, which interfered with their ability to gain complete knowledge of the program structure and its integration into the university. This correlates strongly with findings in a qualitative study of academic program directors six months to a year following a leadership development program. They reported that a lack of time to fully operationalise their role, and being put into the position without any orientation, induction or succession planning, was a real barrier to their confidence in the role (Ladyshevsky & Flavell, in press).

Implications of the Findings

There were some similarities in the findings for both groups. For instance, both said their ability to work with others who may come from a variety of areas within the university was important. They also talked about the complexity of the roles. Such findings would suggest that any development opportunities provided for these groups focused on people and task management skills. For the academic program directors, they also indicated the importance of knowledge of their programs. Thus, it could be argued that, when selecting academic program directors, they should have program knowledge. There are also policy implications. The academic program directors indicated that there were workload issues associated with their performance.

5.4.2 Factors Making the Role More Attractive

Academic Developers

The result of the repeated measures ANOVA for factors that would make the role more attractive showed, that for the academic developers, there were some things that could enhance the attractiveness of their role. The factors that had a significant impact on the attractiveness of the role were **strong leadership from above, valuing of staff by the university, number of workload points allocated to the role and support for my development** (see Figure 21). The mean scores of these factors ranged from 6.02 to 6.20 on a 7-point scale, with 7 = *very important* suggesting they were very important (see Table 9). The factors that had the least impact on the attractiveness of the role were **one campus eg less travel, access to external bodies, and length of contract** (see Figure 21). The mean scores of these factors ranged from 4.14 to 4.87 on a 7-point scale, with 7 = *very important* suggesting they were moderately important.

This suggests that the supportive measures that the academic developers need should include **more time to complete their work, an appreciation of their role and support for their development**. Given the high complexity of the Academic Developer's role and the challenges inherent in the role, then the factors that would make the role more attractive (Table 9) are not surprising.



Table 9: Factors making the role more attractive

Factor impacting on attractiveness of role	Academic developers	Academic program directors	Previous research
	Rank	Rank	
strong leadership from above	1		
more allocated workload points	2	2	Vilkinas 2009
valuing of staff by university	3		
improved credibility		3	Vilkinas 2009
support for own development	4		
promotion criteria recognises role	5	1	Coates et al. 2009; Lazarsfeld Jensen & Morgan 2009; Mercer 2009; Vilkinas 2009; Wong & Heng 2009
greater recognition of role	6	5	Wong & Heng 2009
more research time		6	Vilkinas 2009
more allocated resources		7	Vilkinas 2009
better role clarity		8	
more support eg administrative	7	4, 10	Vilkinas 2009
receiving positive feedback	8		
greater collaboration	9		
greater autonomy/authority	10	10, 11	Coates et al. 2009; Vilkinas 2009
automatic access to study leave	11	12	Vilkinas 2009
higher level of pay	12	9	Coates et al. 2009; Lazarsfeld Jensen & Morgan 2009; Mercer 2009; Vilkinas 2009; Wong & Heng 2009
length of contract	13		
different type of administrative support		13	
access to external bodies	14		
one campus eg less travel	15		

Academic Program Directors

The result of the repeated measures ANOVA for the factors that would make the role more attractive showed, that for the academic program directors, there were some things that enhanced the attractiveness of their role. The factors that had a significant impact on the attractiveness of the role were **promotion criteria that recognised achievements as an Academic Program Director, number of workload points allocated to the role, improved credibility of the role, more administrative support, and greater recognition by others** (see Appendix 7, Figure 23). The mean scores of these factors ranged from 5.94 to 5.69 on a 7-point scale, with 7 = *very important* suggesting they were moderately important (see Table 9). The factors that had the least impact on the attractiveness of the role were a



different type of administrative support and automatic access to study leave, with mean scores ranging from 4.99 and 5.07 respectively on the same 7-point scale. Clearly, these individuals also want to be valued more and be allocated sufficient time to complete their tasks. As these individuals are not as senior as the Academic Developer cohort, opportunities to have their contributions noted for promotion by making the role more credible were noted.

Implications of the Findings

There were some similarities in the findings for both groups. For instance, both said there was an issue around workload points, promotion criteria, allocating research time and resources. These are issues for the policy makers with the universities. In addition, some efforts need to be made by senior decision makers on improving the credibility of the role and recognition that both roles play within the university.

5.5 Evaluation of the Workshop

In the main, the feedback on the two-day workshop suggested that the participants found the experience to be positive. The 360° feedback process assisted them to understand the survey and the feedback process, and the workshop helped them to develop their understanding of the *Academic leadership: fundamental building blocks* program (see Figure 15). The participants also said that they were satisfied with what they gained from the program and that overall the outcomes they had experienced were worth the investment. They also reported that the resource book and the Facilitator's guide would be useful.

The participants also made many comments on the program. In particular, when asked about the process used during the two-day workshop, they made some positive comments and also indicated some areas for improvement such as timing of some sessions in the workshop and the content covered (see Table 12 in Appendix 4). These comments were taken on board by the project leaders when they delivered following workshops. The participants were also able to make comments on how the Resource book and Facilitator's guide could be improved (see Tables 13 and 14 in Appendix 4). And finally, there were some generic comments which reinforced the value of the workshops to the participants and also indicated some areas for improvement (see Appendix 4, Table 12).

5.6 Reactions to 360° Feedback

Even though on the whole, the use of the ICVF and the 360° feedback process was positive, there were mixed reaction to the 360° feedback process on an individual level. They ranged from positive through to negative (see Table 12 in Appendix 4). These comments are important for future delivery of the process, and also for the development of capability within the sector for dealing with survey feedback material, in particular, when a participant receives a negative evaluation from their significant others.

5.7 Action Learning Projects

Ninety-seven academic developers, representing 28 universities across Australia, attended the initial workshop. A total of 28 academic developers, representing 17 universities, attended the second workshop. In this second round of participants, a total of 25 individuals participated in 15 action learning projects. The projects, which focused on building leadership capability, are summarised in Table 10.



Table 10: University action learning projects

University	Action learning project
Curtin University of Technology	<ul style="list-style-type: none"> Development of a conceptual framework and leadership development framework for an inaugural Head of School leadership program. The framework has been informed and adapted from the ICFV.
Edith Cowan University	<ul style="list-style-type: none"> Development of a Course Coordinators Handbook, in alignment with corporate governance structures, focusing on leading people and managing courses.
Monash University	<ul style="list-style-type: none"> Aligning the ICFV with the 'engaging leadership framework' at the university, to inform development of a new Graduate Certificate in Tertiary Teaching.
Queensland University of Technology	<ul style="list-style-type: none"> Explored how an organisational development unit in human resources and a teaching development unit can jointly contribute to a leadership framework that underpins academic leadership initiatives within the university.
Swinburne University	<ul style="list-style-type: none"> Exploring and developing a distributed leadership framework which will inform the development of a unit within a Graduate Certificate of Teaching for new academic staff involved in foundation units.
Tabor Adelaide	<ul style="list-style-type: none"> Development, implementation, analysis and reporting of a Student Evaluation Survey as a quality assurance process in a non self-accredited higher education provider.
The University of Western Australia	<ul style="list-style-type: none"> Enhancing individual leadership capacity through a staged strategy, to increase visibility within the university.
University of Ballarat	<ul style="list-style-type: none"> Leadership development in curriculum renewal and development by increasing the capabilities of the Course Coordinators. The Integrated Competing Values Framework is used as the conceptual model for this initiative.
University of South Australia (3 projects)	<ul style="list-style-type: none"> An initiative to increase international enrolments in a regional campus by engaging with the community and the university. Reflective initiative where the leadership program and the ICFV has provided a model for considering curriculum renewal, staff development and support in driving change within the individual's school. A reflective initiative which has used the leadership learning and the ICFV to develop academic staff in teaching and learning strategies, with a particular focus on videoconferencing, to support teaching within a regional campus.
University of Technology Sydney	<ul style="list-style-type: none"> Using the ICFV as a reflective tool, the Faculty of Business has been working with junior staff as potential leaders from a range of programs to work collaboratively to build foundation units, capstone subjects, and teaching/assessment frameworks for the Bachelor of Business program.
University of the Sunshine Coast	<ul style="list-style-type: none"> Review of role descriptions and clarification of range of individuals involved in teaching of courses, with a view to address development needs once spheres of influence are more clearly delineated.
University of Western Sydney	<ul style="list-style-type: none"> Academic Leadership for Heads of Programs using the <i>Academic leadership: fundamental building blocks</i> resource and the <i>Integrated Competing Values Framework (ICVF)</i>.
University (name withheld at request of participant)	<ul style="list-style-type: none"> Reflective initiative whereby the individual in the Program Director and Acting Head of School role aligned activities with the Integrated Competing Values Framework to inform leadership.



The weaker participation in the second workshop could be explained in a number of ways. As noted in Appendix 6, participants reported that the factors that impacted most on their performance related to the complexity of their job and the range of people they had to work alongside. This was confounded by competing priorities and a general lack of time. In light of these pressures, many found continuation with the program difficult. Evaluation of the workshop and materials in both the first and second workshop was high, indicating that the materials were useful. Hence, it is unlikely that ongoing participation was due to lack of credibility of the resources.

This workload strain, which interfered with ongoing participation, is consistent with previously reported findings (Stigmar, 2008; Trowbridge & Bates, 2008; Webb & Murphy 1997). Workload pressures reduce participants' ability to reflect and think critically about how they might further develop their leadership and transfer the training delivered through the program into practice. This has been further echoed in recent research on academic program directors who reported that a lack of time complicated their ability to develop their leadership and training further (Ladyshevsky & Flavell, in press).

Other reasons for a drop in enrolments from the first to second Workshop and lack of engagement with the action learning project could be explained again by data in Appendix 6. In terms of factors that would make the role more attractive, participants noted that strong leadership from above, and value in the role of academic leadership development, would have helped considerably.

This information is useful in explaining the impact of the learning and teaching agenda in leadership development. Individuals need time and support from their senior managers to invest energy in these activities, whether they are personal, or being developed for implementation within their own institution.

For those participants in the workshop that were able to move forward with an action learning project, they used the workshop resources, tools and/or the ICVF 360° assessment tool within their institution to build leadership capability. Some participants used the complete set of resources for implementation in their institution to develop leadership development initiatives. For others, this was not possible, and they undertook individual action learning projects drawing upon the ICVF model to inform their growth and development.

All participants were advised to take on board an action learning project that was a small step forward for them and of low risk to themselves. They were also asked to consider how much control they had over the situation and to consider the impact of the project. It was important that the project be measurable as well to determine success. This direction was given to increase the likelihood of success of the project and to maintain participant engagement.

The action learning projects that were undertaken had a range of impacts on the learning and teaching agenda. (Kirkpatrick 1996) describes four levels of evaluation of training which include people's reaction or feelings towards the program, the learning outcomes, the behavioural changes as a result of the training program, and the results that are produced. While it is possible to describe the 'results' of the action learning program in terms of what they set out to accomplish, it is difficult to determine the impact of the projects on program quality and student learning. This is very difficult to measure. A range of scholars argue, however, that if department leaders facilitate a good teaching environment through their leadership, then instructors are more likely to use a student-focused approach, which in turn should produce better results and student outcomes (Gibbs, 2006; Martin, Trigwell, Prosser & Ramsden 2003; Prosser & Trigwell 1997; Ramsden, Prosser, Trigwell & Martin 2007). Many of the action learning projects listed in Table 10 were designed to improve a good teaching environment through improving leadership capabilities.



However, in a review of literature on Leadership Development and a link to enhanced student learning outcomes, (Southwell & Morgan, 2009) found no studies providing evidence in the higher education literature regarding this fourth level outcome as noted by Kirkpatrick (1996). However, Southwell and Morgan report that a focus on distributed leadership, and leadership development initiatives that are sustained and focused around a coherent sense of purpose, may influence staff values and behaviours, which in turn, have an impact in the classroom. Again, many of the action learning projects would fulfil this objective and impact teaching through this means.



06

LINKAGES

6.1 Overview

This chapter is about the linkages of this project. It will cover the links to

- ALTC program priorities
- the sector through its dissemination approach
- other ALTC projects.

6.2 ALTC Program Priorities

Within the higher education sector, this project had three foci:

- building leadership capacity within the academic program directors of universities so that there would be a positive impact on the teaching and learning agenda
- building leadership development capability within academic developers so that they could develop academic leadership in other university staff, such as academic program directors (see Figure 3 that links the work of academic developers and academic program directors to outcomes for students)
- disseminating and further developing a range of academic leadership development resources that were developed from two previous ALTC projects at the University of South Australia and Curtin University.

These objectives are consistent with those of the ALTC in terms of providing “grants for projects that build leadership capacity in ways consistent with the promotion and enhancement of learning and teaching in contemporary higher education, and which reflect the ALTC’s values of excellence, inclusiveness, diversity, and collaboration, and its commitment to long-term, systemic change” (Australian Learning and Teaching Council [ALTC] 2009, p1).

In line with other ALTC requirements, the current project had a strong theoretical framework, namely, the ICVF (Vilkinas & Cartan; 2001, 2006), and was focused on building leadership capacity and leadership development program capacity across the sector. The products developed in previous ALTC projects, and expanded upon further in the current project, were found to be transportable across the sector. As dissemination is a further objective of the ALTC, this project was able to achieve this outcome by involving 28 universities across Australia.

6.3 Dissemination Process

As introduced above, this project was based around the dissemination of two previous projects:

- Jones, S, Ladyshevsky, R, Oliver, B & Flavell, H 2008, *Leading courses: academic leadership for course coordinators*, final report, Australian Learning and Teaching Council, Surry Hills, New South Wales, <<http://www.altc.edu.au/system/files/resources/LE64%20Academic%20Leadership%20for%20Course%20Coords%20Final.pdf>>.
- Vilkinas, T 2009, *Improving the leadership capability of academic coordinators in postgraduate and undergraduate programs in Business*, final report, Australian Learning and Teaching Council, Surry Hills, New South Wales, <<http://www.altc.edu.au/system/files/resources/Improving%20the%20leadership%20capacity%20-%20UniSA%20Apr09.pdf>>.



The materials developed under these earlier projects were used in the current project. In addition, a facilitator's guide has been produced for this project by Vilkinas, Ladyshevsky and Saebel (2009), to assist academic developers in other universities to implement the *Academic leadership: fundamental building blocks* program.

While these materials were easily transported across the sector, their successful implementation may have been limited due to some lack of capability within the sector. The implementation of the workshops requires individuals who possess skills and capabilities in experiential learning, knowledge of academic and generic leadership literature, and the ability to drive the implementation of action learning projects. Strong support from senior leaders who see academic leadership as a strategic priority, is also imperative. Some of the evidence, however, suggests a lack of developers with these capabilities within universities (Debowski, 2007). Hence, reliance on individuals in human resource departments or business faculty may be needed to provide the expertise in leadership development. While this project undertook a train-the-trainer approach, there is a need for ongoing and extended train-the-trainer support in the sector. These issues, coupled with the lack of clarity around who is responsible for academic leadership development within the university, pose a significant risk to the rollout of academic leadership development programs. Other issues related to a lack of dissemination in some universities involved in this project are addressed in other sections in the report. A significant issue for many is the problem of competing priorities, lack of time and inadequate support from senior managers.

The projects outcomes will be shared across the sector through this report, and also via the papers that will be published in journals. All products developed will be available on the ALTC website.

6.4 Links to Other ALTC Projects

This project had direct and indirect links with a number of other ALTC funded leadership studies. It is most closely aligned with the University of South Australia project, 'Improving the leadership capability of academic coordinators in postgraduate and undergraduate programs in Business', and the Curtin University project 'Building academic leadership capability at the course level: developing course coordinators as academic leaders'. Both studies were designed and implemented as academic leadership development programs for academic Program Directors to enhance their leadership capabilities, to enable them to improve program quality, and ultimately, to improve the students' learning experiences in higher education. A partnership between Professor Tricia Vilkinas and Professor Richard Ladyshevsky evolved with the adoption of the ICVF as the leadership tool in Curtin's project. This partnership led to the development of a web-based tool which enabled efficient collection of leadership data via a 360° survey, production of high quality reports for participant information to aid the dissemination project and the beginnings of a database to benchmark leadership effectiveness in the sector.

The current project also complements the work undertaken in the *Learning leaders in times of change: academic leadership capabilities for Australian higher education* project which was concerned with providing "practical, higher education specific and role-specific insights into what would be the best approach in taking 'good ideas' and making them work" (Scott, Coates & Anderson 2008, p. vii). Both studies have developed a suite of resources and strategies the universities can use to develop academic leadership capability. Furthermore, both studies built on previously developed leadership frameworks. While Scott et al. employed a framework developed for school leaders as its starting point, the current project built on an existing and already tested leadership framework used in business and industry,



and applied and tested this in two large metropolitan universities. This resulted in the development of the *Academic leadership: fundamental building blocks* program and support materials and the Facilitator's guide, *Academic leadership: building capacity*. In turn, these provided the practical guidance sought by academic developers/developers wanting to develop academic leadership capability within their university.

This project also complements the work being undertaken in other ALTC-funded leadership studies. For example, the project led by the Deakin University, 'Coalface subject coordinators – the missing link to building leadership capacities in the academics supply chain' (Nagy, 2009), will examine the complexities of the role of academic leaders with⁶ no formal power or authority over their colleagues. The Deakin project will design professional development materials intended to support academic leaders in this type of role.

Another project, 'Embedding and sustaining leadership development of course coordinators' (Trivett & Lines, 2009) has used the materials developed in the current project for their project. In her project, 'Leading rich media implementation collaboratively: mobilising international, national and business expertise', Smyth (2009) is applying the ICVF, in order to understand and develop her team.

This project has also led directly into two other studies:

- 'Heads of school leadership – effective relationships as the cornerstone for teaching and learning improvement' (West & Vilkinas 2009), with a focus on heads of school. The current project's focus is on the application of the ICVF at the Head of School level, and the relationship between Heads of School and Associate Deans of Teaching and Learning; and
- 'Building leadership capacity for work integrated learning: developing fieldwork coordinators as academic leaders' (Jones, 2009, with Chapman, Ladyshevsky, Smith & Trede) we will be using the ICVF as part of a professional development program for Fieldwork Coordinators.

In its own right, the current project makes a valuable contribution to the development of knowledge around academic leadership in universities. It also has the potential to influence other ongoing studies through integration of the learning from this project, and the ongoing collection of data using the ICVF, into other related and complementary studies.

⁶ Subject/unit coordinators in the Deakin study, academic coordinators in this study.



07

CONCLUSIONS

7.1 Overview

This chapter highlights the key findings; the outcomes achieved and discusses the strengths and limitations of the project. Factors that assisted the success of the project and those that impeded it's success are discussed next, then the lessons learnt which is followed by the products developed as part of this project. The implications of these findings within the sector are then discussed. This is followed by a discussion of future studies and associated recommendations. Finally, some general conclusions are drawn.

7.2 Summary of Key Findings

- The findings from the previous ALTC grants (University of South Australia and Curtin University) have been **successfully disseminated** across a large section of the higher education sector. This is evidenced by the fact that 28 universities and 97 of their staff participated in the dissemination workshops. Of these participants, 25 implemented an action learning project in 13 universities.
- The project leaders provided **resources and materials** to the academic developers so that they could develop the academic leadership capability of staff within their institution. In the main, the focus of academic developers interventions was on academic program directors. The academic developers did make use of these resources and materials.
- The materials and processes developed under the earlier ALTC projects have also been **widely disseminated** across the sector, as evidenced by the requests to use them.
- Both the academic developers and the academic program directors who participated in the project were **reasonably effective as academic leaders**, and were capable of developing this academic leadership capability further.
- Both groups tended to **focus on the people side** of their jobs at the expense of other aspects such as developing and maintaining networks, and they did not consider behavioural complexity to be important. In other words, the capacity to deliver a variety of leadership roles appropriately was not evident.
- Both groups had reasonable levels of **self-awareness**, meaning that they were able to deal effectively with the feedback they received on their academic leadership capability.
- The project did assist in the **development of the academic leadership capability** of academic developers and academic program directors as demonstrated by their action learning projects.
- The use of the **360° ICVF feedback** tool did made a **positive contribution** to the academic developers' and academic program directors' development as evidenced by the feedback received at the workshops and the uptake of the tool. To date, 91 academic program directors and 749 of their significant others, 118 academic developers and 708 of their significant others have completed the survey.
- There are some **policy issues** that need to be resolved if the academic developers and academic program directors are going to find their roles attractive and if they are going to be able to deliver high performance in their jobs. These are discussed later in this section. There has been a **positive impact** on the **teaching and learning agenda** as evidenced by the focus of the action learning projects.



7.3 Outcomes Achieved

The project was designed to achieve certain outcomes. The table below lists the proposed outcomes against deliverables.

Table 11: *Proposed outcomes and related deliverables*

Outcome	Deliverables
1. To build academic leadership capacity within the sector by:	
a. Increasing the academic leadership capability and effectiveness of academic program directors	a. This has been evidenced by the number of academic program directors participating in the program, some 101 to date.
b. Increasing the quality of teaching, since this project will improve academic leadership capability and effectiveness of academic program directors, which based on the literature, is strongly correlated to improvements in the quality of teaching and the quality of the learning experience for students (Ramsden et al. 2007)	b. To date, the data has not been collected from the academic program directors. But the action learning projects of the academic developers indicated a positive impact on the teaching and learning agenda.
c. Developing communities of practice that will result in a sustainable model of leadership being established	c. There appeared to be some reluctance on the part of the participants to develop communities of practice.
2. Staff within universities who have the responsibility to enhance academic leadership capability will receive assistance in the delivery and use of the resources designed under the previous projects,	2. This was evidenced by that fact that 97 such staff attended the professional development workshops and were 'trained' in the use of the material developed under the previous projects. In addition, 25 of these successfully completed an action learning project.
3. Due to the use of a uniform feedback tool and a survey instrument, individual universities or parts thereof will be able to determine the overall level of academic leadership capability within their area by requesting reports from the research team. Through identifying their strengths and limitations, they will be able to determine their development needs and also compare themselves with other universities.	3. To date no university has requested this information but two universities are collecting their own data.
4. Similarly based on the above, the ALTC will know what the academic leadership capability of academic coordinators is across the sector.	4. This information has been provided in the final report and will be also available in Vilkinas and Ladyshevsky (2010), 'Leadership behaviour and effectiveness of academic program directors in Australian universities'. <i>Educational Management Administration & Leadership</i> (under review).

(continued)



Table 11 — Continued

Outcome	Deliverables
5. Participating universities and the ALTC will also be able to gain information with regard to contextual factors that impact performance of academic coordinators.	5. This information has been provided in Appendix 6 (Project's Results) of this report.
6. Once the tool has been used for some time, the universities that take part and the ALTC will be able to identify trends in the academic leadership capability of academic coordinators and contextual factors that impact their performance.	6. This information has started to be developed and over time trends will be identified.
7. The ICVF model and 360° assessment survey have demonstrated the survey's robustness as a tool for measuring the behaviours and effectiveness of leaders in the academic sector. As the priorities of the sector change, this tool and supporting resources, can be utilised further and adapted where necessary.	7. This will happen in due course
How will the project leaders know that the outcomes have been achieved? The following will be used:	
1. The normative data will clearly illustrate trends in academic capability in academic program directors, particularly if there is a change in the level of capability and effectiveness as a results of the academic leadership program.	1. This will develop over the next couple of years as the survey is used more.
2. The number participating in the program will be noted to determine the extent the program is used.	2. To date, 101 academic program directors have participated.
3. The outcomes of the academic leadership programs will be documented and reported.	3. This information is contained in this final report

7.4 Strengths and Limitations of the Project

7.4.1 Strengths

There were a number of strengths associated with this project. They are similar in nature to those identified by Vilkinas (2009) as the current project built on the work of two previous projects mentioned earlier. The strengths are discussed in detail below.

- The current project was built on the strong base, materials and processes, developed under two earlier studies: Vilkinas (2009) and Jones et al. (2009).
- This project is the foundation of a database that will be informative for the university sector. The information contained in the database will enable universities to determine the academic leadership capability of their academic developers and academic program directors, and also to make comparisons within and across the sector. In addition, it will be possible to make comparisons over time, to determine the effectiveness of the development programs for these staff.
- As in Vilkinas (2009), this project covered the four domains of leadership development described by Quatro et al. (2007) who argued that leadership development programs need to operate in the analytical, conceptual, emotional,



and spiritual domains of leadership if they are to have a positive impact on leadership development.

- A 360° feedback process instead of self-perceptions was used, an important distinction in leadership skills assessment. It is important for academic leaders to know if their perceptions are similar or dissimilar to those of their significant others. As Atwater, Waldman and Brett (2002) argued, being self-aware could be linked to effectiveness. They found that “over-raters were poorer performers than under- and in-agreement raters” (p199).
- The current project measured leadership effectiveness. In contrast, some of the previous studies have not. Thus, while these earlier findings are important, they are not able to be linked to leadership effectiveness and may be promoting mediocrity.
- The theoretical framework used in this project has leadership scales that have been validated previously for managers (Vilkinas & Cartan 2001, 2006), PhD supervisors (Vilkinas 2008), and for academic program directors (Vilkinas 2009).
- The inclusion of the Personal Action Learning project for the participants (see Chapter 4) provided an invaluable link between the development of academic leadership and teaching and learning outcomes. The participants had to design an improvement plan that would involve the development of academic leadership or would solve a teaching and learning issue in their university, an important strategy for leadership development and transfer of training from the workshops. The use of ‘real-life workplace problems’ has been identified by Scott, Coates and Anderson (2008) as being an effective way of developing leadership capability.
- Formal recognition, a Certificate in Academic Leadership, was given to some of the participants for the development of their academic leadership capability. They were invited to do the necessary work to illustrate that they had attained a certain level of academic leadership.
- The use of a professional web developer to design the survey and also to design and provide the feedback from the 360° feedback process was advantageous to the project. It provided the participants and their significant others a quick and easy means to collect data and produce a 360° feedback report. This meant that the information fed back to them was timely and professional in format. The web provider also collected valuable aggregate data and provided this information back to the team when needed. Having an external body dedicated to this process meant that the long-term sustainability of the project was improved.
- The development of the supporting resource such as the Facilitators’ guide, *Academic leadership: building capacity* (Vilkinas, Ladyshewsky & Saebel 2009) plus the use of the Resource book, *Academic leadership: fundamental building blocks* (Vilkinas, Leask & Ladyshewsky 2009) developed under an earlier project, have been strengths of the present project both for current participants and for future dissemination of these products. These resources were able to be used in the participants’ own time while on the job, as recommended by Scott, Coates and Anderson (2008).



