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## Final Report

# HEADS OF SCHOOL LEADERSHIP – EFFECTIVE RELATIONSHIPS AS THE CORNERSTONE FOR TEACHING AND LEARNING IMPROVEMENT: LE8-802

Prepared by

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## List of Acronyms

<b>ALTC</b>	Australian Learning and Teaching Council
<b>ANOVA</b>	analysis of variance
<b>CD</b>	compact disc
<b>CDU</b>	Charles Darwin University
<b>DVC</b>	Deputy Vice-Chancellor
<b>EFTSL</b>	equivalent full time study load
<b>HERDSA</b>	Higher Education Research and Development Society of Australasia
<b>ICVF</b>	Integrated Competing Values Framework
<b>QUT</b>	Queensland University of Technology
<b>SELT</b>	student evaluation of learning and teaching
<b>T &amp; L</b>	teaching and learning
<b>UniSA</b>	University of South Australia
<b>UNSW</b>	University of New South Wales



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# Executive Summary

The primary focus of this study was to build on the work of two earlier ALTC projects (Southwell, Scoufis & West 2008). In addition, the current study was designed to:

- enhance the academic leadership capability of heads of school
- provide resources and materials to the heads of school to support their development
- use a process that increased the likelihood that heads of school will successfully implement their action learning projects.

## Methodology

This project commenced early in 2009 with data collection via interviews to inform the contextualisation of the program to the head of school level. In 2010, the program was delivered via workshops entitled *Building academic leadership capability* at Charles Darwin University and the University of South Australia. These workshops were built on a leadership model, the *Integrated Competing Values Framework*. As part of the workshop preparation, the heads of school successfully completed the 360° feedback process using a tool entitled *The Academic Leadership ICVF Survey*. Twenty-three heads of school participated in the project and 120 of their colleagues also completed the survey. The data collected has been analysed and reported in this report.

## Findings

From this initial study, it can be concluded that heads of school

- are reasonably effective academic leaders and are capable of further developing their academic leadership capability
- are self-aware
- need the support of their line managers to perform well
- need enough of the 'right' staff with a balance of research, teaching and learning and professional/industry experience
- feel that it was vital that they were accessible and available for their staff as they play a key role in keeping staff motivated, supporting them with issues that arise and conveying strategic direction to them
- have the potential to make a significant contribution to the leadership of their university.

It has also emerged that the complexity and breadth of the head of school role is seen as a key contributor to their high workloads, making them time-poor. Moreover, excessive workload was identified as a major issue in terms of improving teaching and learning, both for themselves and for their staff.

## Products

The study has produced the following products:

- *Building academic leadership capability: a resource book for heads of school and a CD of activities*
- an article, *Academic leadership provided by heads of school*, currently under review
- an article, *Exploring the role of the head of school in academic leadership*, currently under review



- a data set on the academic leadership capability of heads of school and its implications for the institution and the development of academic leadership.

### **Conclusions**

The heads of school who participated in the program were found to be effective academic leaders who needed the supporting materials (identified above) and a theoretical framework to use for their own ongoing development. It demonstrated the relevance of the *Building academic leadership capability* program and resources to the head of school level through the application of the ICFV, the interview process and the evaluation of the project. The action learning projects are likely to yield ongoing improvements in teaching and learning.



01

## INTRODUCTION

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## 1.1 Background

The higher education sector is undergoing extensive change in Australia and overseas. Broader societal changes such as globalisation, technological advances and changing demographic and stakeholders, including government, industry/employers and students, drive such changes. Governments are seeking greater accountability for public funds, employers more 'work ready' graduates and consumers better value for money (Coates et al. 2009). The recommendations from the Bradley Review in Australia reflect such drivers and include increasing access for students from low socioeconomic backgrounds, increased accountability through targets and compacts and a de-regulation of the sector (Bradley et al. 2009). As many of the recommendations from the Bradley Review are still in the early stages of implementation, one could expect the dynamic level of change to continue well into the future.

As universities seek to address such changes, academic leadership is gaining prominence (Bisbee 2007; Scott, Coates & Anderson 2008; Stigmar 2008). However, the concept of academic leadership remains under-developed. While much research has been undertaken on leadership (Sternberg 2005), there has been limited research undertaken on *academic leadership* (Askling & Stensaker 2002; Knight & Trowler 2000; Martin et al. 2003; Ramsden 1998; Ramsden et al. 2007; Scott, Coates & Anderson 2008; Yelder & Codling 2004). Although Australian Learning and Teaching Council projects have begun to address this void, further work needs to be undertaken.

One key level of academic leadership that remains largely unexplored is the leadership at the head of school level. These academics must be flexible, adaptable and innovative in their leadership role, in order to provide leadership in a dynamic and complex environment. They are also a key gatekeeper and cornerstone for teaching and learning improvements (Southwell, Scoufis & West 2008a).

So what is meant by academic leadership for heads of school? In his review of leadership literature, Bryman (2007) identifies 13 forms of leader behaviour reported to be associated with effectiveness at departmental level:

- having a clear sense of direction/strategic vision
- preparing department arrangements to facilitate the direction set
- communicating about the department's direction
- providing feedback on performance
- providing resources for and adjusting workloads to stimulate scholarship and research
- being considerate
- being trustworthy and having personal integrity
- treating academic staff fairly and with integrity
- allowing staff the opportunity to participate in key decisions/encouraging open communication
- creating a positive/collegial work atmosphere
- acting as a role model/having credibility
- advancing the department's cause internally and externally
- making academic appointments that enhance department's reputation.

However, Bryman (2007) also contends that the various behaviours will sometimes be at odds and 'occasionally clash'. He also suggests that the type of leadership



behaviour required is contextual and that others in the school, such as program directors, provide academic leadership.

Vilkinas and Cartan (2009) define academic leadership thus:

An effective leader has the ability to interpret the environment accurately, to respond appropriately and 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. (p1)

It is from this starting point that the current project has been built.

## 1.2 Overall Purpose of the Project

The primary focus of this project was to combine the findings of two earlier projects to apply and extend the knowledge. They are listed below:

- 'Improving the leadership capability of academic coordinators in postgraduate and undergraduate programs in Business' (Vilkinas 2009)
- 'Caught between a rock and several hard places: cultivating the roles of the Associate Dean (Teaching and Learning) and the Course Coordinator. A framework for developing an institutional leadership in teaching and learning program' (Southwell, Scoufis & West 2008a).

The framework and process for an academic leadership development program came from both projects. The inclusion of elements around the broader context of higher education and working relationships arose from the ALTC project related to associate deans. The *Integrated Competing Values Framework (ICVF)* and 360° feedback tool, developed by Vilkinas (2009) and further refined by Vilkinas and Ladyshevsky in their recent ALTC project (Vilkinas & Ladyshevsky 2010), was incorporated into the current project and provided an evidence base for a critical area of development.

As such, this project focused on working at the heads and associate heads of school or departments<sup>1</sup> level to apply a leadership program that incorporates knowledge gained from both projects: the Associate dean project undertaken by QUT/UNSW/CDU and Program director project undertaken by UniSA. The overall goal of the project was to enhance the academic leadership capability of these participants in their respective universities. A particular objective was to improve teaching and learning by strengthening the relationships between heads of school, associate deans teaching and learning (T & L) and discipline leaders.

## 1.3 Importance of the Project

Within Associate dean's project (Southwell, Scoufis & West 2008a), it became apparent that the head of school role was central to the development of a positive teaching and learning culture at an operational level. These findings support the research of Ramsden et al. (2007). Despite differences in role allocations, titles and structures within the institutions, variations in relationships with the Head of School were identified as a key variable in teaching and learning improvement. Associate

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<sup>1</sup> At one of the universities involved, they were called *theme leaders*.



deans (T & L) and teaching and learning champions<sup>2</sup> all identified the support of the Head of School as critical for translating strategies and actions to real improvement in teaching and learning. However, it was also noted that it was difficult to engage heads of school in this process, because teaching and learning was often not an explicit focus for them.

Additionally, it has emerged that associate deans needed to work also with various staff members who have responsibility for teaching and learning in a school, including program coordinators/theme or discipline leaders<sup>3</sup> who are also administratively supervised by the head of school. In both institutions, the head of school role with large, multidisciplinary schools predominates. Despite a distributed leadership framework, to translate teaching and learning improvement, the associate deans must work through their heads of school. As such, the relationship between the Discipline Leader, Head of School and Associate Dean is central to quality improvement, because the Head of School has the dual role of the gatekeeper and the cornerstone. Without the support of the Head of School who has the administrative authority, reaching staff to make change is very difficult for the Associate Dean (Southwell, Scoufis & West 2008). The lack of research into this level of leadership is noted by (Bryman 2007), yet his literature review supports the notion that this role is central to teaching and learning improvement. It is also likely that discipline leaders are potential candidates for a head of school role at a later date and can benefit from being included in feedback to the Head of School around leadership approaches.

Given the important contribution that academic leadership makes to the development and maintenance of quality teaching, it is critical that heads of school develop the knowledge and skills to design, develop, implement and evaluate high-quality teaching and teachers (Marshall et al. 2000). To achieve this, they need to work with their deans of teaching and learning and discipline leaders. While such relationships have been identified as critical (Southwell, Scoufis & West 2008b), there has been reported no research with a specific focus on this key relationship.

Investigation into training programs for heads of school undertaken prior to this project commencing indicated that there is wide variation around the induction, training and leadership programs in Australian universities. These appear to range from no formal training to slightly more strategic approaches including the distribution of guides, one off induction programs and broader leadership programs. However, a specific focus on academic leadership as opposed to management strategies appears to be limited in most (although much of this type of information is not formally available).

The leadership project on associate deans developed a framework and approach for leadership development that identified:

- conditions/elements to allow for leadership to take place
- a leadership program structure and tools.

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<sup>2</sup> The two institutions involved in this project have slightly different structures. This will impact on the terms used within this application. Charles Darwin University and the University of South Australia have school-based educational leadership utilising the roles of the Teaching and Learning Champion in each school (CDU) or a Deputy Head of School (T&L) (UniSA). In CDU, they are called Teaching and Learning Champion, in UniSA, they are called Deans Teaching and Learning and they also have Deputy Heads who have the Teaching and Learning portfolio. In the remainder of the document, associate deans teaching and learning will be used.

<sup>3</sup> All of the institutions have the similar role of disciplinary responsibility and can be called Course Coordinator, Program Coordinator, Discipline Head or Theme Leader. The term discipline leader will be used to denote those individuals who have responsibility for teaching and learning at a discipline level.



In terms of conditions, a strongly supportive organisational culture was clearly essential. Within this, the role of head of school and dean were identified as key players. Therefore, to make the context conducive to improvement, the Head of School and Dean need to be supportive of, engage with and value the tasks undertaken by those in such roles as Associate Dean (T & L) and Discipline Leader. This includes facilitating their knowledge of roles, structures and benefits of effectively utilising people in these roles.

Comprehensive induction to, and mentoring in the role of teaching and learning leader was also identified as a vital part of the foundation for leadership, as well as contribution to a supportive organisational culture. As teaching and learning quality and management are only one area of responsibility for heads of school, a focus on this aspect is likely to make significant gains in the area of teaching and learning. Additionally, this can be tied in with other duties undertaken by the Head of School, such as links to increasing research and scholarship, performance management of staff and self and administrative functions to provide the 'hooks' to engagement and to widen the applicability of teaching and learning leadership for real and lasting change. This will ensure that heads of school are fully aware of and engaged in the development of quality teaching and learning.



02

## **A REVIEW OF ACADEMIC LEADERSHIP AND DEVELOPMENT LITERATURE**

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## 2.1 Overview

The purpose of this chapter is to discuss the previous research on academic leadership, particularly that with a focus on heads of school. It is also the intention to discuss a leadership framework that has been used previously in the higher education sector to understand academic leadership. The third area to be covered is the factors that impact on the performance and roles of heads of school. As the main purpose of this project was to develop academic leadership capability of heads of school, 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, as well as the processes used in the project are discussed at some length.

## 2.2 Review of Academic Leadership Literature

The body of published literature on *academic* leadership has grown considerably over the last ten years (Bolden et al. 2008; Bolden, Petrov & Gosling 2009; Bryman 2007; Harris 2006; Middlehurst, Goreham & Woodfield 2009; Ramsden et al. 2007; Scott, Coates & Anderson 2008; Sternberg 2005; Vilkinas 2009; Vilkinas & Ladyshevsky 2010; Yelder & Codling 2004). Some of this more recent work on academic leadership within the university context has focused on heads of school (Bryman 2007; Harris 2006; Ramsden et al. 2007; Scott, Coates & Anderson 2008; Yelder & Codling 2004). However, there has been a lack of integration of these leadership theories and findings, and there has been no attempt to compare and contrast what has been found previously. For example, only one aspect of Scott et al.'s (2008) leadership competencies and capabilities aligns with a set of behaviours reported in only one of two other studies by Ramsden et al. (2007), and Bryman (2007).

There are three main concerns that emerge from previous research:

- The first is the failure to link behaviour to effectiveness. Leadership is often measured by behaviours through the 360° feedback process. Through this process, the leader's effectiveness within the context they are working in can be derived. The earlier research does not make it clear whether the behaviours identified might be associated with ineffective, moderately ineffective, or extremely effective leadership.
- The second weakness is the use of leaders' self-perceptions to gather data, rather than including the perceptions of others with whom the heads of school work (for example, their line manager and academic and professional staff). The advantages of using both self and others' perceptions, and 360° feedback processes has been linked to performance improvement and also yields more robust data on the true nature of an individual's leadership behaviour within the context they work. Fletcher and Bailey (2003) argued that "multi-source multi-rater feedback is seen to make a fundamental contribution to performance outcomes for individuals" (p396).
- These authors did not take into account the importance of key leadership behaviours. That is, they did not establish the 'benchmarks' that were used by the respondents to their survey data.

The current project was designed to address these weaknesses by focusing on a key set of behavioural measures related to academic leadership. It also included a measure of leadership effectiveness, relied on multi-source feedback to collect data, and also embedded an importance scale or benchmark. The next section describes the academic leadership model that was employed to measure this behaviour.



## 2.2.1 A Leadership Framework

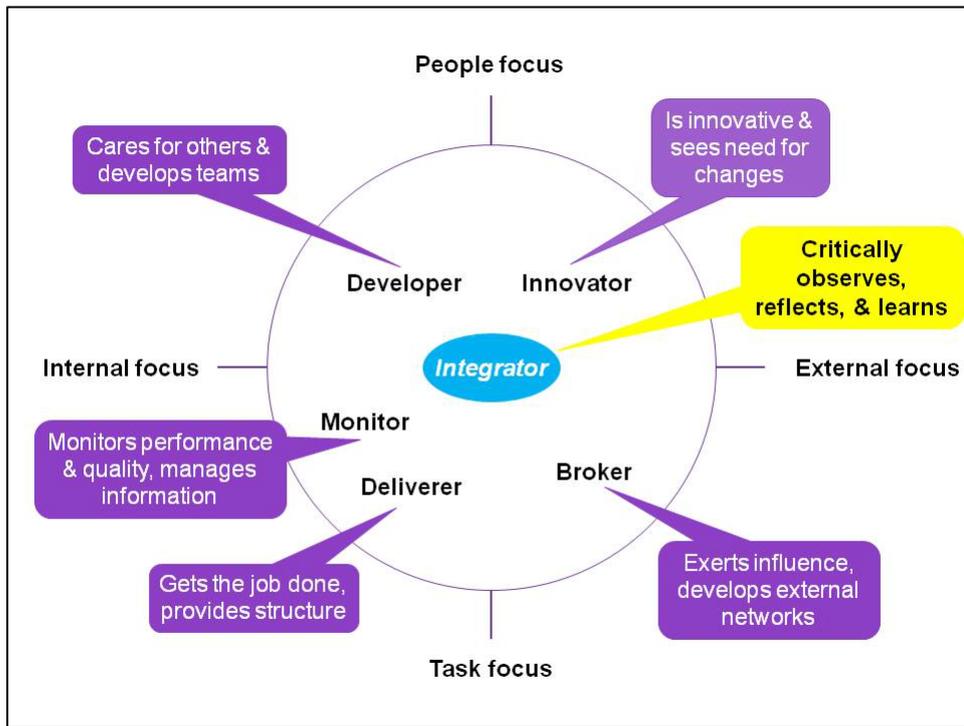
The earlier studies failed to place the behaviours required of heads of school within a theoretical framework. The *Integrated Competing Values Framework* (ICVF) has been used previously to explain a range of academic leadership behaviours in many different staff within the higher education sector (Jones et al. 2009; Vilkinas 2009; Vilkinas & Ladyshevsky 2010; Vilkinas & Ladyshevsky in press). 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). They further 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 Head of School.

This leadership model also addresses some of the issues raised by Bryman (2007). For instance, this model is based on the premise that leadership behaviours are paradoxical in nature and, to use Bryman’s words, “occasionally clash” (p704). Scott, Coates and Anderson (2008) also argued that the leadership provided by heads of school is a balancing act of “contradictory ways of approaching a perplexing situation” (p66). Such a view is supported by the work of Askling and Stensaker (2002) who argued that academic leadership is the ability to “attach meaning to paradoxical situations” (p113).

The Integrated Competing Values Framework (ICVF) is a useful framework for illustrating the form that academic leadership could take for heads of school. 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).

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 1).





**Figure 1:** *The Integrated competing values framework (after Vilkinas & Cartan 2001, 2006)*

Within the quadrants, Vilkinas and Cartan (2006) locate five operational roles, 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 this group of academic leaders are provided in Table 2.