7.4.2 Limitations

There are also some limitations to the current project. These are discussed below.

- The first is that the academic developers who nominated to participate in the project may have been already reasonably effective academic leaders and self-selected themselves for further development. This is evidenced by the fact that the level of leadership effectiveness for these academic developers was reasonably high.
- A second limitation is the use of a perceptual measure of leadership effectiveness. While the measure has been validated in previous research with managers (Vilkinas & Cartan, 2001), it has not been linked to the teaching and learning outcomes associated with the Academic Program Director's role.
- The project leaders were not able to motivate some of the staff to engage in the action learning project which then limited the impact of the project on the teaching and learning agenda.
- Some universities were not able to participate in the program for a number of reasons and the project leaders were not able to make an alternative time for delivery because of time and funding limitations.
- Further implementations of the 360° feedback process in universities will require additional resources ie the cost of the on-line survey and of printing of the workbooks, and identifying a survey coordinator for the program who has the necessary capabilities for the role. The administration of the 360° feedback process requires a dedicated resource (person) for a short period of time to ensure all respondents complete the on-line survey in a timely manner.
- The program's success also required a degree of commitment on the part of both participants and project leaders over several months, to complete work that was on top of their normal workloads.

7.5 Factors Critical to Success of Project

The following section discusses the factors that were critical to the success of the project and those that impeded its success.

7.5.1 Assisting Success

There were a number of factors that had helped the project to be implemented successfully. They are discussed below.

A. Support of Senior Management at the University

The active endorsement by senior management at the Deputy Vice-Chancellor and Pro Vice-Chancellor level was important to the credibility of the project's approach, and the political and organisational leverage associated with these positions greatly facilitated its acceptance.

B. Capability of the Workshop Facilitators

The workshop facilitators needed to have extensive experience in facilitating within learning environments generally, and using the ICFV framework in particular. The workshops have the potential to be psychologically threatening if academic program directors are dealing with negative evaluations of their performance. An obviously competent facilitator creates a degree of psychological safety that ensures that learning can take place in the face of threat and that the participants' well-being is safeguarded. For the most part, the self-selection of candidates for the workshops



conducted so far has meant that the workshops have consisted mostly of the academic developers that are seen as successful by their significant others. However, some situations have already arisen that called for the latent capacities of the facilitators to be employed.

C. Capability of the Survey Coordinator

The survey coordinator (the person responsible for the coordination of the on-line survey and follow up) undoubtedly needs well-developed project management skills for organising, encouraging, and sometimes cajoling the academic developers to both fulfil their commitments and get their significant others to contribute their feedback. In particular, it is essential that the Academic Developer and as many of their nominated significant others as possible complete the on-line survey tool in time for the scheduled workshop. Quite apart from this administrative skill set, the survey coordinator needs highly developed interpersonal skills. While the on-line survey system is automated, the feedback of highly discrepant results — where the evaluations of the Academic Developer of him/herself differ significantly from the perceptions of their significant others — needs to be delivered in the presence of the survey coordinator, who then may need to play a counselling role: encouraging the expression of feelings and supporting the pursuit of learning in the face of feelings of threat and disappointment. The survey coordinator, therefore, needs a high level of knowledge with respect to the ICVF and how to interpret the results, particularly in the face of a negative evaluation or discrepancy between participant and significant others.

D. Ongoing Contact with Participants

An important factor was to check-in periodically with workshop participants. Given one of the major issues the academic developers reported was time constraints related to overload, it was accepted that in many cases, academic developers wanting to pursue the learning goals they set in the workshops were often distracted by immediate, urgent tasks. The role of the facilitators here was of a gentle coach, reminding the academic developers of their goals and upcoming deadlines on a fortnightly basis. Regular email contact, and at times telephone contact, was initiated by the facilitators to see how they could support participants in the execution of their action learning projects. Evaluations of this process indicated that academic developers found this periodic contact helpful.

E. Quick and Professional Support From the ALTC Staff

Throughout the process of developing and implementing this approach the project team were greatly buoyed by the immediate and generous support of the ALTC. This ranged from personal visits from ALTC senior staff, to administrative support (eg prompt replies to any queries from the project team). The ALTC staff appeared to understand the aims of the project and wished to facilitate them. There was no 'dead bureaucratic hand', but flexibility, timely co-operation, and encouragement. During the project, it became clear that it would be beneficial for the implementation if both project leaders were present at all initial and follow-up workshops. The ALTC was very generous in extending funding to support the travel and accommodation costs of both project team leaders so they could collaborate during the workshops. This proved to be very important for the project in terms of facilitation of the workshops and data collection.



F. Supporting Materials

Given the busy work life of the academic developers they needed easy and quick access to materials to support their action learning projects. The materials were accessed in their own time. Thus, it was important that the resource book, *Academic leadership: fundamental building blocks* (Vilkinas, Leask & Ladyshewsky 2009), and *Academic leadership: building capacity* (Vilkinas, Ladyshewsky & Saebel 2009) were also available in multiple formats – hard copy, on-line and on a CD. To assist the users to access the resources associated with each ICVF role, the electronic version contained hot links that allowed users to move between sections of the resource book by clicking the ‘return key’. This meant that if an Academic Developer wanted to develop their Broker role they could click on an activity under that role and go directly to it, and then return to the Broker role when they had finished the activity. In addition, a range of references from the academic literature were made available. By making resources available in hard and soft copy enabled individuals to use the materials in a matter that best fit their institutional purpose.

G. Recognition of Capability Gained

As the academic developers wanted to use this development exercise for promotion and performance review activities, it was found that a Certificate in Academic Leadership was needed. The requirements are listed in Appendix 5.

H. Management of the Project

It was important that the project was managed tightly as it would have been easy for time to be lost and also some important activities missed. To assist with this management, regular contact between the two project leaders who held positions at universities in different states was maintained. It was also important that each members of the team delivered on their commitments. Again, the support of the ALTC in extending funding so that both project team leaders could be present at all workshops in each state made management of the project seamless.

I. Having a Theoretical Framework

By using the ICVF as the theoretical framework, it allowed the team to utilise the measuring instruments already developed. These had already been shown to have high acceptance in the earlier ALTC projects at the University of South Australia and Curtin University. All that was needed for the current project was some linguistic adaptation for use with academic developers. The project leaders also had access to normative data from previous studies with academic program directors, and business managers, and they were able to access workshop materials previously used with some adaptation.

7.5.2 Impeding Success

There were a number of factors that challenged the project at times. These are discussed below.

A. Availability of Space to Conduct the Workshops

Some of the universities were not able to provide suitable space to deliver the workshops, which meant the valuable research monies were used to pay for private space. On the other hand, some of the universities were very generous with the space and staff they provided.



B. Very Busy Participants

The participants were very busy academic leaders who were constantly in demand with competing demands on their time. They also described their role as very complex.

7.6 Lessons Learnt

As a result of conducting this project, the two researchers learnt the following:

A. The Need for a Vehicle in Which to Implement the Academic Leadership Development Program

Many participants reported that it was extremely difficult to implement their Action Learning initiatives if they sat outside the priorities and key objectives of the university, faculty or work unit. Institutions require an academic leadership strategy that is coherent and driven from above. The administration and delivery of academic leadership within the institution should be contained within an appropriate development unit, or collaboration of units, in order for adequate planning, resource allocation and implementation to occur. Such a unit would be responsible for defining the leadership needs of the institution, explore policies and procedures that are needed to support academic leadership, and make recommendations to senior leaders on how to build leadership capability within the university. Where this did not exist in institutions, participants charged with leadership development within their university found implementation challenging and often frustrating.

B. The Need for Appropriate Workload Allocation (time)

Time is needed to support the action learning projects and also to justify the involvement of others in these leadership learning initiatives. Integration of learning from academic leadership development programs requires time. Individuals need access to resources and require clear role descriptions so they are clear about their responsibilities, priorities and key performance indicators. Competing priorities, lack of clarity, and ambiguous workload requirements interfere with the time needed to reflect upon and integrate leadership learning. Universities who involve staff in leadership development initiatives should include protected time in workload plans for individuals to embed and transfer learning from this investment. This can be an interim or ongoing part of the individual's performance management.

C. The Need for Senior Management Support

It was noted across the dissemination workshops that action learning project success and leadership learning initiatives require support from higher levels of management. While those driving the projects do not necessarily require direct control over the initiative, they need to have the ability to drive the project with the support of their senior counterparts. Without this, it is unlikely that leadership development outcomes within an institution will have any impact. Participants with excellent leadership projects were stymied in their implementation because their senior manager's priorities were aligned to initiatives other than academic leadership, or they failed to see the importance of the project and its potential impact on learning and teaching outcomes in the institution. More collaboration between senior management and academic developers regarding leadership development initiatives are needed. The findings of this project also need to be shared with more senior managers in universities and vice-chancellors so they understand the implications for leadership and learning and teaching quality.

D. The Need for Professional Networks

The development of professional networks for cohorts that are engaged in academic leadership was another vehicle which was suggested. Networks where there is



more information sharing and two-way communication between the university, academic developers and academic program directors are needed. The projects in this report from the University of Ballarat, the University of Tasmania and University of Technology, Sydney provide an example of a professional network making use of leadership tools from previous ALTC projects in a collaborative manner. The growth of networks may be a role for the ALTC which currently only houses information on leadership projects on its website.

E. The Implementation of an Academic Leadership Development Program Needs to Be Part of the Implementer's Job and They Need to Have Control Over That Aspect

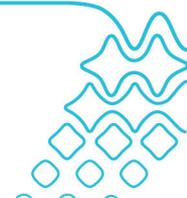
The comments noted in Sections B and C are very pertinent here. Academic developers require more focus and control of initiatives to drive leadership programs in their university. This needs to be inclusive in role statements so that this responsibility is clearer to senior managers. This makes it much clearer to senior managers, and heads of program regarding the importance of leadership development activities and the alignment of resources and individuals to such activities. It also enables these individuals to develop their expertise in this area.

F. The Use of a Theoretical Framework, Such As the ICFV

Participants found the ICFV provided a good structure and direction for planning and action-focused initiatives. Hence, it was a good enabler for conceptualising development initiatives, be it for individual growth or for broader systemic engagement within a university. Participant engagement with the model across many of the universities was positive. However, any model, whether it is the ICFV or another, must still be selected and developed to support the university's culture and/or strategic direction. It must also have a sound theoretical framework for it to be accepted by often critical academics. When working with a framework, whichever one it might be, it is also necessary to contextualise the theory to the unique environment of the university and higher education sector. This increases acceptance of the leadership framework amongst users. Contextualisation of the ICFV to the higher education sector has been central to its success. This finding hold true not only for this particular ALTC project, but previous projects where the framework has been used in University leadership development programs (University of South Australia, Curtin University).

G. The Use of Reflective Practice to Inform Learning

It was accepted that finding time to reflect was difficult, even though self-reflection is seen as an important activity. Strategies such as reflective journaling, peer coaching and learning networks were seen to be more effective strategies for driving reflective practice. Learning journals became particularly useful for focused action learning projects where individuals were being challenged and required significant meta-cognitive reflection to develop. However, not everyone was able to keep a journal, and for some participants, particularly those who are well developed reflective practitioners, the social learning systems such as peer coaching and learning networks were adequate to heighten their meta-cognition around their leadership practices. This is consistent with a preference within higher education environments for dialogue and discussion. Nonetheless, it was felt it had to be planned, structured and aligned to specific learning outcomes for parties to engage with these processes. Without a structured framework for reflective practices, programs are in danger of becoming information dissemination exercises rather than experiential development programs.



H. *An Acceptance of the 360° Feedback Process is About a Particular Individual in Their Role and Not About Them Personally.*

Participants found the ICVF, and the feedback that was derived from the 360° review process, positive. Further, for some of the universities, the dissemination of the ICVF into the work context with other academic staff was very positive. For many, this was the first time they had received comprehensive feedback about their leadership practices in their role. This suggests that the nature of the ICVF framework and instrument offers good things for the higher education environment in terms of moving leadership learning forward and framing it as a developmental experience. Keeping the 360° review process separate from annual performance reviews is important to keep it within the development context.

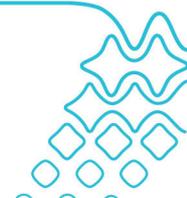
It was important to work with participants to understand the data in the summary reports as it could mistakenly be misconstrued as evaluation rather than as a set of markers to explore with respect to leadership development. This development focus had to be reinforced. In addition, personal attributes, work context, current work role were other aspects that had to be drawn into the interpretation process as many factors influence the ratings that appear on the instrument, which may have nothing to do with the person's performance. For example, low Innovator scores should not necessarily be construed as a lack of creativity. Low scores may mean that the individual is overwhelmed with Deliverer responsibilities which results in low Innovator scores in the competing value. Understanding these nuances through interpretation sessions with skilled users of the ICVF is important to maintain engagement with the 360° review process.

I. *The Importance of Having a Certificate in Academic Leadership to Issue*

It became evident in the research that individuals in these leadership positions want more recognition and value given to the work they undertake. Academic developers are very busy as has been ascertained in this project. Rewards drive learning, which is Biggs' (2003) *constructive alignment principle*. Hence, to aid dissemination and engagement with the workshop, and give individuals a sense of value to what they were pursuing each participant who completed an action learning project, was awarded a completion certificate. Such certificates often encourage engagement with the program as individuals can use these, for example in their portfolios and promotion efforts. Advanced credits towards an award program may also be appropriate for some programs where assessment is brought in to the structure. Advanced credit towards a Graduate Certificate in Tertiary Teaching is one option but it was felt that these award programs already have a lot to cover in themselves. Hence, advanced credit towards other awards, such as a Graduate Certificate in Leadership or Business, may be more appropriate within the context of an individual university where negotiation with relevant programs and credit options can be implemented. Such an initiative has been implemented, for example, at Curtin University, where participants in the Academic Leadership for Course Coordinators program, may use their action learning projects, in combination with assessment set by the Graduate School of Business, to receive an advanced credit towards a Certificate in Business Leadership.

J. *The Urgent Need to Develop Academic Leadership*

Over 79 academics charged with leadership development responsibilities, representing 28 Australian universities, attended the initial familiarisation workshop. This high attendance level, and the views expressed during the national workshops indicated an urgent need to develop academic leadership at many levels within the sector.



K. The Availability of On-line Questionnaire

The management and administration of the 360° review survey was carried out using the services of an external professional body with experience in this regard. This neutrality and objectivity, along with the professional service and layout of the reports, was considered very important. The layout of the report was also modified over the course of the workshop series based on input from the participants. This helped produce a final layout for the report that met the needs of the participants. See Appendix 3 for a sample report.

L. The Provision of Professional Resources

The workshop resources, developed in part from earlier ALTC funded projects at the University of South Australia and Curtin University, were considered extremely valuable by the workshop participants. For example, the University of Tasmania, University of Ballarat, University of Technology, Sydney, and the University of Western Sydney, were able to use the project's resources effectively in their own institutional leadership development initiatives. The resources included a facilitator's guide, participant workbook, ICVF survey tools, and slide presentations. Links to the ALTC website with respect to the products from the University of South Australia and Curtin University leadership projects were also made available. See <http://www.altc.edu.au/resource-building-academic-leadership-capability-curtin-2009>http://academicleadership.curtin.edu.au/course_coordinator/

M. Having Comparative Data Available

The importance of being able to distribute to participants data on the existing level of academic leadership capability, and also on the contextual factors, was extremely valuable. As the database grew in size, participants got further benchmarking data on their own performance relative to their peers in the sector. This helped participants to engage with their data and also be reasonable in their assumptions they attached to the indicators in their reports. The collective participation in the workshops from peers across universities in each state also helped to create a learning community. For many, they could see that the challenges they were facing in their own institution were shared by others.

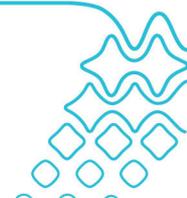
N. The Importance of Using the Feedback in the Evaluations Obtained at First Each Workshop to Improve Future Workshops

The feedback received from the participants in the early workshops was invaluable in terms of improving future deliveries of later workshops. In many ways, the project itself was an action learning project with every iteration of the workshops in subsequent states informing the next. Participants were very generous with their suggestions on how to improve workshop resources, the ICVF and delivery. As a model for future ALTC projects, which tend to rely heavily on the involvement of internal and external reference groups, the involvement of participants themselves in project development was extremely helpful. However, because of their involvement in the actual project, their contributions arguably could be seen as being more in-depth than what might be achieved from reference groups, which often lapse or lose momentum, because of workload, changes in position, or competing priorities.

7.7 Products

The project has produced the following:

- A journal article, 'Leadership behaviour and effectiveness of academic program directors in Australian universities', submitted to *Educational Management Administration & Leadership* (an ERA-ranked 'A' journal), and has been accepted for publication (see Vilkinas & Ladyshevsky 2010). In addition, the project team plan to write and submit the following articles:



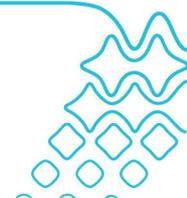
- ‘Leadership behaviour and leadership effectiveness of academic developers in Australian universities’
- ‘Factors impacting on the performance of academic leaders’
- ‘Predictors of leadership effectiveness for academic leaders’.
- A professional development framework has been designed and tested and details on this are available in *Academic leadership: building capacity* (Vilkinas, Ladyshevsky & Saebel 2009).
- Another project, ‘Heads of school leadership – effective relationships as the cornerstone for teaching and learning improvement’, will also build on the same tools as developed under the current project, but adapted for heads of school/department.
- Yet another project (currently underway), ‘Building leadership capacity for work integrated learning: developing fieldwork coordinators as academic leaders’ (Jones, 2009, with Chapman, Ladyshevsky, Smith & Trede) will use the same tools employed in this current project to develop the leadership capabilities of fieldwork coordinators, an important role in advancing work-integrated learning.

In addition to these products, an outcome of developing and conducting the *Academic leadership: building capacity* program has been an increased awareness of the importance of the development of academic leadership capability within the higher education sector.

7.8 Implications

The current project found that academic developers and academic program directors do have difficulties facing the contradictions or paradox inherent in their roles. Such a finding would argue that, for these two groups of academic leaders to display academic leadership, developmental opportunities need to be made more readily available in some systematic way. Ryan et al. (2004) argued that academic development is a complex and evolving area of professional practice that is heavily dependent on current trends in higher education. It has, however, traditionally been focused on aspects of teaching and learning rather than management and leadership development. As Winter and Sarros (2002) stressed, there needs to be a “reframing process” (p255). Industry has long recognised the need for leadership development across all layers of an organisation and has moved to develop this skill from supervisors to middle management to senior management. This process of building leadership capability across all levels of the university “might begin by senior management challenging established norms of university operations and considering (reframing) the benefits of leadership practices that empower academics to develop their knowledge and skills in the best interests of the university” (p255). The outcome of such development being academics who are able to think and behave paradoxically (Vilkinas 2008), who use critical reflection (Fisher 2003) and are able to influence using reference and expert power when they lack formal power (French & Raven 1959). Initial research findings from a project by Ladyshevsky and Flavell (in press) found that a leadership development program had a lasting impact on participants’ self-perceived effectiveness as leaders, six-to-twelve months after the program finished. Their confidence in their ability to influence upwards and laterally in learning and teaching endeavours that supported the development of their course was particularly increased.

Some of the obstacles to the development of academic leadership capability are the lack of academic developers with leadership expertise within some of our universities (Debowski 2007), and the lack of clarity around who has responsibility for the leadership development of academics. Debowski has argued that, not only is there a shortage of individuals within universities who can undertake roles



associated with the development of academic leadership, but there is also uncertainty around how they would be judged and valued within the university. Shared models, for example where academic developers work in conjunction with business faculty, may be a solution to access the needed leadership theory and knowledge. This approach, for example, has worked effectively at Curtin University.

The Leadership Development program is administered through the Office of Teaching and Learning, with support from an academic with leadership expertise from the Business School.

To achieve these outcomes, academic leadership must be valued by the university as evidenced by career paths for academic leaders and appropriate remuneration (Marshall 2006; Yelder & Codling 2004) with role clarity for academic leaders (Yelder & Codling 2004).

7.9 Future Studies

The findings from the current project could be developed further by:

- encouraging academic leaders to participate in the program that have development needs
- encouraging aspiring or emerging academic leaders to participate in the program
- investigating the impact of gender, culture, tenure and position level on leadership effectiveness
- undertaking similar studies at other levels in universities
- replicating the project in other countries
- investigating the different level of importance of the ICVF roles and the effect(s) of contextual factors.

7.10 Recommendations

There are three sets of recommendations. The first focuses on those for the ALTC. These are followed by recommendations for future project leaders and their team members. The third set of recommendations is for university decision makers.

7.10.1 For the ALTC

The first set of recommendation resulted from being involved in an ALTC project. This set of recommendations is meant for the ALTC:

- Academic leadership development must be linked with validated theory in existing research streams. Theoretical approaches leave little room for systematic development or cross-pollination with other leadership research and run the risk of being rejected by the critical academic community. In line with this increase in academic rigour, is the need to elevate the significance of these competitive leadership development grants in universities, which often do not rank them at the same level as other grants (eg Australian Research Council [ARC]) even though many of the deliverables equal or exceed those delivered under other competitive grants.
- The approach taken in this project can be replicated within other universities.
- The approach taken in this project can be used as a template to investigate and design leadership development programs at other levels of academic leadership.



- The outcomes and deliverables of this project have long-term sustainability. This may require the generation of some funding for the ongoing support of the project's deliverables.
- Budget advice be given to new applicants on the lessons learnt from past project leaders.
- A mentor is made available to new project leaders.
- An ongoing assessment of the leadership projects is continued, such as that undertaken by Professor Lesley Parker.
- Information sessions to the university sector are included at various venues such as HERDSA, DVC (Academic) meetings etc.
- Media releases be organised to disseminate the findings of the projects and increase the positive profile of the teaching and learning agenda.
- All ALTC project leaders be offered a developmental opportunity in leadership. The program could offer the project leaders some early feedback on their current leadership style and identify areas they may like to develop while leading the project. The details could form part of the final report and be of valuable to future project leaders.

7.10.2 For the Management of ALTC Projects

The second set of recommendations is for future project leaders and their team:

- Ethics approval time lines may create time pressures particularly in projects being led by multiple universities.
- Microsoft Project software may be of assistance.
- That budget may need to be altered as the project develops and changes and that administrative issues around shared budgets across multiple universities involved in the project may result in time pressures and project delays.
- Success or failure of a project can rest on the skills and talents of the support people brought in to support the project. Finding the 'right' people is critical to project success. Building a network of key people to potentially support projects is needed, particular given that may be staffing issues with changes in jobs and duties.
- Members of a Reference group should be selected strategically to ensure appropriate critique at various stages of the project. In particular, there needs to be a 'critical friend' who can offer advice and guidance through various stages of the project. It may be that the person comes from a different discipline background, function within the university and maybe even a different university. Such a difference can offer a different perspective from that held by the project team.
- It is important to have the support of DVC (Academic) and their line managers.
- Publish their findings as one works through the project.
- Encourage the project leaders to trial their ideas with other colleagues, particularly those from a different discipline background.
- It is important to involve the independent evaluator (if they have one) throughout the project.
- Delivering seminars within the sector is an effective way to get feedback and also to start the dissemination process. Participants in these sessions can serve as an effective internal reference group.
- It is valuable to use research assistants on the project, particularly those that have completed their PhD with the team members. Both the University of South



Australia and Curtin University projects have been successful because of the use of highly skilled research assistants and project managers with PhD qualifications. The project can offer a development opportunity for these individuals and also bring some valuable expertise to the project. In many cases, they can also undertake the project management work required, participate in publication efforts, and can receive training in that particular aspect from the ALTC program.

7.10.3 For University Decision Makers

Dealing with the third set of recommendations for those occupying senior levels of leadership within universities, they need to consider whether:

- there is a person/unit within their university who has responsibility for the development of academic leadership
- all aspects of academic leadership, as per the ICFV or another leadership model, are covered in position descriptions and, therefore, in selection criteria for positions
- academic leadership capability is recognised in promotion criteria
- the development of academic leadership is recognised as part of a project leave program
- the decision makers examine the factors impeding the performance of academic developers and academic program directors, as well as factors that would make the role more attractive. After all, these academics are either the developers of academic program directors or academic program directors themselves, with responsibility for leading degrees/programs within universities. Both cohorts have offered some insightful recommendations for improving the effectiveness of these positions in the sector. With these recommendations put in to place, individuals may in fact elect to pursue these positions as careers, thus eradicating the current problems associated with 'revolving door' allocations to these roles. In the business world, if front-line managers are not effective leaders, and do not consider the roles to be ones that will bring them success or promotion in their career, then the product or service of the organisation will be of low quality, resulting in loss of market share, less profit, dissatisfied staff, and maybe even difficulty in attracting staff, and eventually closure of the business. Universities, which are becoming more corporate already, need to apply more business systems thinking on how to manage their products (courses).

7.11 Conclusions

The roles of both the academic developers and the academic program directors are important ones in a rapidly changing and increasingly complex higher education and world environment. It is important that the professional development of staff focus on identified academic leadership skills. These positions have a clear role to play in the achievement of both short-term priorities and long-term goals in relation to teaching and learning. The academic program directors are the bridge between the multiple stakeholders in the teaching and learning portfolio in universities today. They are also the heads of school/department, the pro vice-chancellors, and vice-chancellors of the future. Thus, not only is it important to build the capacity of this group as leaders for the immediate quality improvement of our programs, it is also necessary for the long term, particularly given the risks to the current environment where many of the baby boomer academics are positioned to leave the university sector in the next 10 years.



The results of this project suggest that the ICVF has the potential to provide guidance to academic leaders who seek to improve their academic leadership capability in an organised and planned way. The findings also suggest that there are some challenges faced by universities if they are to develop their staff. If they do not then the consequences could be serious.



Appendix 1

PROJECT'S DETAILS

Part 1: Academic Developers' Project

Participants

Ninety-seven academic developers located across 28 Australian universities completed the survey. One Academic Developer declined to participate in the project. Data were also collected from 609 significant others and 126 bosses. After excluding data from 30 respondents who did not allow their data to be analysed, or whose Academic Developer had to be eliminated from the project, the data set contained 705 cases: 112 internal clients, 237 peers, 234 staff, and 122 bosses. Detailed information on each group is presented below.