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

Operational role	Heads of school behaviours	Academic leadership behaviours identified by other researchers
<b>Innovator</b>	<ul style="list-style-type: none"> <li>• innovative in approach to their work.</li> <li>• sees need for and implements new programs/delivery approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Marshall 2006; Scott, Coates &amp; Anderson 2008</li> <li>• Scott, Coates &amp; Anderson 2008</li> </ul>
<b>Broker</b>	<ul style="list-style-type: none"> <li>• maintains necessary networks within and outside of the university</li> <li>• secures necessary resources</li> <li>• influences decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Bryman 2007; Scott, Coates &amp; Anderson 2008</li> <li>• Bryman 2007</li> <li>• Scott, Coates &amp; Anderson 2008</li> </ul>
<b>Deliverer</b>	<ul style="list-style-type: none"> <li>• ensures work is completed</li> <li>• motivates staff</li> <li>• sets clear and achievable goals for their team</li> <li>• sets clear direction</li> <li>• communicates and clarifies goals with staff.</li> <li>• schedules, coordinates and solves work issues</li> </ul>	<ul style="list-style-type: none"> <li>Marshall 2006; Scott, Coates &amp; Anderson 2008</li> <li>• Bryman 2007; Ramsden et al. 2007</li> <li>• Bryman 2007; Marshall 2006; Ramsden et al. 2007; Scott, Coates &amp; Anderson 2008</li> <li>• Scott, Coates &amp; Anderson 2008</li> <li>• Marshall 2006</li> </ul>
<b>Monitor</b>	<ul style="list-style-type: none"> <li>• ensures university rules and regulations are confirmed to.</li> <li>• regularly collects and distributes information on performance.</li> <li>• monitors own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>• Scott, Coates &amp; Anderson 2008</li> <li>• Marshall 2006; Scott, Coates &amp; Anderson 2008</li> <li>• Bryman 2007</li> </ul>
<b>Developer</b>	<ul style="list-style-type: none"> <li>• develops staff</li> <li>• participates in mentoring and peer coaching sessions as a mentor and coach</li> <li>• is aware of strengths and weaknesses of their team</li> <li>• develops and maintains teams</li> <li>• arranges for appropriate development strategies for their team</li> <li>• involves others in decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Bryman 2007; Scott, Coates &amp; Anderson 2008</li> <li>• Bryman 2007; Ramsden et al. 2007</li> </ul>

*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, university staff need to employ a range of strategies that are inherently contradictory: caring for their staff and dealing with their personal issues (Developer role) while at the same time demanding that the staff member completes their work (Deliverer role). The role of university staff is undoubtedly complex. As Robertson (2005) argued, staff 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. Instead, they need to experience generative paradoxes as opposed to exhausting conflicts, if they are to be effective. Or, as Howard (2010) stated, "accepting paradoxes means recognising that a thing can simultaneously 'be' and 'not be'" (p211). Birnbaum (2001) also reported that 'successful college presidents'



needed to possess cognitive complexity which is a necessary prerequisite to behavioural complexity.

There is a sixth role within the ICFV, 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 university staff would demonstrate a heightened and accurate self-awareness. This introspection and self-awareness provides university staff 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 which is needed if university staff are able 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). *Cognitive complexity* is a *necessary prerequisite* to *behavioural complexity*. In addition, Middlehurst et al. refer to Birnbaum's work which "drew particular attention to cognitive complexity and the ability to draw on multiple perspectives to interpret organizational events" (Middlehurst, Goreham & Woodfield 2009). The Integrator, therefore, is the linchpin that allows university staff 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 university staff 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 heads of school 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.

The Associate Dean project identified the importance of planned curriculum leadership development that should include three focus areas which formed the basis of the program for heads of school:



### 1. *The individual and inner self* (values, disposition etc)

This area included working on the moral purpose/values, emotional intelligence and allowing time for reflection and communication.

### 2. *The social self* (including interpersonal skills)

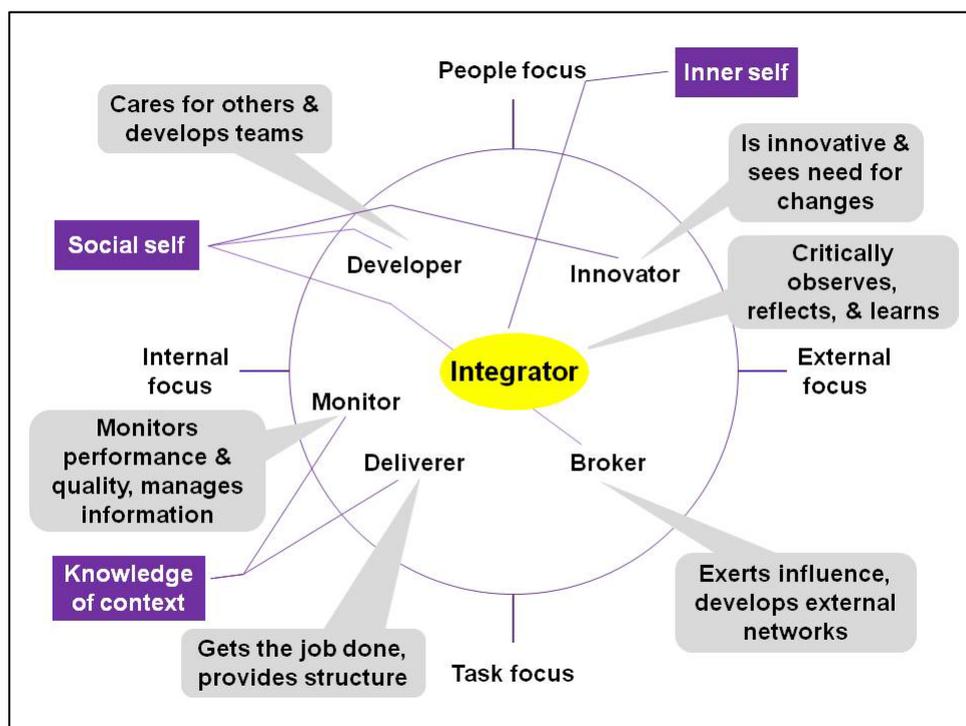
The social self has a focus on emotional intelligence but also includes fostering a collegial approach and incorporating knowledge on strategies for managing change and transition.

### 3. *Knowledge of teaching and learning and a broader understanding of the context*

A clear understanding of the institutional and broader context is seen as essential to make appropriate change and improvements in teaching and learning.

The ICVF allows for explicit measurement and reflection on the individual and social self within this structure and is further strengthened by incorporating a knowledge base on the broader higher education sector for critical reflection and context.

As such, the ICVF model has been modified to explain the three focus areas which will form the basis of leadership development programs for heads of school based on Southwell, Scoufis and West's project (Southwell, Scoufis & West 2008).



**Figure 2:** *The Integrated competing values framework adapted for heads of school* (Vilkinas & Cartan 2001; Vilkinas & Cartan 2006; Vilkinas, Leask & Rogers 2007)



## *Leadership Effectiveness*

This project was concerned with individual leader effectiveness as defined Quinn in his paper with Denison and Hooijberg (Denison, Hooijberg & Quinn 1995). The focus was on

- how well the heads of school meet their performance standards as a leader
- how they compared to their peers
- what sort of role model they were
- their overall managerial success
- their overall effectiveness as a Head of School.

The current project did not take account of the other leadership effectiveness measures identified in DeRue et al.'s (2011) meta-analysis of the trait and behavioural theories of leadership. Their analysis found that leader behaviours were strong predictors of leadership effectiveness as related to satisfaction with task performance of the leader and overall effectiveness of the leader. This is a similar measure to the one used in the current project. Their analysis also provides support for using a behavioural approach to leadership.



## 2.3 Factors Impacting on the Role

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

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

Factors impacting on the role	References
higher level of pay	Coates et al. 2009; Lazarsfeld Jensen & Morgan 2009; Mercer 2009; Vilkinas 2009; Vilkinas & Ladyshevsky 2010; Wong & Heng 2009
promotion criteria recognizes role	Al-Rubaish et al. 2009; Lindner 1998; Vilkinas 2009; Vilkinas & Ladyshevsky 2010; Wong & Heng 2009
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; Scott, Coates & Anderson 2008; Vilkinas & Ladyshevsky 2010; Wong & Heng 2009
greater autonomy/authority	Coates et al. 2009; Vilkinas 2009; Vilkinas & Ladyshevsky 2010
role clarity	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
complexity of the role	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
recognition of a job well done	Vilkinas & Ladyshevsky 2010
lack of time	Coates et al. 2009; Vilkinas & Ladyshevsky 2010
work itself	Coates et al. 2009; Lindner 1998; Wong & Heng 2009
workload	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
unfair expectations	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
marketing skills	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
interpersonal relations	Vilkinas & Ladyshevsky 2010; Wong & Heng 2009
nature of the work	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
more support eg administrative	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
more allocated resources	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
working with range of people including students	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
expertise in the work content	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
structural factors	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
previous experience	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
more research time	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
credibility of the role	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
study leave automatic	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
influencing peers	Vilkinas 2009
time on administration	Metcalf et al. 2005
achievement	Wong & Heng 2009
personal growth	Wong & Heng 2009

(continued)



**Table 2:** — *Continued*

<b>Factors impacting on the role</b>	<b>References</b>
responsibility	Wong & Heng 2009
supervision	Wong & Heng 2009
unsatisfactory meetings	
flexibility in work hours	Coates et al. 2009
job security	Lindner 1998
being included	Lindner 1998
personal loyalty	Lindner 1998
tactful discipline	Lindner 1998
help with personal issues	Lindner 1998
relationships with faculties/divisions	Vilkinas & Ladyshevsky 2010
increasing pace of change	Vilkinas & Ladyshevsky 2010
financial constraints	Vilkinas & Ladyshevsky 2010
like minded people to work with	Vilkinas & Ladyshevsky 2010
manage program not staff	Vilkinas & Ladyshevsky 2010
do work that should be delegated	Vilkinas & Ladyshevsky 2010
strong leadership from above	Vilkinas & Ladyshevsky 2010
valuing of staff by university	Vilkinas & Ladyshevsky 2010
greater collaboration	Vilkinas & Ladyshevsky 2010
length of contract	Vilkinas & Ladyshevsky 2010
access to external bodies	Vilkinas & Ladyshevsky 2010
level of authority	Vilkinas 2009
one campus less travel	Vilkinas & Ladyshevsky 2010
managing complaints	Scott, Coates & Anderson 2008
managing staff performance	Scott, Coates & Anderson 2008
managing budget constraints	Scott, Coates & Anderson 2008

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

## **2.4 Approach to Development of Academic Leadership**

In this section, the approach to the development of academic leadership for the heads of school is discussed. There were three main strategies:

- professional development workshops
- 360° feedback process
- action learning projects.

Each will be discussed in turn.



### 2.4.1 Professional Development Workshops

In the Australian higher education context, Scott, Coates and Anderson (2008) recommend practice-based learning as a leadership development strategy. They reported 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 which are tailored to their needs. Information on leadership styles and skills, as measured through objective 360° review systems, were preferred. Such was the approach taken in the current project. Details on the workshops are available in the next chapter.

### 2.4.2 360° Feedback Process

The use of 360° feedback processes in organisations as a management development tool has increased significantly in recent years (Becton & Schraeder 2004; Diefendorff, Silverman & Greguras 2005; Hooijberg & Lane 2009). The assumption made that getting feedback from a variety of sources (line manager, peers and staff) is more likely to be comprehensive and useful for the development of managers than that received from one source eg 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) as was the case in this project. Atwater, Waldman and Brett (2002) reported that self-awareness increased following from 360° feedback. They also reported that high self-awareness tended to be associated with effectiveness.

### 2.4.3 Action Learning Projects

The use of action learning projects was an intentional strategy to embed learning and change in leadership practice. Such projects utilised an *experiential learning approach* (Kolb 1984) as they focused on experience, reflection, the making of conclusions and further application.

The use of action learning projects can also increase the potential to transfer of training outcomes (Baldwin & Ford 1988; Bush & Glover 2005; Gentle 2009). 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 for use in a promotion application.

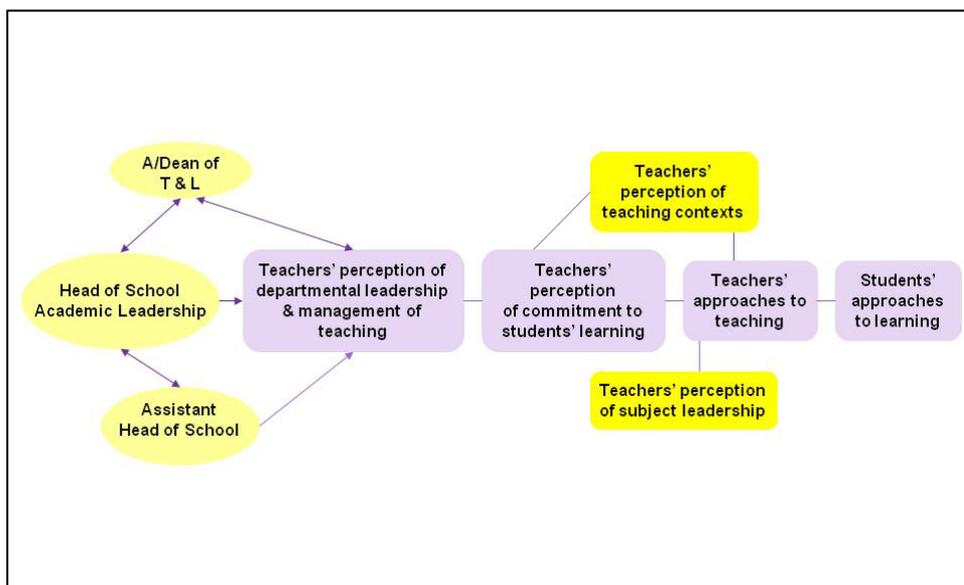
## 2.5 Impact on the Teaching and Learning Agenda

The current project was designed to impact on the student experience of teaching and learning through the influence of leadership of heads of school on academic staff, implementation of action learning projects directly linked to teaching and learning and critical reflection that leads to action on key issues.

Effective leadership by heads of school has been found to impact on the teaching and learning agenda (Martin et al. 2003; Ramsden et al. 2007). Within these studies teaching and learning leadership was found to influence how teachers approached their own teaching. It follows that as teachers improve their teaching approaches that this will have an impact on students. This relationship was supported in a meta-analysis carried out by Robinson, Lloyd and Rowe (2008) where teaching and learning leadership was found to subsequently flow through to student outcomes.



While Ramsden et al. (2007) did report the impact of heads' of school academic leadership on students' approaches to learning, they did not investigate the role of relationships between associate deans (T & L) nor assistant heads of school. In Figure 2 below, this relationship has been included in Ramsden et al.'s figure, as this was central to the current project.



**Figure 3:** *Hypothetical model of the relationships between perceptions of academic leadership and management and student learning (Ramsden et al. 2007)*

Critical reflection within the program is directly related to the improvement of leadership. Critical reflection is central to the Integrator role within the ICVF as discussed above and therefore contributes to learning and improvement of leadership capabilities. Critical reflection also provides an avenue to examine a range of issues and challenges faced by heads of school and identify key areas for work. The inclusion of semi-structured interviews set the scene for such critical reflection and prompted individuals to consider their own role in improving teaching and learning. Subsequently, the process of critical reflection prompted ideas around action learning projects.

Within the program, participants were asked to identify a key issue or challenge related to teaching and learning in their area and to undertake an action learning project related to this. As the focus was explicitly on teaching and learning, a range of issues were selected for work. The implementation of this element of the project meant that there was action beyond reflection and discussion which will subsequently flow through to improvements in teaching and learning. This approach has been used in other studies and is referred to as 'leadership for learning' (Bush, Briggs & Middlewood 2006; Bush & Heystek 2006).

## 2.6 Objectives of the Current Project

The current project was designed to

- develop a program to enhance academic leadership capability at the head of school level



- improve teaching and learning through the application of a leadership program at the head of school level
- improve the relationship between the heads of school and associate deans (T & L) and discipline leaders
- develop and disseminate clear frameworks to incorporate teaching and learning improvements at the school level
- provide resources and materials to participants for ongoing professional development.



03

## **PROJECT'S APPROACH AND METHODOLOGY**

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## 3.1 Overview

There were three parts to this project. The initial stage involved interviews with heads of school, the second entailed the customisation and dissemination of the 360° feedback tool and the third the running of the workshops. The first two stages of the project which are more focused on data collection and contributed to the final stage are detailed in this section, while the last stage – the workshops – are outlined in Section 4 – as the Academic Leadership Development Program.

### 3.1.1 Overview of the Project Methodology

The program was run in several stages. Each stage informed the development of the subsequent stages. The following provides an overview of the project methodology:

- Interviews were conducted with a small sample of heads of school in each participating university, in order to understand what form academic leadership takes for heads of school. In particular, how heads of school manage their relationships with their key players within the teaching and learning agenda, and what emphasis they place on teaching and learning.
- Data from these interviews was interpreted to modify the measure of academic leadership under the Integrated Competing Values Framework.
- The survey was trialled with a small number of heads of school and their significant others.
- The finalised survey was developed into a web-based 360° feedback tool.
- Heads of school were invited to complete the web-based 360° feedback tool and to attend the professional development workshops.
- Academic Leadership Program Workshop 1 was focused on the development of academic leadership capability and incorporated:
  - feedback and reflection on the results of the 360° survey
  - managing relationships
  - examination and reflection on the role of moral purpose (motivation for engagement) in leading staff
  - exploration of trends and issues in higher education nationally & internationally
  - presentation of strategies to enhance teaching and learning outcomes
  - development of action learning projects.
- Professional Development Workshop 2 focused on:
  - review of progress on action learning projects
  - reflections on the implementation of learning from Workshop 1, with particular reference to the key relationships involved in teaching and learning improvements.

## 3.2 Interview Study

The interview stage of the project was designed to:

- understand what form academic leadership takes for heads of school
- gather qualitative data related to the challenges and functions of the Head of School around teaching and learning
- investigate the nature and management of relationships between the Head of School and significant others in the teaching and learning area



- inform the customisation of the 360° tool for use in Stage 2 of the project.

### 3.2.1 Participants

This study was approved by the Human Research Ethics Committees at Charles Darwin University and the University of South Australia.

The interview stage of the project was carried out with 11 heads of school across the two universities. This represented 100 per cent of all heads of school at Charles Darwin University and approximately 10 per cent of those at the University of South Australia.

The participants represented a wide range of disciplines and complexities in school structures. Some headed large multi disciplinary schools, while others were responsible for single discipline schools. Responsibilities in terms of staff numbers ranged from less than 20 to over 100 staff members. Their experience in the role of head of school varied considerably. However, most had been in their current or a similar role for more than four years. All of those interviewed provided consent for the data to be used in the study.

### 3.2.2 Data Collection

All heads of school across the two institutions were invited to participate in this first stage of the project (see Appendix 4). While the entire project was laid out, it was made clear that they could choose to participate in any or all stages.