Academic Developers

The academic developers were predominantly female (75 per cent), with the majority (73.9 per cent) being between 45 and 59 years of age. Most (78.1 per cent) had held their position for 15 years or less, and most (89.6 per cent) had worked in the university sector for more than five years (see Figure 8). They varied with respect to the number of years working at their current university (see Figure 8)

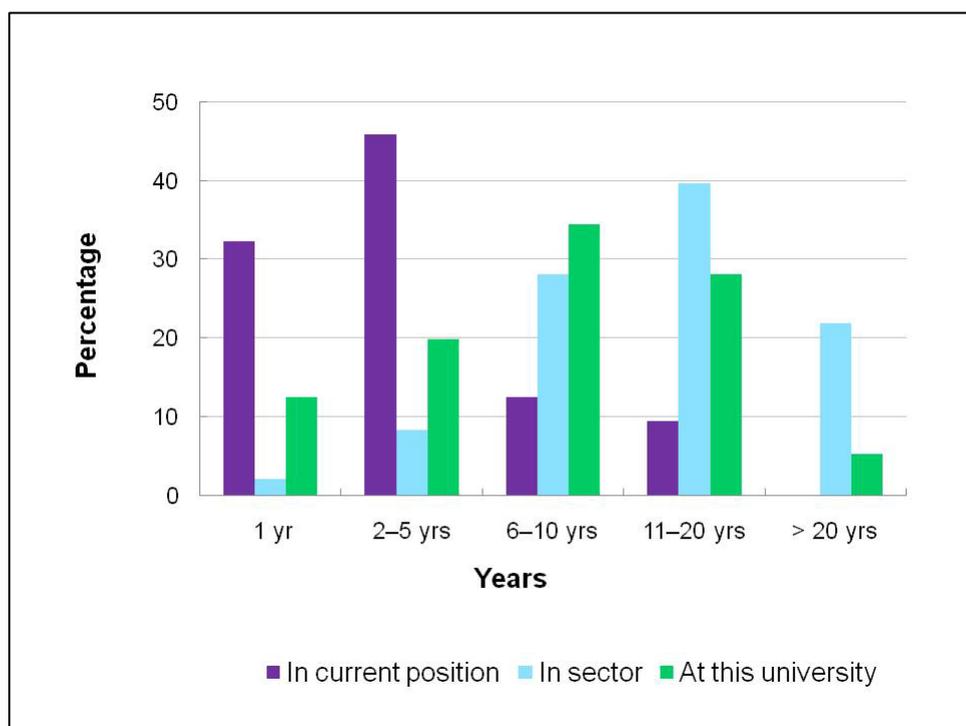


Figure 8: Percentage distribution of number of years academic developers spent in current position, in the sector, and at this university (N = 96)

In addition, the majority were academics or consultants involved with the development of staff within the university (see Figure 9).



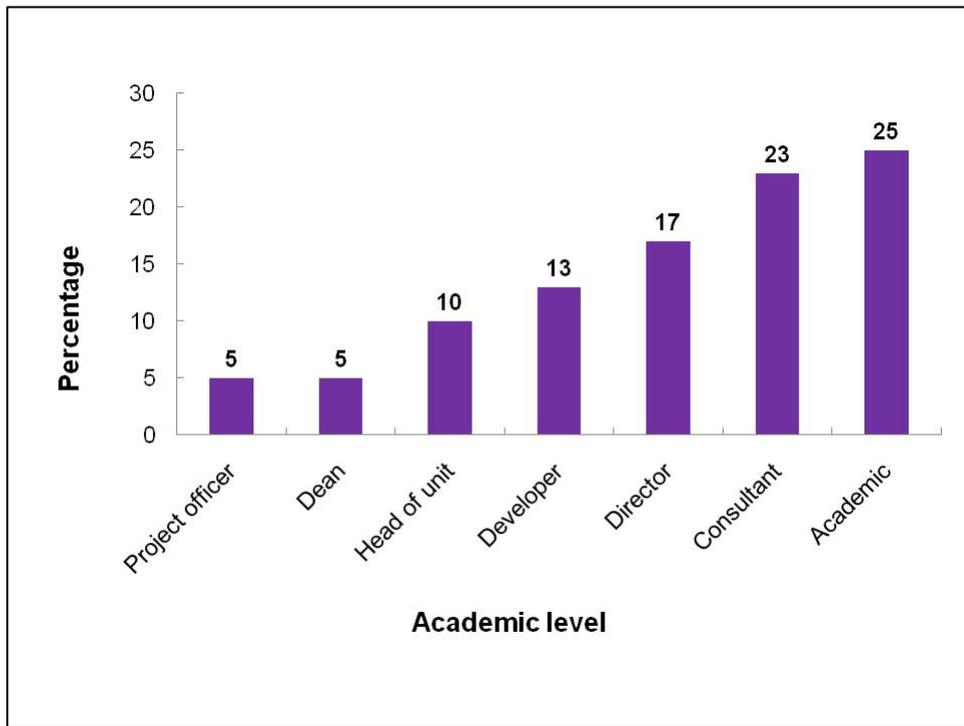


Figure 9: Percentage distribution of job titles of academic developers (N = 96)

These academic developers had few staff reporting to them; the majority (55.2 per cent) had only five or less staff (see Figure 10).

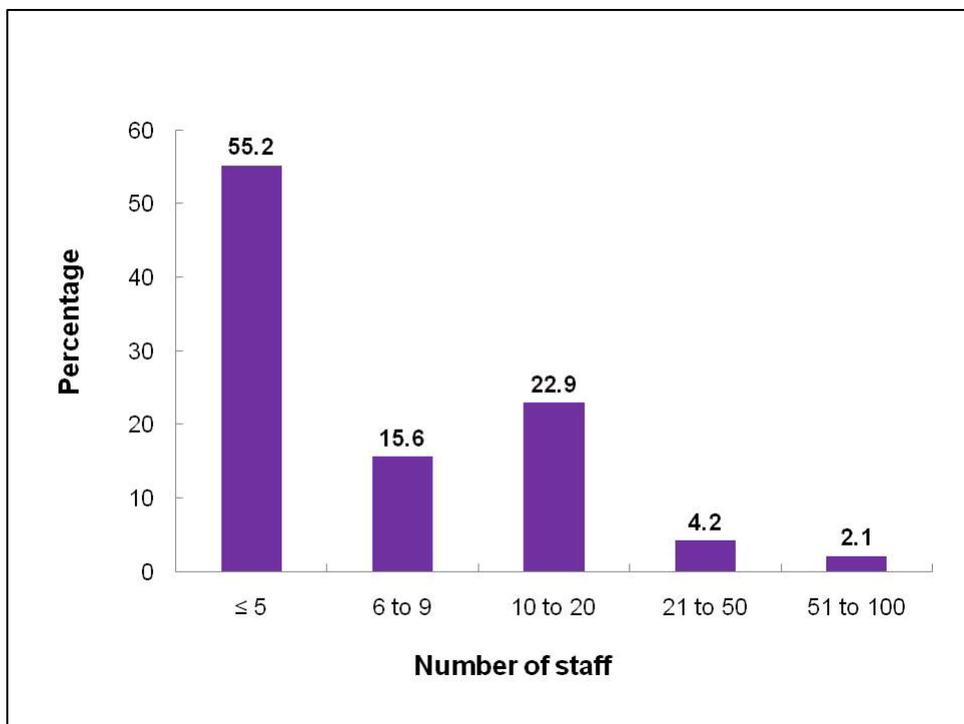


Figure 10: Percentage distribution of number of staff reporting to the academic developers (N = 96)



The majority (85.4 per cent) of the academic developers held a Doctorate or a Masters qualification (see Figure 11).

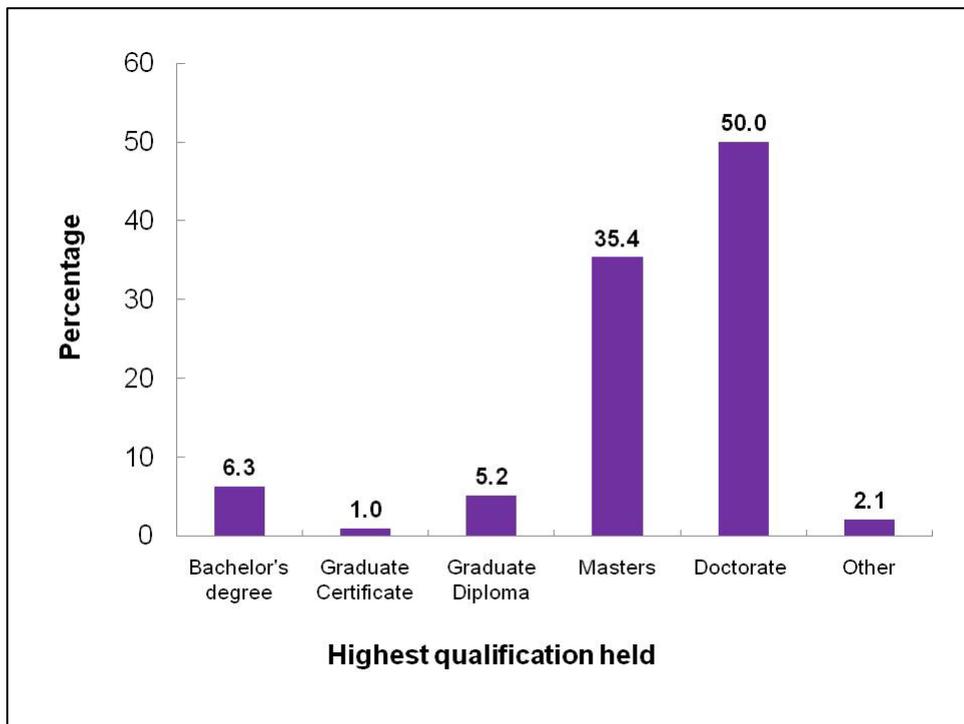


Figure 11: *Percentage distribution of highest qualification held (N = 96)*

There were two main groups of significant others. One group represented the academic developers' line managers (Boss; $n = 122$). The other group labelled significant others comprised internal clients, peers, and staff ($n = 583$). Each respondent had frequent contact with and overall knowledge of the Academic Developer in their Academic Developer's role. Each group will be discussed separately.

Bosses

Of the 122 bosses, 70 (57.4 per cent) were females. The majority of the line managers (74.6 per cent) were between 45 and 59 years of age. Most (85.3 per cent) had held their position for five or less than five years, and most (81.1 per cent) had worked in the university sector for more than 11 years (see Figure 12). In addition, the largest group (34.4 per cent) had spent two to five years at the university where they were currently employed.



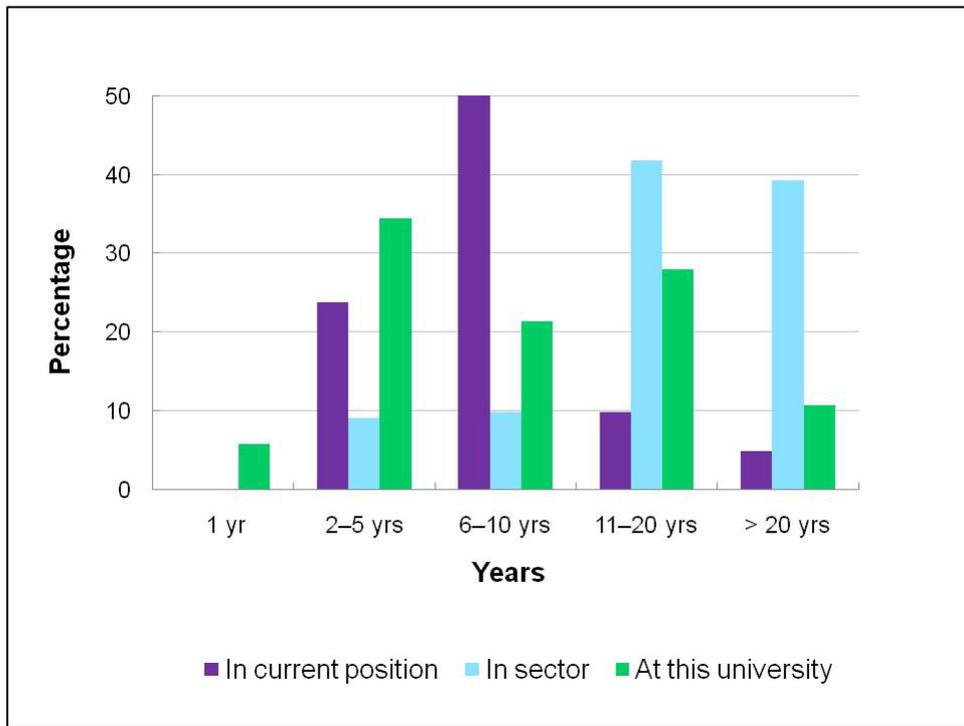


Figure 12: Number of years academic developers' line managers spent in current position, in the sector, and at this university (N = 122)

Significant Others

Of the 583 significant others, 417 (71.5 per cent) were females. The majority (73 per cent) were between 40 and 59 years old. Most (67.2 per cent) had held their position for five years or less, and most (95.4 per cent) had worked in the university sector for two or more years (see Figure 13). In addition, the majority (82.4 per cent) had spent two to twenty years in the university where they were currently employed.



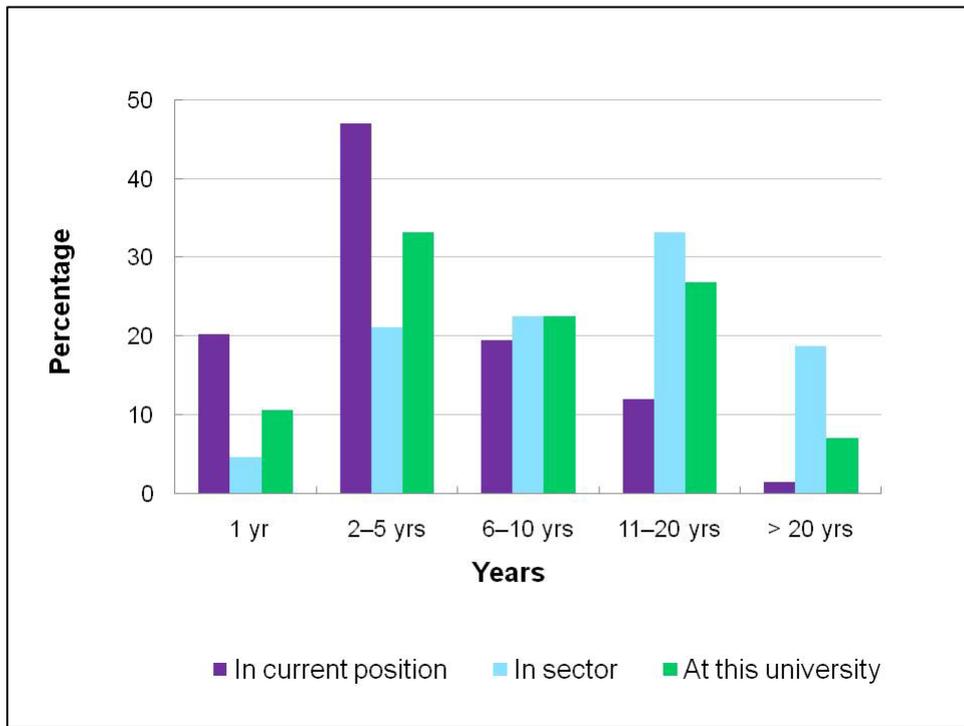


Figure 13: Number of years academic developers' significant others spent in current position, in the sector, and at this university (N = 583)



Appendix 2

ACADEMIC DEVELOPERS ICVF LEADERSHIP SURVEY DETAILS

Academic Developers ICVF Leadership Survey Details

A sample report can be supplied upon request from Professor Tricia Vilkinas at tricia.vilkinas@unisa.edu.au.



Academic Developers ICVF Leadership Survey: Significant Others Version

ICVF 'Significant Other' Questions – in Role groupings (not the order shown on the web questionnaire - see below for questions in actual presentation order)

q_no_txt	Question	Role_id	Role
<p>Section 1: In the following section, there are two scales for each behaviour. You are asked to consider: How often s/he displays the behaviour in his/her current role [1 = <i>Almost never</i>, 7 = <i>Almost always</i>]; How important you view the behaviour (whether or not s/he displays it) [1 = <i>Not important</i>, 7 = <i>Very important</i>]</p>			
1.1	Come up with inventive ideas	1	Innovator
1.7	Explore new concepts and ideas	1	Innovator
1.2	Exert influence in his/her area within the University	2	Broker
1.8	Influence decisions made within his/her area	2	Broker
1.3	When required, set work goals for others	3	Deliverer
1.9	Anticipate workflow problems	3	Deliverer
1.13	See that his/her area of responsibility delivers on stated goals	3	Deliverer
1.17	Make his/her area's priorities and direction clear to staff	3	Deliverer
1.21	Make his/her area's goals clear to stakeholders	3	Deliverer
1.24	Bring a sense of order and coordination into his/her area of responsibility	3	Deliverer
1.26	Coordinate activities across his/her area of responsibility	3	Deliverer
1.4	Maintain control of resources allocated to his/her area	4	Monitor
1.10	Detect discrepancies in reports and documents	4	Monitor
1.14	Monitor compliance with the University's policies and procedures	4	Monitor
1.18	Check for errors and mistakes in any activities in his/her area of responsibility	4	Monitor
1.22	Keep track of what happens in his/her area of responsibility	4	Monitor
1.5	Treat people in a sensitive, caring way	5	Developer
1.11	Show empathy and concern for the staff s/he works with	5	Developer
1.15	Encourage participation in decision making	5	Developer
1.19	Surface key issues amongst staff members and work together to address them	5	Developer
1.6	Learn from his/her experiences in his/her current role	6	Integrator
1.12	Change his/her behaviour after reflection	6	Integrator
1.16	Respond to others appropriately	6	Integrator
1.20	Accurately interpret signals in his/her internal or external environment	6	Integrator
1.23	Respond appropriately to situations	6	Integrator
1.25	Focus on the most important signals in his/her internal or external environments	6	Integrator



ICVF 'Significant Other' Questions – in the actual order presented in the web questionnaire

q_no_txt	Question	Role_id	Role
<p>Section 1: In the following section, there are two scales for each behaviour. You are asked to consider: How often s/he displays the behaviour in his/her current role [1 = <i>Almost never</i>, 7 = <i>Almost always</i>]; How important you view the behaviour (whether or not s/he displays it) [1 = <i>Not important</i>, 7 = <i>Very important</i>]</p>			
1.1	Come up with inventive ideas	1	Innovator
1.2	Exert influence in his/her area within the University	2	Broker
1.3	When required, set work goals for others	3	Deliverer
1.4	Maintain control of resources allocated to his/her area	4	Monitor
1.5	Treat people in a sensitive, caring way	5	Developer
1.6	Learn from his/her experiences in his/her current role	6	Integrator
1.7	Explore new concepts and ideas	1	Innovator
1.8	Influence decisions made within his/her area	2	Broker
1.9	Anticipate workflow problems	3	Deliverer
1.10	Detect discrepancies in reports and documents	4	Monitor
1.11	Show empathy and concern for the staff s/he works with	5	Developer
1.12	Change his/her behaviour after reflection	6	Integrator
1.13	See that his/her area of responsibility delivers on stated goals	3	Deliverer
1.14	Monitor compliance with the University's policies and procedures	4	Monitor
1.15	Encourage participation in decision making	5	Developer
1.16	Respond to others appropriately	6	Integrator
1.17	Make his/her area's priorities and direction clear to staff	3	Deliverer
1.18	Check for errors and mistakes in any activities in his/her area of responsibility	4	Monitor
1.19	Surface key issues amongst staff members and work together to address them	5	Developer
1.20	Accurately interpret signals in his/her internal or external environment	6	Integrator
1.21	Make his/her area's goals clear to stakeholders	3	Deliverer
1.22	Keep track of what happens in his/her area of responsibility	4	Monitor
1.23	Respond appropriately to situations	6	Integrator
1.24	Bring a sense of order and coordination into his/her area of responsibility	3	Deliverer
1.25	Focus on the most important signals in his/her internal or external environments	6	Integrator
1.26	Coordinate activities across his/her area of responsibility	3	Deliverer



Section 2: Your overall assessment of his/her effectiveness in his/her current role:			
	Question	Low Scale	High Scale
2.1	How well does s/he do his/her current job?	1 They are below most standards	5 They are above most standards
2.2	How does his/her performance compare with the performance of his/her peers?	1 Their performance is below their peers	5 Their performance is above their peers
2.3	How good is s/he as a role model for his/her peers?	1 They are not a good role model	5 They are a good role model
2.4	How successful is s/he in his/her current job?	1 They are not successful	5 They are very successful
2.5	Overall, how effective is s/he in his/her current job?	1 Their effectiveness is low	5 Their effectiveness is high

Section 3: What impact do each of the following factors have on the role of Academic Developer in general? (These do not have to relate directly to the Participant.) [1 = <i>Low impact</i> , 7 = <i>High impact</i>]	
3.1	Wide range of people with whom s/he needs to work
3.2	The general complexity of the role
3.3	Financial constraints
3.4	Manage program but not the staff who run the program
3.5	Lack of time
3.6	Inability to do research
3.7	Increasing pace of change
3.8	Competing priorities
3.9	Ad hoc requests/tasks
3.10	Low status of the role
3.11	Bureaucratic constraints
3.12	Not enough previous experience
3.13	Like-minded people with whom to work
3.14	Working conditions
3.15	His/her skills in working with people
3.16	Relationship with facilities/divisions
3.17	Need to do roles that should be able to delegate



Section 4: How important are each of the following in making the role of Academic Developer more attractive? (These do not have to relate directly to the Participant.)

[1 = *Not important*, 7 = *Very important*]

4.1	Promotion criteria that more directly recognise achievements of the role
4.2	Recognition of workload appropriate to the role
4.3	More support (administrative/technological)
4.4	Higher level of pay
4.5	Greater level of autonomy and authority
4.6	Access to a period of study leave after a set time in the role
4.7	Unsolicited positive feedback and/or support
4.8	Length of contract
4.9	Support for his/her development
4.10	Greater collaboration with other similar units
4.11	Greater recognition of the role
4.12	Strong leadership from above
4.13	One campus eg less travel
4.14	Access to external bodies
4.15	Valuing of staff by university



Section 5: Please supply the following demographic information. It will be used for statistical analysis and research purposes only (if you give permission below). It will not appear on the recipient's report and will not identify your responses in any way:

SELF QUESTIONNAIRE DEMOGRAPHICS

5.1	Gender:	1=Male 2=Female
5.2	Age bracket:	1=24 or less 2=25 to 29 3=30 to 34 4=35 to 39 5=40 to 44 6=45 to 49 7=50 to 54 8=55 to 59 9=60 to 64 10=65 or greater
5.3	My current job title is:	Comment
5.4	Number of years in current role:	1=1 year or less 2=2 to 5 3=6 to 10 4=11 to 20 5=21 or more
5.5	Number of years working in this University:	1=1 year or less 2=2 to 5 3=6 to 10 4=11 to 20 5=21 or more
5.6	Number of years working in the University sector:	1=1 year or less 2=2 to 5 3=6 to 10 4=11 to 20 5=21 or more
5.7	Number of staff currently reporting to me:	1=5 or less 2=6 to 9 3=10 to 20 4=21 to 50 5=51 to 100 6=101 or greater
5.8	My highest qualification:	1=Bachelor Degree 7=Honours Degree 2=Graduate Certificate 3=Graduate Diploma 4=Masters Degree 5=Doctorate PhD 6=Other (please specify)
5.9	I give permission for my responses to be used anonymously for data analysis. This is entirely voluntary: [This data will be used anonymously for research and development purposes. It will build the normative database on Academic Leadership. This research project has been approved by the University of South Australia Ethics Committee (P192/06) and Curtin University of Technology Ethics Committee (RD-05-08).]	1=Yes 2=No



SIGNIFICANT OTHER QUESTIONNAIRE DEMOGRAPHICS (5.8 is a 'Boss'-only Question)		
5.1	Gender:	1=Male 2=Female
5.2	Age bracket:	1=24 or less 2=25 to 29 3=30 to 34 4=35 to 39 5=40 to 44 6=45 to 49 7=50 to 54 8=55 to 59 9=60 to 64 10=65 or greater
5.3	My current job title is:	Comment
5.4	Number of years in current role:	1=1 year or less 2=2 to 5 3=6 to 10 4=11 to 20 5=21 or more
5.5	Number of years working in this University:	1=1 year or less 2=2 to 5 3=6 to 10 4=11 to 20 5=21 or more
5.6	Number of years working in the University sector:	1=1 year or less 2=2 to 5 3=6 to 10 4=11 to 20 5=21 or more
5.7	I give permission for my responses to be used anonymously for data analysis. This is entirely voluntary: [This data will be used anonymously for research and development purposes. It will build the normative database on Academic Leadership. This research project has been approved by the University of South Australia Ethics Committee (P192/06) and Curtin University of Technology Ethics Committee (RD-05-08).]	1=Yes 2=No
5.8	I give permission for (Vilkinas, Leask, Ladyshevsky.) to see my results if I am the only 'Boss' respondent in his/her survey (i.e. not anonymous). [If you do not give permission and you are the only 'Boss' respondent, your results will be combined with the Peers or dropped from the report].	1=Yes 2=No



Appendix 3

SAMPLE FEEDBACK REPORT



**Academic Managers/Developers
360° Feedback**

Sam Pelle
University of South Australia
Survey: AcadMgr
April 2010

ICMOE
University of South Australia
International Centre for Management and Organisational Effectiveness

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Phone: +61 8 8302 0800
Patricia.Vilkinas@unisa.edu.au
www.unisa.edu.au/management/icmoe



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Sydney, Australia. Phone: +61 2 9533 7077
survey@leaderskill.com.au www.360facilitated.com



(continued)

Figure 14: Sample Feedback Report for Academic Leadership Survey



Figure 14 — Continued

Sam Pelle	Apr 10
Academic Managers/Developers 360° Feedback	
Report Contents	
1. Introduction	1-1
1.1 Overview	1-1
1.2 The Integrated Competing Values Framework (ICVF)	1-1
1.3 Numbers of Respondents giving feedback	1-3
2. Effectiveness	2-1
2.1 Your Effectiveness Score	2-1
3. ICVF Results - Individual Roles	3-1
3.5 Integrator (the key Role)	3-1
3.1 Innovator	3-2
3.2 Broker	3-3
3.3 Deliverer	3-4
3.4 Monitor	3-5
3.5 Developer	3-6
4. Prioritised Results	4-1
4.1 ICVF Results Prioritised by Significant Others & Self	4-1
5. Comparison with other Academic Managers/Developers	5-1
5.1 Significant Others Scores Compared	5-1
5.2 Self Scores Compared	5-2
6. Comments	6-1
6.1 Written comments	6-1
7. Appendices	7-1
7.1 Appendix I: Prior to the Workshop	7-1
7.2 Appendix II: ICVF Results Map - Significant Others & Self	7-3

The material in this booklet is based on research conducted by Trickle Wilkins and Greg Carlen (Wilkins, T., & Carlen, G. (2011). The behavioural control model for managers: The integrator role. *Leadership and Organizational Development Journal*, 22(4), 115-125. Wilkins, T., & Carlen, G. (2009). The integrated competing values framework: Its origin and future. *Journal of Management Development*, 29(1), 50-57.)
 It is a development of work originally carried out by Quinn (Quinn, B.E. (1985). Beyond Rational Management: Meeting the Paradoxical and Competing Demands of High Performance. San Francisco, CA: Jossey-Bass. (1985).)
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(continued)



Figure 14 — Continued

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Page 1-1

1. INTRODUCTION

1.1 Overview: what this report is all about

This report provides information that is based on the feedback that we have received from the significant others that you nominated. It also includes your input.

We will be using this information in the first Workshop that is to be held shortly after you receive this. We are also happy to talk with you directly about what you have received.

To make sense of the information, the Integrated Competing Values Framework (ICVF) has been used. Firstly, let us explain the ICVF.

1.2 Integrated Competing Values Framework (ICVF)

This framework forms the foundation of academic leadership. It has 5 operational roles: Developer, Deliverer, Monitor, Broker and Innovator, and one learning role, Integrator. (See the table below for a description of each)

Role	Description
Innovator	<ul style="list-style-type: none"> • Explores new concepts and ideas • Comes up with Innovative ideas
Broker	<ul style="list-style-type: none"> • Exerts influence within University • Influences decisions made in his/her area
Deliverer	<ul style="list-style-type: none"> • Anticipates work flow problems • Sees that area of responsibility delivers on stated goals • Makes area's priorities and direction clear to staff • Sets clear and achievable work goals • Makes area's goals clear to stakeholders • Brings sense of order and coordination into area of responsibility
Monitor	<ul style="list-style-type: none"> • Maintains control of resources • Detects discrepancies in reports and documents • Monitors compliance with university policies and procedures • Checks for errors and mistakes
Developer	<ul style="list-style-type: none"> • Treats people in sensitive caring way • Shows empathy and concern for staff • Encourages participation in decision making • Surfaces key issues amongst staff members and works together to address them • Is aware of strengths and weaknesses of team • Develops and maintains teams • Arranges for appropriate development activities for staff
Integrator	<ul style="list-style-type: none"> • Learns from experiences • Changes behaviour after reflection • Responds to others appropriately • Accurately interprets signals in own work environment • Reflects on those observations • Develops and learns from those observations

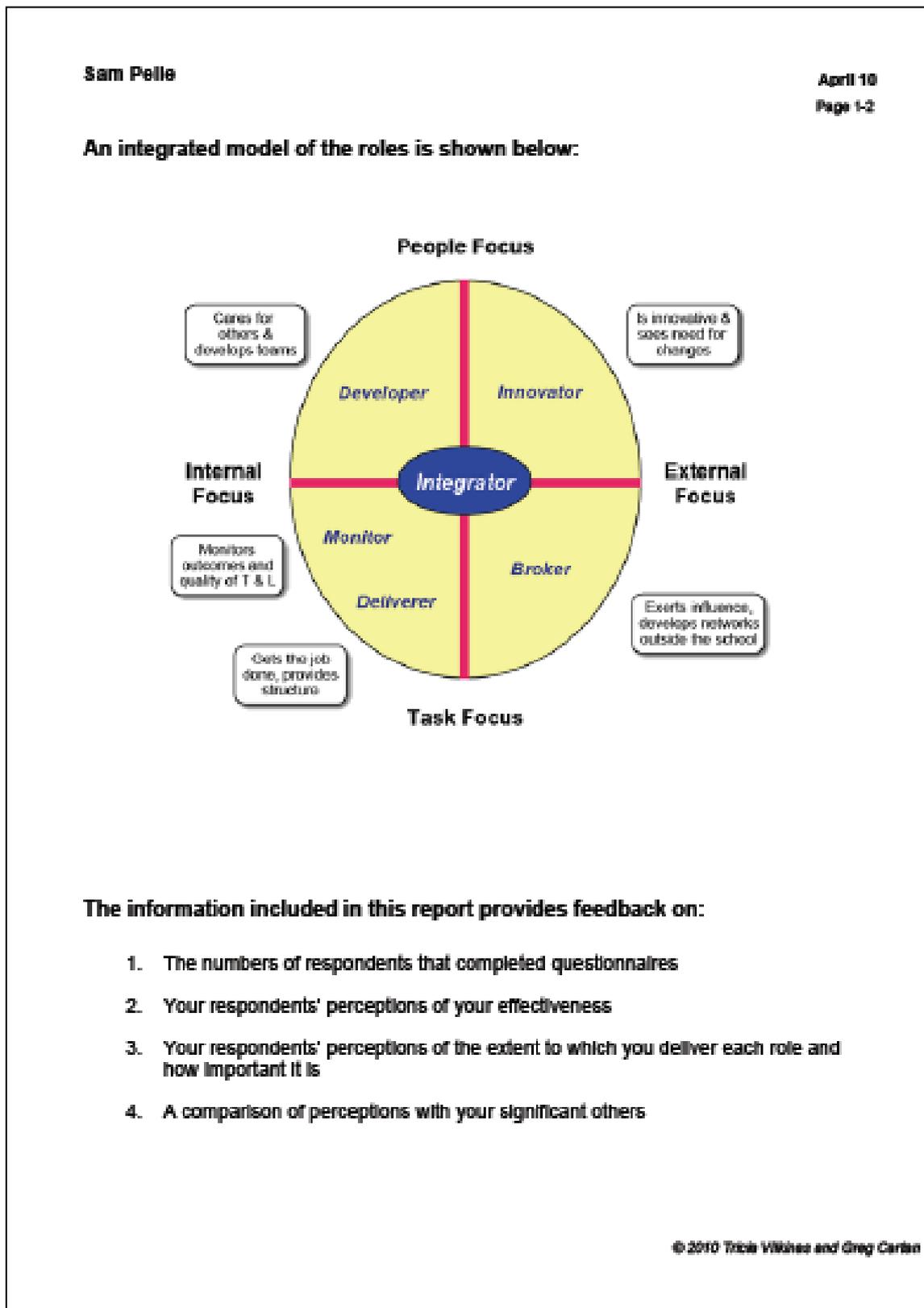
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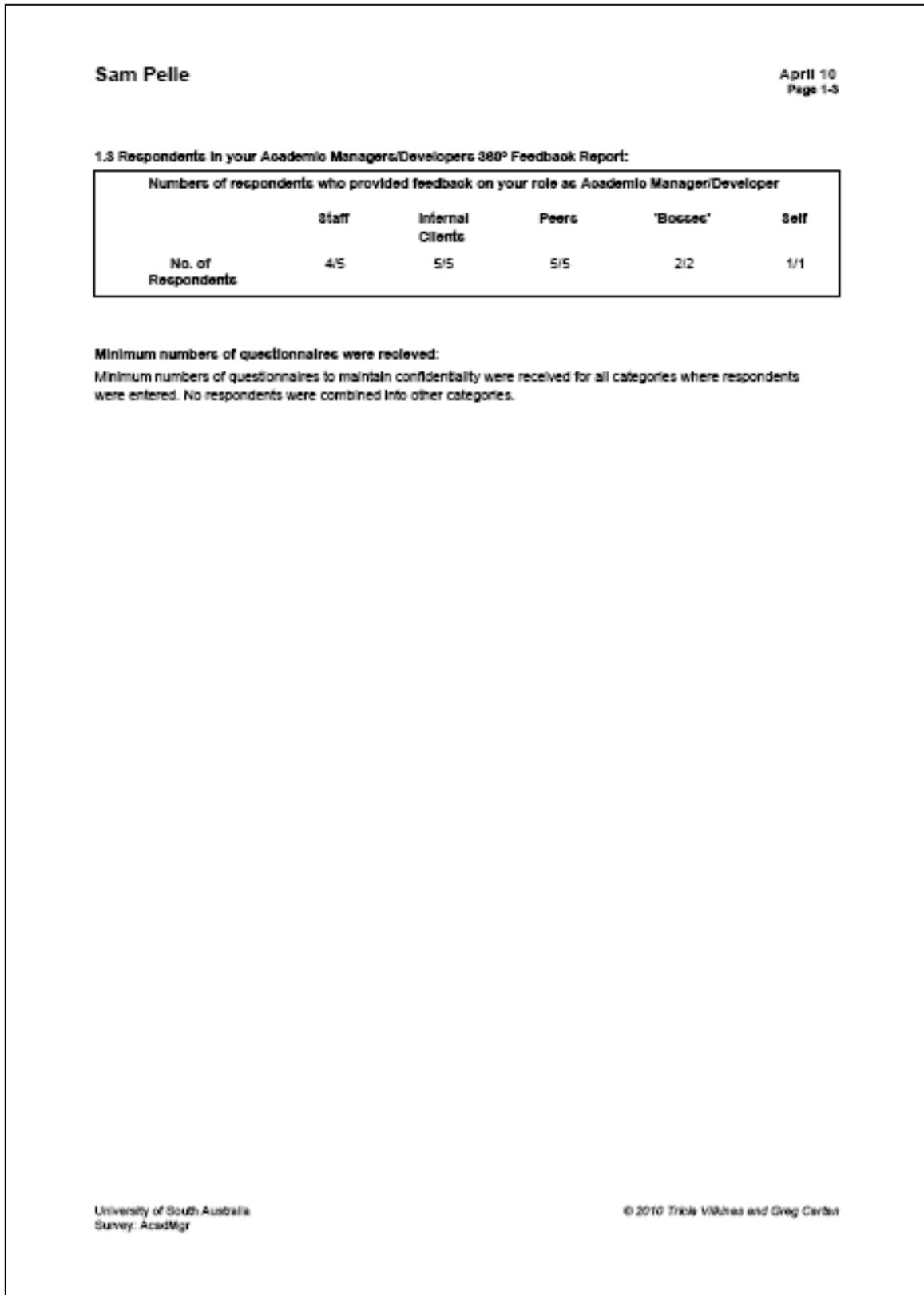
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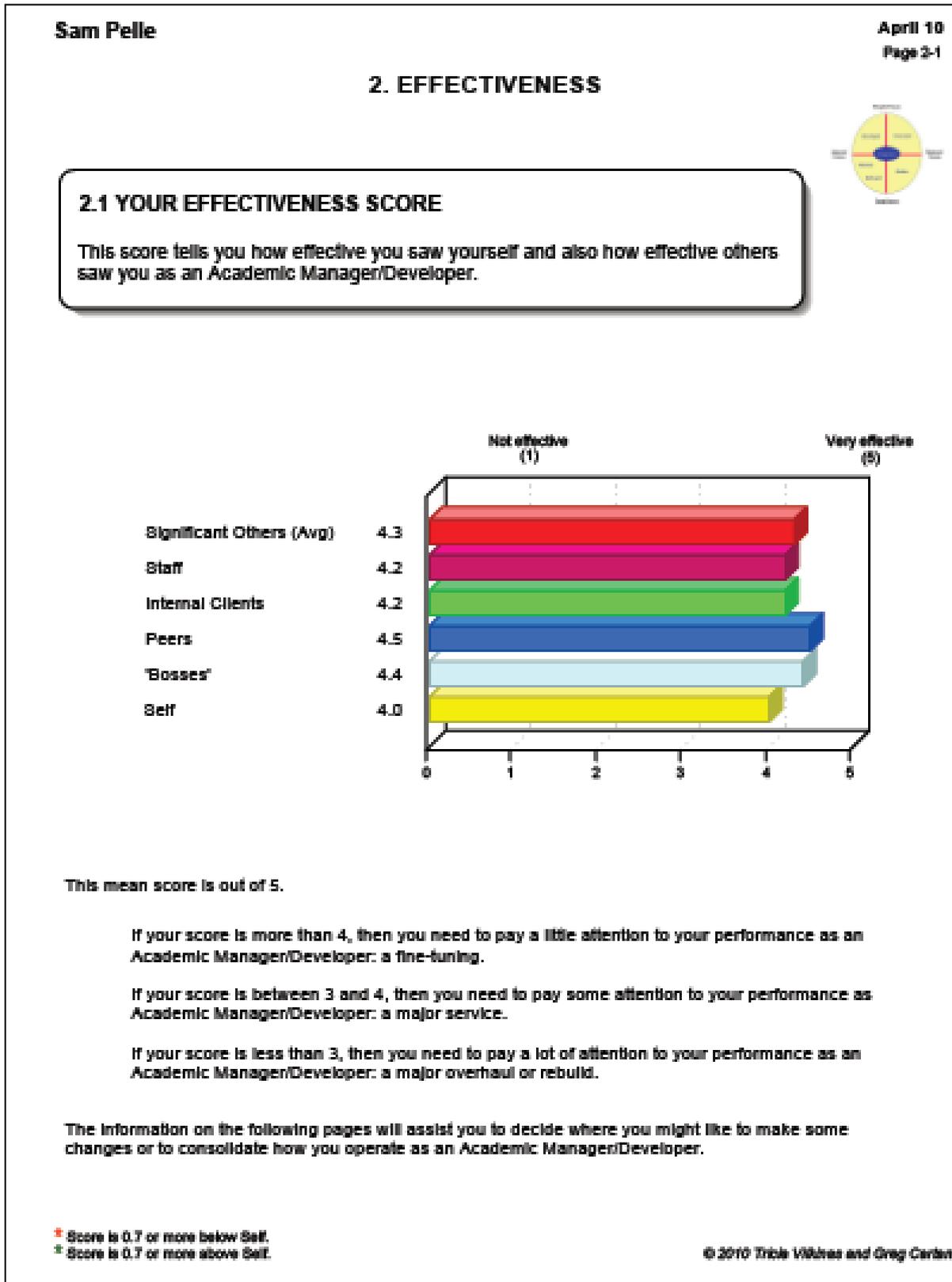
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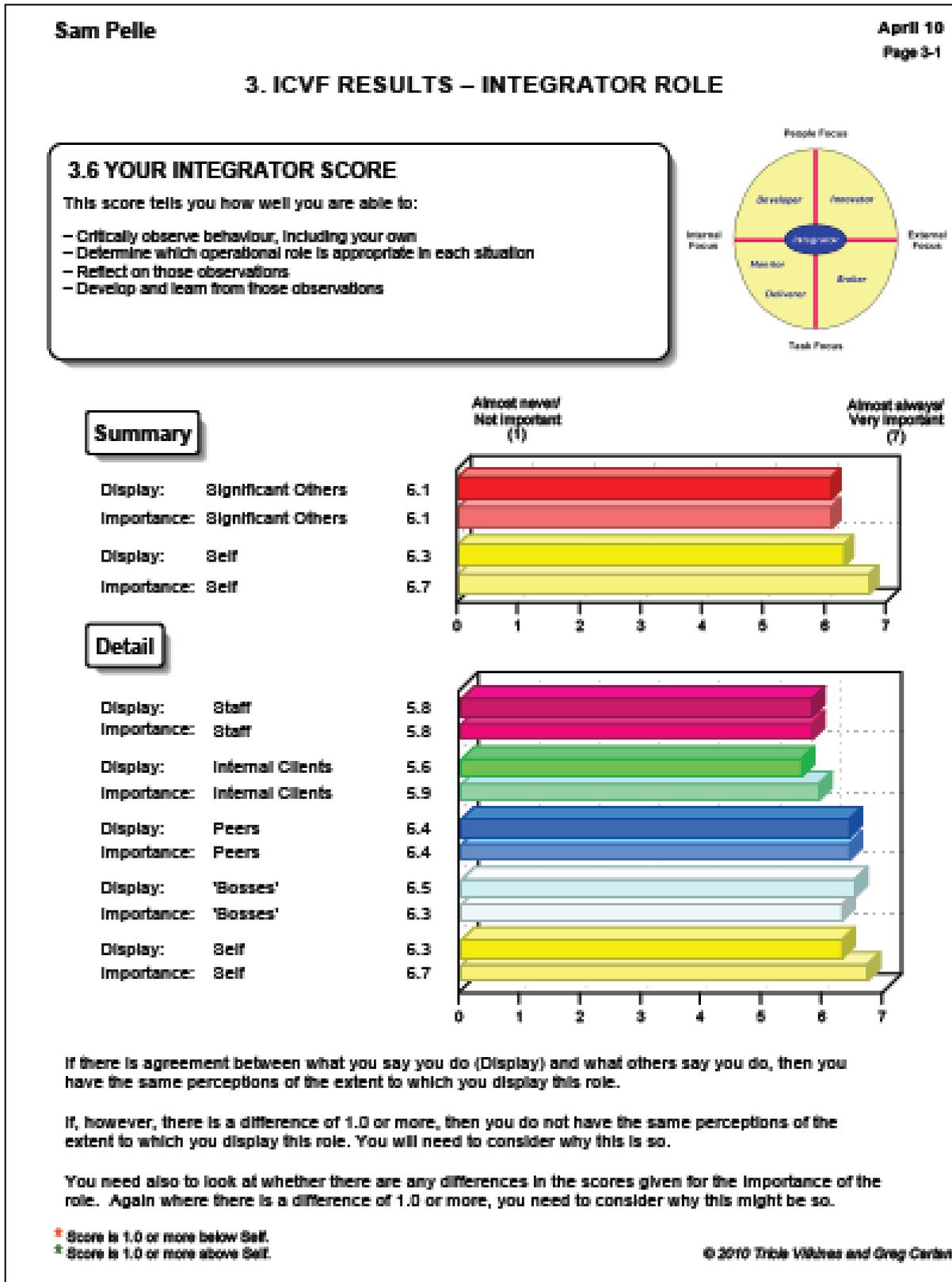
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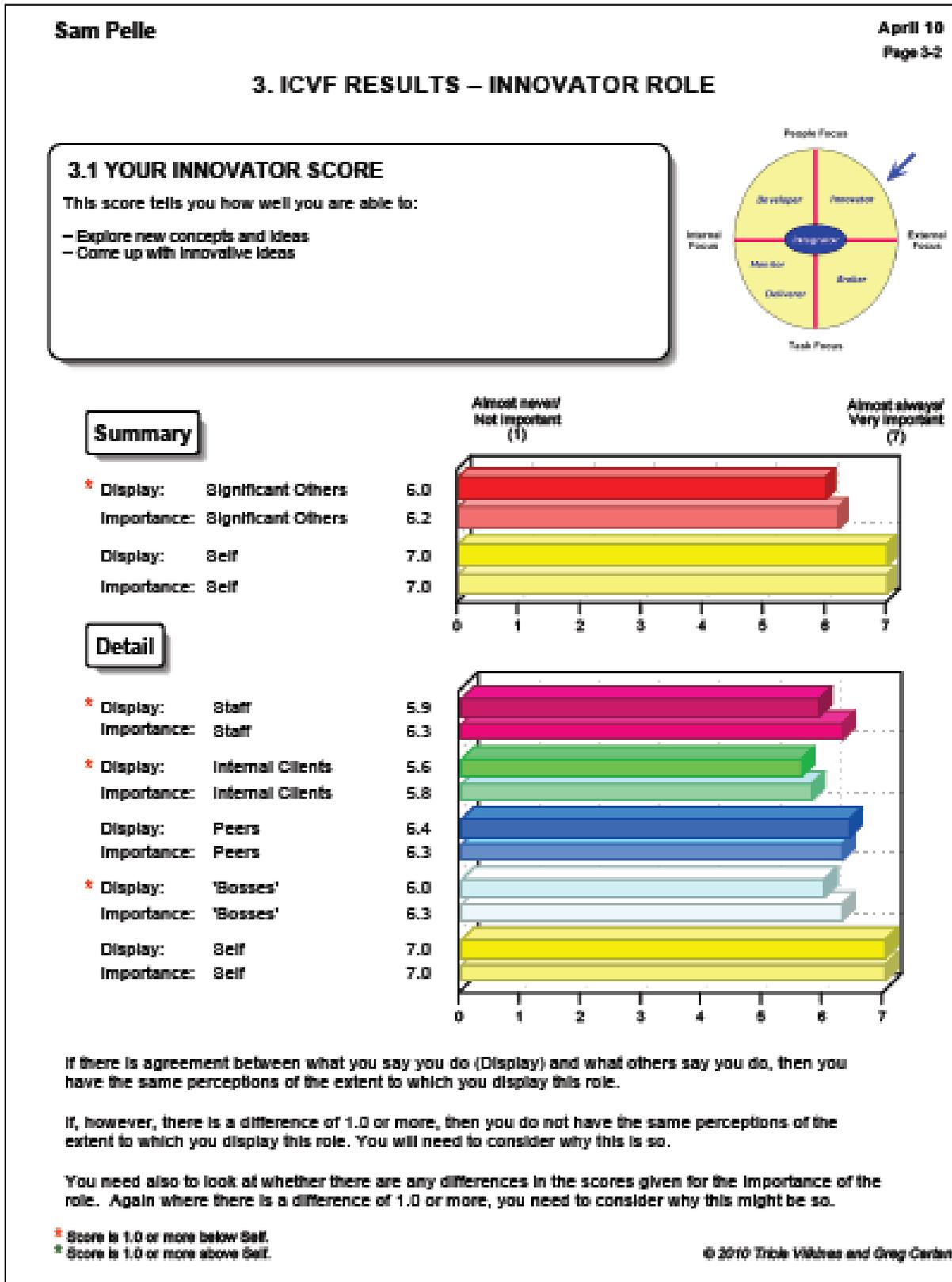
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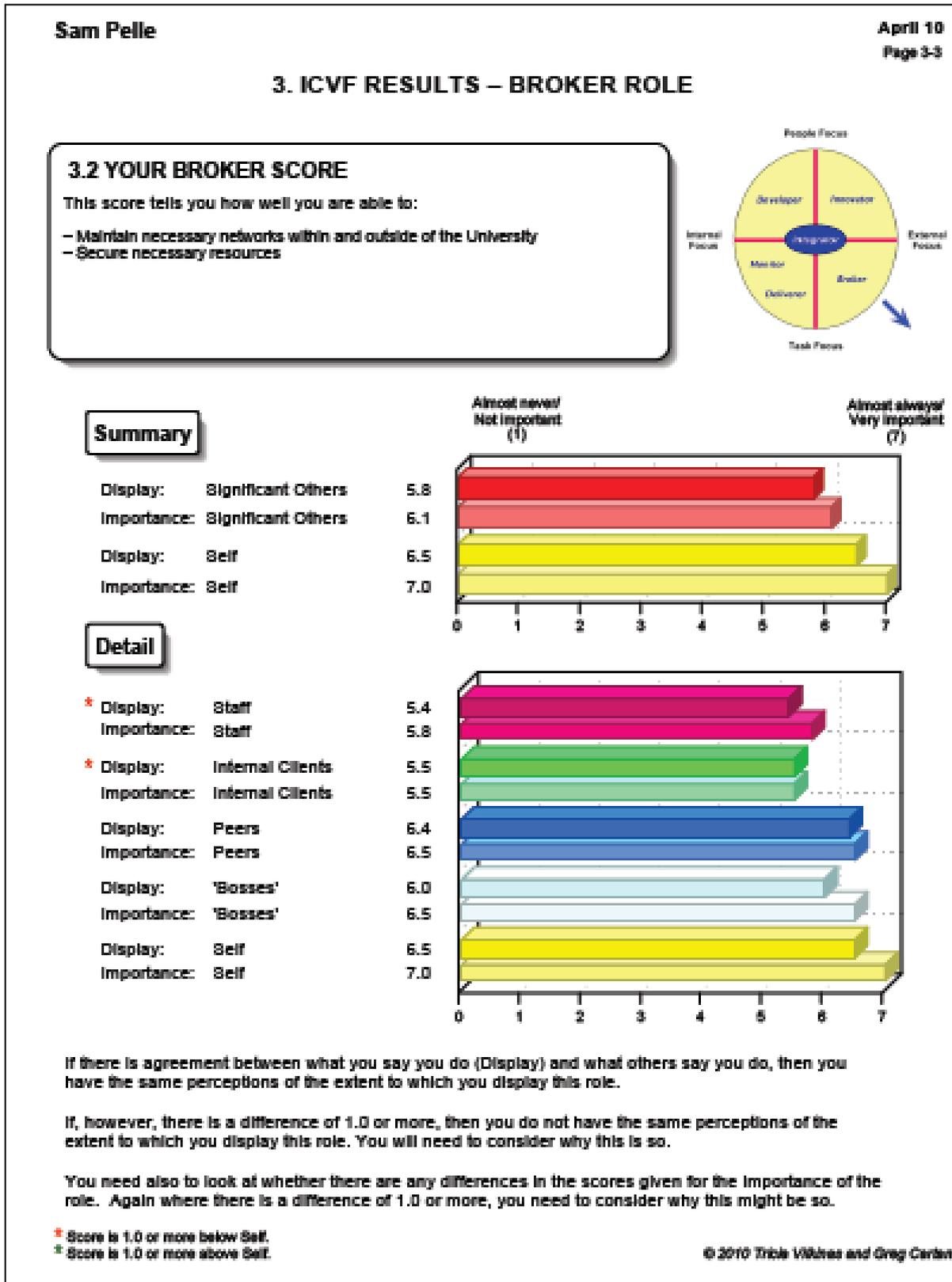
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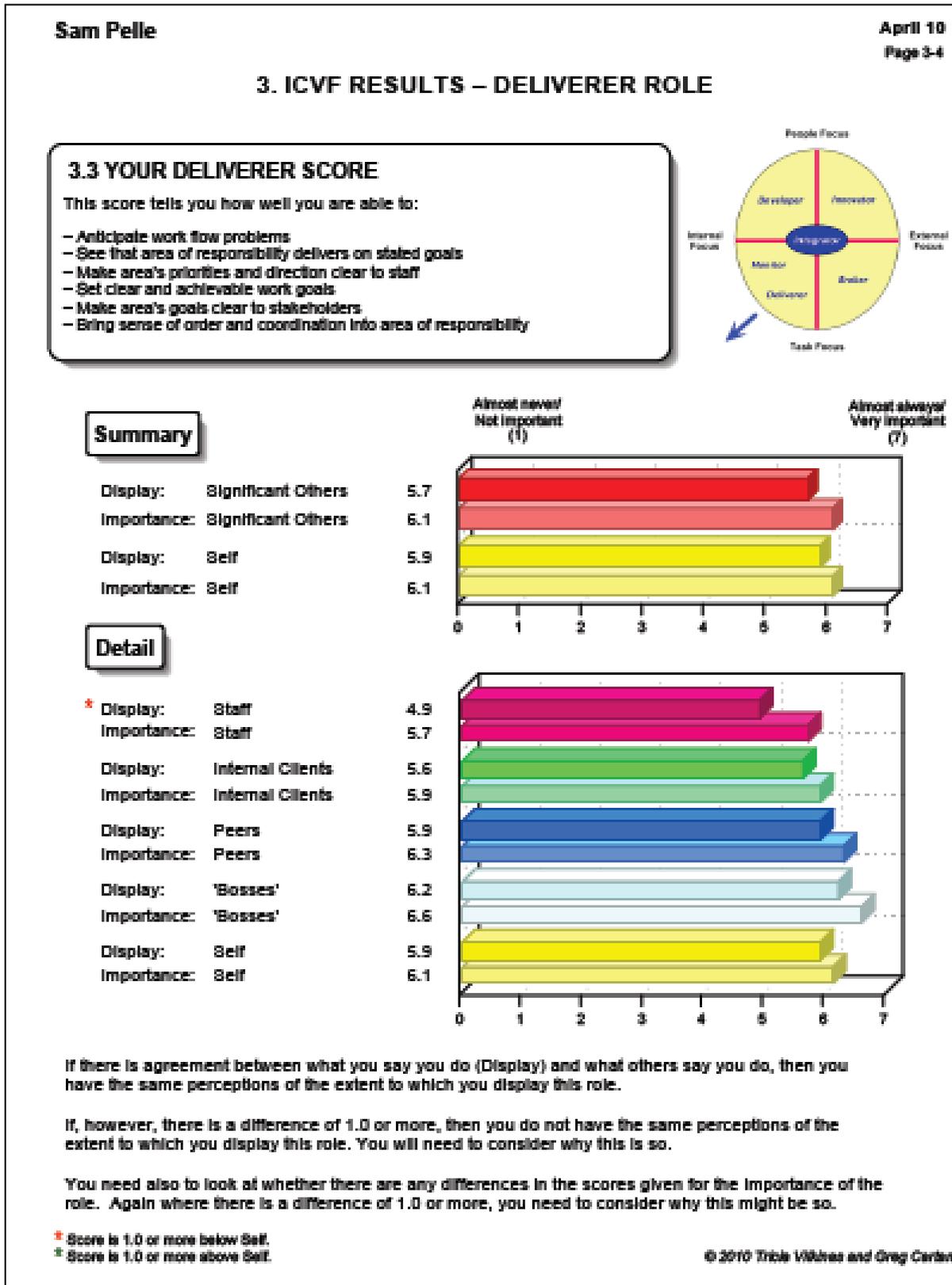
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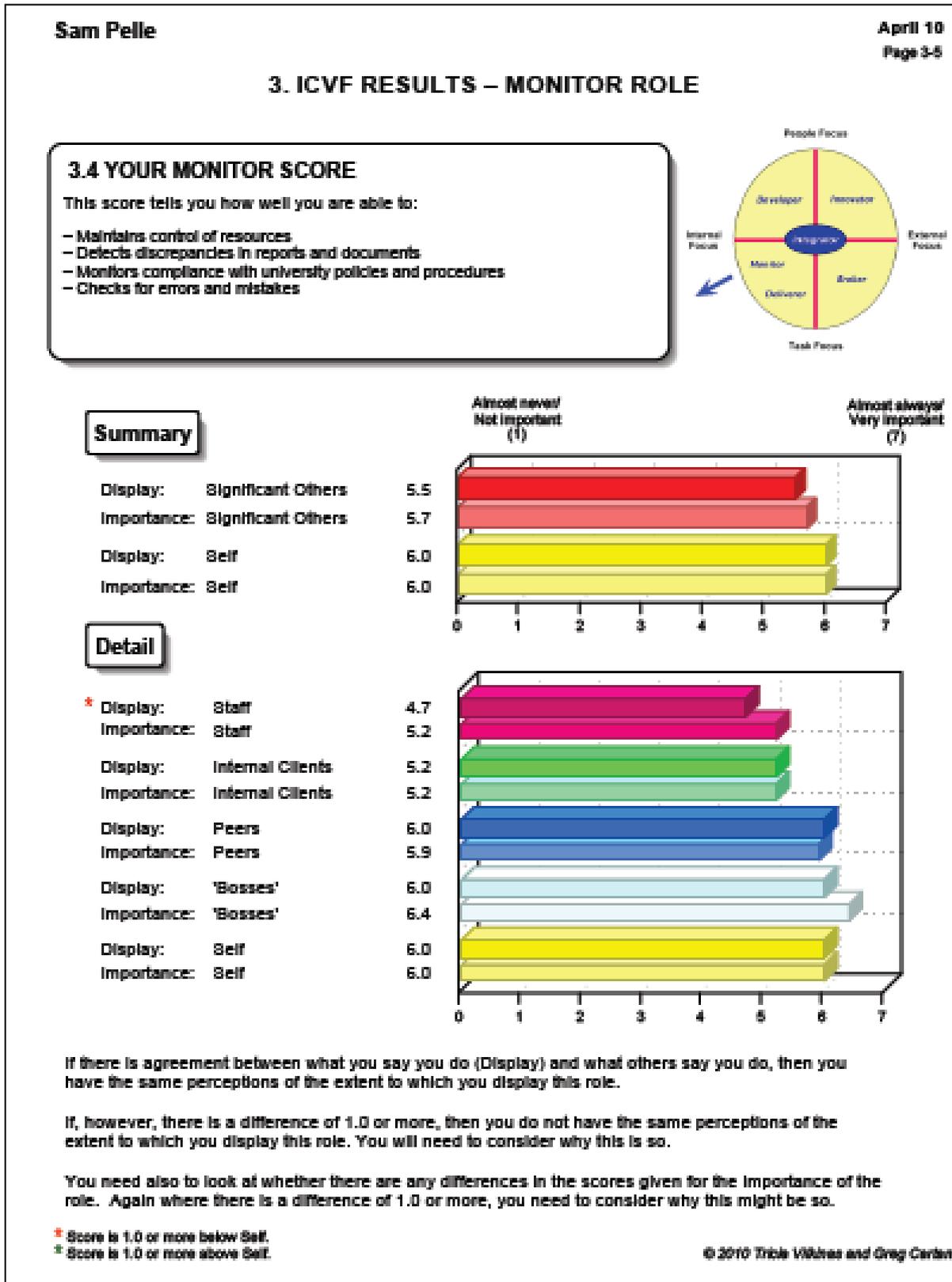
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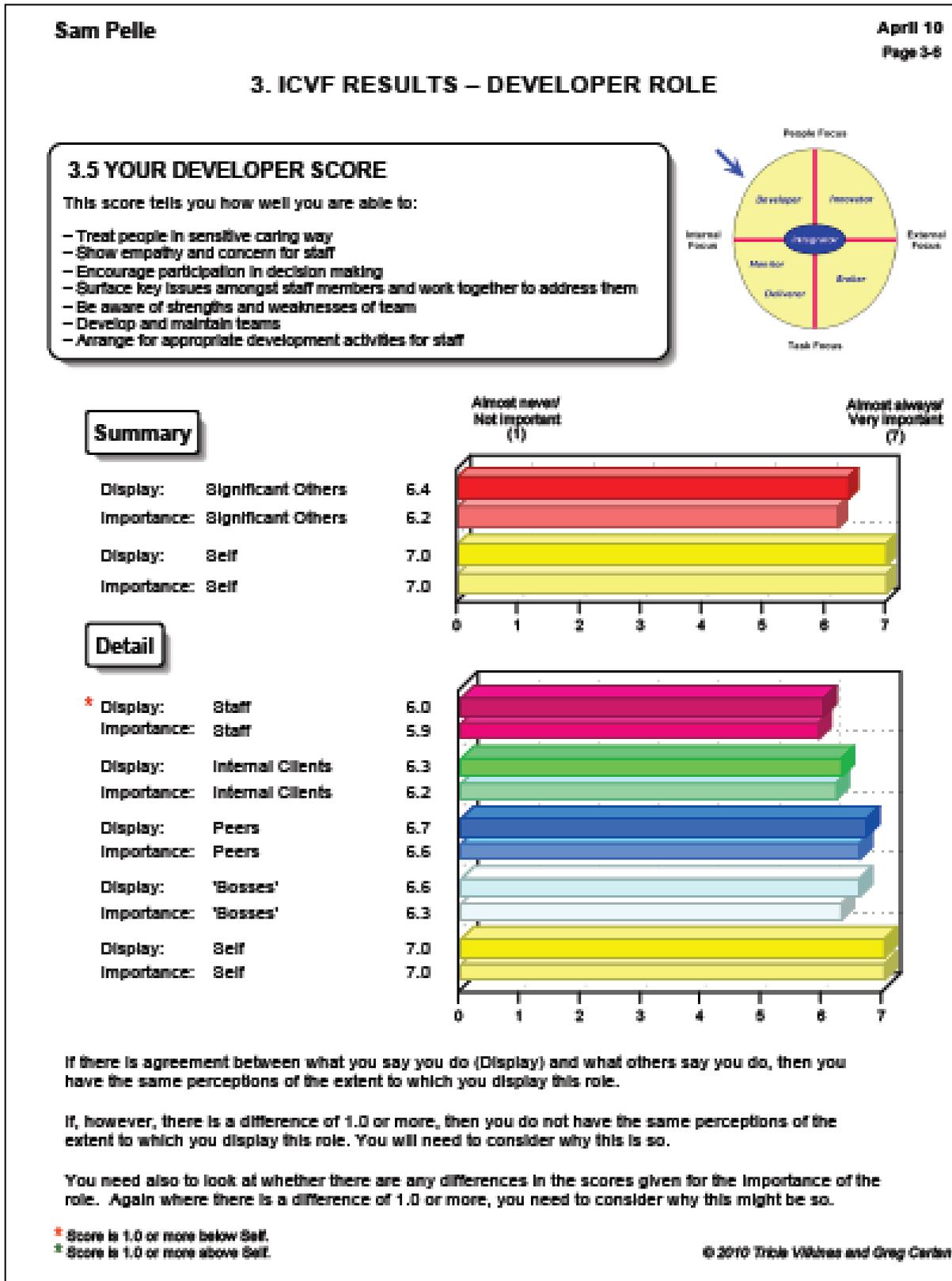
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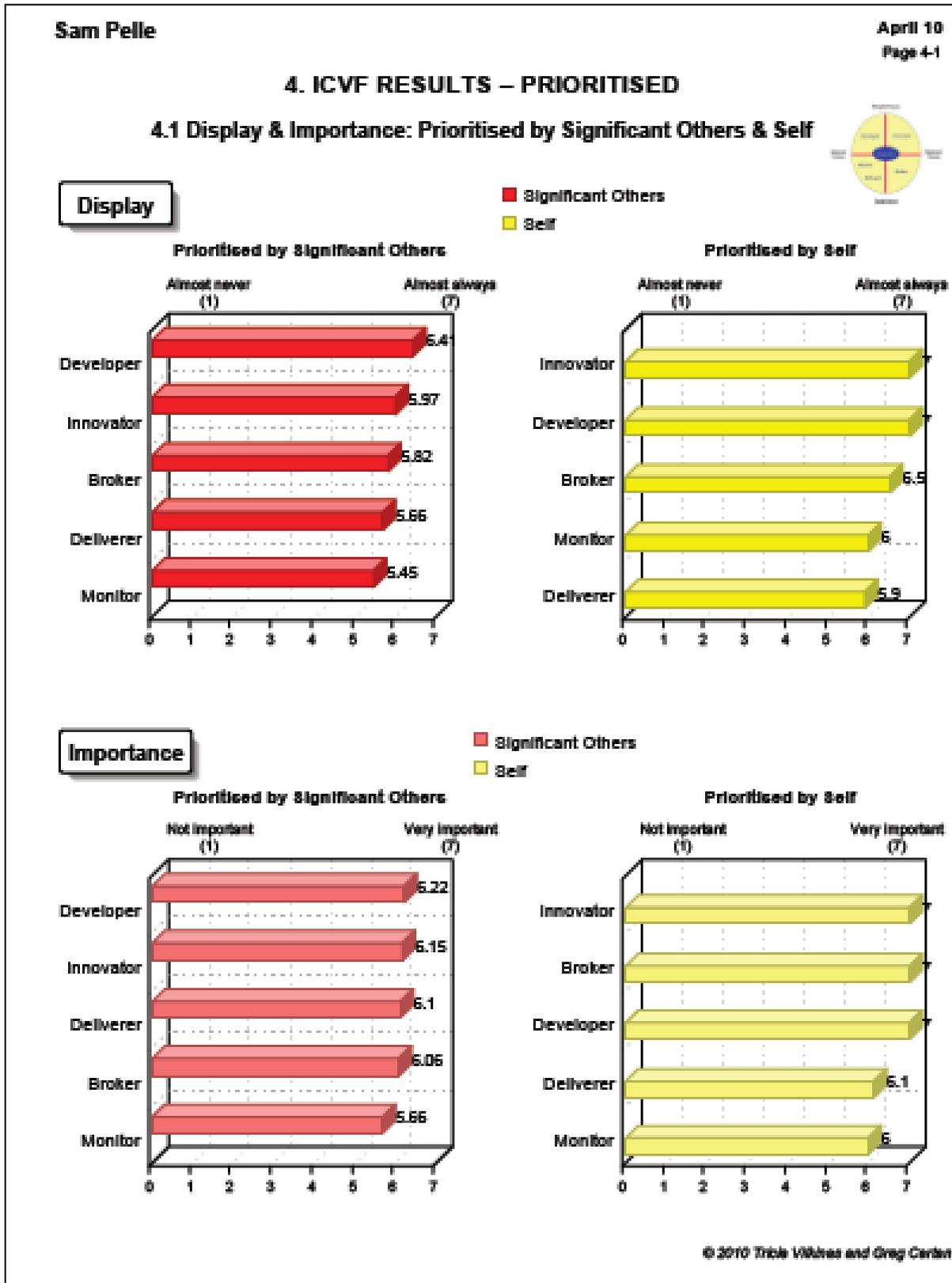
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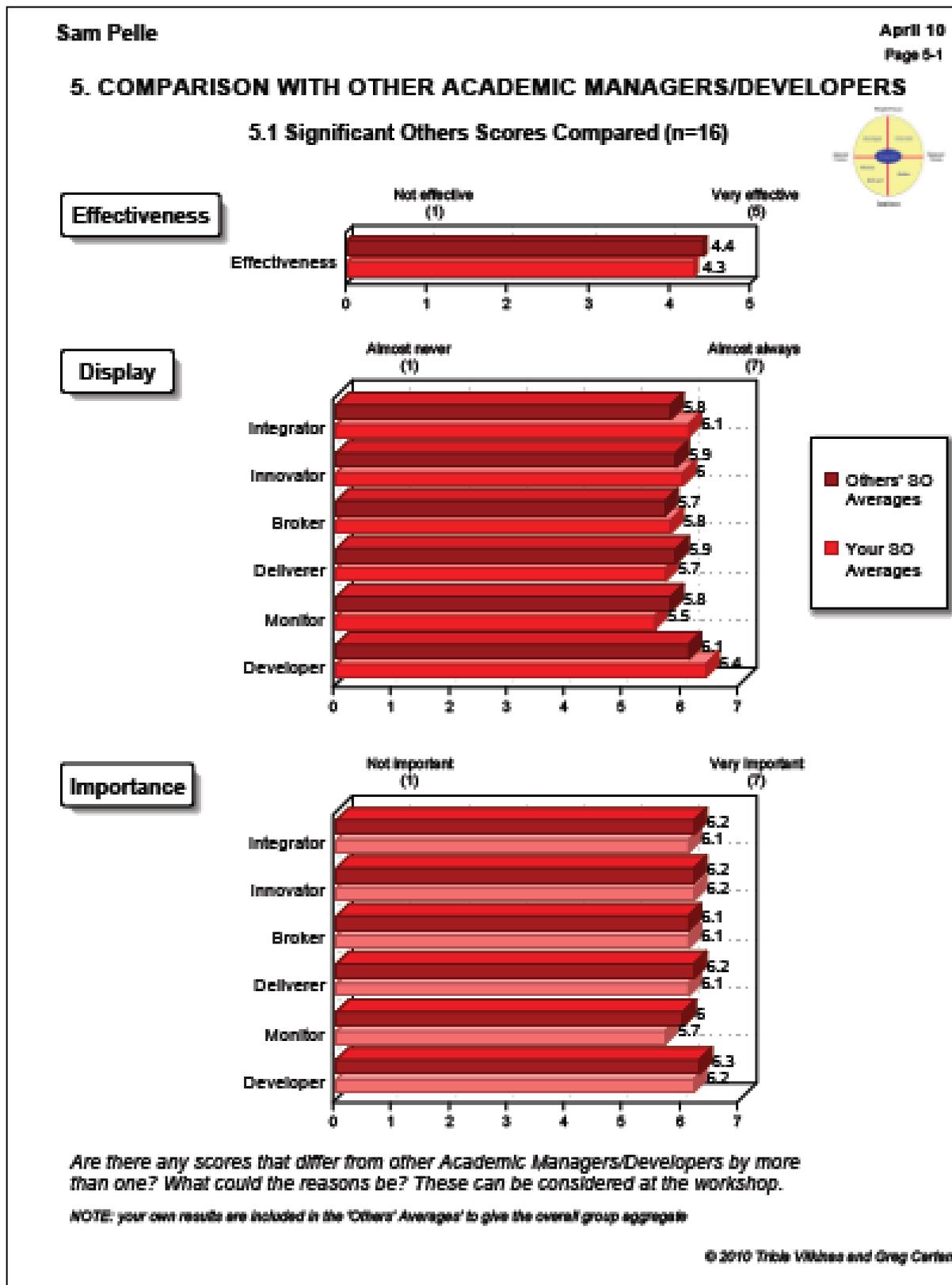
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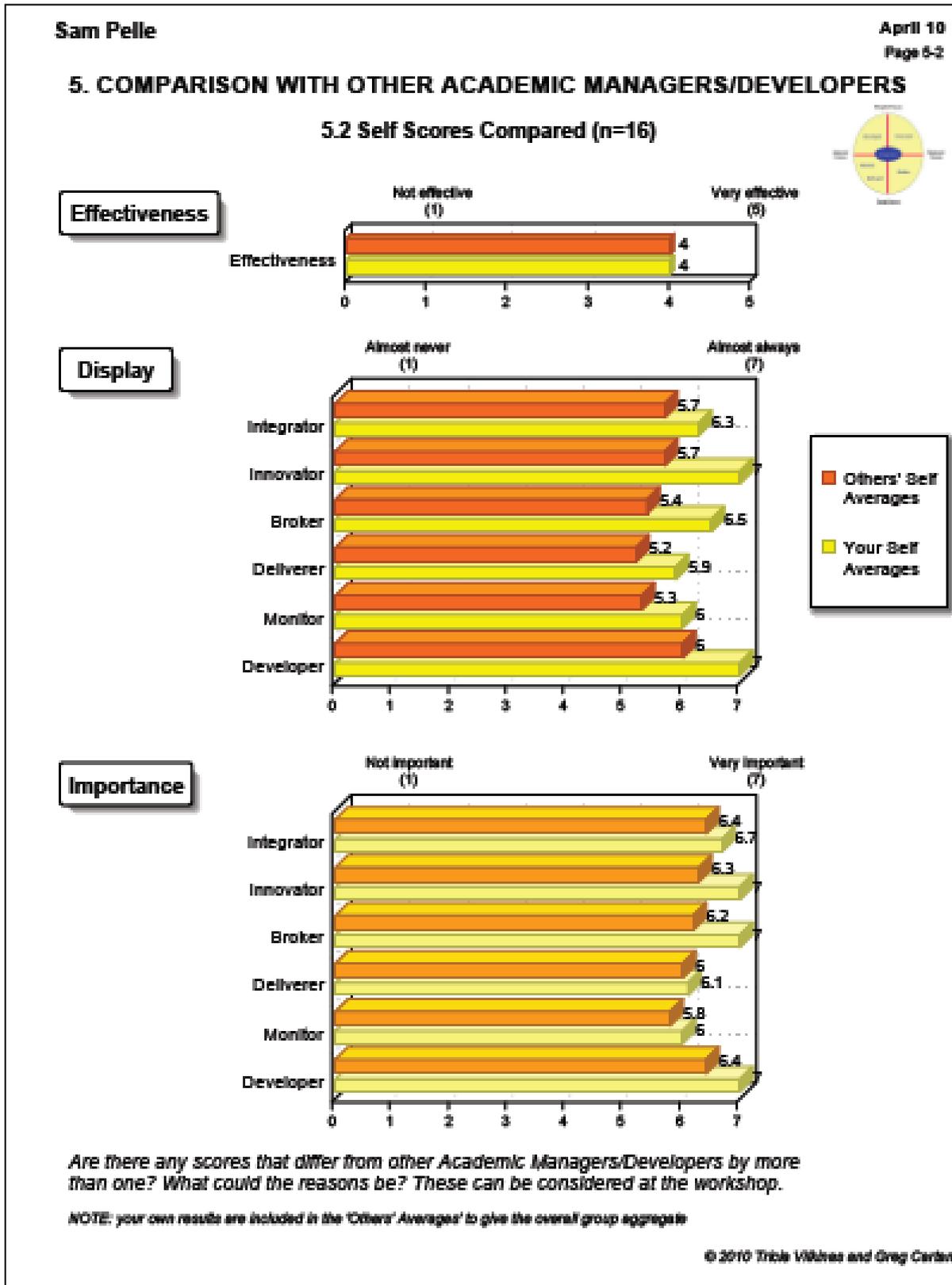
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Figure 14 — Continued