In this stage, data was collected via semi-structured interviews. The interviews lasted between 45 and 90 minutes and were generally conducted in the office of the Head of School. All interviews were digitally recorded (with the permission of the participant) and transcribed in a de-identifiable format.

### 3.2.3 Interview Questions

The interview questions were designed to gather information about the role and function of the head of school in relation to teaching and learning. The questions were designed to meet the following objectives:

- understand what form academic leadership takes for heads of school
- explore the challenges and functions of the head of school around teaching and learning
- investigate the nature and management of relationships between the Head of School and significant others in the teaching and learning area
- inform the customisation of the 360° tool for use in Stage 2 of the project.

As such, the interview incorporated the following questions:

- What do you think makes a good leader in the academic context?
- What skills or behaviours do these leaders need to display?
- What do you think is meant by 'teaching and learning leadership'?
- How do you think teaching and learning leadership could be improved within:
  - your university?
  - faculty?
  - school?
- What specific roles do you think the head of school should play in improving teaching and learning?
- What are the barriers to fulfilling these roles?



- Which other positions do you see as important to improving teaching and learning?
- In terms of improving teaching and learning, how would you describe the relationships that you have with these other important people?
- What styles of leadership do you think are important for the Head of School to utilise with staff?
- What styles of communication do you think are important for the Head of School to utilise with staff?
- What factors impact on your performance in your current role?
- What factors would make your role more attractive?

### 3.2.4 Data Analyses

All interview transcripts were analysed in three separate stages, each with a different purpose/focus. In each case, the data was analysed manually by applying a content analysis approach using word processing software to support the process.

The first analysis considered the responses of the heads of school in relation to the 360° feedback tool. Each transcript was analysed to identify the key terms and language used within the dialogue and to identify where the questions showed relevance to the 360° feedback questions. The tool was subsequently revised on the basis of this analysis.

The second analysis focused on identifying the themes within each of the interview questions. In the third analysis, the transcripts were analysed in relation to the ICVF roles. Subsequently, the results of the second and third rounds of analysis helped to build an understanding of:

- forms academic leadership takes for heads of school
- challenges and functions of the head of school around teaching and learning
- nature and management of relationships between the head of school and significant others in the teaching and learning area.

The results were also used to customise the 360° tool to be employed in Stage 2 of the project.

## 3.3 Part 2: Online Survey Study

### 3.3.1 Participants

Nineteen heads of school located in two Australian universities completed the ICVF survey. There were 129 significant others<sup>4</sup> and 24 line managers who responded to the 360° survey. Among those, there were 10 whose data were excluded because they did not give permission for their data to be analysed. The sample used in subsequent analyses comprised 23 line managers, 43 academics, 44 peers, and 33 administrative staff (details on the participants are available in Appendix 1).

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<sup>4</sup> Significant others are defined as colleagues such as staff (academic and administrative), and peers who work closely with the associate/heads of school.



### 3.3.2 Data Collection

Data were collected via a 360° feedback process commonly used in organisations (Atwater, Brett & Charles 2007). Leaderskill Group have partnered with UniSA, Curtin University and CDU to deliver the online versions of the ICVF surveys. The questionnaires provided to Leaderskill for the surveys were based on the previous work of Vilkinas and Cartan (2001, 2006). Leaderskill Group worked with the team to prepare updated, online versions of questionnaires. They also worked together to design the layout of the 360° reports ('instantly downloadable'). For each survey, Leaderskill Group provides aggregate reports along with the raw data for statistical analyses. They also manage the running of the 360° surveys, to ensure a smooth experience for participants and survey coordinators.

Each associate/head of school selected a set of their line managers, as well as their peers, and staff (academic and administrative) referred to as their *significant others*. Each respondent had frequent contact with and overall knowledge of the associate/heads of school in their current role.

### 3.3.3 Academic Leadership Questionnaire

There were six sections to the questionnaire. The first two measured the extent to which the ICVF roles were displayed and were important. The third section measured academic leadership effectiveness, then the following two sections measured factors that impacted on the performance of the heads of school and factors that impacted on the attractiveness of the role of the heads of school. The final section collected demographic data. The same items were used in Sections 1 to 5 for associate/heads of school, line managers and significant others, with appropriate grammatical changes made to reflect the capacity in which the respondent was answering the survey.

#### 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. Responses were recorded on a 7-point Likert scale (1 = *almost never* and 7 = *almost always*).

Responses from the associate/heads of school were summed for all the items under each role and divided by the number of items measuring a role to produce a mean score. The same process was used for line manager 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 the all items and then divided by number of items to produce a mean score for each role and for each of the two groups ie line managers and significant others.

##### *Importance of roles*

The same items as for roles displayed were 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.



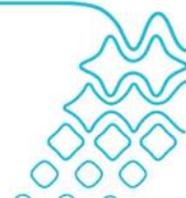
**Table 3:** *Items describing each of the ICVF roles, for roles displayed and importance of roles*

<b>ICVF Role</b>	<b>Question</b>
<b>Innovator</b>	Come up with inventive ideas? Explore new concepts and ideas?
<b>Broker</b>	Exert influence in my area? Influence program related decisions made within my area?
<b>Monitor</b>	Maintain control of resources? Detect discrepancies in reports and documents? Monitor compliance with universities' policies and procedures? Check for errors and mistakes in any activities in my area? Keep track of what happens in my area?
<b>Deliverer</b>	When required, set my area's goals? Anticipate workflow problems? See that my area delivers on stated goals? Clarify my areas' priorities and direction to staff in the area? Make my area's goals clear to the stakeholders? Bring a sense of order and coordination into my area? Coordinate activities across my area?
<b>Developer</b>	Treat people in a sensitive, caring way? Show empathy and concern for staff? Encourage participation in decision making? Surface key issues amongst staff members and work together to address them?
<b>Integrator</b>	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?

### **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 associate/heads of school were summed for the five items and divided by five to produce a mean score. The same process was used for line manager 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 18 items used to measure factors impacting on the associate/heads' of school performance (see Appendix 2, Section 3). The items were generated from the literature and the interview data. Responses were recorded on a 7-point Likert scale (1 = *low impact*; 7 = *high impact*). Mean score on each item for each group of respondents was calculated.

### Section 4: Making the Role More Attractive

There were 11 items used to measure factors that would make the role of associate/heads of school more attractive (see Appendix 2, Section 4). The items were also generated from the literature and the interviews. Responses were recorded on a 7-point Likert scale (1 = *not important*; 7 = *very important*). 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 associate/heads of school and four items on the line managers and significant others groups (see Appendix 2, Section 5).

#### 3.3.4 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). As can be seen from Table 4, most of the reliabilities were less or equal to .80 which is below the minimum of .90 suggested by Nunnally (1978) and Nunnally and Bernstein (1994) in applied research. Even though the present project is from the field of applied research, it is mainly concerned with group differences and its results will not be used to make decisions about individuals, so the recommended minimum  $\alpha = .80$  for basic research is considered acceptable here.

**Table 4:** *Reliabilities (Cronbach's  $\alpha$ ) for variables (scales) used in statistical analyses in Stage 3 (associate/heads of school data)*

Variable	Displayed	Importance
Integrator	.88	.86
Innovator	.78	.80
Broker	.77	.72
Deliverer	.81	.75
Monitor	.79	.78
Developer	.78	.82
Leadership effectiveness	.92	—

All data analyses in this part of the study were carried out as repeated measures analyses of variance (ANOVA), because 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 head's of school leadership effectiveness, as perceived by their line manager and significant others (see Table 5).



**Table 5:** *Statistical analyses undertaken*

<b>Repeated measure</b>	<b>Within-subjects factor (number of levels)</b>
leadership effectiveness	group <sup>a</sup> (3)
Integrator displayed	group (3)
Integrator importance	group (3)
Roles displayed	role <sup>b</sup> (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 (18)
factors making the role more attractive	attractiveness factor (11)

Note. <sup>a</sup>group = self (heads of school), line managers, significant others.

<sup>b</sup>role = Developer, Innovator; Broker; Monitor; Deliverer.



04

**ACADEMIC LEADERSHIP DEVELOPMENT  
CAPABILITY PROGRAM**

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## 4.1 Overview

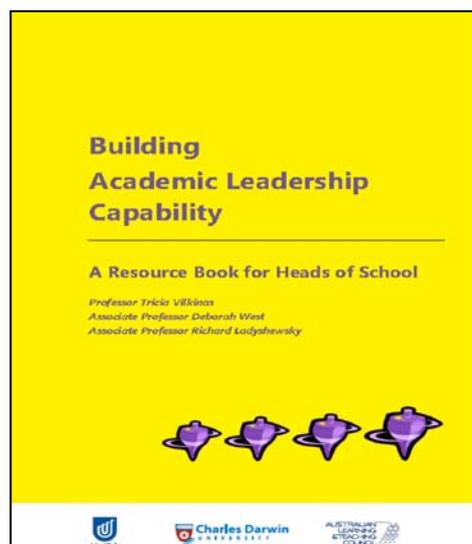
The *Building academic leadership capability* program was run over several months. It comprised two workshops, described in detail below. Important aspects of the *Building academic leadership capability* program were to develop academic leadership capability by:

- exploring leadership capability in the context of the ICVF including
  - familiarising participants with the ICVF
  - utilising critical reflection as a strategy to foster deeper learning.
- exploring trends and issues in higher education nationally & internationally, and relating these back to the participant's own context
- using personal action plans as a vehicle to implement change and to enhance individual development.

One significant resource item was developed to support the workshops which was a resource book entitled *Building academic leadership capability: a resource book for heads of school* (Vilkinas, West & Ladyshevsky 2010b; see Figure 4). In addition, the participants were given a CD of activities that would assist them in the development of their academic leadership (see Figure 5).

The program was run at both the University of South Australia and Charles Darwin University. There were several reasons why discipline leaders, as well as heads of school, were included in the workshops. Firstly, the number of heads of school who responded to the invitation or were available was limited in both instances. That meant that the project would have had limited reach. Secondly, a key intention of the program was to improve relationships between people who held key teaching and learning leadership roles. It was also deemed appropriate as discipline leaders often take up head's of school responsibilities, either as Assistant Head of School or Acting Head of School. As such, the invitation to participate was expanded and the response positive.

The program at the University of South Australia was attended by five participants; the Charles Darwin sessions were attended by 14 participants.



**Figure 4:** Resource book for heads of school (front cover)



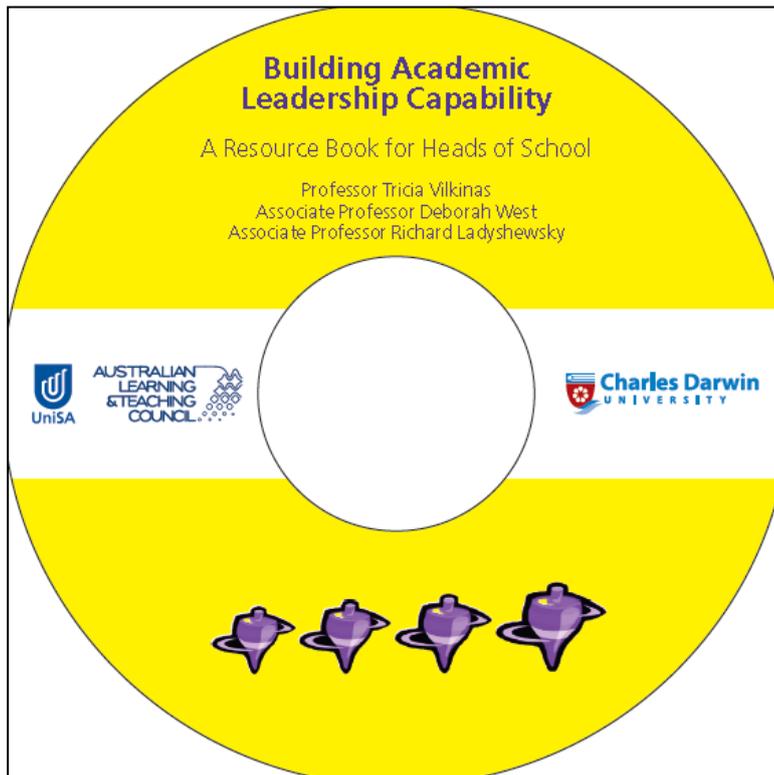


Figure 5: CD of activities

## 4.2 Workshop 1

Workshop 1 was a full-day event, held off campus. It focused on the following aspects:

- exploration of the ICVF and its relationship to the head's of school role
- feedback and reflection on the results of the 360° survey
- examination of and reflection on the role of moral purpose (motivation for engagement) in leading staff
- exploration of trends and issues in higher education nationally & internationally, and their link to the head's of school role
- strategies to enhance teaching and learning outcomes
- development and implementation of action learning projects.

### 4.2.1 The ICVF and the Heads of School

The first substantive session of the day provided participants with an overview of the theoretical framework for the program – the *Integrated Competing Values Framework* (ICVF). Within this context, links were made to:

- how various areas of the framework are connected to and impact on key teaching and learning relationships (between heads of school, discipline leaders, associate deans and deans)
- the connections to leadership around teaching and learning and how one approaches this
- the broader teaching and learning agenda.



The session then focused on exploring the results of the participants' ICVF 360° survey feedback (see Appendix 3 for a sample of the feedback report). As academic leadership is highly contextual, workshop participants were encouraged to take this into account when studying the results of their feedback. 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 be undertaken:

- The participants need to 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 need to be available to assist the participants to develop their action learning projects,
- Follow-up workshop and regular email contact to offer assistance to the participants must be made available.

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 of 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 behavior, react positively to the feedback, believe change is feasible, set appropriate goals to regulate their behavior, and take actions that lead to skill and performance improvement. (p33)

The approach taken in the workshop was experiential with as much group discussion and individual work as possible. Participants were asked to work in groups of three to four and to come up with a depiction of the ICVF. Participants produced a range of very creative drawings and words on butcher's paper which were then put up around the room. These drawings appear throughout the final report.



**Me, me, or me?**  
**Reflection on the 360° feedback process**

*Is this me indeed, or me in fact, or me in a screen of smoke and mirrors?  
Temptation is to consider favourably the views of others  
Rejoice in affirmation  
Danger is to consider favourably, too favourably, the views of others  
The ego and the id in constant juxtaposition  
Fire the tension and this duality:  
While good can come from positive evaluation  
Arrogance can equally be the final evocation*

*Beware  
Therefore, the danger within the temptation  
Lest the process become one of self-congratulation  
Then the me in smoke and mirrors could prevail*

*Beware  
Lest I become the Goering in a Hitler regime  
And a double loss ensue  
Of lost opportunity to listen and to learn, and worse  
That I take a step backward in compassion and self-sacrifice  
As ego intercedes, is the interloper, and interferes  
In the potential within this process  
To improve.*

(Anonymous workshop participant, 2010)



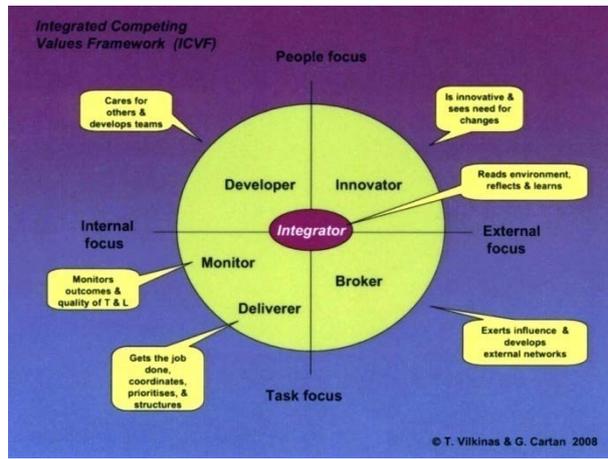
**Figure 6:** Example 1 of a drawing completed by participants, explaining the ICVF

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 in Vilkinas (2009).] These aids included a spinning top (see Figure 7a) and 'refrigerator' magnet that could be attached to filing cabinets in their office (see Figure 7b).





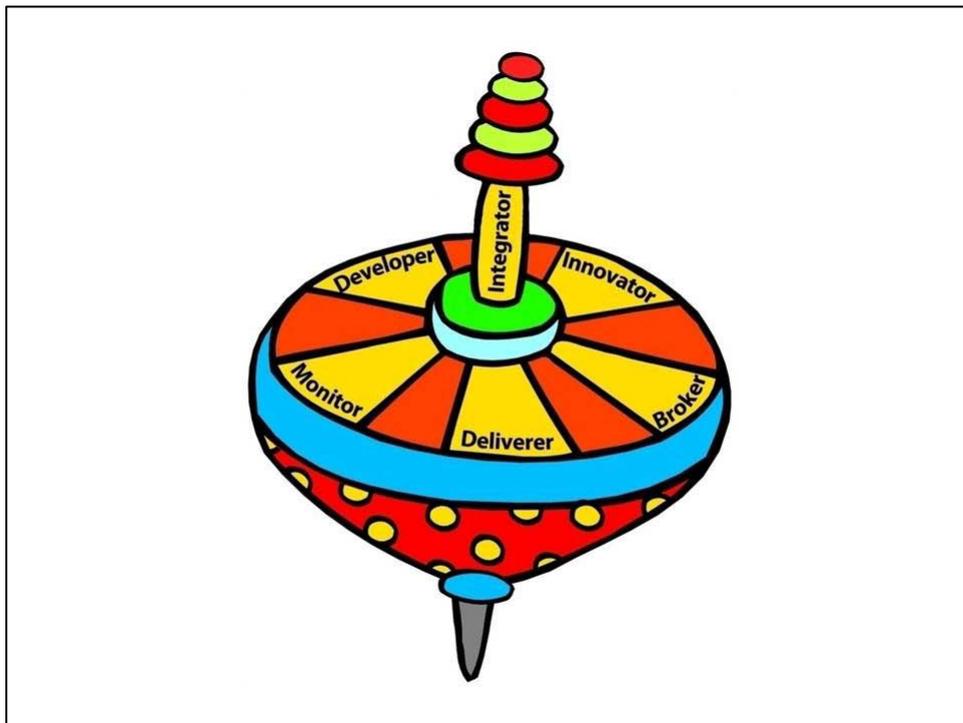
a



b

**Figure 7:** 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 them with this (see Figure 8).



**Figure 8:** The spinning top symbol used throughout the workshop

#### 4.2.2 Incorporating the Bigger Picture in Higher Education

The next session in the workshop explored what was referred to as the ‘bigger picture’ in the higher education sector both nationally and internationally. This



interactive session encouraged participants to consider these issues, initiatives and trends in light of their role and teaching and learning leadership and the strategic development of their area of responsibility. In the case of Charles Darwin University, the Senior Deputy Vice Chancellor provided an overview of the key trends and how CDU was responding to these. At the University of South Australia, the session presented the key papers, highlighting initiatives and publicly available data to provide the context. Participants in both cases were asked to provide feedback on their responses and challenges in relation to this in terms of their discipline/school.