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Figure 14 — *Continued*

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Page 6-1

6.1 WRITTEN COMMENTS

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(continued)



Figure 14 — Continued

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7.1 APPENDIX I: Some things to consider prior to the Workshop

1. Interpreting the Data
You have just received a lot of data about your role as an Academic Manager/Developer. The challenge is to get the most out of it. Here's how we recommend you go about doing that:

1. Firstly, carefully analyse the data itself in an objective fashion. What does it tell you? Are there highs, lows, discrepancies, themes, etc? Make a summary.

2. Next, how do you interpret that analysis. What does it mean for you? Are there development opportunities evident? If you were writing an academic paper, this would be your discussion section.

3. Make a list of items to discuss at the Workshop. This might include questions, clarifications, outcomes, inconsistencies, etc.

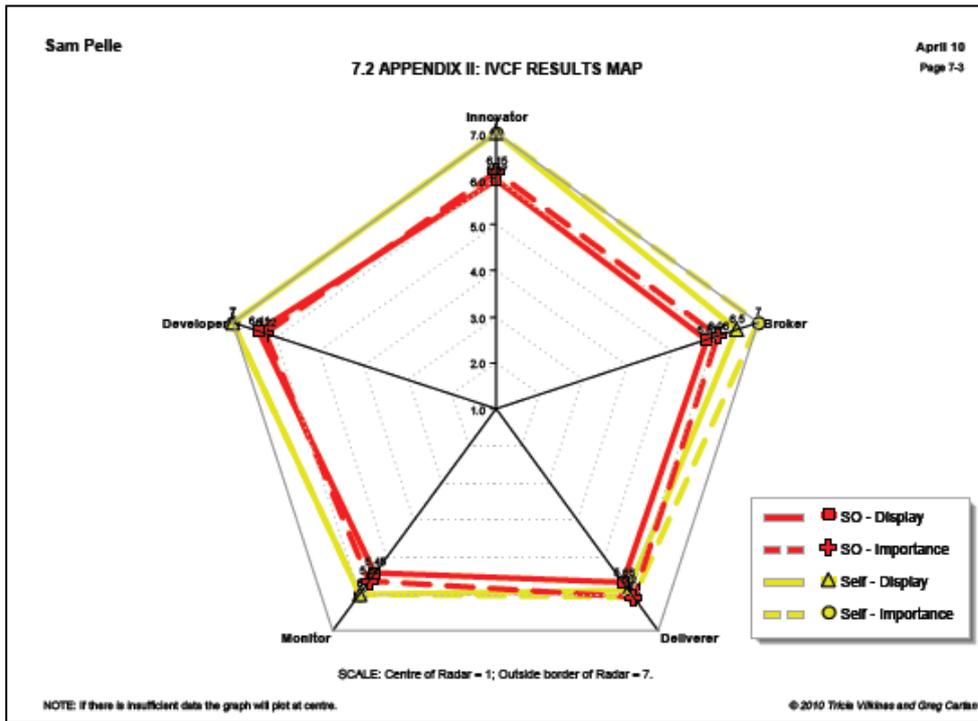
4. At the Workshop, engage in the discussions. You will also be given the opportunity to start work on a development plan based on the outcomes. This of course will be private and confidential.

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(continued)



Figure 14 — Continued



Appendix 4

WORKSHOPS DETAILS

Invitation to Workshop 1

Dear

Academic Leadership: Fundamental Building Blocks Workshop

You recently registered interest in attending the Australian Learning and Teaching Council's (ALTC) project, 'Academic leadership development within the university sector by dissemination of a web-based 360° feedback process and related professional development workshops'.

The purpose of the workshop is to familiarize you with the materials developed under a previous ALTC grant which was about the development of Academic Leadership in Academic Coordinators. One of the outcomes of the earlier grant was the development of the Academic Leadership survey – a web based 360° feedback tool. You will also be completing a similar survey that has been adapted to be suitable for people in your position. The reason for doing the survey is to give you some knowledge about the survey that was used for Academic Coordinators.

Details on the workshop and the associated survey are outlined below.

The workshop will be run over 2 days by Professor Tricia Vilkinas and Professor Rick Ladyshevsky with Dr Tim Rogers and Dr Sanjee Perera.

Times: Thursday 12th February from 9.30 am till 4.30 pm, (Lunch included)
Friday 13th February from 9.30 am till 4.30 pm, (Lunch included)

Place: Paul Hughes Room (map attached)
Level 2, Yungondi Building
City West Campus
University of South Australia
North Tce

What do you need to do to participate in the workshop sessions?

You and your nominated 'significant others' (Boss, Peers, Staff) will need to complete a 360° on-line feedback survey. You will receive an email from Dylan Forbes of *Leaderskill* giving you details on how to access the survey.

What will you get in return?

- You will receive detailed feedback from the 360° survey.
- A workshop that helps you to further understand the survey and feedback process for the Academic Leadership survey.
- A Resource book (hard copy and electronic) containing tailored development materials focused on Academic Leadership roles.
- A resource book for people such as yourself to use when developing Academic Leadership capacity with your university.
- Access to on-line resources and support.

We are looking forward to working with you. If you have any questions about the workshop or survey please contact me on tricia.vilkinas@unisa.edu.au.