### 4.2.3 Action Learning Projects

All participants were asked to develop a plan for an action learning project. This entailed identifying a key issue for work within their role which incorporated building on their strengths further and/or working on strengthening some of the gaps in their leadership capability (see Table 6 for a list of action learning initiatives that were undertaken based on needs identified by program participants). As part of the plan, they were required to outline the key tasks within a time frame. Participants were given time within the session to discuss ideas, explore the connections to the ICVF and begin writing their plan.

**Table 6:** *Examples of projects undertaken by heads of school/discipline leaders*

Project	ICVF role(s)
'Embedding cultural safety and other useful concepts in undergraduate and postgraduate nursing courses in the NT (or Indiana Jones and the Temple of Doom)'	Broker, Innovator, Monitor
'Leading up, down and around in complex and changing environments'	Developer, Integrator, Deliverer, Broker
'To act or not to act, that is the question'	Integrator
'Learning on the job'	Broker, Monitor, Developer, Integrator
'Critical reflection on academic leadership in exercise sports science'	Integrator

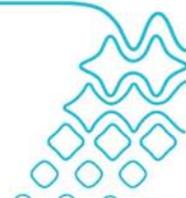
### 4.2.4 Workshop 1 Evaluation

In terms of evaluating Workshop 1, the participants were asked:

- What did you find most useful?
- What did you find least useful?
- What improvements could be made to the workshops?
- Any other comments?

Overall, the participants were very positive about the workshop providing many more positive comments than areas for improvement. The range of comments supported the overall concept of including the ICVF as well as placing this in the broader context of higher education. In terms of ways to improve the workshops, many felt that they needed more time to work on their action learning project plans and that the workshop could have been longer. Suggestions included the idea of an additional session to explore issues in more detail rather than removing any of the existing content.

Appendix 4 contains the full details of the Workshop 1 evaluation.



## 4.3 Workshop 2

The second workshop, a half-day session, took place four months after the first workshop in an on-campus setting. There were six participants. While this number was low, all participants did respond to the invitation and most stated that they would have liked to have attended but were required at other meetings. Many also stated that they were still committed to their projects.

The second workshop focused on:

- review of progress on action learning projects
- reflections on the implementation of learning from Workshop 1, with particular reference to the key relationships involved in teaching and learning improvements.

These elements were embedded and explored within the following sessions.

### 4.3.1 Action Learning Projects

This workshop started with a review and update from participants on their progress with their action learning project. Challenges and successes were explored through group discussion. Most participants were very committed to their projects although they were at different stages. Those that felt they had not done much, stated that time was the biggest obstacle to making progress. Those that had made significant progress were all doing projects that directly linked to a task or challenge that they had to complete or overcome in relation to their role. All were able to discuss their projects although they had not written them up.

Central to this process is the need to explore and highlight how the projects have drawn on and extended their learning around the ICVF.

### 4.3.2 Strengthening Relationships to Improve Teaching and Learning

The second part of the workshop focused on exploring the relationships between heads of school/discipline leaders and associate deans or deans around teaching and learning. Again, this drew on the ICVF framework and required participants to look at their own strengths and areas for development and how these impact on such key relationships.

In order to explore this aspect, participants were asked to depict in some way (through drawing, mind map, words etc) the relationship between the roles. It was suggested that they look at a key task that is required to focus on how the relationships operate and interact. All participants decided to focus on course accreditation and development for this task as there is an expectation that there will be involvement from and interaction between heads of school/assistant heads of school, discipline leaders and associate deans in the process.

One of the facilitators has the role of associate dean in one faculty at CDU, so for this part of the activity, she left the room. However, after a brief discussion among themselves, participants asked her to return and join them in the activity as a participant.

Each participant produced a drawing or diagram and then was asked to explain this to the group. As one might expect, there were very different approaches and views on the interaction of the roles. Some participants chose to focus on how the



interaction should operate, while others focused on the actual experience. Key ideas that emerged from this exercise included:

- Many stakeholders in the process (both internal and external) try to influence the development of a course:
  - The head of school or discipline leader is often in the middle of these.
  - The head of school or discipline leader needs to try and build a relationship with all of these stakeholders.
  - Many of these relationships can be tense.
  - The needs/requirements of some conflict with others, but this must be negotiated.
- The heads of school or discipline leaders need to engage in a consultative process with the key stakeholders:
  - All stakeholders are important but some have more power than others and so we need to do more around these relationships.
- Sometimes, various people can sink under the weight of requirements and pressures, and this can make the relationships tense. There was an analogy of being in a boat on the ocean and trying to negotiate the waters. Within this, there were life rafts as well as sharks.
- There are different stages at which various stakeholders are particularly important:
  - We need to be aware of them and nurture them all, but at particular times, pay more attention to some.
- The head of school can be seen as the agent that holds it all together but allows the various people to come together effectively. The analogy in this case was that of a tree where the school structure and head of school are the soil and roots of the tree that nourish others to grow and bloom.
- Sometimes, it is unclear who is leading the development process.
- Some stakeholders might not be identified and included, or chose not to participate which can create silos. For example, researchers within a school or people from another school who do/should have a stake.

The key themes that came through in this exercise were around the multiple relationships that a head of school/assistant head of school must attend to in the process of curriculum development. This is seen as delicate, difficult and sometimes onerous, mainly because of competing interests and focus of stakeholders.

The discussion during this exercise was related back to the ICVF roles and participants were asked to consider their personal feedback via the 360° tool in relation to their responses to this exercise and which areas they need to work on.

### 4.3.3 Results from the ICVF Applications

The final session presented the findings of research in which the ICVF-based 360° feedback was applied across a range of participant groups (Vilkinas & Ladyshevsky 2010, in press). As the ICVF-based 360° feedback has been utilised with various groups in higher education, considerable opportunity for analysis and comparison of groups is possible. This information enabled participants to view their own result (as a cohort) in relation to other cohorts, which helped them to identify key strengths and challenges faced by heads of school.



#### 4.3.4 Workshop 2 Evaluation

In the final workshop, participants were asked to complete an evaluation related to that workshop and the overall program. Again, the participants were very positive about the workshop and found it useful to follow up with discussion on their action learning projects. Many stated that knowing the workshop was coming up helped them to progress with their projects. Full discussion of the evaluation is included in Appendix 4.

### 4.4 Support Between Workshops 1 and 2

Between each workshop, regular email contact was made with the participants. A very friendly and professional tone was ensured, and the project leaders made every attempt to be prompt in answering any questions. The project leaders also made themselves available to any participants who wished to meet and discuss any aspect of the program. Several participants chose to do this to review their action learning projects.



05

## DISCUSSION

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## 5.1 Overview

This chapter will outline the key findings from the project and their implications. There will be two parts to the chapter. The first will focus on the interview study and the second on the online survey study. The chapter will also detail the evaluations from the workshops and the participants' reactions to the 360° feedback process.

The interview findings discussed include:

- heads of school understandings of academic leadership
  - how leadership is conceptualised
  - skills and behaviours required for leadership
  - teaching and learning leadership.
- exploration of the challenges and functions of the head of school role in relation to teaching and learning
  - specific roles the head of school should play in improving teaching and learning
  - barriers to fulfilling these roles
  - factors impact on their performance
  - improving teaching and learning leadership within the university
  - factors that would make the role of head of school more attractive.
- managing relationships
  - other positions that are important to improve teaching and learning
  - relationships with others for teaching and learning improvement
  - styles of leadership and communication important to leadership.
- The online survey findings discussed include:
  - leadership effectiveness
  - academic leadership capability, as defined under the Integrated Competing Values Framework (ICVF). In particular,
    - i. Integrator role – extent it was displayed and its importance
    - ii. operational roles – how they were displayed and their importance
  - predictors of leadership effectiveness
  - the factors that impacted on the performance of the heads of school
  - the factors that impacted on the attractiveness of the role of the head of school.
- heads of school comments on the workshops, specifically:
  - evaluation of the workshops
  - reactions to the 360° feedback process
  - summary of action learning projects.

## 5.2 Key Findings from Interview Study

The interview stage of the project was designed to:

- understand what form academic leadership takes for heads of school



- gather qualitative data related to the challenges and functions of the Head of School around teaching and learning
- investigate the nature and management of relationships between the Head of School and significant others in the teaching and learning area
- inform the customisation of the 360° tool for use in Stage 2 of the project.

As indicated in the Methodology section, the analysis of qualitative data collected via the interviews was conducted in three stages. In the final stage, the analysis of the themes from the questions was brought together to provide a picture of academic leadership within the theoretical framework of the ICVF. Data presented in this section represents the consolidated final analysis from 11 heads of school, under the headings of:

- what is academic leadership?
- challenges and functions of the Head of School role
- managing relationships.

### 5.2.1 What Is Academic Leadership?

- What do you think makes a good leader in the academic context?
- What skills or behaviours do these leaders need to display?
- What do you think is meant by ‘teaching and learning leadership’?

To gain an understanding of views on academic leadership participants were asked about their understanding of teaching and learning leadership, what they thought makes a good leader and what skills and behaviours they should display.

In terms of academic leadership, heads of school pointed to a number of key qualities of a good leader which fit within four main headings:

- emotional intelligence
- experience and knowledge
- commitment to the role
- conceptualising, developing and clearly articulating a vision that is linked to the broader context both within the university and beyond.

The consolidation of these elements though was seen as being particularly important and came up repeatedly. One respondent captured some of the links when they commented that, “Having a big picture, but being able to deal with the specifics as well, so you have a vision ... and working with people in a way that gets them to see the bigger picture”. This requires an integrated understanding of issues at various structural levels as articulated by another Head of School who stated that, “it is helpful to have a broad range of experiences and then you can speak from a place of knowing the challenges that people face at different levels”. In this context, it is not surprising that many participants articulated ways in which they have developed academic leadership skills through reflection on their past experiences in teaching, research and industry.

An adjunct issue is the appearance of a clear enunciation of the requirements of leadership in the immediacy and leadership for the long term. Most respondents articulated that being able to deal decisively with urgent problems, maintain communication systems and keep on top of administrative tasks were essential leadership tasks, otherwise their school could not function adequately. Respondents also spoke of the need for leaders to engage in clear strategic planning, linking school activities to the university context and marrying the interests of the different disciplines within the school and faculty. The Integrator role is vital in this context, because daily issues and heavy workloads often hinder attempts to introduce and



pursue longer-term initiatives. One participant succinctly referred to this as “balancing a long term plan with day-to-day stresses”.

As one would expect, participants generally felt that leaders needed to display a wide range of skills and behaviours; the majority of these were related to the ICVF roles of Developer and Integrator. Table 7 below provides a summary of the responses:

**Table 7:** *Skills and behaviours important for leadership behaviour roles*

<p><b>Innovator</b></p> <ul style="list-style-type: none"> <li>• ideas</li> <li>• vision</li> <li>• innovative</li> <li>• good knowledge of the higher education context itself. The higher education landscape is pretty dynamic.</li> <li>• look beyond the school itself and see what's the environment that you work in and also of course where we're going with the school so have a vision for the school that doesn't have to be necessarily developed by the Head of School alone but can be an accumulation of ideas and opinions that you collect from your colleagues through the various meetings and executives and that sort of thing too but you have to be able to put that together and then present it in a clear and coherent fashion</li> <li>• being prepared for change.</li> </ul>
<p><b>Broker</b></p> <ul style="list-style-type: none"> <li>• linking with local industry and government</li> <li>• working with people from different disciplines</li> <li>• good knowledge of the way universities operate and you've got to be experienced in a university context so all of that goes together.</li> </ul>
<p><b>Monitor</b></p> <ul style="list-style-type: none"> <li>• the paperwork, administrative tasks, day to day, endless piles, leave forms and all of that</li> <li>• financial management.</li> </ul>
<p><b>Deliverer</b></p> <ul style="list-style-type: none"> <li>• very clear sense of where you want to go</li> <li>• planning, organising, supervising, directing, forecasting, all of those key kind of skills to be able to manage strategically</li> <li>• commitment to the role</li> <li>• being someone that staff can go to in a time of crisis, conflict or concern</li> <li>• good idea of the organisation you are running</li> <li>• strategic planning</li> <li>• problem solving.</li> </ul>
<p><b>Developer</b></p> <ul style="list-style-type: none"> <li>• I like harmony. Getting on well with people, being supportive, making sure everyone else gets on well with each other, all of those sorts of things I think are absolutely critical. Anything in the relationship interaction, being personally supportive, not necessarily mentoring, you might mentor some people but you wouldn't mentor everybody. There is other people who take on mentoring roles. My strategy has always been a good one, have lots of food around</li> <li>• You can't make changes unless you have everyone pretty well along with you and you've got to make people feel like they've had good ideas</li> <li>• The worst heads of school are those that always have their door closed and that basically don't talk to anyone.</li> <li>• avoiding being removed from staff</li> <li>• manage teams</li> </ul>

(continued)



**Table 7 — Continued**

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**Developer** (continued)

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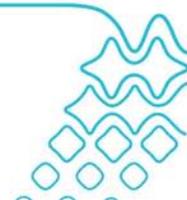
- manage people
  - helping other people to be focused
  - motivate
  - working with people
  - skills in being able to manage bad behaviour, manage conflict, manage when people do things well and what you do with that, I guess they're the main ones. Most of it is people-orientated because so much of the time it's about the people.
  - sharing that with everybody in your team I think is very important.
  - an equally important part is that you actually have to be able to listen to people, you have got to be patient.
  - desire and an understanding to see people shine and to want to do their best and to really foster that in people and not feel threatened by that
  - people skills
  - emotional intelligence
  - listening
  - relationships and communication
  - finding ways to gain consensus
  - not to be able to be identified as a leader to be identified as someone who is able to have a team that sees itself as a team
  - being a sounding board
  - not crowding
  - letting people explore and follow through with ideas
  - encouraging and empowering leaders across the school
  - helping staff to pursue the academic activities that interest them
  - role modelling
  - communication skills
  - tolerance
  - empathy
  - So one should be a good teacher to one's self, a good researcher, having a good reputation both in the national sphere as well as international. That one would say would communicate well with other academic staff, both in terms of research and teaching, to show interest in all aspects of academia. That is, not to appear disinterested in one or other area. And to be conscious of the difficulties in both teaching and research, that you know, academics may possibly encounter.
- 

**Integrator**

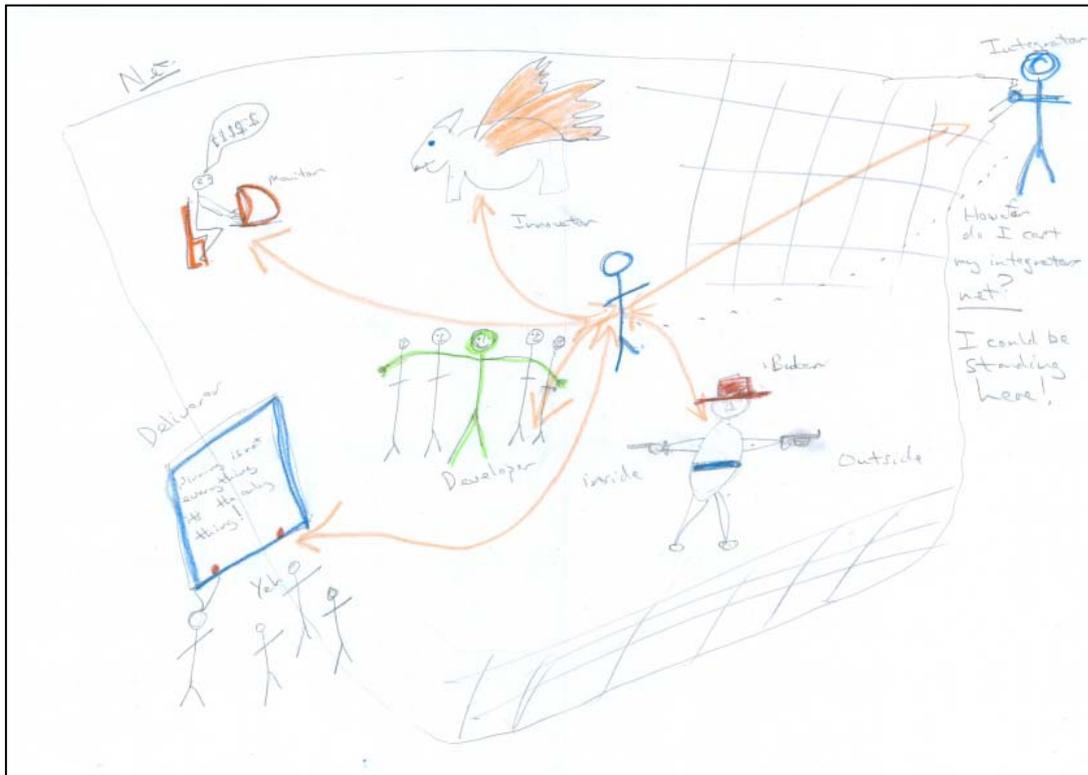
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- I think that a good leader needs to understand the nexus first and foremost, that there's leadership at the research level and that there's also leadership in teaching and learning
  - Broad range of experiences and then can speak from a place of knowing those challenges that people face at each one of those levels
  - balance.
- 

A number of key themes emerged when heads of school were asked more specifically about teaching and learning leadership; however one was more predominant than the others. Most participants suggested that curriculum development as well as building structures and frameworks was crucial in terms of teaching and learning leadership. They saw this as central to a leadership role and something that they needed to be directly involved in. It was interesting in this aspect that participants linked teaching and learning leadership to direct tasks rather than traits as in the case of academic leadership, although this may be in part explained by the fact the participants were questioned about the definition of both academic leadership and teaching learning leadership and may have attempted to avoid repeating themselves.