Regards

Tricia



Agenda



1. Ground rules
2. This program:
Academic Leadership: Building Capacity (ALBC)
3. Previous program:
Academic Leadership: Fundamental Building Blocks (ALFBB)
4. Leadership framework:
Integrated Competing Values Framework (ICVF)
5. Your 360° feedback
6. Your action plans
7. Implementation:
 - Interpreting 360° feedback results
 - Conducting 360° survey feedback programs
 - Embedding Academic Leadership.
8. Reviewing your action plans.

Figure 15: *Workshop 1 program*



Invitation to Workshop 2

ALTC Workshop 2

Dear Participants:

Attached is the agenda for our upcoming follow-up workshop. We feel it would be beneficial for all you, if you are able, to attend this second workshop, regardless of whether you have just started, completed, or were not able to follow through with an Action Learning project.

There are still powerful insights and learnings that can be gained from hearing about each others' institutional experiences which enabled, hindered, or hampered dissemination of the leadership framework and concepts covered in our first workshop. This knowledge will help us further understand how we can further support the dissemination process, and also, based on community of practice principles, inform the group about issues involved in leadership development.

In some instances, individuals have joined this process of academic leadership development but did not attend the first workshop series. You are most welcome to attend this follow-up workshop, as it will be quite insightful to hear about everyone's journey.

Having said that, please find attached the agenda for the day and we look forward to your participation. The dates are:

WA	Thurs 24 th Sept
SA	Mon 12 th October
Vic	Tues 13 th October
NSW	Wed 14 th October
Qld	Thurs 15 th October

Venue to be advised in each state.

Can you please indicate about your attendance if you have not already done so.

Tricia Vilkinas and Rick Ladyshevsky



Agenda



1. Update on program:
Academic Leadership: Building Capacity (ALBC)
2. Action Learning Projects
3. Results from the project
Integrated Competing Values Framework (ICVF)
4. Feedback from you.

Figure 16: *Workshop 2 program*



Workshop Evaluations

Questions (a 7-point scale; 1 = not helpful/very dissatisfied; 7 = very helpful/very satisfied):

- How helpful was the 360° feedback process in assisting you to understand the survey and the feedback process?
- To what extent did the workshop help you to develop your understanding of *Academic Leadership: Fundamental Building Blocks* program?
- Overall, how satisfied are you with what you gained from the program to date?
- Overall, are the outcomes you have experienced worth your investment?
- Do you think the resource book will be useful?
- Do you think the Facilitator's guide will be useful?

The mean satisfaction/helpfulness scores for each of the questions are presented in Figure 17

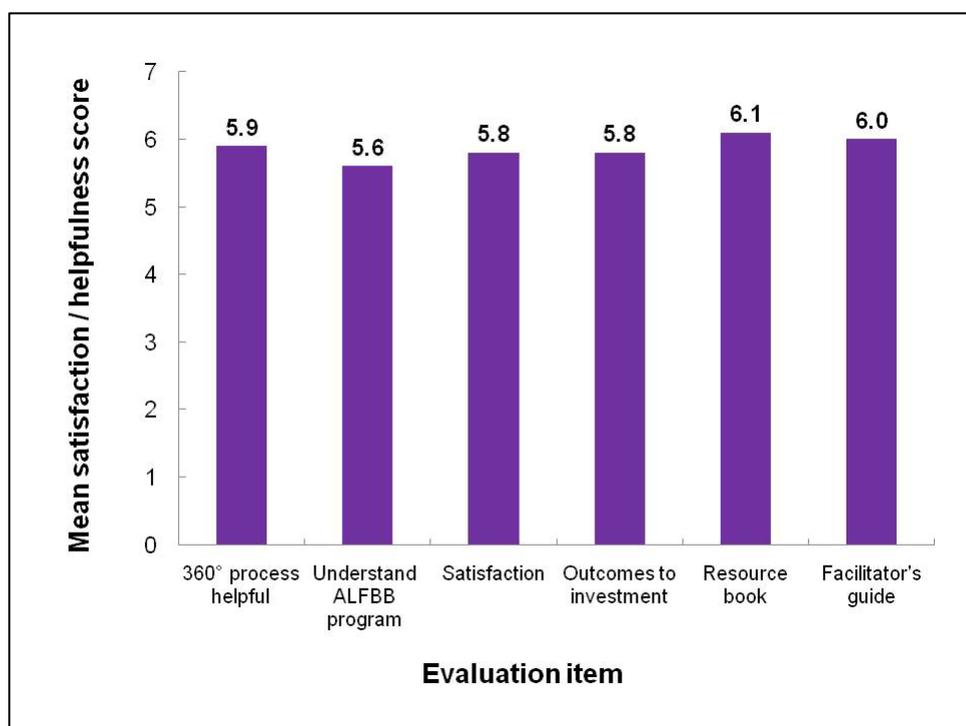


Figure 17: Mean scores of workshop evaluations



Q5. Can you identify any problems with the process used in the last 2 days, or suggest any improvements?

(Please elaborate)

Table 12: *Comments on process used*

Category	Comment
Positive comments	<ul style="list-style-type: none"> • mostly all good • great (2) • No, not really. • Thanks.
Content	<ul style="list-style-type: none"> • Lot of information on the topic and all of these require time. • Underpinning ideas of leadership and academic management were not explored.
Facilitation	<ul style="list-style-type: none"> • presented very well • worked out well – was confusion on first day re purpose of event, interpretation of data but much clearer on second day • Interpretation of data and group activity worked well. • Sometimes the presentation jumped, linkages between sections important • assumed greater understanding of the model • information overload • Concepts were a bit scattered when explained. • more up-front explanation of purpose (2) • activities useful and enjoyable • Refer to purple book more.
Timing	<ul style="list-style-type: none"> • reduced in time commitment – 1.5 days? (2), pace could have been quicker/ the pace was good • more time on discussing building blocks program (design) (3) • less time interpreting results • Action plan could be earlier in the workshop. • Have something light at the end of the second day.
Projects	<ul style="list-style-type: none"> • some indication of projects (specific examples) • Ways that they might be effectively evaluated would be helpful.
Survey	<ul style="list-style-type: none"> • Include more prompts for qualitative data in the on-line survey. • more specific instructions (2)
Feedback forms	<ul style="list-style-type: none"> • Could be improved. • report pre workshop • Process was useful.
Prior information	<ul style="list-style-type: none"> • more theoretical background
Leadership model	<ul style="list-style-type: none"> • more discussion on issues with model (capturing these)
Participants	<ul style="list-style-type: none"> • diversity of workshop participants



Q7. At this stage, do you have any suggestions for improving the Resource book?
(Please elaborate)

Table 13: *Comments on the Resource book*

Category	Comments
CD	<ul style="list-style-type: none"> Loved the CD accompanying the books (2).
version	<ul style="list-style-type: none"> Need ms-word version to enable me to adjust language.
positive feedback	<ul style="list-style-type: none"> terrific effort into this program very helpful to have comprehensive material available with worksheets and references
presentation	<ul style="list-style-type: none"> only to use lighter weight paper as it's awfully heavy. provide chapters to ease navigation ie tabs/coloured paper blank pages and end chapters that extra notes do not put on shiny paper pull out workbook
too early	<ul style="list-style-type: none"> Not at this stage, but maybe in a few weeks will be able to provide more feedback. Not a good chance to review it yet (6).

Q9. Do you have any suggestions for improving the Facilitator's guide?
(please elaborate)

Table 14: *Comments on the Facilitator's guide*

Category	Comments
presentation	<ul style="list-style-type: none"> No, it is high quality and very professional. for details and diagrams of tables to make them larger (print to more small in some). as above re the paper
timing	<ul style="list-style-type: none"> not yet (2) again need more time to review not had time to look carefully at this stage not at this point, maybe later.



Q10. Do you have any other comments?

Table 15: *Generic comments*

Category	Comments
positive	<ul style="list-style-type: none"> • thank you, (10) • This will be very useful (2). • an enjoyable and rewarding couple of days (3) • thought provoking • excellent experience • well done • little bit cynical at first but found that the quality of the resources, skilled presenters and great organisation provided an excellent framework for self-reflection • great workshop • well worth the time, • lots of food for thought • still gained a lot • Very pleased I attended the workshop. • overall deep learning experience close to transformative • very thought-provoking • Has been valuable for the money. • This was a good opportunity to consider the possibilities of the program. • an excellent two days
participants	<ul style="list-style-type: none"> • Enjoyed the time with everyone. • Enjoyed the collaboration with other universities. (2) • a pleasure to meet everyone • Didn't realise how much I would learn about the Uni culture in general. • great meeting others in similar roles & exploring common issues and different perspectives • excellent networking discussion • find out more about what's happening in other universities.
facilitation	<ul style="list-style-type: none"> • Very professional – gave me some ideas for whom I run my own workshops. • Enjoyed the way you presented this. • very professional and a wonderful model of leadership • 2nd day was better than 1st. • nice open sessions • group activities really helped in letting you know if thinking in the direction required • well presented • good balance of work and activity and fun. • well led • miscommunication on the purpose of the workshop. Thought it was focused only on personal. • well organised • very knowledgeable facilitators • a wonderful time management development process, felt constantly engaged or almost always • led by knowledgeable, very friendly & flexible facilitators • facilitators skilled, great teachers, efficient and effective support with advice, e-mailing, resources • well balanced two days – a lot of content covered with space for discussion • Great facilitation – talents are obvious.
timing	<ul style="list-style-type: none"> • The program of the workshop could be condensed into one intensive day, as it is so hard to get two days off.
email contact	<ul style="list-style-type: none"> • Maintain more email contact instead.

(continued)



Table 15 — *Continued*

Category	Comments
Action plans	
content	<ul style="list-style-type: none">• Facilitator workshops to train facilitator in this process would be useful next step. Such training during the workshop on how to train the trainer would be useful.• The discussion around academic leadership in higher education and how to develop it was very productive.• I can see the value of the model /360° process but am unsure if this is the right tool for all.
after workshop	<ul style="list-style-type: none">• Will be sharing with LTC.• Will now need to start to think about how to incorporate it.• and I think my Line Manager will be very interested to discuss how it might be progressed.



Emotive Reactions to 360° Feedback Process

Table 16: *Emotive reactions to feedback process*

Positive	Neutral	Negative
<ul style="list-style-type: none"> • values by peers, staff and clients • appreciated • looks fine • good • I feel encouraged • not surprised (3) • not surprised I rate myself lower than how others rate may • pleasantly surprised • surprised (6) • happy • happy with significant others' feedback • reassured • relieved (4) • affirmed my knowledge of difference within peer group • buoyed • okay • relieved that there is some congruence between self perception and those of others • pleased with my boss's feedback • undisturbed • interested • curious (2) • had a giggle • reaffirming (4) • pleased (3) • was meeting expectations • grateful • valued • honoured/complemented • respected • happy 	<ul style="list-style-type: none"> • intrigued • determined • I rate importance more than other academic developers/developers • not sure how to fully use information • curiosity • wanted more information • Inquisitor wanted to know why, rationale/clarification/expansion on score • how do I improve • aware that underestimate my competencies • tentative • confused curious • intrigued • puzzled 	<ul style="list-style-type: none"> • disappointed I didn't get more respondents to give more range • should have asked more • somewhat sceptical (2) • disappointed with some comments • disappointed one significant other use this for another agenda • qualitative comments please he said that the outliers comments who paradoxically takes most of my time • surprise by conflict between self and others perceptions sometimes • surprised by conflicting observations • sinking • concerned • embarrassment • unsure • ambivalent • frustrated



Table 17: *Topics covered in emails between workshops*

Email Content	
1.	<ul style="list-style-type: none">a. How are you going?b. Have you had time to reflect on the workshop?c. Have you thought about what action you are going to take?
2.	<ul style="list-style-type: none">a. Have you<ul style="list-style-type: none">i. Made a decision about what you would like to do?ii. Started to think about how you might do it?
3.	<ul style="list-style-type: none">a. How is your plan going?b. Have you identified a role that you wish to take some action on?c. Remember to evaluate your plans against the following<ul style="list-style-type: none">i. Is it a small step?ii. Is it low risk?iii. Do you have a lot of control over the situation?iv. Is it worth doing for you?d. Can you measure if you have been successful?
4.	<ul style="list-style-type: none">a. Have you identified some people that you would like to use as a sounding board/coach/mentor? You could always check your plans out with the other members of the group!!!!
5.	<ul style="list-style-type: none">a. Is your plan<ul style="list-style-type: none">i. specificii. measurableiii. achievableiv. realistic?b. Does your plan have a time frame?
6.	<ul style="list-style-type: none">a. Have you identified what resources you will need to implement your plan?
7.	<ul style="list-style-type: none">a. How will you know when you have been successful with your Personal Action Plan?b. What are the key performance indicators (KPIs)?
8.	<ul style="list-style-type: none">a. Have you identified who can assist you with evaluating your action? Remember to follow the steps in the Action Plan figure (see Figure 18) below and keep that journal.

Participants were also referred to the schematic for the action plan as shown in Figure 18 (and to page 41 in the Resource book).



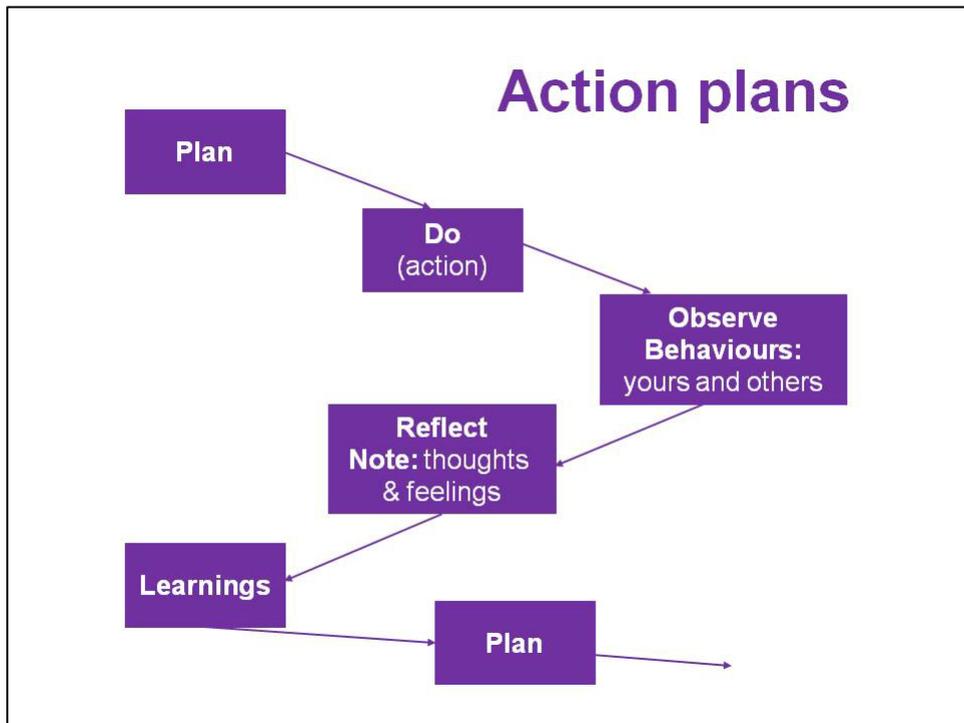


Figure 18: *Action plan diagram* (Vilkinas, Leask & Ladyshevsky 2009)



Academic Leadership Development Program

For Heads of Program

Group 1 – 30 June 2010

Evaluation Summary

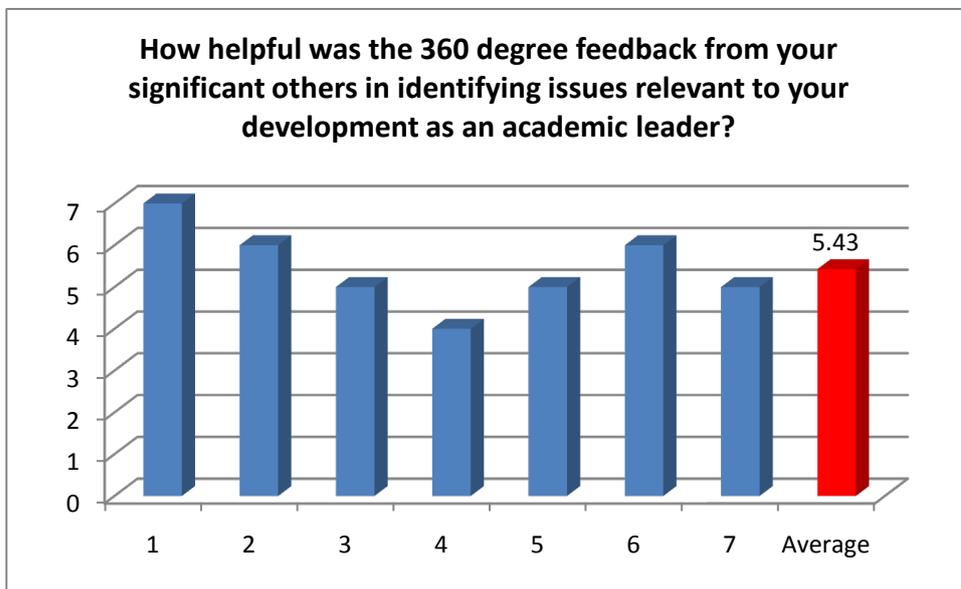


EVALUATION SUMMARY
HoP Academic Leadership Development Program
Final workshop - 30 June 2010

Facilitator/s: Leone Cripps Organisational Development Consultant, UWS
 Rosemary Thomson Lecturer in Higher Education, UWS
 Aggie Lim Director Organisational Development Unit, UWS

Number of participants	Number of evaluations received
Twelve	Seven

Question 1:

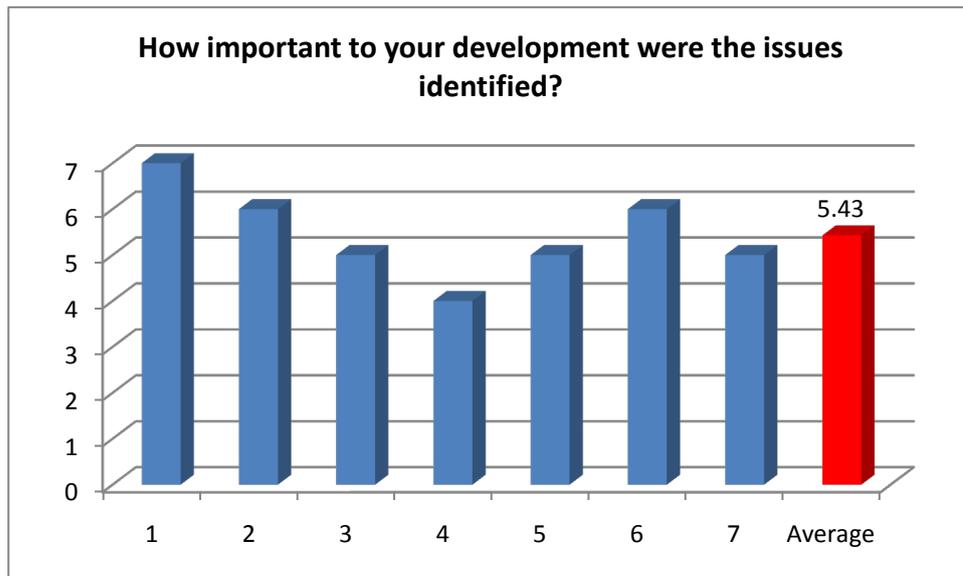


1 = Not helpful at all

7 = Very Helpful



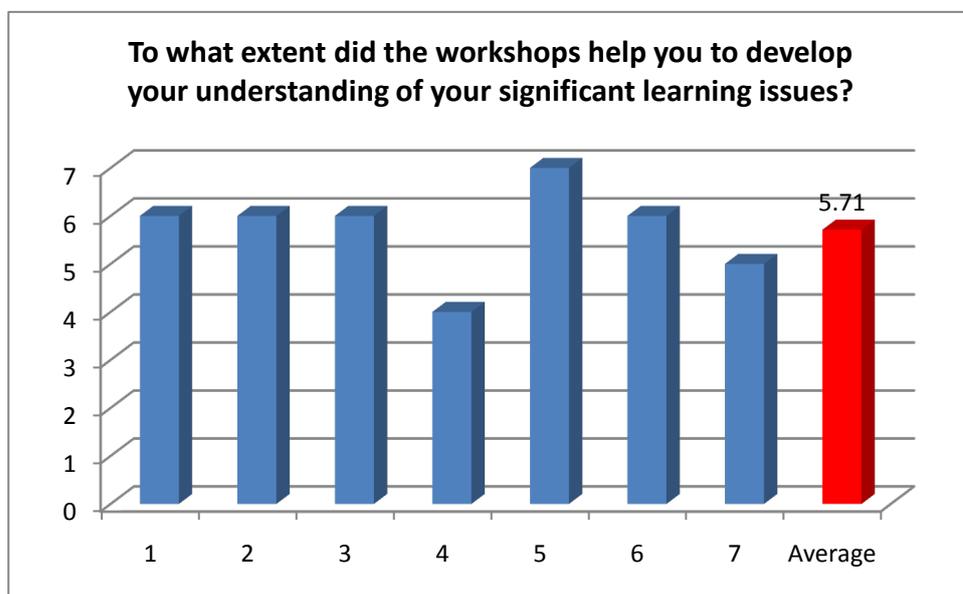
Question 2:



1 = Not important at all

7 = Very Important

Question 3:

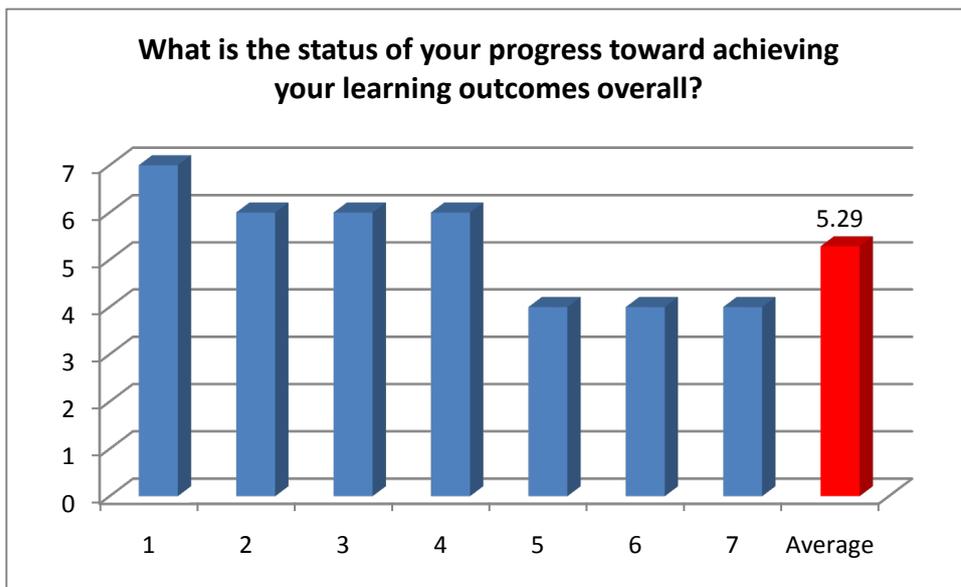


1 = Not helpful at all

7 = Very Helpful



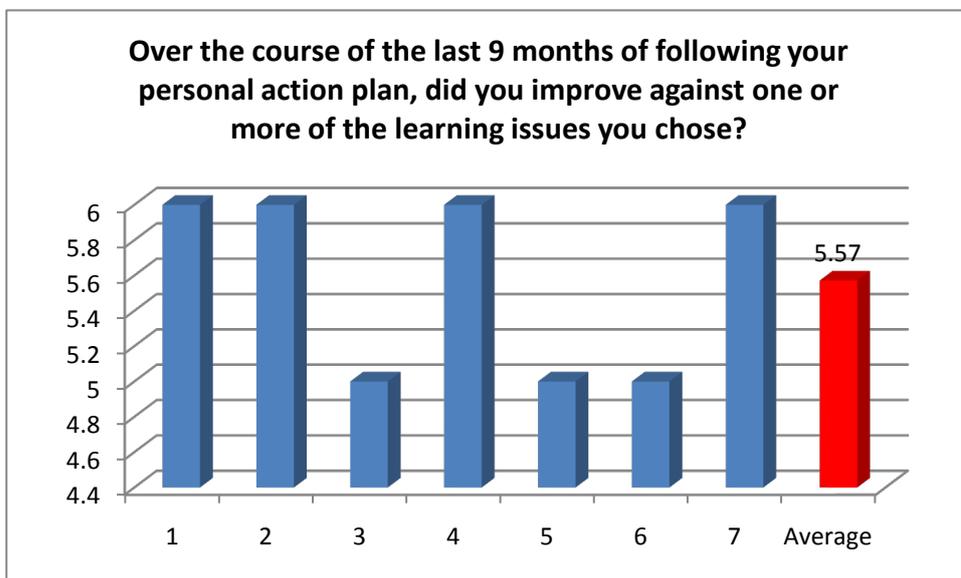
Question 4:



1 = Not much progress

7 = Significant Progress

Question 5:



1 = No improvement at all

7 = Improved a great deal



Question 6:

If there was improvement, was it due to (may select more than one option):

New ways of thinking about issues?

- Working on role of innovator helped create a whole new area of research into thinking about evaluation of programs by the student body;
- Greater personal insight through self reflection and feedback;
- Clearer conception of how a HoP role was conceived from senior people i.e. what is valued – broker, innovation, - when I would emphasise developer, deliverer;
- Made me consider how I was using (or not using) different roles. The framework and resource book enabled me to look at my survey results and find areas of weakness to improve on; and
- Better understanding of the problems.

Changes in Behaviour?

- Taking time to think, ALSO re reflection process aided changes in behaviour;
- Better understanding of the Developer role and putting this into practice explicitly;
 - Greater patience and flexibility, as impediments to ‘delivering’ reconceptualised as normal and tractable i.e. ideas for working over or through barriers; and
- Being aware of my less developed roles enabled me to recognise gaps and certain behaviours that needed improvement.



Other? (Please specify)

- Seeking another model of Leadership and incorporating on traits based layer to achieving a change in behaviour = STRENGTHS BASED LEADERSHIP (Rath 2007);
- Hard to separate out the ALTC project from changes in context, but a reminder that focussing on my own needs sometimes would be considered productive and constructive by UWS, and
- Resource book to assist in providing practical ways to develop certain roles.

Question 7:



1 = Very Dissatisfied

7 = Very Satisfied



Question 8:



1 = Not worth my investment at all

7 = Very worthwhile investment

Question 9:

Has there been a change in your working relationships that you attribute to this process?