Other ideas that emerge suggest that facilitating the process of the school working cohesively and linking relationships between disciplines was an important aspect of what is meant by the teaching and learning leadership for participants. It also revealed that participants felt staff training/development can demonstrate 'leading by doing', which some participants referred to as 'modelling', which will in turn give both students and staff a good experience. In looking at this using the ICVF in the table below, it is evident that heads of school place primary emphasis on the Deliverer and, to a lesser extent, the Monitor and Integrator roles.



**Figure 9:** Example 2 of a drawing completed by participants, explaining the ICVF



**Table 8:** *Teaching and learning leadership*

ICVF Role	Leadership behaviour
<b>Innovator</b>	<ul style="list-style-type: none"> <li>• vision</li> <li>• willingness to try things</li> <li>• embracing technology</li> <li>• innovation</li> <li>• breaking resistance to change.</li> </ul>
<b>Broker</b>	*
<b>Monitor</b>	<ul style="list-style-type: none"> <li>• The leadership in teaching and learning really is eventually about ensuring quality and quality assurance processes but that starts pragmatically right from resourcing and right up to systems, processes, recursive feedback mechanisms, people can look at units “how did it go?” feed it back.</li> <li>• quality management</li> <li>• thorough evaluation.</li> </ul>
<b>Deliverer</b>	<ul style="list-style-type: none"> <li>• You have to have the staff, you have to have the right kind of programs, and these have to be aligned, you know you have to have staff that can teach in these programs</li> <li>• The marketing side is very important.</li> <li>• Logistical/administrative sorts of things, so you have to actually have processes in place that make sure that workloads are appropriately distributed and calculated, and timetables and units are available, all of that kind of admin. stuff.</li> <li>• Employ people who are already good at teaching and learning. How do we define that? Students love people who interact with them, build good relationships, you don't have to be a rocket scientist to be a good teacher. You don't have to be the world's best researcher but you do have to have good levels of interaction with students, they've got to feel like you care about them.</li> <li>• It is leadership that is concerned with resources and pragmatics, it's leadership that's concerned with pedagogy, it's leadership that's concerned with innovation and approach and it's leadership that's critically reflective in that you're looking at your practices, the research in teaching and learning,</li> <li>• administrative side of things workloads etc.</li> <li>• modelling the importance of teaching and learning</li> <li>• providing leadership with a teaching and learning focus</li> <li>• seeing teaching and learning as the highest priority</li> <li>• use the assets that you have – mainly colleagues</li> <li>• looking at strategic issues and also day-to-day issues</li> <li>• adapting to the requirements of teaching and learning in your discipline</li> <li>• working with the facilities available</li> <li>• providing clear structure and expectations</li> <li>• good role model for other teachers</li> <li>• strategic direction</li> <li>• recognising the paramount importance.</li> </ul>
<b>Developer</b>	<ul style="list-style-type: none"> <li>• giving people confidence</li> <li>• helping people open up to learning</li> <li>• helping people open up to learning</li> <li>• working as a team</li> <li>• talking to students.</li> </ul>
<b>Integrator</b>	<ul style="list-style-type: none"> <li>• balancing the experience of practitioners and academic nous in developing units</li> <li>• dealing with and absorbing criticism</li> <li>• I think that's really important so to me the leadership is being on the ball, you've got to be there, you've got to be in the same space as which the academics doing the teaching are, you've got to understand the processes that underpin it, but understanding the resourcing that goes into it.</li> </ul>

*Note.* \*No responses were received in relation to this role.



The responses to this set of questions indicated that heads of school had different perceptions about academic leadership in comparison to teaching and learning leadership. Ideological perspectives were much more embedded in the discussion around academic leadership as opposed to teaching and learning leadership which was seen as much more task-focused. At a deeper level, this may reflect the diverse nature of tasks performed by the Head of School compared to other roles which have a much more explicit focus on teaching and learning eg associate dean or program manager. However, the importance of people skills and related behaviours including communication, visibility, accessibility and an open door policy were seen as primary in both cases.

## 5.2.2 Challenges and Functions of the Head of School Role

- What specific roles do you think the Head of School should play in improving teaching and learning?
- What are the barriers to fulfilling these roles?
- What factors impact on your performance in your current role?
- How do you think teaching and learning leadership could be improved within: your university? Faculty? School?
- What factors would make your role more attractive?

When asked about what roles the Head of School should play in improving teaching and learning most participants suggested that they need to work cohesively within the schools, identify staff members' unique expertise and identify ways to enhance the teaching and learning process. Some participants went beyond this by identifying that one of the key difficulties is trying to ensure that both the research and teaching and learning requirements of the school/faculty are met without staff being forced to work in areas in which they have little interest or expertise.

Participants also suggested that head's of school specific roles should have supportive elements across the board. In this they included engaging with students at a course level, promoting and enhancing teaching and learning, being actively involved in reflection on evaluation of teaching and learning (eg Student Evaluation of Learning and Teaching) (SELT) and doing this within a broad vision. One Head of School summed up the interaction between various elements thus: "Teaching and learning as one word; you can't have one without the other".

When heads of school were asked about what factors impact on their performance, participants suggested that large workloads are the main factor. They also indicated that the role of head of school is complex, holds a lot of responsibility, and therefore lack of support can impact on their ability to perform. Other factors that emerged were related to legal issues and staff who do not behave professionally.

Participants were also asked about specific barriers to fulfilling the range of roles that they need to undertake in order to improve teaching and learning. Overwhelmingly, participants indicated that the biggest barrier was staff workloads, suggesting that the volume of work and time availability impacts on the teaching. This was related to the idea of finding and keeping staff with a good balance of industry, teaching and research experience. Some heads of school also acknowledged the difficulties faced by staff members that teach in disciplines with smaller student cohorts. They mentioned that these staff had to teach across a greater number of units to achieve the required workload level (as calculated according to EFTSL) and that spreading their time in this way may impact on their ability to develop the teaching and learning aspects of all of their units.

Heads of school identified a range of ways that teaching and learning could be improved at the university, faculty and school level. Particular themes were displayed at each level though many participants commented that improvements



often required input from all levels. For example, workloads were seen as significant at the faculty and school levels. However, most put this in the faculty level and related it to workload planning and consistency across schools. Some participants also observed that expectations from the university executive frame the workload issue. It is not surprising that heads of school were attuned to the ways in which issues spanned the three levels, as their role was often conceptualised as taking the form of a bridge between the university executive and academic staff.

The increasing externalisation of courses was cited as a major issue in teaching and learning. A number of the participating heads of school observed that externalisation has brought with it a whole new range of requirements and that adjusting to the increasing prevalence and sophistication this relatively new way of teaching and learning has not been easy. They pointed to the general difficulty in getting staff to embrace change, the technical requirements of externalisation, the blurring of content applicability with greater number of students in different locations, the fact that external students often have different levels of access to resources and the difficulty in accessing expert help to adapt good teaching and learning practice to external formats. In this light, it is clear that externalisation is another issue that spans a range of structural levels.

**Table 9:** *Areas for improvement (by university structure level)*

Level	Ways to improve teaching and learning
university	<ul style="list-style-type: none"> <li>• infrastructure</li> <li>• professional developments across all levels</li> </ul>
faculty	<ul style="list-style-type: none"> <li>• workload planning; reduced workloads; workload too big</li> <li>• reduced staff turnover to improve continuity</li> <li>• quality processing; putting clearer processes in place</li> </ul>
school	<ul style="list-style-type: none"> <li>• developing teaching and learning practices</li> <li>• program development</li> <li>• not so much paper work – removing onerous tasks and distractions</li> <li>• communication</li> <li>• reduce staff turnover.</li> </ul>

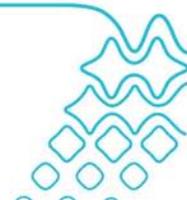
When asked what would make the role of head of school more attractive, the main focus was on working conditions, such as sufficient support staff (ie PA), facilities, realistic workloads, adequate resources, having effective organisation processes and clearly defined strategies. Although remuneration was mentioned, this did not feature among the most important aspects.

A number of participants also indicated that their role's attractiveness would improve if it were more clearly understood. Their responses indicated that the diverse nature of the head's of school role caused confusion for other staff and even the heads of school themselves, who wear many hats within their school, faculty and university.

### 5.2.3 Managing Relationships

The following questions within the interview schedule related to the concept of managing relationships:

- Which other positions do you see as important to improving teaching and learning?
- In terms of improving teaching and learning, how would you describe the relationships that you have with these other important people?



- What styles of leadership do you think are important for the head of school to utilise with staff?
- What styles of communication do you think are important for the head of school to utilise with staff?

Heads of school identified a range of people that they saw as important in improving teaching and learning highlighting the need to manage complex and diverse relationships. While some indicated all other roles in the university that engaged with students were important, the specific roles seen as central are the discipline leaders, course/program coordinators, associate/assistant heads of school and people with specific roles in the school related to improving teaching and learning such as teaching and learning champions. To a lesser extent, they indicated that it was important to engage with deans and the Deputy Vice-Chancellor. They saw it as important to develop a close and positive working relationship with people in these roles, in order for things to progress.

In relating the philosophy of leadership to their role, most participants indicated that heads of school need to have a managerial style of leadership, but at the same time be supportive, flexible, versatile, resilient, and approachable. Overall, the main theme in terms of leadership style was a focus on task management and people management within an overall balance. Relating this to communication styles participants indicated that it was important to have an open-door policy, be accessible and apply what would commonly be called active listening to build relationships and display empathy. Within the discussion on relationships and communication, one Head of School summed it up saying, “The foundation of anything is relationships and communication”.

#### 5.2.4 Summary

Heads of school provided some key insights into academic leadership as well as teaching and learning leadership. They indicated differing perspectives on both but within the broader field of academic leadership the role of the Developer was seen as the most important. They talked mainly about the importance of people skills and related behaviours, including communication, visibility, accessibility and an open door policy. In relation to teaching and learning leadership, they were much more focused on the Deliverer role.

The role of head of school was seen as complex and demanding with high workloads. Strategic direction and resources (in terms of human resources and infrastructure) were seen as key elements that impacted on the improvement of teaching and learning and their ability to do their job. Some of the key challenges included dealing with structural issues such as communication pathways, processes, the competing interests of individuals, schools, faculties, the university and external stakeholders. The participants also spoke of a need for clear and consistent strategic direction across all of these levels.

## 5.3 Key Findings from the Online 360° Feedback Survey

### 5.3.1 Leadership Effectiveness

The heads of school scored themselves significantly lower on leadership effectiveness than did their line managers and significant others. Overall, the heads of school were seen to be very effective by the line managers and significant others groups, while the heads of school regarded themselves as reasonably effective (see Table 24). Given the perceived level of their leadership effectiveness, the development of these heads of school 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 heads' of school 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 saw 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 heads of school are in developing their academic leadership. The Integrator is discussed next.

### 5.3.2 Integrator Displayed and Importance

The heads of school, their line managers and significant others indicated that they were in agreement with the extent to which the heads of school displayed the Integrator. Overall, the three groups of respondents said that the heads of school displayed the Integrator moderately (see Table 25). All three groups were also in agreement on the importance of the Integrator. They indicated that Integrator was very important. 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.

### 5.3.3 Operational Roles Displayed and Importance

#### *Behavioural Complexity*

The heads of school did display most of the operational roles equally except for the Monitor. The main difference was between the Developer and Monitor. This means that in the main, the heads of school did possess behavioural complexity. That is, they possess the capability to move with ease between the roles and the ability 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).

All of the roles were displayed moderately and they were regarded as very important with the Developer being more important than the Innovator and Monitor. These results may reflect the context in which they operate where they are required to focus on the people (Developer) and task side (Deliverer) of their jobs. Future research is needed to determine whether the favouring of some roles is a contextual factor that reflects the actual demands of the head's of school role, and whether the heads of school, and their line managers and significant others need to be educated on the equal importance of all the roles.

#### *Comparisons With Significant Others' Perceptions*

The line managers, the significant others and the heads of school were all in agreement on the extent to which the roles were displayed and also the importance of the roles. These agreements suggest that the heads of school have high self-awareness as their perceptions of themselves were congruent with the people with whom they work. Atwater and her colleagues (Atwater, Brett & Charles 2007; Atwater, Waldman & Brett 2002) argued that being self-aware could be linked to leadership effectiveness.



## 5.4 Implications of Current Findings

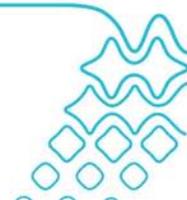
The finding that the heads of school's self-rating of effectiveness was less than what their line managers and significant others reported has implications. It may mean that the heads of school are 'hard task masters' on themselves and therefore, are not giving themselves credit for how effective they are. Or, it could be that the heads of school are aware of the work that they are not completing and therefore, judge themselves to be less effective as academic leaders. Discussions with the participants on the programs and with the interviewees suggest that it is most likely a combination of both these reasons. These university staff need to adopt a more positive view of themselves and accept the opinions of their line managers and significant others as valid, given the credibility that lies with these two groups who come from many levels within the university, including senior management, and also have working knowledge of the heads of school.

As can be seen from Table 10, the heads of school displayed the Integrator reasonably often and regarded it as very important. In addition, the heads of school displayed behavioural complexity which has also been linked to leadership effectiveness. So, for the universities involved, they have a very capable group of heads of school who are academic leaders.

**Table 10:** *Summary of results*

Variable	Heads' of school and significant others' perceptions		Conclusions
	self	line managers & significant others	
Leadership effectiveness <sup>a</sup>	3.86 =	4.13, 4.24	Heads of school rated themselves as not significantly less effective leaders than their line managers and their significant others rated them.
Integrator: displayed <sup>d</sup>	5.75 =	5.56, 5.84	Heads of school had reasonably well developed Integrators and were in agreement with their line managers and their significant others.
Integrator: importance <sup>b</sup>	6.40 =	6.38, 6.24	Heads of school perceived the Integrator as very important and in this respect were in agreement with their line managers and significant others.
Variable	Heads of school	Conclusions	
Behavioural complexity: displayed <sup>d</sup>	Developer = Innovator, Broker, Deliverer (5.89 = 5.76, 5.56, 5.58) Developer > Monitor (5.89 > 5.48)	Behavioural complexity was displayed except for the Monitor role. All roles were displayed moderately.	
Behavioural complexity: importance <sup>b</sup>	Developer = Deliverer, Broker, (6.36 = 6.190, 6.10) > Innovator, Monitor (> 6.187, 6.03)	Behavioural complexity was not regarded as important with the Developer being considered to be more important than the Innovator and Monitor.	
Self-awareness: displayed roles <sup>b</sup>	heads of school = line managers, significant others	Perceptions of heads of school were the same as those of their line managers and their significant others, indicating high self-awareness.	
Self-awareness: roles importance <sup>b</sup>	heads of school = line managers, significant others	Heads of school used the same benchmarks as their line managers and significant others.	

Note: <sup>a</sup>Items measured on a 5-point scale. <sup>b</sup>Items measured on a 7-point scale.



The implications of these findings are centred around working relations and performance management. As the participants and their line managers and significant others are mostly in agreement, they are more likely to have harmonious working relationships. This is further supported by the high levels of self-awareness that the participants displayed. Another important set of findings relate to behavioural complexity being displayed which also support the effectiveness of these heads of school as academic leaders.

There is one role that does need attention, the Monitor, which 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.

## 5.5 Factors Impacting on the Role

### 5.5.1 Factors Impacting on Performance

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 **having the support of my line manager** with a mean score 6.52 on a 7-point scale, with 7 = *having high impact*. This was by far the most significant factor. The factors that had the least impact on the heads of school's performance were **wide range of people with whom I need to deal with, increasing pace of change, ad hoc requests/tasks, having personal support, and having access to expertise/technical support** (see Figure 22). These factors had a mean score of 5.81 to 5.73, on the same 7-point scale. That is, while these factors had less of an impact they were still said to have a moderate impact on the heads of school's performance (see Table 11).

Clearly, heads of school need the support of their line manager. Such support was regarded as having a strong impact on their performance. That there were also numerous other factors that impacted on their performance illustrates the complexity of their role.



**Table 11:** *Factors impacting on performance*

Factor	References
having support of my line manager	
having staff who get the job done	
being able to motivate staff to do good work	
competing priorities	
having administrative support	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
understanding the bigger picture	
keeping personally motivated	
having staff who can handle student interactions	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
knowing the university's priorities	
being able to delegate some of my work	
financial constraints	Vilkinas & Ladyshevsky 2010
general complexity of the role	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
huge volume of electronic communication	
wide range of people with whom need to work	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
increasing pace of change	Vilkinas & Ladyshevsky 2010
ad hoc requests/tasks	
having personal support	
having access to expertise/specialist support	

### 5.5.2 Factors Making the Role More Attractive

The result of the repeated measures ANOVA for factors that would make the role more attractive showed that for the heads of school, 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 **having the right staff, having enough staff and role clarity** (see Figure 23). The mean scores of these factors ranged from 6.54 to 6.27 on a 7-point scale, with 7 = *very important* suggesting they were very important. The factors that had the least impact on the attractiveness of the role were **physical space where I work and being liked by others** (see Figure 23). The mean scores of these factors ranged from 5.12 to 4.54 on a 7-point scale (7 = *very important*) suggesting they were moderately important.



**Table 12:** *Factors making the role more attractive*

Factor	Previous research
having the right staff	
having enough staff	
better role clarity	Vilkinas 2009; Vilkinas & Ladyshevsky 2010
promotion criteria recognising role	Coates et al. 2009; Lazarsfeld Jensen & Morgan 2009; Mercer 2009; Vilkinas 2009; Vilkinas & Ladyshevsky 2010; Wong & Heng 2009
more support e.g. administrative	Vilkinas 2009
unsolicited positive feedback	
higher level of pay	Coates et al. 2009; Lazarsfeld Jensen & Morgan 2009; Mercer 2009; Vilkinas 2009; Wong & Heng 2009
budget ownership	
less emails	
physical space where I work	
being liked by others	

### *Implications of the Findings*

The idea of the having the right staff, having enough staff and role clarity were significant in both the 360° results and the interviews. This would indicate a need for universities to address these issues in order to support teaching and learning.

## 5.6 Evaluation of the Workshop

This section will highlight the key findings based on the evaluation of the program however, the full results of the evaluation are documented in Appendix 5. A variety of questions were asked on a Likert scale (with 1 indicating the *lowest* or *negative* perspective and 7 being positive). These scores are presented below in brackets ( ) where relevant. Participants were also offered the opportunity to respond to open-ended questions designed to collect qualitative data.