Yes	No
six	one

If yes, was that a change for the better? (Please elaborate)

- Monitoring course content has improved my understanding of getting people on board with a new idea = broker role;
- Development of sustainable relationships that have led to colleagues expressing interest in a new project I took leadership of in March;
- In some cases, working relationships with staff and students have improved for the better with fundamental support for the program. In some cases, the sensitive nature of the research has raised cautious feelings from staff about how they feel about the project;
- Clearer idea of role expectations;
- Clearer idea about a need to sell what I do and sell it well; and
- Understanding how my behaviour affects how others perceive me and our working relationship. Enabled me to recognise why certain events may have transpired and provided strategies to better deal with such events.

Question 10:



Has there been a change in your performance as an academic leader that you attribute to this process?

Yes	No
seven	zero

If yes, was that a change for the better? (Please elaborate)

- Personal benefit from being able to demonstrate and enact Leadership especially after reflection of interaction previously enjoyed with so called Leaders;
- Appointed as Senior Lecturer February 2010 from Level B – able to use project as an exemplar;
- More sensitive to how others might come to issues; understanding their context in order to move forward;
- Striving to work as a leader with Emotional Intelligence;
- Focus group management with students has lead to development of new ways of collecting evaluation inspiration which required re-visiting, practicing and improving techniques of developer communications;
- Have become more self-aware and reflective about practices and have been able to match this to a framework;
- Hard to separate from changes in context, but more confidence and less angst from clearer role definition;
- More sensitive to others' needs and the ability to recognise how to better utilise my various roles to achieve positive results, and
- A wider vision of the role.



Question 11:

Was 9 months a sufficient period of time to make progress on your personal action plan?

Yes	No
five	two

If no, what would be a suitable timeframe?

- 12 months

Additional comments received:

- 6 months would have been too tight but 12 months too long, so I think 9 months is ideal.
- Could have used peer interaction more frequently to maintain momentum.
- But reflection should continue – maybe the HoP Forum can facilitate continuous reflection.

Question 12:

Were the email reminders and phone conversations helpful?

Yes	No
seven	zero

If no, what would you consider to be more helpful? (Please elaborate)

- Nil

Additional comments received:

- Discussion board, peer mentor, and
- Leone's patience is much appreciated. Probably an interim deadline for a journal submission.



Question 13:

What, if any, impediments did you face in implementing your personal action plan? (Please elaborate)

- None – it was a priority for me;
- Concurrently carrying out multiple formal roles within the school and completion of PhD to submission;
- Time and other commitments. The ever-moving goal posts of the school/college management structure and consequent curriculum design concepts;
- Time, but I need to encourage/remind myself that learning and development is core business and not a selfish indulgence; and
- Change of staff, change of position.

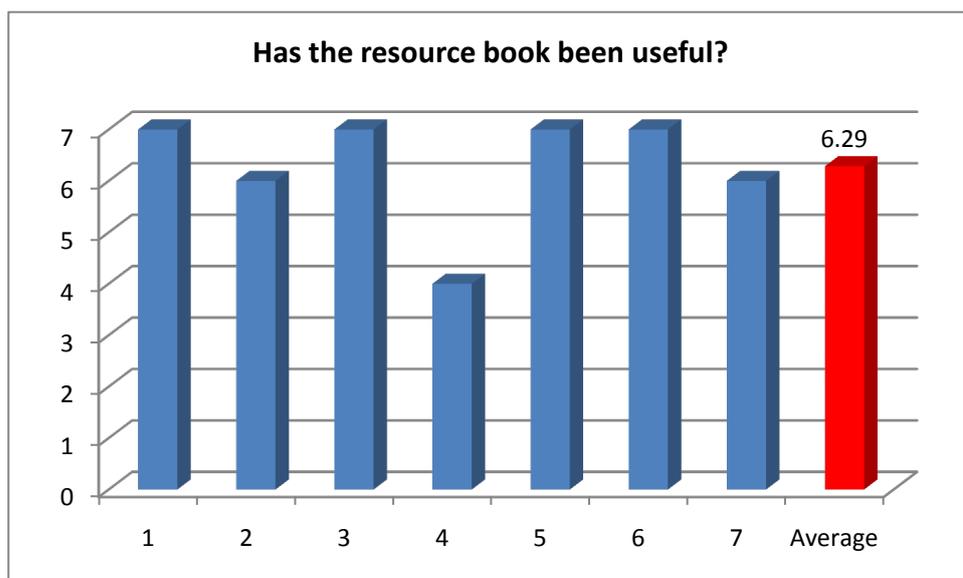
Question 14:

Can you identify any problems with the process, or suggest any improvements? (Please elaborate)

- Keep participants on track – I think that some people don't fully understand the process and need some one-on-one time to clarify their projects;
- Clearer directions re presentation requirements;
- Timeline for submission of report;
- Use a vUWS site to provide more regular contact;
- Long gaps between workshops could be bridged by a few online activities to increase discussion/collaboration between participants;
- The project is very well resourced – Leone, Aggie and Rosemary together!; and
- I should have made more time for learning and sought some collaboration. How do we become aware of blind spots without help?



Question 15:



1 = Not useful at all

7 = Very Useful

Question 16:

Do you have any suggestions for improving the resource book?

- Great, used the CD to load onto my pc as well. Provide areas to slide in own research.

Question 17:

Do you have any suggestions for improving the learning resources?

- Modify re spinning top model – turning round and round in one place just makes you nauseous;
- Good to hear about the larger ALTC project;
- Need to have references on handouts to identify source; and
- The ICVF portrays an image which suggests all 4/5 roles are equal. Uncertain to how monitoring/delivering role to be understood as occupy one quadrant together. Possibly use of a 'jigsaw' framework. Get rid of the spinning top.



Question 18:

Do you have any other comments?

- The facilitators have been very friendly and extremely supportive – Thank you:
- Clearer instructions either prior to Workshop 1 or at Workshop 1 on what is meant by internal clients;
- Encourage people to gain more feedback and/or set limit e.g. 5 sources for consistency;
- Spinning top = gimmicky;
- Model (flat) and spinning top inconsistencies with visual presentation of ICVF roles;
- More specific feedback to people who complete the survey on how to and the importance of written comments;
- Fulcrum of spinning top = integration however this is not always the main role; doesn't reflect real world;
- I've enjoyed the collaborative nature of the whole program, I've learnt a lot about my role as HoP, myself as an academic leader, understanding myself and my motivations and an appreciation that HoP problems occur across the board;
- Excellent program but could have provided more support / contact between participants at shorter intervals to maintain momentum;
- I enjoyed learning from other HoP's and sharing experiences. A very open-minded, reflective and encouraging environment;
- I am thankful for the opportunity to be involved in this program and will be recommending it to some new HoPs; and
- Overall this is a good program.



Appendix 5

CERTIFICATE IN ACADEMIC LEADERSHIP

Requirements for a Certificate in Academic Leadership

To qualify for this Certificate from the University of South Australia, you will need to do the following:

Produce a *document* that covers the following:

1. Item 1: Personal Action Plan (as outlined earlier in this chapter) to be completed.
 - a. You may need to do several iterations of the Action Plan as your project progresses.
 - b. You will need to explain each of the steps.
2. Item 2: Use of *academic literature* to support your Action Plan(s). You may use the readings referred to in *Academic Leadership: Fundamental Building Blocks* or include some of your own. Include these references in your documents.
3. Item 3: Where to from here?
 - a. This would be short explanation of how you intend to:
 - i. Embed your new behaviours for future use;
 - ii. Continue to focus on your Academic Leadership development; and
 - ii. Other projects that you may undertake to enhance the quality of Teaching and Learning in your program.
4. Keep a *journal* to support your development of Academic Leadership. You will need to submit an extract of your journal (5 pages) illustrating reflective practice.

The purpose of the above documentation is that you are able to illustrate to the program leaders that you have enhanced your Academic Leadership capability by working on a Teaching and Learning project.

If you wish to receive the Certificate (illustrated in Figure 19) please contact Tricia Vilkinas (tricia.vilkinas@unisa.edu.au) at the beginning of your Academic Leadership program.





University of
South Australia

Certificate in Academic Leadership

awarded to

Sam Pelle

for successful completion of the

**Academic Leadership:
Fundamental Building Blocks
program**

A handwritten signature in black ink, appearing to read 'Tricia Vilkinas'.

PROFESSOR TRICIA VILKINAS PHD
Foundation Professor of Management

Dated 20th October 2010



Figure 19: *Sample Certificate in Academic Leadership*



Appendix 6

PROJECT'S RESULTS

As mentioned in Chapter 3, there were two parts to this project. In Part 1, the focus was on academic developers; in Part 2, the focus was on academic program directors. The results for the later are scheduled for publication in the *Educational Management Administration & Leadership*. At the end of this Appendix, there are also some additional results for the academic program directors that were not included in the journal article by Vilkinas and Ladyshevsky (2010). The results for the former are discussed below. In this part of the project, the academic developers completed the Academic Leadership survey and participated in the professional development workshops, *Academic leadership: building capacity*. There were 97 academic developers who were employed in 28 Australian universities.

Results for Academic Developers

Leadership Effectiveness

The results of the repeated measures analysis of variance (ANOVA) for effectiveness, with group as the within-subjects factor yielded a significant group effect, $F(2, 78) = 21.14, p < .000^7$. Pairwise comparisons (with the Bonferroni adjustment) showed that academic developers scored themselves significantly lower on effectiveness than did their line manager and significant others. Overall, the academic developers were seen to be very effective by the line managers and significant others groups, as their means were 4.34 and 4.38, respectively (see Table 18), on a 5-point scale (with 5 = *very effective*), and the academic developers regarded themselves as reasonably effective as well ($mean = 3.94$).

Table 18: Means and standard deviations for effectiveness (by group; $N = 80$)

Group	Mean	SD
Academic developers	3.94	.52
Line managers	4.34	.55
Significant others	4.38	.36

Note. SD = Standard deviation.

Integrator Role: Displayed and Importance

The repeated measures ANOVA for the Integrator displayed, with group as the within-subjects factor yielded a non-significant result for group, $F(2, 78) = 1.90, p > .10$. That is, the academic developers, their boss, and their significant others indicated that they were in agreement with the extent to which the academic developers displayed the Integrator. Overall, the responses from three groups showed that the academic developers displayed the Integrator moderately (mean scores = 5.68–5.85; see Table 19) on a 7-point scale, with 7 = *almost always*.

The same type of ANOVA performed on the importance of the Integrator role yielded a significant group effect, $F(2, 78) = 4.73, p < .05$. The significant others said that the Integrator was significantly less important than what the line managers group thought. However, the significant others did not differ significantly from the academic developers. Overall, all three groups regarded the Integrator role as very important (mean scores ranged from 6.16 to = 6.32, with 7 = *very important* – see Table 19).

⁷ Where the Mauchly's test of sphericity was significant, multivariate test statistics are reported (as suggested by Field 2005, p431). Otherwise, statistics from tests of within-subjects effects are shown.



Table 19: Means and standard deviations for Integrator displayed and importance of Integrator (by group; N = 80)

Group	Integrator displayed		Importance of Integrator	
	Mean	SD	Mean	SD
Academic developers	5.68	.67	6.32	.57
Line managers	5.83	.66	6.31	.45
Significant others	5.85	.49	6.16	.32

Note. SD = Standard deviation.

Roles Displayed and Importance of Roles

The result of the repeated measures ANOVA for roles displayed, with role and group as the within-subjects factors, yielded a significant role effect, $F(4, 76) = 12.13, p < .001$, and a significant group effect, $F(2, 158) = 12.07, p < .001$ [which is discussed later]. The Role x Group interaction was not significant, $F(8, 72) = 1.38, p > .10$.

Pairwise comparisons (with the Bonferroni adjustment) showed that the Developer was displayed significantly more than the Innovator, Deliverer, Monitor and Broker (Developer > Innovator, Deliverer, Monitor, Broker) and the Innovator was displayed significantly more than the Broker (Innovator > Broker) which was the least displayed role (see Table 20). All of the roles were displayed to a moderate to great extent with their mean scores ranging from 5.55 to 5.97 (see Table 20) on a 7 point scale, with 7 = *almost always*.

The same repeated ANOVA for roles importance, with role and group as the within-subjects factors, also showed a significant role effect, $F(4, 76) = 25.12, p < .001$, a non-significant group effect, $F(2, 78) = 1.62, p > .10$ and a non-significant Role x Group effect $F(8, 72) = 2.01, p > .05$.

Pairwise comparisons (with the Bonferroni adjustment) showed that the Developer was perceived as significantly more important than all of the other four roles (Developer > Innovator, Broker, Deliverer, Monitor). In addition, the Innovator and Deliverer were regarded as significantly more important than the Monitor role (Innovator, Deliverer > Monitor). The scores for all the roles indicated that they were very important (mean scores = 5.91–6.27; see Table 20) on a 7-point scale, with 7 = *very important*.

Table 20: Estimated means and standard errors for roles displayed and importance of roles (by role; N = 80)

Role	Role displayed		Importance of role	
	Mean	SE	Mean	SE
Innovator	5.72	.07	6.13	.04
Broker	5.55	.06	6.03	.05
Deliverer	5.63	.05	6.02	.05
Monitor	5.66	.05	5.91	.05
Developer	5.97	.05	6.27	.03

Note. SE = Standard Error.



Differences Between Significant Others', Bosses' and Academic Developers' Perceptions of Roles Displayed and Importance of Roles

As has already been mentioned, the repeated-measures ANOVA for roles displayed, with role and group as the within-subjects factors revealed a significant group effect, $F(2, 158) = 12.07, p < .001$. Pairwise comparisons (with the Bonferroni adjustment) showed that the line managers and significant others indicated that the roles were displayed significantly more than what the academic developers reported. All said that the roles were moderately displayed (mean scores = 5.50 to 5.82; see Table 21) on a 7-point scale, where 7 = *almost always*.

When the same analysis was carried out for Importance of roles, there was a non-significant position effect, $F(2, 78) = 1.62, p > .10$. That is, the three groups of respondents were in agreement on the importance of the roles which they said were very important (mean scores = 6.01–6.14; see Table 21) on a 7-point scale, with 7 = *very important*.

Table 21: Means and standard errors for roles displayed and importance of roles (by group; $N = 80$)

Group	Role Displayed		Importance of Role	
	Mean	SE	Mean	SE
Academic developers	5.50	.07	6.01	.06
Boss	5.82	.06	6.14	.05
Significant others	5.80	.04	6.07	.03

Note. SD = Standard deviation; SE = Standard Error.

Predictors of Leadership Effectiveness

ICVF roles. A backward regression analysis of the academic developers' data identified three significant predictors of leadership effectiveness, $F(3, 92) = 25.04, p < .001$. The strongest predictor was Integrator, followed by the Deliverer, and then the Innovator (see Table 22). These three ICVF roles explained 45 per cent of the variance in leadership effectiveness.



Table 22: Summary of backward regression analysis for roles displayed predicting leadership effectiveness (academic developers' perceptions)

Role displayed	B	SE B	β
<i>Step 1</i>			
Innovator	.09	.046	.16
Broker	.05	.047	.10
Deliverer	.20	.067	.33**
Monitor	-.05	.070	-.07
Developer	.02	.081	.03
Integrator	.25	.098	.32*
<i>Step 2</i>			
Innovator	.09	.045	.17
Broker	.05	.047	.11
Deliverer	.20	.067	.33**
Monitor	-.04	.067	-.07
Integrator	.26	.078	.33***
<i>Step 3</i>			
Innovator	.09	.045	.17*
Broker	.05	.046	.10
Deliverer	.18	.060	.30**
Integrator	.25	.075	.32***
<i>Step 4</i>			
Innovator	.10	.045	.18*
Deliverer	.20	.057	.33***
Integrator	.26	.074	.33***

Note. $R^2 = .45$ for Step 1; $\Delta R^2 = 0$ for Step 2; $\Delta R^2 = 0$ for Step 3; $\Delta R^2 = 0$ for Step 4.
 * $p < .05$. ** $p < .01$. *** $p < .001$.
 N = 96.

The analysis identified three significant predictors of leadership effectiveness, $F(3, 92) = 99.77, p < .001$. The ICVF role displayed that was the strongest predictor was Innovator followed by Deliverer and then Developer (see Table 23). The three displayed roles explained 76 per cent of variance in leadership effectiveness scores for the academic developers.



Table 23: Summary of backward regression analysis for roles displayed predicting leadership effectiveness (academic developers' significant others' perceptions)

Role displayed	B	SE B	β
<i>Step 1</i>			
Innovator	.24	.055	.33***
Broker	.05	.056	.06
Deliverer	.23	.082	.32**
Monitor	.00	.074	.00
Developer	.16	.064	.24*
Integrator	.07	.078	.10
<i>Step 2</i>			
Innovator	.24	.054	.33***
Broker	.05	.056	.06
Deliverer	.22	.056	.31***
Developer	.16	.063	.24*
Integrator	.07	.076	.09
<i>Step 3</i>			
Innovator	.25	.050	.35***
Deliverer	.24	.050	.34***
Developer	.16	.063	.23*
Integrator	.07	.076	.10
<i>Step 4</i>			
Innovator	.27	.048	.37***
Deliverer	.25	.049	.36***
Developer	.20	.043	.30***

Note. $R^2 = .77$ for Step 1; $\Delta R^2 = 0$ for Step 2; $\Delta R^2 = 0$ for Step 3; $\Delta R^2 = 0$ for Step 4.
 * $p < .05$. ** $p < .01$. *** $p < .001$.
 N = 96.

Factors Impacting on Academic Developers Performance

The result of the repeated measures ANOVA for Impact of these factors, with impact factor as the within-subjects factor, yielded a significant impact factor effect, $F(16, 486) = 56.83, p < .001$. Pairwise comparisons (with the Bonferroni adjustment) showed that some of the factors were perceived as having a significantly stronger impact than others. The factor having the *most impact* was **skills in working with others**, followed by **having a wide range of people with whom to work**, **the general complexity of the role**, **having competing priorities** and then **relationships with faculty/divisions**, and **lack of time** (see Figure 20). These factors had a mean score ranging from 5.65 to 6.10 on a 7-point scale, with 7 = *having high impact*. That is, these factors were perceived to have a very high impact on the performance of the academic developers. The factors that had the *least impact* on the academic developers' performance were **low status of the role**, and **not having enough previous experience in the role** (see Figure 20). These factors had a mean score of 3.92 and 4.06, respectively, on the same 7-point scale. That is, these factors were perceived to have a moderate impact on the academic developers' performance.



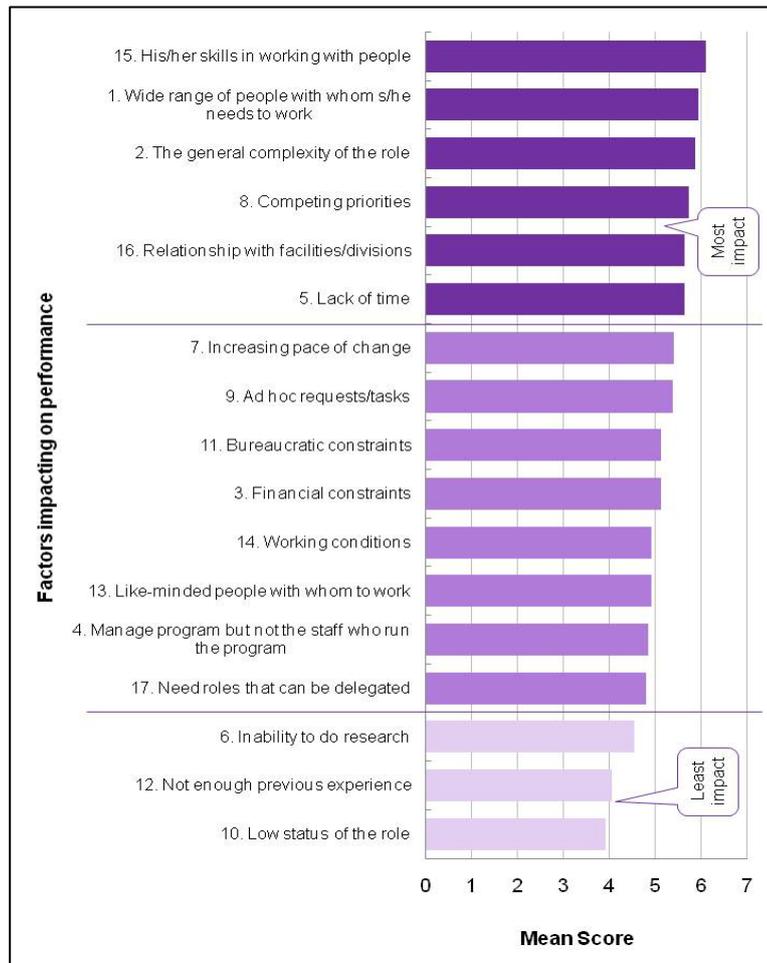


Figure 20: Mean scores for factors impacting on academic developers' performance (N = 502)

Factors Making the Academic Developers' Role More Attractive

The result of the repeated measures ANOVA for the factors making the role more attractive with attractiveness as the within-subjects factor, yielded a significant attractiveness effect, $F(14, 488) = 63.84, p < .001$. Pairwise comparisons (with the Bonferroni adjustment) showed that for the academic developers, there were some factors that enhanced the attractiveness of their role. The factors that had the *strongest effect* on the attractiveness of the role were **valuing of staff by the university, number of workload points allocated to the role, strong leadership from above, and support for my development** (see Figure 21). The mean scores of these factors ranged from 6.02 to 6.20 on a 7-point scale, with 7 = *very important* suggesting they were very important. The factors that had the *least effect* on the attractiveness of the role were **one campus eg less travel, access to external bodies, and length of contract** (see Figure 21). The mean scores of these factors ranged from 4.14 to 4.87 on a 7-point scale (7 = *very important*) suggesting they were moderately important for the role attractiveness.



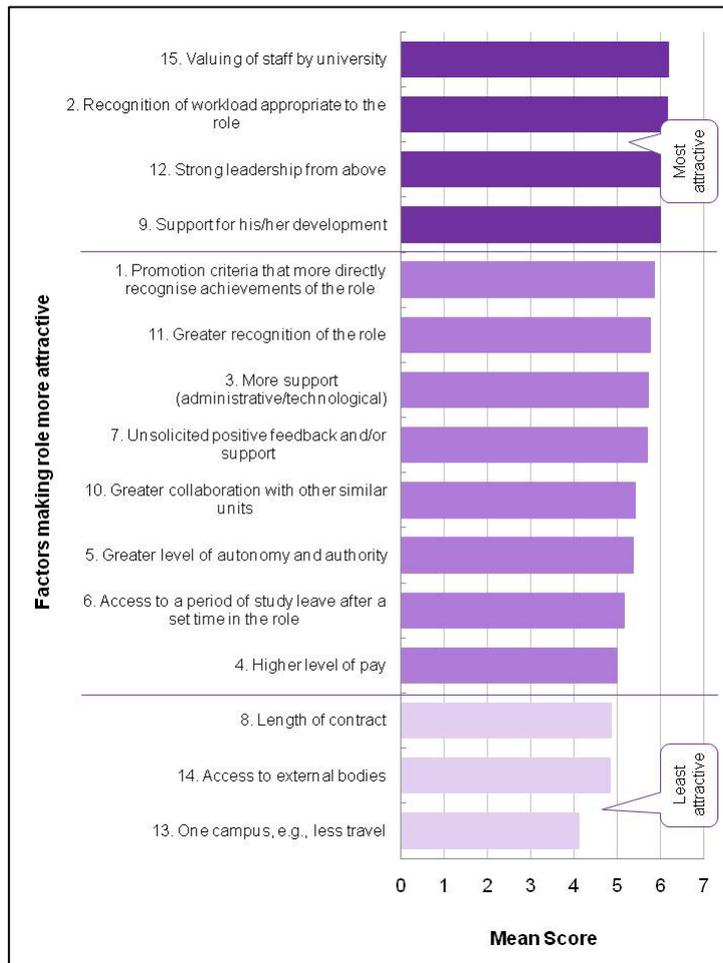


Figure 21: Mean scores for attractiveness factors of academic developers' role (N = 502)

Results for Academic Program Directors

Most of the results for academic program directors have been reported in the paper in Vilkinas and Ladyshevsky (2010). However, results not covered in the paper are included here. Details on the predictors of leadership effectiveness and factors that impact on the academic program directors' performance and the attractiveness of their role are discussed below.

Predictors of Leadership Effectiveness for Academic Program Directors

ICVF roles displayed. The academic program directors identified three significant predictors of leadership effectiveness, $F(3, 96) = 21.49, p < .001$. The most important predictor was the Integrator, followed by the Monitor and then the Innovator (see Table 24). The three ICVF roles explained 38 per cent of the variance in leadership effectiveness.



Table 24: Summary of backward regression analysis for roles displayed predicting leadership effectiveness (academic program directors' perceptions)

Role displayed	B	SE B	β
<i>Step 1</i>			
Innovator	.14	.060	.21*
Broker	.07	.057	.12
Deliverer	.05	.081	.08
Monitor	.12	.079	.19
Developer	.07	.097	.08
Integrator	.20	.101	.22*
<i>Step 2</i>			
Innovator	.15	.059	.22*
Broker	.08	.055	.14
Monitor	.15	.068	.23*
Developer	.07	.096	.08
Integrator	.21	.100	.23*
<i>Step 3</i>			
Innovator	.15	.059	.22*
Broker	.08	.054	.14
Monitor	.17	.063	.26**
Integrator	.25	.084	.28**
<i>Step 4</i>			
Innovator	.17	.057	.25**
Monitor	.20	.058	.32**
Integrator	.26	.085	.28**

Note. $R^2 = .42$ for Step 1; $\Delta R^2 = 0$ for Step 2; $\Delta R^2 = 0$ for Step 3; $\Delta R^2 = -.01$ for Step 4.
 * $p < .05$. ** $p < .01$. *** $p < .001$,
 $N = 100$.

The academic program directors' line managers and significant others also identified three significant predictors of leadership effectiveness, $F(3, 94) = 114.40$, $p < .001$. The ICVF roles displayed that was the strongest predictor was Innovator followed by Deliverer and then Integrator (see Table 25). The three displayed roles explained 78 per cent of leadership effectiveness for the academic program directors.



Table 25: Summary of backward regression analysis for roles displayed predicting leadership effectiveness (academic program directors' significant others' perceptions)

Role displayed	B	SE B	β
<i>Step 1</i>			
Innovator	.09	.054	.12
Broker	.03	.057	.04
Deliverer	.31	.095	.42***
Monitor	.04	.089	.05
Developer	-.03	.077	-.04
Integrator	.36	.101	.39***
<i>Step 2</i>			
Innovator	.10	.054	.12
Broker	.03	.055	.04
Deliverer	.31	.092	.41***
Developer	.05	.088	.06
Integrator	.33	.070	.36***
<i>Step 3</i>			
Innovator	.09	.053	.12
Broker	.04	.054	.05
Deliverer	.34	.069	.45***
Integrator	.34	.068	.37***
<i>Step 4</i>			
Innovator	.10	.051	.13*
Deliverer	.36	.062	.48***
Integrator	.33	.067	.36***

Note. $R^2 = .79$ for Step 1; $\Delta R^2 = 0$ for Step 2; $\Delta R^2 = 0$ for Step 3; $\Delta R^2 = 0$ for Step 4.

* $p < .05$. *** $p < .001$.

$N = 98$.

Factors Impacting on Academic Program Directors' Performance

The result of the repeated measures ANOVA for Impact of these factors, with Impact factor as the within-subjects factor, yielded a significant Impact factor effect, $F(15, 857) = 85.13, p < .001$. Pairwise comparisons (with the Bonferroni adjustment) showed that some of the factors were perceived as having a stronger impact than others. The factors having the *strongest impact* were **knowledge of the program structure** and **workload points allocated to the role** (see Figure 22. These factors had mean scores 6.12 and 6.10, respectively, on a 7-point scale, with 7 = *having high impact*. That is, these factors were perceived to have a very high impact on the performance of the Academic Program Directors. The factors that were seen as having the *least impact* on the Academic Program Directors' performance were **unfair expectations of others**, **skills in marketing the program**, **structural factors outside of the Academic Program Director's control**, **previous experience as an Academic Program Director**, and **the nature of the program** (see Figure 22). These factors had a mean score of 4.75 to 5.09 on the same 7-point scale. That is, these factors were perceived to have a moderate impact on the Academic Program Directors' performance.



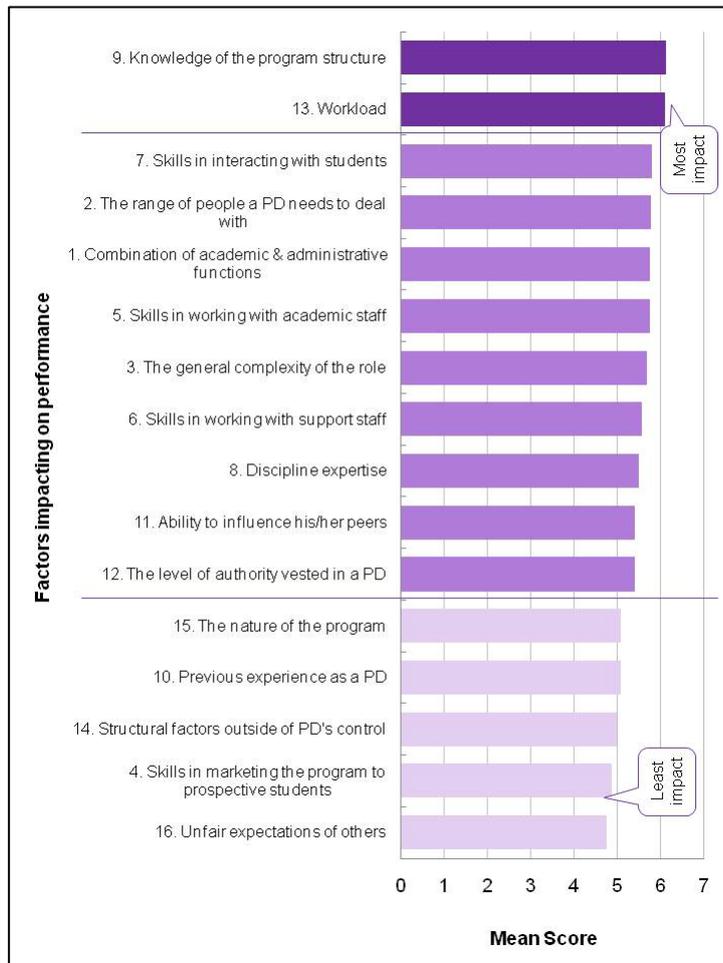


Figure 22: Mean scores for factors impacting on academic program directors' performance (N = 872)

Factors Making the Academic Program Directors' Role More Attractive

The result of the repeated measures ANOVA for the factors making the role more attractive, with Attractiveness as the within-subjects factor, yielded a significant Attractiveness effect, $F(13, 859) = 47.27, p < .001$. Pairwise comparisons (with the Bonferroni adjustment) showed that for the Academic Program Directors, there were some factors that enhanced the attractiveness of their role. The factors that had the *strongest effect* on the attractiveness of the role were **promotion criteria that recognised achievements as an Academic Program Director, number of workload points allocated to the role, improved credibility of the role, more administrative support, and greater recognition by others** (see Figure 23). The mean scores of these factors ranged from 5.94 to 5.60 on a 7-point scale, with 7 = *very important* suggesting they were moderately important. The factors that had the *least effect* on the attractiveness of the role were **a different type of administrative support and automatic access to study leave**, with mean scores 4.99 and 5.07, respectively, on the same 7-point scale.



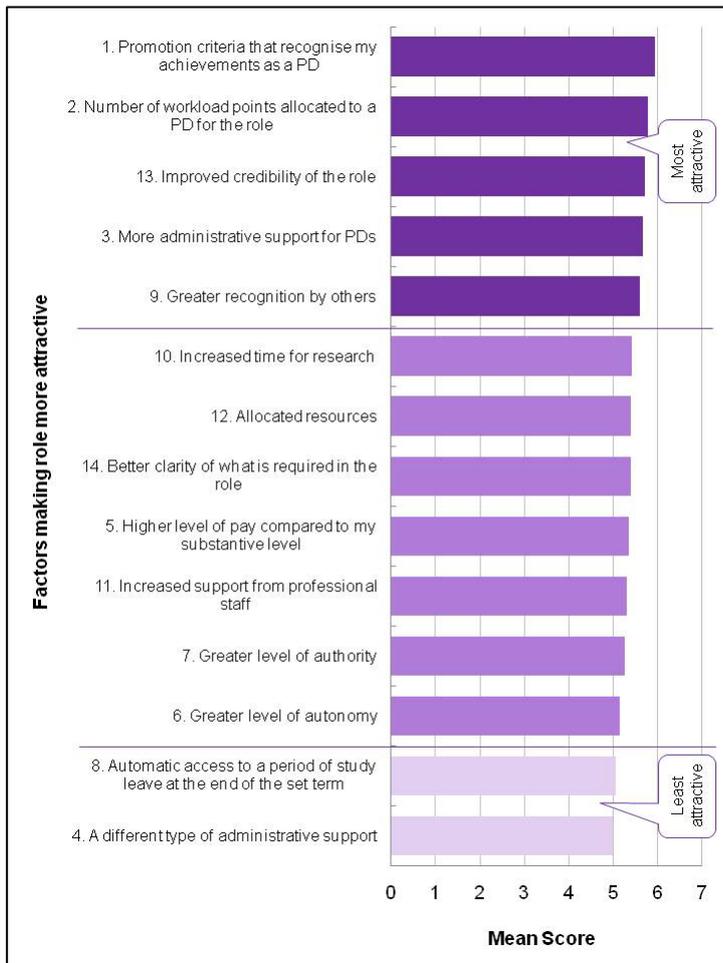


Figure 23: Mean scores for factors making the role of academic program directors more attractive (N = 872)



Appendix 7

ACTION LEARNING PROJECTS

Action Learning Projects: Workshop 2

The second round of workshops provided the facilitators with the opportunity to share the results of the emergent national database on academic leadership for academic developers. Workshop 2 was attended by 28 individuals, representing 17 universities across Australia.

At this workshop, participants also shared the outcomes and progress of their action learning initiatives. Of the 28 participants, 25 individuals undertook action learning projects in which they applied the learning from the initial dissemination workshop and the ICVF. In the end, though, 'only' 15 projects were undertaken, because some of the action learning projects were collaborative in nature.

The provision of a certificate for completing an action learning project, which was subjected to assessment, was one method used to increase the transfer of training experience in the workshop. This is the 'constructive alignment' principle, coined by Biggs (2003), where program learning outcomes are aligned with an assessment. A total of 13 universities undertook formalised action learning projects for accreditation (eg assessment and awarding of a completion certificate) even though a total of 15 action learning initiatives were undertaken.

The action learning projects, which were embedded in the participants' organisation enabled them to build upon the concepts covered in the dissemination workshops. The action learning project approach was a strategy that has been applied in other contexts successfully to engage academic program directors to transfer learning into practice (Stigmar 2008).

Some of the action learning projects were carried out individually or as a group. For some of the projects, the Action Learning project aimed at developing personal leadership capabilities. For other projects, the action learning initiative focused on extending leadership capabilities within the organisation. The ICVF was the central model for conceptualising the activity.

The next section provides more detail on each action learning project. It provides the name of the project, the name(s) of the individual(s) and university, and the ICVF role(s) addressed in the project. Lastly, a brief description, provided by the owner, of the action learning project is provided to clarify some of the details of the project.

1. Action Learning Project and Leadership Learning Initiatives Project

Title:

'Making the invisible visible'

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ICVF Operational Roles Addressed: **Broker**

This action learning project focused on enhancing the individual's leadership by increasing visibility within the organisation. This occurred through the pro-active use of the media, by increasing activity on committees and working parties, and by increasing the frequency of formal and informal meetings with key colleagues.



2. Project Title:

'The long march: Creating the Curtin Leadership and Development Framework'

Tony Brown and Juris Varpins, Curtin University of Technology

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ICVF Operational Roles Addressed: *Innovator, Broker, Monitor, Integrator*

This ongoing project involves the development of a leadership and management development framework for Curtin University of Technology. In this project, a range of leadership frameworks were explored, including the Competing Values Framework (Quinn, Faerman, Thompson, McGrath & St. Clair 2007) and the ICVF, with consequent development of a suite of leadership capabilities. These capabilities, which were aligned to the university's strategic plan, were introduced to the university's Senior Managers conference and through a consensus process narrowed down to high priority capabilities required to assist the university achieve its vision of being 'a top 20 university in Asia' by 2020. Role mapping for each capability/competency ensued with the recognition that the top 11 were strongly linked to the university's strategic 2020 target. The project recognised the value in the end users (senior managers, including heads of schools and faculty deans) developing the tool and heightened acceptance.

As noted, the original Competing Values Framework and the revised ICVF assisted in the conceptualisation of this project's outcomes along with other leadership theories. The next goal of this project is to align behavioural statements to each of the top capabilities across a range of leadership levels. A current question facing this project is the development of a 360° appraisal instrument based on the newly developed framework that has been contextualised to the institution.

The links to the ICVF for the individual leading this project involve Innovator (develop new model), Broker (discuss with key stakeholders), and Monitor (understand systems and use information). Working on the project has also heightened the awareness of the Integrator role.

3. Project Title:

'Building the profile of the course coordinator'

Tony Fetherston, Edith Cowan University

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ICVF Operational Roles Addressed: *Developer, Innovator*

The importance of the course coordinator's role was recognised, particularly in regard to course quality in this project. To elevate the importance of this role, it was recognised that it needed to be integrated and made more visible in the university governance process. Hence, this strategy has been implemented within the context of the institution. This ALTC project has been helpful in providing information to support the writing of a course coordinator's handbook, to raise the profile of this position.

The booklets that were provided as part of this project provided useful information to develop sections of the handbook, one dealing with the importance of people management and second managing the course. The handbook will be released and integrated into the university's operations framework and governance structures. Hence, the experience of the project and the ICVF has helped to inform a deeper understanding of the course coordinator's role. The handbook will be a useful resource in building a leadership development program for this staff cohort.



4. Project Title:

‘Leadership in the Head of School role and the ICVF’

Contact details withheld by request.

ICVF Operational Roles Addressed: *Developer, Monitor, Deliverer, Broker, Innovator, Integrator*

This project explored the individual’s leadership activities as a Program Director and occasional Acting Head of School role. The individual came from an academic background, without extensive managerial leadership experience, into a role which required these skills. The project explored the concept of behavioural complexity and gaps between the leader’s self-perception and those perceptions of the significant others in regards to the ICVF operational roles. Further, efforts were focused on bringing a team of course coordinators together which function broadly within a department.

The ALTC project provided the individual with a framework to continually reflect and think about his role (Integrator) and how the operational roles could be applied to the various tasks and projects he had to manage in his school administrative roles. A significant reorganisation of schools in response to domestic changes in enrolments in arts and technology courses, alongside a growing international awareness and interest in offshore linkages created a range of leadership challenges.

The individual could see how the Developer was central to the need to build cohesion in the reorganisation. The Monitor and Deliverer roles were central to creating effective and efficient programs with sustainable enrolments and course quality. The Broker role was central in creating international partnerships and linking the course with partners and industry. The large scale change was central to skills in the Innovator role.

Hence, the individual in this leadership project found that the ICVF provided a useful framework for ongoing reflective practice in promoting self-development as a Head of School.

5. Project Title:

‘Building leadership skills in course coordinators’

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ICVF Operational Roles Addressed: *Developer, Broker, Innovator, Deliverer*

This project, (which is part of another ALTC project linked with the University of Tasmania and University of Technology Sydney), made use of the *Academic leadership: building capacity* resources to develop leadership skills in course coordinators within the University of Ballarat, in particular, in the area of curriculum renewal and development.

The initial focus was to develop these skills in academic developers so they could in turn, support course coordinators in building their leadership capacity. At the writing of this proposal,



most of the academic developers had completed training in the ICVF model and leadership resources and were now moving in to curriculum renewal projects within the university.

In addition to this initiative, within the University of Ballarat a reorganisation within the staff development departments has taken place, bringing together individuals from the university, colleges and TAFE. Hence, a large change management initiative was undertaken, working with individuals to assist them in recognising and building their leadership capabilities.

The participants have used the ICVF model to map their leadership development units as well as to assist individuals in exploring their strengths and development needs as leaders. This has helped to raise awareness of what is academic leadership and how this can be done and individual and collective levels. It has also helped to inform this concept within the promotion criteria of the university, particularly in the leadership category.

6. Project Title:

'Promoting distance education through videoconferencing'

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ICVF Operational Roles Addressed: *Developer, Innovator*

In this project, which is based in a regional centre (Wyalla Campus and Mt. Gambier), the individual engaged in academic development initiatives, particularly around promoting distance education. While not having a formal role in this area, the individual could see opportunities for developing learning and teaching excellence, particularly in the use of videoconferencing, which was not being capitalised.

Hence, the individual has taken on board a mentoring role in supporting staff as a Developer within the Centre for Regional Education. They have been working to develop a teaching philosophy and personal teaching audit, and to connect this with other parts of the university to build expertise. This Action Learning initiative has led to the beginnings of a grant application to fund further support for enhancing quality learning and teaching.

7. Project Title:

'Attracting international students into business programs at the Centre for Regional Engagement'

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ICVF Operational Roles Addressed: *Broker, Innovator, Monitor*

This individual heads the Business and Regional Enterprise unit within UniSA's Centre for Regional Engagement. The Unit offers a suite of three programs comprising a Bachelor and two nested Associate Degrees. There is an identified need to enhance the viability of the programs. This initiative focused on building enrolments, in particular, international enrolments. Through working with the Director of the Centre for Regional Engagement and the university's International Office, a marketing initiative has been undertaken, which has included input from the region's Economic Development Board. The community sees value in having international students attend the regional university, because it enriches the local community. Hence, a strategic campaign to develop information, brochures and testimonials has been put in to place to support and enrich the business degree programs.



8. Project Title:

'Building academic leadership capacity through the Graduate Certificate in Learning and Teaching'

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Larlane Fonseca, Swinburne University of Technology

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ICVF Operational Roles Addressed: *Innovator, Developer, Monitor, Broker*

This project aimed to take a stepped approach to building academic leadership capacity at Swinburne University. They note that due to their continuous reflective practice, the project has at all times been emergent and evolving. The focus is to build a model of bottom up distributed leadership. The target is the Graduate Certificate in Learning and Teaching program. This program is offered to academic and sessional academic staff. There are three proposed stages to this project.

The **first stage** involved reviewing and exploring their own personal leadership in the context of the Graduate Certificate in Learning and Teaching in which both parties are involved. As a result of their reflective practice involved in their leadership roles, they recognised the need for a new unit addressing leadership.

In the **second stage**, they propose to extend the project by developing an elective unit in *Leading Teaching and Learning*.

The **third stage** of the program involves offering this unit as 'stand alone' professional development to unit convenors, program coordinators, and to other academic development advisers.

9. Project Title:

'Leading change management in learning and teaching'

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ICVF Operational Roles Addressed: *Integrator*

Monash University is in the process of restructuring its Graduate Certificate in Higher Education (GCHE) with a view to providing greater choice and flexibility within the program and expanding its market reach. The new GCHE will be open to professional as well as academic staff and will no longer be restricted to Monash University staff.

In order to provide customised learning work modules and units aligned to the variety of learning and teaching higher education workplace backgrounds and roles of the participants, it was deemed necessary to explore the introduction of new ways of learning, new teaching strategies, and new curricula into the program.

The purpose of this project was to provide leadership for this new direction. The intent was to draw on and test the usability of the Integrated Competing Values Framework (ICVF) developed



in the 'Academic leadership: building capacity' project⁸ and, in particular, the *Integrator* role to lead this process.

Aims:

- apply knowledge about the team members' leadership styles gained from the 360° feedback tool (previously administered by the ICVF team), to inform the way we approach the development (change)
- examine the transferability of the ICVF to a team approach to change, in order to emphasise the importance of distributed and dispersed leadership theory
- reflect on the potential interface between the ICVF and the Monash Engaging Leadership Framework (ELF), which was developed through another ALTC project. The ELF evolved primarily as a tool for leading systematic organisation-wide change/improvement.

Methodology and Outcomes

The project members took responsibility for leading the development of work modules for the new GCHE. These modules are being crafted so that they can be used also for professional development of staff not currently undertaking the GCHE. The work modules address the following topics:

- course renewal
- international and multi-campus roll out
- planning and preparing teaching and learning grants applications
- planning and preparing teaching and learning award applications.

Each work module requires 30 hours of study and will generally consist of a blend of face-to-face, on-line, interactive, and reflective activities.

An interim report on the project, including evaluation of learning against the aims identified in the project plan was presented at the second workshop.

10. Project Title:

'Development and implementation of a new Student Evaluation Survey as a quality assurance process in a non self-accredited higher education provider'

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ICVF Operational Roles Addressed: *Innovator, Broker, Monitor, Deliverer*

The focus of this Project was the development, implementation, analysis and reporting of a *Student Evaluation Survey* that could operate across higher education courses in a non self-accredited higher education provider within a standardised policy and procedural framework. As Academic Dean responsible for continuous improvement in academic quality at the undergraduate level; and preparing the institution for a quality audit as a non self-accrediting higher education provider, the audit presented the Academic Dean and the Academic Standards Committee with an opportunity to review the current *Student Evaluation Survey*, develop and implement a new *Student Evaluation Survey*, benchmark with other higher education providers, to explore implementation, analysis, and reporting processes and investigate how a smaller

⁸ Vilkinas, T, Ladyshevsky, R & Saebel, J 2009, *Academic leadership: building capacity*, facilitator's guide, Australian Learning and Teaching Council, Surry Hills, New South Wales.



institution with a smaller budget could analyse and report all completed *Student Evaluation Surveys* as a quality assurance process.

The project goal was to develop a survey tool so that within a certain cycle, every higher education subject would be surveyed, analysed and reported within the organisation; and Student Evaluation Survey Reports would be stored centrally or archived so that they could be available for Academic Board, course accreditation and institutional audit.

Through benchmarking with other institutional practices in Australia, a new survey tool was developed and approved for implementation in Semester 2, 2009. The new *Student Evaluation Survey* has four sections – *Evaluation of My Learning*, *Student Evaluation of Subject*, *Student Evaluation of Teaching*, and *Student Evaluation of Tabor Online*. All undergraduate higher education subjects used the new *Student Evaluation Survey*; and a Pilot Study in one school trialled its on-line implementation, to determine the percentage of students' completion of the survey, and the value of the software's analysis and reporting features to staff and the institution.

In 2010, the project continues with the evaluation of the implementation of the *Student Evaluation Survey* and the Pilot Study (Semester 2, 2009); decisions made about the analysis of all completed surveys within the budget of a smaller institution; the extent of reporting to the institution; the central storage of reports; and the review of policy and procedures.

11. Project Title:

'Developing junior academics' leadership skills through collaboration on curriculum renewal'

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ICVF Operational Roles Addressed: *Monitor, Broker, Developer*

In this project, a newly appointed Academic Developer focused on building academic leadership at the grass roots level in a Faculty of Business undergoing a series of reviews associated with a Bachelor of Business degree. With the amount of energy going into renewing the curriculum, a widespread leadership initiative was not considered feasible at the time. However, through some performance enhancement funding to further build the core foundation units, a capstone subject, and a teaching/assessment framework, the Academic Developer saw this as an opportunity to work with junior staff who teach these units. Specifically to look at leadership development needs that these junior staff had given that these individuals would more than likely take on board future leadership roles within the faculty.



12. Project Title:

'Embedding e-portfolios in the Law program'

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Margaret Faulkner, University of South Australia

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ICVF Operational Roles Addressed: *Innovator, Broker, Deliverer, Monitor, Developer, Integrator*

This individual, situated in a new school has taken on a foundation staff role. Hence, there has been a large role to play in developing new curriculum and supporting staff, as well as significant teaching responsibilities.

A particular initiative however, has been in developing an e-portfolio for students and getting them excited and engaged in transformational aspects of their learning, which like many new initiatives, has been met with some resistance by students and staff. The e-portfolio project comprised: the identification of a suitable e-portfolio tool; the mapping of the program in terms of learning activities and assessment opportunities suitable for e-portfolio application; negotiating with colleagues for application of the initiative in their courses; development of scaffolding materials for students and staff; organising of training; attending conferences and delivering papers; liaising and negotiating with other universities undertaking similar trials; and helping to facilitate the development of communities of practice around e-Portfolio practice.

The initiative, supported by good levels of institutional funding, was initially trialled in the Law School. Following the Law School's pilot study the trial was extended to other programs including Engineering, Occupational Therapy, Global Experience, and Service Learning for the Australian defence forces, and recording of service learning experiences in the School of Natural and Built Environments.

These initiatives, along with the learning from this ALTC project and the ICVF have provided the individual with a framework to reflect on personal leadership using all of the operational roles. Insights in particular that have come from this experience centred around the Developer role and the need for building support systems that scaffold learning during change, particularly something that is quite transformational. The need for monitoring of process as well, to ensure the project is moving the right direction was also key.

13. Project Title:

'Academic leadership: fundamental building blocks for heads of program at UWS'

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Key ICVF Operational Roles Addressed: *Innovator, Developer*

This project supports heads of programs (HoPs) in developing their academic leadership skills. The HoP is acknowledged as an important role in the university and as a demanding role for the academics involved.



There is an existing HoPs network (HoPNet) at UWS which provides a forum for HoPs to discuss issues and share information and meets three times a year. HoPNet, however, does not explicitly explore leadership capabilities. Interest in the Academic Leadership program has been high, with 15 staff commencing the pilot program, and others having indicated interest in participating in a subsequent program.

The program utilises resources from the *Academic leadership: building capacity* program and the ICVF framework, found to be particularly useful in exploring the various roles undertaken by HoPs. Workshops also explore the links between academic leadership and student centred approaches to teaching and learning.

The pilot program commenced at the end of September 2009 and is in its early stages and will be completed by the end of Semester one 2010.

Key learning's to date include:

- recognising the importance of providing ongoing support and feedback for this staff cohort
- handling the 360° feedback process requires sensitivity;
- supporting participants to identify appropriate significant others in the 360° feedback process is critical in assisting them to gain insight into their leadership style; and
- acknowledging that the formal nature of the HoP role tends to focus on the Deliverer/Monitor [ICVF] roles rather than the broader range of their academic leadership role (eg Developer)
- supporting participants throughout the program enables them to appreciate the full range of ICVF roles that they use and wish to develop, especially the Integrator role.

Action learning projects have been identified by participants as an outcome of the 360° feedback results and initial workshops. Formal presentations are planned to disseminate results. Participants are linking their project plans to the operational roles within the ICVF.

14. Project Title:

'Integrating academic leadership development opportunities across QUT'

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ICVF Operational Roles Addressed: *Innovator*

This project focused on examining the challenges of building a cohesive leadership approach within the university from the perspectives of the Human Resources Organisational Development unit and the Office of Teaching Quality.

Some of the challenges this exploration uncovered were:

- What constitutes academic leadership?
- How does one account for the complexity of multiple academic roles?
- Where does academic development occur?
- Where is it appropriate for it to occur?
- How can a cohesive approach be achieved?

To address these challenges, the initial discussion highlighted both limitations and opportunities, which included:



- How does one bring various interest groups and stakeholders together where they may have competing interests?
- Leadership has increased in emphasis at QUT – it is noted in the institution’s Blueprint for 2010.
- How do you tap into the existing resources in faculties where academic leadership has been acknowledged?
- Leadership development needs to be aligned to roles and responsibilities rather than academic progression.
- What is the preferred format for leadership development – a mix of workshops and developmental projects?

To further this, the project explored some of the current Leadership programs and initiatives at QUT:

- Professional staff only: transition to supervisor
- combined academic and professional staff (focus is people leadership skills – interpersonal and intrapersonal skills): Team Leadership Program, Strategic Leadership Program, Quality Women in Leadership Program
- academic staff – Early Career Recruitment and Development Program/Mid Career Academic Development Program/Research Leadership Program, Foundations of Teaching and Learning, Revisiting University Teaching.

What has emerged from this discussion is that there is the need to:

- develop a common leadership framework that will underpin these programs at QUT
- provide a development program for unit and course coordinators.

15. Project Title:

‘Clarifying faculty roles and responsibilities for leading and managing learning and teaching at the University of the Sunshine Coast’

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ICVF Operational Roles Addressed: *Developer, Innovator*

For some time, USC’s Learning and Teaching Management Committee has been grappling with identifying the development needs of program leaders. Through consultation, it became obvious the roles and responsibilities of Program Leaders were not clear to the Program Leaders themselves or to other key players, so it was difficult to identify the knowledge and skills needed to be successful in the role. It was decided therefore, to clarify the roles and responsibilities of Program Leaders and other key positions (Head of School, Faculty Learning and Teaching Coordinator, Discipline Leader, Course Coordinator) associated with Learning and Teaching at USC. Once roles have been defined, the development needs of all players can then be analysed and addressed.



Appendix 8

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