The evaluation had a low response rate with only five participants completing the evaluation at the last workshop. In an effort to increase the response rate, reminders and additional copies were sent via email however this did not result in any further feedback. One of the issues around this was the fact that only a small number of participants were able to attend the second workshop and stay until the end.

Based on the data received, the workshops were well received with respondents indicating an overall satisfaction score of 5.3 out of 7. The material was seen as relevant (5.4) and useful (5.6) as well as being worth their investment in terms of time (5.6). Comments on the best aspects of the program spanned the range of material from the 360° feedback tool to the session on the broader sector issues and the resource book. Overall, this suggests that the content included was relevant and the overall approach useful.

Table 13 below provides data on the comments received around the positives and negatives of the program more generally.



**Table 13:** *Generic comments*

Category	Comments
positives	<ul style="list-style-type: none"> <li>• I think one of the strengths of this program is the opportunity to network with others in a similar position.</li> <li>• Valuable self-reflective exercise as to what roles people have within large organisations.</li> <li>• Good job and I hope to attain my certificate.</li> <li>• Valuable self-reflective exercise as to what roles people have within large organisations</li> </ul>
negatives	<ul style="list-style-type: none"> <li>• none</li> </ul>

In terms of the content and process of the project, the following comments were received:

**Table 14:** *Comments on process used*

Category	Comment
projects	<ul style="list-style-type: none"> <li>• Longer time frame given in first workshop to thing [sic] through and develop project plan.</li> </ul>
survey	<ul style="list-style-type: none"> <li>• The 360° survey needs refinement; some staff had no knowledge of what I did; some language was confusing.</li> </ul>
too soon	<ul style="list-style-type: none"> <li>• Still reflecting on the process.</li> <li>• I came in late so was more behind the '8' ball.</li> </ul>

When looking at the impact of the program, participants indicated that it helped them to develop an understanding of their learning issues around leadership (5.6). They indicated that there had been some change in their own behaviour with comments such as, "I have asked a lot more questions, tried to be more involved in processes" and "I have learnt more about how to influence difficult relationships and whilst the change in management has come into play over the months this year – I have focused more on internal processes in the team".

The participants identified a range of reasons for improvement on their own learning issues which are presented in Table 15 below:

**Table 15:** *Reasons for improvement on head's of school learning issues*

Category	Comments
new ways of thinking about issues	<ul style="list-style-type: none"> <li>• re-thinking the balance between all the roles</li> <li>• being more aware of what I needed to know</li> <li>• developing awareness at an institutional level</li> <li>• fitting into CDU ways of doing things</li> </ul>
changes in behaviour	<ul style="list-style-type: none"> <li>• more personal interactions via face to face dialogue</li> <li>• more proactive in seeking out the knowledge and approaching others</li> <li>• priorities changed somewhat</li> </ul>
other	<ul style="list-style-type: none"> <li>• used opportunities to share my insights with my line manager and my staff</li> <li>• 'forced' me in a sense to document processes and meet my own deadlines.</li> </ul>

The impact of the program is related not only to changes in behaviour, but also to the way that heads of school take leadership in improving teaching and learning directly through action. This was seen most clearly through the inclusion of the action learning projects in the program.



## 5.7 Action Learning Projects

Time frames appeared to be a critical issue in terms of the progress and impact of action learning projects. Several participants indicated that they would have liked additional time in the first workshop to complete their action learning project plans.

In terms of progress on their projects, participants reported limited progress with a mean score of 3.8. When asked about improvement as a result of their action learning projects, there was a mean score of 4.8. Most participants indicated that they were still in progress on their action learning projects, had yet to embed change and that the time frame between the two workshops could have been longer. However, they were supportive of including action learning projects in the program and indicated that there was value in their inclusion with comments such as, “The action plan has made me more proactive”.

Given the nature of many of the projects, the complexity and breadth of the head’s of school role and the three-to-four-months time span, one would likely expect only limited progress. Many of the projects focused on the Integrator role paying explicit attention to a self-reflective process (see Table 16 below).

**Table 16:** *Leadership roles targeted in action learning projects*

Project	ICVF role(s)
‘Embedding cultural safety and other useful concepts in undergraduate and postgraduate nursing courses in the NT (or Indiana Jones and the Temple of Doom)’	Broker, Innovator, Monitor
‘Leading up, down and around in complex and changing environments’	Developer, Integrator, Deliverer, Broker
‘To act or not to act, that is the question’	Integrator
‘Learning on the job’	Broker, Monitor, Developer, Integrator
‘Critical reflection on academic leadership in exercise sports science’	Integrator

All participants indicated that they would continue to work on their projects and several intended to complete the documentation and submit if for assessment against the Leadership Certificate.

Given the issue related to time frames and progress on the action learning projects, it maybe useful in future programs to have either a longer time frame with more follow-up in between or an extra workshop within a longer time frame.



06

## LINKAGES

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## 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

This project had three key objectives:

- consolidate and build on the findings and lessons of two previous ALTC funded projects
- develop effective mechanisms for the embedding of good institutional practice to develop academic leadership in heads of school/assistant heads of school/theme leaders.
- deliver a professionally developed program that will allow these academics to cultivate their academic leadership
- initiate communities of practice that will support and maintain these activities.

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] 2010, p2).

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 in two institutions.

## 6.3 Dissemination Process

Dissemination of this project focused on two key areas – those within the participating institutions and the wider higher education sector. Dissemination of the project within the institutions was undertaken in several ways. First the project took a community development approach with participants coming from a range of schools within the university to build networks and support mechanisms. The structure of the workshops encouraged dissemination of knowledge amongst participants.

Understandings within the broader university were disseminated through the involvement of stakeholders in the project as a reference group. As outlined in the Acknowledgements section, the reference group included people at each level within the organisation and various faculties and corporate departments. The inclusion of members from the Teaching and Learning Quality Group and human resources areas was seen as particularly important so that the project findings could be aligned and embedded with other professional development opportunities. The outcomes of the project are seen to be directly relevant to the members of the reference group. Therefore, it is anticipated that they will incorporate such knowledge into their areas of management, thus assisting with the dissemination of the project’s deliverables.



The findings of the project have and will continue to be disseminated to the broader sector in Australia and overseas through several mechanisms both formal and informal. The formal mechanisms for dissemination have involved the structure of the reference group and publication. The inclusion of reference group members and critical readers from outside of the two institutions has been beneficial in making people aware of the project and available resources. In terms of formal publication, two journal articles have been drafted and are in the final stages of submission. The first article focuses on the quantitative data from the 360° feedback tool and analysis of this data in the light of the ICVF. The second article focuses on the qualitative data collected from the interviews with heads of school and focuses on their understanding of the challenges of and reflections on academic leadership. Additionally, it is anticipated that the findings related to the overall project will be presented at a conference in 2011.

The Resource book and accompanying CDs developed as part of this project are an important foundation for dissemination of the program. Together with this report, they will allow other institutions to incorporate many aspects of the program into their academic leadership development.

Informal and semi-formal discussions and engagement should also be seen as an important aspect of dissemination. Both authors have taken the opportunity to speak about and engage with people across the sector both nationally and internationally around academic leadership. Such discussions have invariably included discussion of the current project and ways that this can be extended and further embedded across the sector.

## 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 two such projects:

- 'Caught between a rock and several hard places: cultivating the roles of the Associate Dean (Teaching and Learning) and the Course Coordinator', final report (Southwell, Scoufis & West 2008b), a joint project undertaken by Queensland University of Technology, University of New South Wales and Charles Darwin University
- 'Improving the leadership capability of academic coordinators in postgraduate and undergraduate programs in Business' (Vilkinas 2009), a project conducted by the University of South Australia.

As discussed elsewhere, the current project drew on the program structure and framework of the associate dean project while incorporating the ICVF from the Course Coordinators project as the theoretical base and tool to provide effective feedback to participants on their leadership skills.

The project is also inherently linked to the joint University of South Australia and Curtin University, 'Academic leadership development within the university sector by dissemination of a web-based 360° feedback process and related professional development workshops' (Vilkinas & Ladyshevsky 2008), which evolved from the same University of South Australia project and the Curtin University of Technology project, 'Building academic leadership capability at the course level: developing Course Coordinators as academic leaders'. A key outcome of this project was the development of a web-based 360° tool for collecting data on academic leadership as a benchmark for academic leadership within the sector. This project was subsequently disseminated across the sector in a separate project, 'Academic leadership development within the university sector by dissemination of a web-based 360° feedback process and related professional development workshops'



(Vilkinas & Ladyshevsky 2010), and substantial amount of data has been collected around the leadership capabilities of program leaders. The current project extended the use of the web-based 360° tool to the head of school/assistant head of school level, to begin to build a picture of academic leadership at that level which can now be compared to that of program leaders.

The joint University of South Australia and Curtin University project also developed a resource book, *Academic leadership: fundamental building blocks* (Vilkinas, Leask & Ladyshevsky 2009), aimed at providing a range of support materials including activities, exercises and readings for participants to utilise within the program and into the future. The current project revised and built on this resource book, to contextualise it to the head of school/associate head of school level.

This project has indirect links to a range of ALTC projects that have focused on academic leadership at various levels producing both empirical data and a wide range of resources. It is complementary to the work of Scott, Coates and Anderson (2008) in the 'Learning leaders in times of change: academic leadership capabilities for Australian higher education' project which adopted an evidence-based approach to exploring the leadership profile of various roles in higher education teaching and learning, including heads of school. The work in the current project, as well as those it is built upon, provides empirical data to further focus the work of improving teaching and learning, particularly in the nexus between various roles.

Approaches and contexts that have been explored and applied in a range of other ALTC projects have been further explored and extended in the current project. For example, the idea of communities of practice, although not always named as such, has been found to be useful in a range of projects including:

- 'Enabling and developing leadership in multi campus universities through the development of communities of practice', led by the University of Tasmania (Trivett 2008)
- 'Distributive leadership for learning and teaching: developing the faculty scholars model', led by the University of Wollongong (Parrish & Lefoe 2008)
- 'An institutional leadership paradigm: transforming practices, structures and conditions in Indigenous higher education', led by Batchelor Institute of Indigenous Tertiary Education (Fasoli et al. 2008)
- 'Demonstrating distributed leadership through cross-disciplinary peer networks: responding to climate change complexity', led by the University of Tasmania (Davidson 2009).

Such an approach has formed the basis of the workshops in the current project and again was found to be among one of the most useful aspects. The value of bringing together people for a common goal, sharing information and providing support and motivation to each other appears to be central to the development and embedding of academic leadership.

Similarly, the idea of authentic learning, learning projects or action learning has been central to a number of projects. These ideas surface in projects led by RMIT (Barber, Jones & Novak 2009), the University of Wollongong (Parrish & Lefoe 2008) and the University of South Australia (Vilkinas 2009), among others. The inclusion of this approach in these projects has identified several important consequences: ensuring that learning leads to action and subsequently improvements to teaching and learning and the student experience and providing a vehicle to contextualise learning for individuals.

These direct and indirect links to a range of ALTC projects shows a clear cascading of tools, resources and knowledge throughout various levels of academic leadership. Linkages on this level allow learning to be extended while providing a



consistent tool for the development of evidence around academic leadership. The current project makes an important contribution to both the scholarship of academic leadership and the application of the resources to the critical level of the head of school/assistant head of school level. There remain key opportunities to extend the data collection within this level as well as to other levels, to improve academic leadership in key areas within the sector.



**Figure 10:** Example 3 of a drawing completed by participants, explaining the ICVF



07

## CONCLUSIONS

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## 7.1 Overview

This chapter highlights the key findings and discusses the strengths and limitations of the project. Next discussed are factors that contributed to or impeded the success of the project, the lessons learnt and the products developed as part of this project. A discussion of the implications of these findings within the sector, future studies and associated recommendations follows. Finally, some general conclusions are drawn.

## 7.2 Summary of Key Findings

The interview findings are as follows:

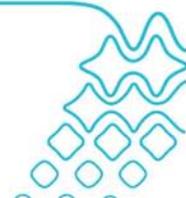
- The key roles identified by heads of school for academic leadership focused on the ICVF roles of Developer and Integrator for academic leadership.
- Within teaching and learning leadership, heads of school focused more on the role of Deliverer and to a lesser extent, the Monitor.
- The heads of school in the project identified workload as a major issue in terms of improving teaching and learning, both for themselves and their staff.
- The complexity and breadth of the heads of school role is seen as a key contributor to the high workloads.
- Heads of school felt they display, and need to display, 'behavioural complexity' in carrying out the various roles associated with their position.
- Heads of school felt that it was vital that they were accessible and available for their staff, given their key role in keeping staff motivated, supporting them with issues that arise, and conveying strategic directions to them.
- Heads of school need enough of the 'right' staff. Although they raised the issue of staff shortages in general, getting the right staff with a balance of research, teaching and learning and professional/industry experience is seen as ideal.

From this initial project it can be concluded that heads of school

- are reasonably effective academic leaders
- are capable of developing their academic leadership capability further
- display behavioural complexity
- are self-aware
- need the support of their line managers to perform well
- need enough of the 'right' staff and role clarity to make their job more attractive
- have the potential to make a significant contribution to the leadership of their university
- are time-poor
- are motivated to improve the quality of their programs and the students' experience
- found the 360° academic leadership feedback tool (ICVF) made a positive contribution to the heads of school's development, as have the workshops and supporting materials.

Findings from action learning projects showed that

- more time was required to develop the action learning projects in the workshops
- more time was required to implement the action learning projects



- it might be necessary to allow for a longer time lapse between Workshops 1 and 2
- action learning projects tended to focus on the ICVF role of Integrator.

In addition:

- Generally, the workshops were well received.
- The combination of a focus on individual development and broader higher education sector knowledge within an action learning process was seen as useful.
- Participants indicated that they had made changes in their behaviour, based on the the 360° feedback and reflection on this as part of the workshop.
- The findings from the previous ALTC-supported projects (Southwell, Scoufis & West 2008b; Vilkinas 2009) provided a strong platform on which to launch the current project.
- The project leaders developed and provided resources and materials to the heads of school so that they could develop the academic leadership capability of staff within their institution (Vilkinas, West & Ladyshevsky 2010a. 2010b). The heads of school found these materials to be very useful in their development of academic leadership.

## 7.3 Strengths and Limitations of the Project

### 7.3.1 Strengths

There were a number of strengths associated with this project. They are discussed in detail below.

- 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 heads of school and also to make comparisons within and across the sector. In addition, comparisons will be able to be made 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, Waldman and Galvin (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 university staff 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 cannot be linked to leadership effectiveness and may be promoting mediocrity.
- The theoretical framework used in this project also underlies a number of leadership scales that have been validated previously for managers (Vilkinas & Cartan 2001, 2006), PhD supervisors (Vilkinas 2008), academic developers (Vilkinas & Ladyshevsky 2010) and academic program directors (Vilkinas 2009; Vilkinas & Ladyshevsky in press).



- 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, p96) as being an effective way of developing leadership capability.
- Existing frameworks and projects within one of the institutions has made teaching and learning improvement a key focus. This also translated into the strong support of senior management. These two in combination, provided added incentive for heads of school to participate in the project.
- 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° report. This meant that the information fed back to them was timely and very 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, *Building academic leadership capability: a resource book for heads of school* (Vilkinas, West & Ladyshevsky 2010b), and a CD of activities, *Building academic leadership capability: a CD of activities for heads of school* (Vilkinas, West & Ladyshevsky 2010a), and a resource book, *Academic leadership: fundamental building blocks* (Vilkinas, West & Ladyshevsky 2010b) 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).

### 7.3.2 Limitations

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

- The first is that the heads of school 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 heads of school was reasonably high.
- A second limitation is concerned with 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 role of head of school.
- The project leaders were not able to motivate some of the staff to engage in the action learning project. This then limited the impact of the project on the teaching and learning agenda.
- There was a small number of heads of school who participated in the program. It is likely that this was due to a number of factors. However, one significant factor was the conflicting and late scheduling of a set of meetings that heads of school were required to attend at one of the institutions. It is hoped that under a new dissemination project more heads of school will participate.



## 7.4 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.

### 7.4.1 Assisting Success

There were a number of factors that have 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 ICVF framework in particular. The workshops have the potential to be psychologically threatening if heads of school 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 heads of school 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. Recognition of Capability Gained*

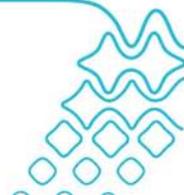
As the heads of school wanted to use this development exercise for promotion and performance management activities, it was found that a Certificate in Academic Leadership was needed. The requirements are listed in Appendix 5.

#### *D. 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 heads of school. 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 (after some adaptation).

### 7.4.2 Impeding Success

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



### **A Small Number of Participants**

A mentioned above only a small number of staff nominated to participate in the program. In one case, there were only associate heads of school and no heads of school. These small numbers meant that the discussion in the workshops was not as fruitful as it could have been with larger numbers. It also meant that the generalisability of the findings was limited.

### **B. Very Busy Participants**

The participants were very busy academic leaders who were constantly in demand with competing pressures on their time. They also described their role as very complex. This impacted on their ability to engage fully with the material between workshops.

## **7.5 Lessons Learnt**

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

### **A. The inclusion of a website in the project outputs is problematic.**

The inclusion of a website as an output presented a number of challenges. This includes the administration around the initial set up for hosting of the website (where, by who, access etc); issues with maintaining and updating the site (to keep the links active, to retain the support of the university hosting the site) and maintenance of the site beyond the life of the project, to ensure ongoing impact and access. Given some of the challenges encountered in the initial planning of the website, a decision was made to include all material that had been intended for the website on a CD to be given out to all participants and interested parties. This approach will ensure that by eliminating issues with links and maintenance, the material remains intact.

### **B. Access to heads of school for interviews has been difficult.**

This appears to be caused by the competing demands on their time. However, we have found that it was also important for the project leaders to seek and undertake the interviews personally as the heads of school were more likely to agree if someone of equal status is making the request. Despite these efforts, the interviewing sample has remained small and so we decided to extend the use of the tool and the workshops to include assistant heads of school and previous heads of school.

This was also been prompted by some heads of school indicating that they would be unwilling to participate in workshops due to the fact that they feel they have done it all before. Highlighting points of difference in this program and shaping the program to their needs helped to address some of this resistance. The inclusion of assistant heads of school achieved two things:

- It increased the sample size.
- It supported leadership development for those who are likely to become heads of school in the future.



### C. Consider the term 'stakeholder' as widely as possible and articulate clearly why they are a stakeholder as often as possible.

Many people in the university did not see themselves as stakeholders in the project and therefore were unwilling to make time to discuss the project and its implications for the university. They simply did not see the relevance to their area due to the focus on academic leadership for teaching and learning.

Articulating the connections clearly then became essential in terms of embedding the outcomes and setting a fertile ground for the work to take place. Persistence pays off! Sending consistent messages about the project at every opportunity to all stakeholders (even if they do not see themselves as a stakeholder) was important to raise awareness of the project.

### D. The Importance of Having a Certificate in Academic Leadership to Issue

It became evident during the project that individuals in these leadership positions want more recognition and value given to the work they undertake. Heads of school are very busy, as has been ascertained in this project. To aid dissemination and engagement with the project, and to give individuals a sense of value as 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, because individuals can use these in their portfolios and promotion efforts, for example. Advanced credits towards an award program may also be appropriate for some programs where assessment is brought in to the structure.

### E. The Availability of Online Questionnaire

The management and administration of the 360° Academic Leadership survey was carried out, using the services of a professional external body with experience in this regard. This neutrality and objectivity, along with the professional service and layout of the reports, was considered very important.

## 7.6 Products

The project has produced the following:

- The project leaders are in the process of submitting the following articles:
  - Academic leadership provided by heads of school
  - Exploring the role of the head of school in academic leadership.
- A professional development framework has been designed and tested and details on this are available in *Building academic leadership capability: a resource book for heads of school* (Vilkinas, West & Ladyshevsky 2010b)
- A data bank on the academic leadership capability of heads of school has been started.
- Two resource materials have also been developed. They are
  - *Building academic leadership capability: a resource book for heads of school* (Vilkinas, West & Ladyshevsky 2010b)
  - *Building academic leadership capability: a resource CD of activities for heads of school* (Vilkinas, West & Ladyshevsky 2010a).

Both of the above resources will be available online through the ALTC websites.



## 7.7 Implications

The current project found that heads of school do have difficulties facing the contradictions or paradoxes inherent in their roles. Such a finding would indicate strongly that 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, heavily dependent on current trends in higher education. It has, however, traditionally 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), and who use critical reflection (Fisher 2003). The current study along with this previous work indicates that programs that can address the complexity of the role and lead to actions that improve teaching and learning are important. The current program including the ICFV provides a framework to identify strengths and areas for improvement for the individual within the broader rapidly changing context of higher education.

Initial research findings from a project by Ladyshevsky and Flavell (in press) has found that a leadership development program 6–12 months afterwards, had lasting impacts on self-perceived effectiveness as leaders. In particular, the confidence in one's ability to influence upwards and laterally in learning and teaching endeavours that supported their course development. This suggests that investment in the leadership development of heads of school and those who are likely to become heads of school will have a lasting impact and be cost effective.

Some of the risks to the development of academic leadership capability are the lack of heads of school 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 take on roles associated with the development of academic leadership, but that there is also uncertainty around how they would be judged and valued within the university. Shared models where heads of school work in conjunction with business faculty, for example, may be a solution to access the needed leadership theory and knowledge. This approach, for example, has worked effectively at Curtin University with course coordinators. The leadership development program is administered through the Office of Teaching and Learning and it receives support from an academic with leadership expertise from the Business School.

To achieve these outcomes, academic leadership must be valued by the university, as demonstrated by career paths and appropriate remuneration (Marshall 2006; Yelder & Codling 2004) and role clarity (Yelder & Codling 2004) for academic leaders. Additionally, staffing and resource allocation continues to be an issue in terms of allowing enough time for middle management to focus on leadership for teaching and learning.



## 7.8 Future Studies

The findings from the current project could be developed further by

- encouraging less effective heads of school to participate in the program
- investigating the impact of gender and culture level on leadership effectiveness
- undertaking similar studies at other levels in universities
- replicating the project in other countries.

## 7.9 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.

### 7.9.1 For ALTC

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

- As has been argued in earlier projects, academic leadership development must be linked with validated theory in existing research streams. A lack of 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, who often do not rank them at the same level as other grants (eg 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.

### 7.9.2 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. Finding the 'right' people is critical to project success. Building a network of key people to potentially support projects is needed, particularly given there 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 their line manager and the DVC (Academic).
- Publish their findings as one works through the project.
- Write the interim and final reports throughout the project and include these in the final report.
- 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. 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.

### 7.9.3 For University Decision Makers

The third set of recommendations is for those occupying senior levels of leadership within universities, who should consider if:

- 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 ICVF 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 heads of school, as well as factors that would make the role more attractive. These academics are strategic middle managers within universities and they 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 these middle 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 learn more from business enterprises how to manage products.

## 7.10 Conclusions

The role of head of school is an important one 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 head's of school role reflects the complexity in the broader sector. As the role entails a wide range of functions, competing interests arise which need to be managed. This makes the ICVF particularly relevant to academic development at this level of management structure. A program which embeds the ICVF within an action framework incorporating knowledge and integration of national and international trends, has been found in this project to be well received by heads of school and, perhaps more importantly, to translate into action. The findings also suggest that there are some challenges faced by universities if they are to develop their staff. Workload issues appear to be a particular concern in terms of engaging heads of school and program developers in academic leadership programs. This includes the time available to participate initially and to carry out the subsequent work required for critical reflection and improvement. Staffing is a key issue in terms of the head's of school role as well as academics at all levels. Heads of school identified this as a significant challenge to their role, highlighting the need to have the right staff. Thus, not only is it important to build the capacity of heads of school as leaders for the immediate quality improvement of teaching and learning outcomes, but 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.

Incorporating those who are likely to take on the role of the head of school in the future into academic leadership programs will help to improve teaching and learning through current relationships and into the future for succession planning. Ownership of academic leadership programs and clear links to teaching and learning leadership need to be made explicit. Linking academic leadership programs to broader professional development programs may prove useful to promote a leadership approach which includes management, academic and teaching and learning leadership.

Academic leadership is essential to ongoing improvements in teaching and learning and good outcomes for students. With the dynamic and ongoing changes in the higher education sector, such an investment will be beneficial to all.



# Appendix 1

## **PROJECT'S DETAILS**

---

## Part 1: Interview Study

Eleven heads of school (seven from Charles Darwin University, four from the University of South Australia) participated in the interview stage of the project. The 11 heads of school had anywhere between 2 years and 20 years of experience in similar roles. The schools that they ran had from 20 staff to over 100 staff.

## Part 2: Online Survey Study

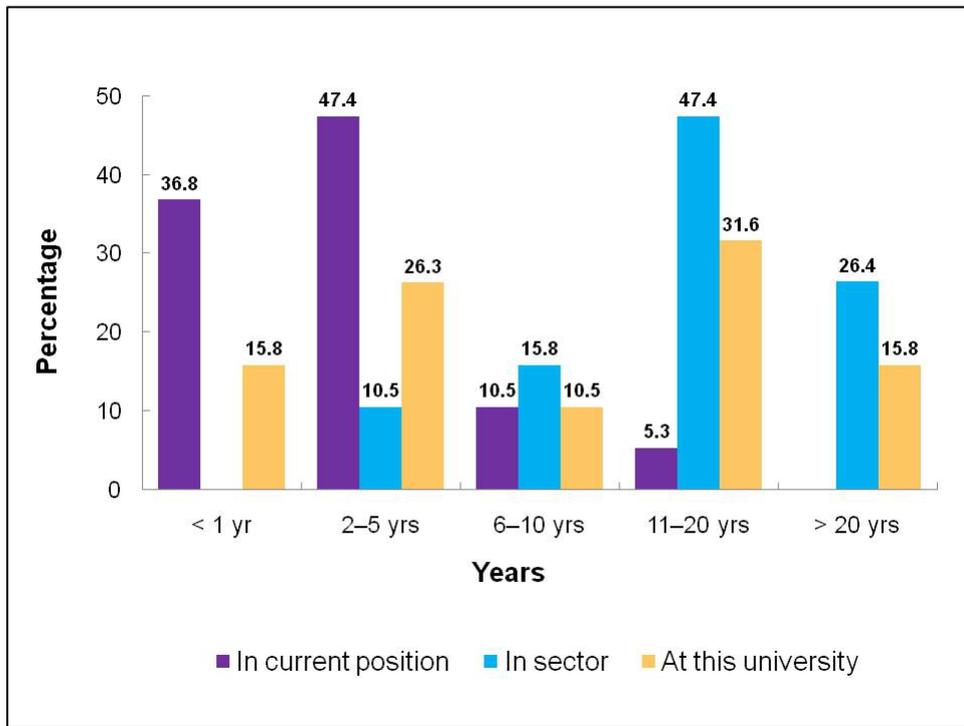
### Participants

Nineteen heads of school located within two Australian universities completed the survey. Data were also collected from 24 line managers and 129 significant others (academics, peers and administrative staff), of whom 10 did not give their permission for their data to be analysed. Therefore, the final sample comprised only 119 significant others. Detailed information on each group is presented below.

### *Heads of School*

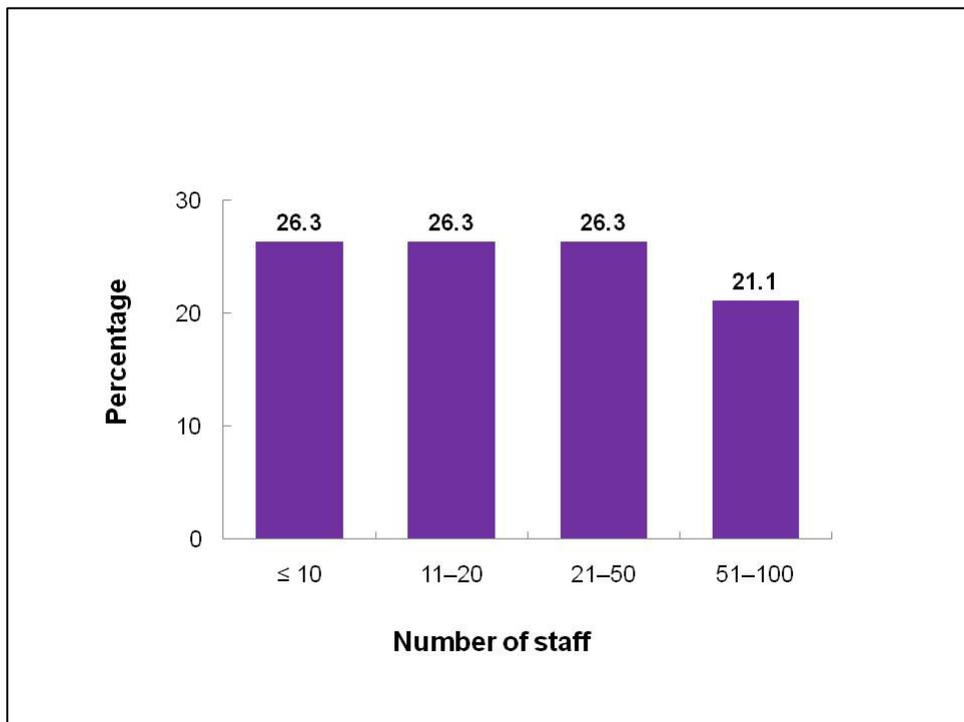
Fifty-three percent of the heads of school were female, with the majority (94.7 per cent) being between 45 and 64 years of age. Most (84.2 per cent) had held their position for less than five years (see Figure 11). Many of the heads of school (42.1 per cent) had been in their current university for less than five years while almost half (47.4 per cent) had been working there for more than 11 years (see Figure 11). The majority (73.8 per cent) had worked within the university sector for more than 11 years (see Figure 11).





**Figure 11:** Percentage distribution of number of years heads of school spent in current position, in the sector and at this university (N = 19)

There was variability in the number of staff reporting to these heads of school (see Figure 12).

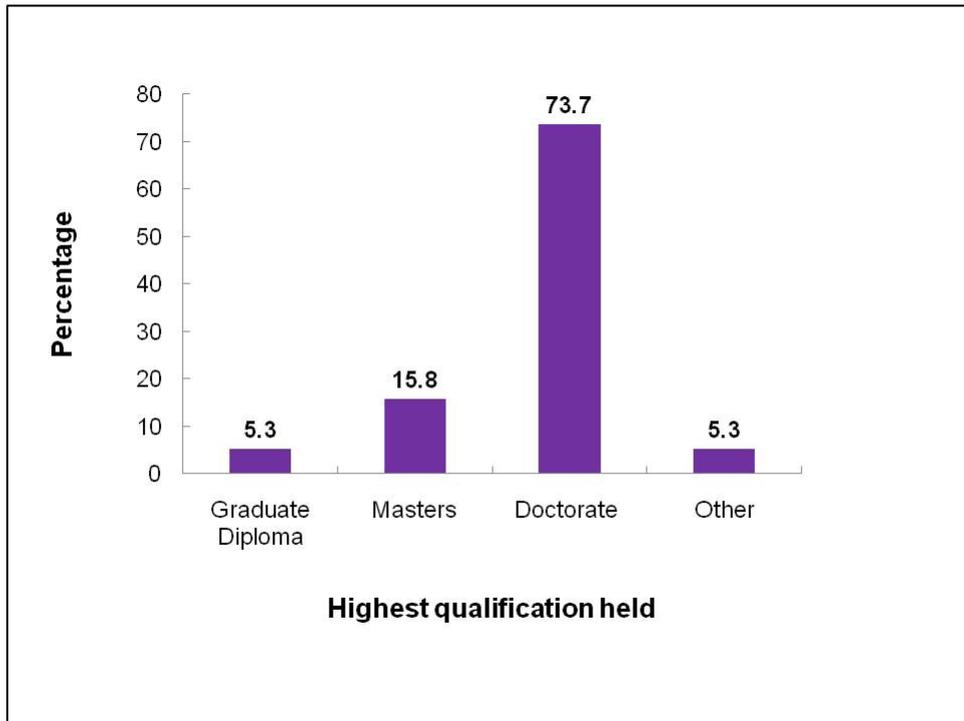


**Figure 12:** Percentage distribution of number of staff reporting to the heads of school (N = 19)

The highest qualification held by a majority (73.7 per cent) of the heads of school was a



doctorate (see Figure 13).

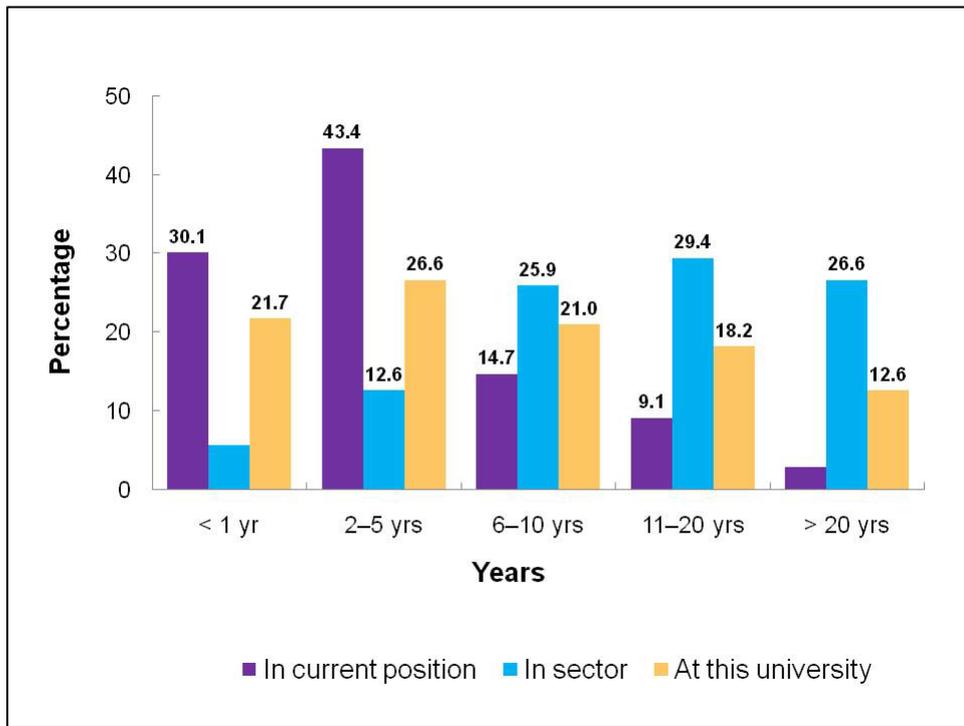


**Figure 13:** *Percentage distribution of highest qualification held*

### **Significant Others**

Of the 143 significant others (including line managers), there were slightly more females (57.3 per cent) than males; the majority (75.6 per cent) were between 45 and 64 years of age. Most (73.5 per cent) had held their position for less than five years and most (55.3 per cent) had worked in the university sector for 6 to 20 years (see Figure 14). In addition, the largest group (26.6 per cent) had spent two to five years at the university where they were currently employed (see Figure 14).





**Figure 14:** Percentage distribution of number of years significant others group spent in current position, in the sector and at this university (N = 143)



# Appendix 2

## **HEADS OF SCHOOL ICVF LEADERSHIP SURVEY DETAILS**

---

## Heads of School ICVF Leadership Survey Details: Self Version

ICVF 'Self' 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><b>Section 1: In the following section, there are two scales for each behaviour. You are asked to consider:</b>  <b>How often do you display the behaviour in your current role</b>            [1 = <i>Almost never</i>, 7 = <i>Almost always</i>];  <b>How important you view the behaviour (whether or not s/he displays it)</b>            [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 my area within the university	2	Broker
1.8	Influence decisions made within my area	2	Broker
1.27	Secure necessary resources	2	Broker
1.3	When required, set work goals for others	3	Deliverer
1.9	Anticipate workflow problems	3	Deliverer
1.13	See that my area of responsibility delivers on stated goals	3	Deliverer
1.17	Make my area's priorities and direction clear to staff	3	Deliverer
1.21	Make my area's goals clear to stakeholders	3	Deliverer
1.24	Bring a sense of order and coordination into my area of responsibility	3	Deliverer
1.26	Coordinate activities across my area of responsibility	3	Deliverer
1.4	Maintain control of resources allocated to my 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 my area of responsibility	4	Monitor
1.22	Keep track of what happens in my 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 I work 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 my experiences in my current role	6	Integrator
1.12	Change my behaviour after reflection	6	Integrator
1.16	Respond to others appropriately	6	Integrator
1.20	Accurately interpret signals in my internal or external environment	6	Integrator
1.23	Respond appropriately to situations	6	Integrator
1.25	Focus on the most important signals in my internal or external environments	6	Integrator



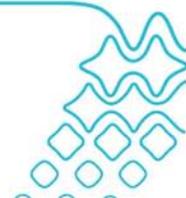
**ICVF 'Self' Questions – in the actual order presented in the web questionnaire**

q_no_txt	question	Role_id	Role
<p><b>Section 1: In the following section, there are two scales for each behaviour. You are asked to consider:</b>  <b>How often do you display the behaviour in your current role</b>            [1 = <i>Almost never</i>, 7 = <i>Almost always</i>];  <b>How important you view the behaviour (whether or not you display it)</b>            [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 my 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 my area	4	Monitor
1.5	Treat people in a sensitive, caring way	5	Developer
1.6	Learn from my experiences in my current role	6	Integrator
1.7	Explore new concepts and ideas	1	Innovator
1.8	Influence decisions made within my 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 I work with	5	Developer
1.12	Change my behaviour after reflection	6	Integrator
1.13	See that my 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 my area's priorities and direction clear to staff	3	Deliverer
1.18	Check for errors and mistakes in any activities in my 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 my internal or external environment	6	Integrator
1.21	Make my area's goals clear to stakeholders	3	Deliverer
1.22	Keep track of what happens in my area of responsibility	4	Monitor
1.23	Respond appropriately to situations	6	Integrator
1.24	Bring a sense of order and coordination into my area of responsibility	3	Deliverer
1.25	Focus on the most important signals in my internal or external environments	6	Integrator
1.26	Coordinate activities across my area of responsibility	3	Deliverer
1.27	Secure necessary resources	2	Broker



<b>Section 2: Your overall assessment of your effectiveness in your current role:</b>			
	<b>Question</b>	<b>Low Scale</b>	<b>High Scale</b>
2.1	How well do I do my current job?	1 I am below most standards	5 I am above most standards
2.2	How does my performance compare with the performance of my peers?	1 My performance is below my peers	5 My performance is above my peers
2.3	How good am I as a role model for my peers?	1 I am not a good role model	5 I am a good role model
2.4	How successful am I in my current job?	1 I am not successful	5 I am very successful
2.5	Overall, how effective am I in my current job?	1 My effectiveness is low	5 My effectiveness is high

<b>Section 3: What impact do each of the following factors have on the role of Head of School in general? (These do not have to relate directly to yourself.)</b> [1 = <i>Low impact</i> , 7 = <i>High impact</i> ]	
3.1	Wide range of people with whom I need to work
3.2	The general complexity of the role
3.3	Financial constraints
3.4	Having staff who can get the job done
3.5	The high volume of electronic communication
3.6	Understanding the bigger picture, e.g. university sector
3.7	Increasing pace of change
3.8	Competing priorities
3.9	Ad hoc requests/tasks
3.10	Knowing the University's priorities
3.11	Keeping personally motivated
3.12	Being able to motivate staff to do good work
3.13	Having staff who can handle the student interactions
3.14	Having administrative support
3.15	Having the support of my line manager, e.g.
3.16	Being able to delegate some of my work
3.17	Having personal support
3.18	Having access to expertise/specialist support



**Section 4: How important are each of the following in making the role of Head of School more attractive? (These do not have to relate directly to yourself.)**

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

4.1	Promotion criteria that more directly recognise achievements of the role
4.2	Budget ownership
4.3	More support (administrative/technological)
4.4	Higher level of pay
4.5	Less emails
4.6	Having enough staff
4.7	Positive feedback/support unsolicited
4.8	Having the right staff
4.9	Role clarity
4.10	Being liked by others
4.11	Physical space where I work



# Heads of School 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><b>Section 1: In the following section, there are two scales for each behaviour. You are asked to consider:</b>  <b>How often s/he displays the behaviour in his/her current role</b>            [1 = <i>Almost never</i>, 7 = <i>Almost always</i>];  <b>How important you view the behaviour (whether or not s/he displays it)</b>            [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
1.27	Secure necessary resources	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><b>Section 1: In the following section, there are two scales for each behaviour. You are asked to consider:</b>  <b>How often s/he displays the behaviour in his/her current role</b>            [1 = <i>Almost never</i>, 7 = <i>Almost always</i>];  <b>How important you view the behaviour (whether or not s/he displays it)</b>            [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
1.27	Secure necessary resources	2	Broker



<b>Section 2: Your overall assessment of his/her effectiveness in his/her current role:</b>			
	<b>Question</b>	<b>Low Scale</b>	<b>High Scale</b>
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

<b>Section 3: What impact do each of the following factors have on the role of Head of School in general? (These do not have to relate directly to the Participant.)</b> [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	Having staff who can get the job done
3.5	The high volume of electronic communication
3.6	Understanding the bigger picture, e.g. University sector
3.7	Increasing pace of change
3.8	Competing priorities
3.9	Ad hoc requests/tasks
3.10	Knowing the University's priorities
3.11	Keeping personally motivated
3.12	Being able to motivate staff to do good work
3.13	Having staff who can handle the student interactions
3.14	Having administrative support
3.15	Having the support of his/her line manager, e.g.
3.16	Being able to delegate some of his/her work
3.17	Having personal support
3.18	Having access to expertise/specialist support



**Section 4: How important are each of the following in making the role of Head of School 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	Budget ownership
4.3	More support (administrative/technological)
4.4	Higher level of pay
4.5	Less emails
4.6	Having enough staff
4.7	Positive feedback/support unsolicited
4.8	Having the right staff?
4.9	Role clarity
4.10	Being liked by others
4.11	Physical space where s/he works



**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 to 30 6=31 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 to 30 6=31 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 to 30 6=31 or more
5.7	Number of permanent staff in my school/department:	1=10 or less 2=11 to 20 3=21 to 50 4=51 to 100 5=101 or greater
5.8	Number of sessional/casual staff in my school/department:	1=10 or less 2=11 to 20 3=21 to 50 4=51 to 100 5=101 or greater
5.9	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)
5.19	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 Charles Darwin University Human Research Ethics Committee (H08093) and the University of South Australia Ethics Committee.]	1=Yes 2=No



SIGNIFICANT OTHER 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 to 30 6=31 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 to 30 6=31 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 to 30 6=31 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 Charles Darwin University Human Research Ethics Committee (H08093) and the University of South Australia Ethics Committee.]	1=Yes 2=No



# Appendix 3

## **SAMPLE FEEDBACK REPORT**

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Figure 15: Sample 360° feedback report for the heads of school leadership ICVF survey



Figure 15 — Continued

Sample Participant	Aug 10
<b>Associate Heads of School 360° Feedback</b>	
<b>Report Contents</b>	
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
3.6 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 Associate Heads of School	5-1
5.1 Significant Others Scores Compared	5-1
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6. Comments	6-1
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7. Appendices	7-1
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7.2 Appendix II: ICVF Results Map - Significant Others & Self	7-3

The material in this report is based on research conducted by Tricia Wilkes and Greg Carter (Wilkes, T., & Carter, G. (2011). The behavioural characteristics for managers: The integrator role. *Leadership and Organizational Development Journal*, 22(6), 105-105. Wilkes, T., & Carter, G. (2006). The integrated competing values framework. In *Journal of Management Development*, 25(1), 305-311. It is a development of work originally conducted by Quinn (Quinn, D.B. (2005). *Strategic Failure Management: Making the Right Business Competing Elements of High Performance*. San Francisco, CA: Jossey-Bass. (1992). All parts of this report are protected by copyright (2010).

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Survey: Sample100
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(continued)



Figure 15 — Continued

Sample Participant
August 10  
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)

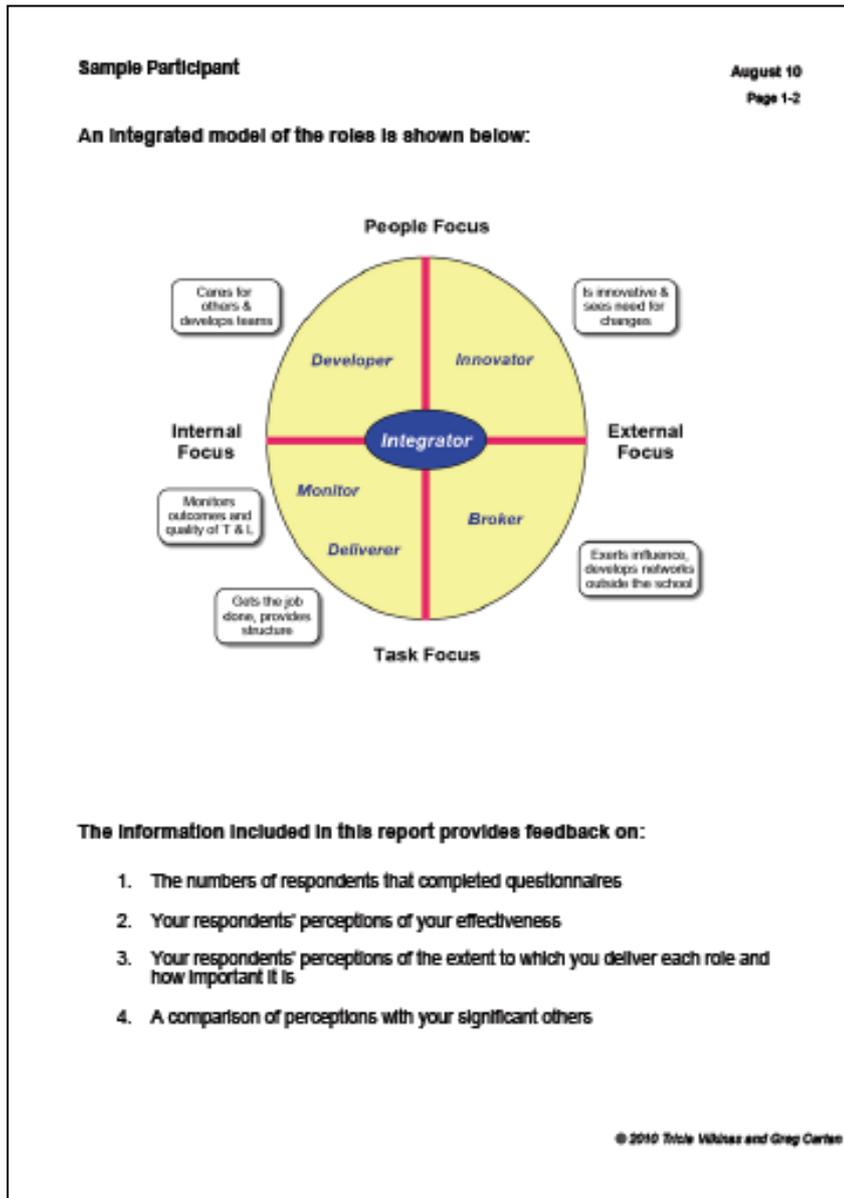
Role	Description
Innovator	<ul style="list-style-type: none"> <li>• Explores new concepts and ideas</li> <li>• Comes up with innovative ideas</li> </ul>
Broker	<ul style="list-style-type: none"> <li>• Exerts influence within University</li> <li>• Influences decisions made in his/her area</li> </ul>
Deliverer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

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(continued)



Figure 15 — Continued



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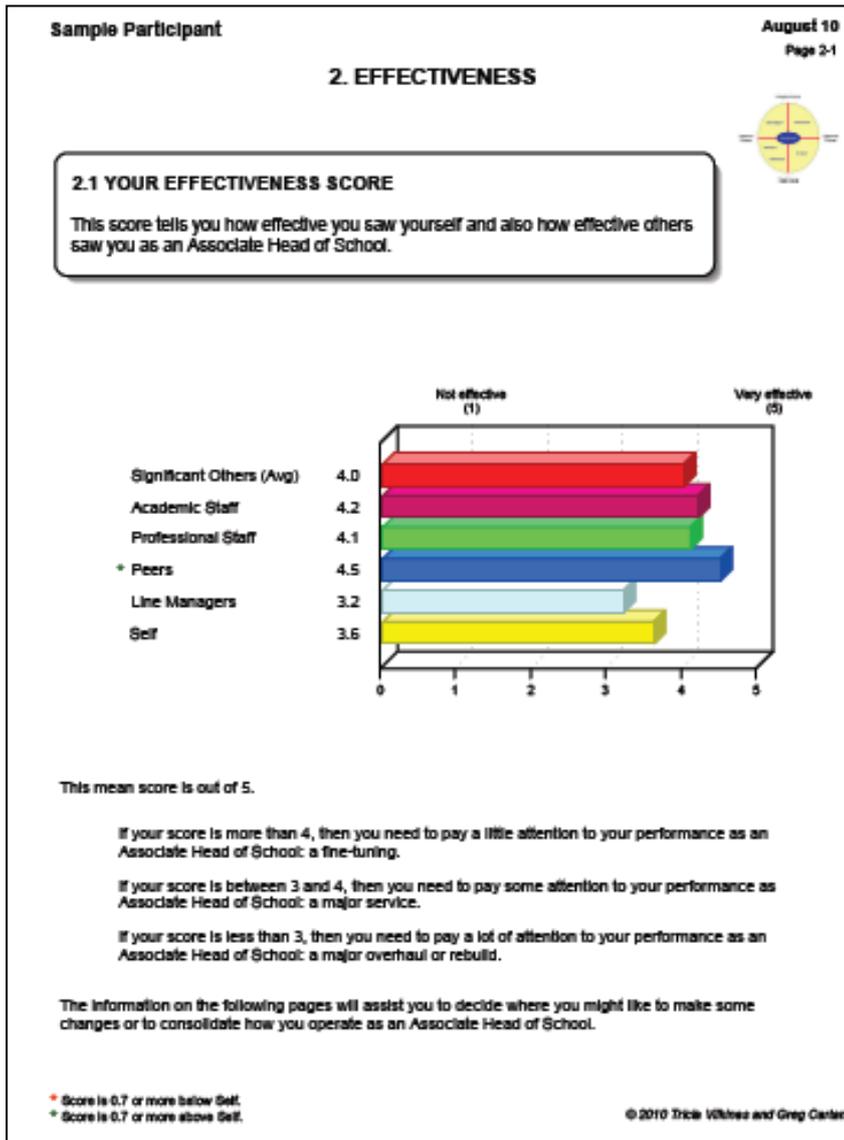
Figure 15 — Continued

Sample Participant		August 10 Page 1-3				
1.3 Respondents in your Associate Heads of School 360° Feedback Report:						
Numbers of respondents who provided feedback on your role as Associate Head of School						
No. of Respondents	Academic Staff	Professional Staff	Peers	Line Managers	Self	
	22	22	22	1/1	1/1	
<p>Minimum numbers of questionnaires were received:                      Minimum numbers of questionnaires to maintain confidentiality were received for all categories where respondents were entered. No respondents were combined into other categories.</p>						
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(continued)



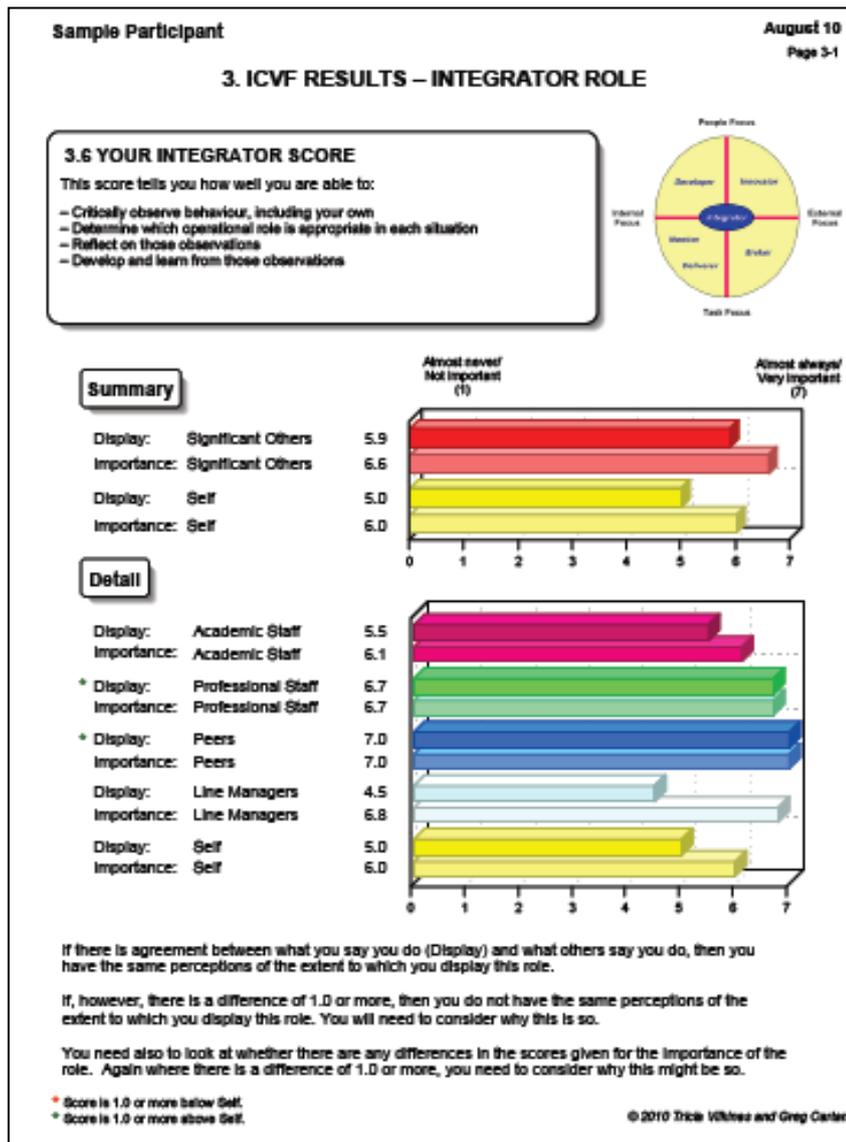
Figure 15 — Continued



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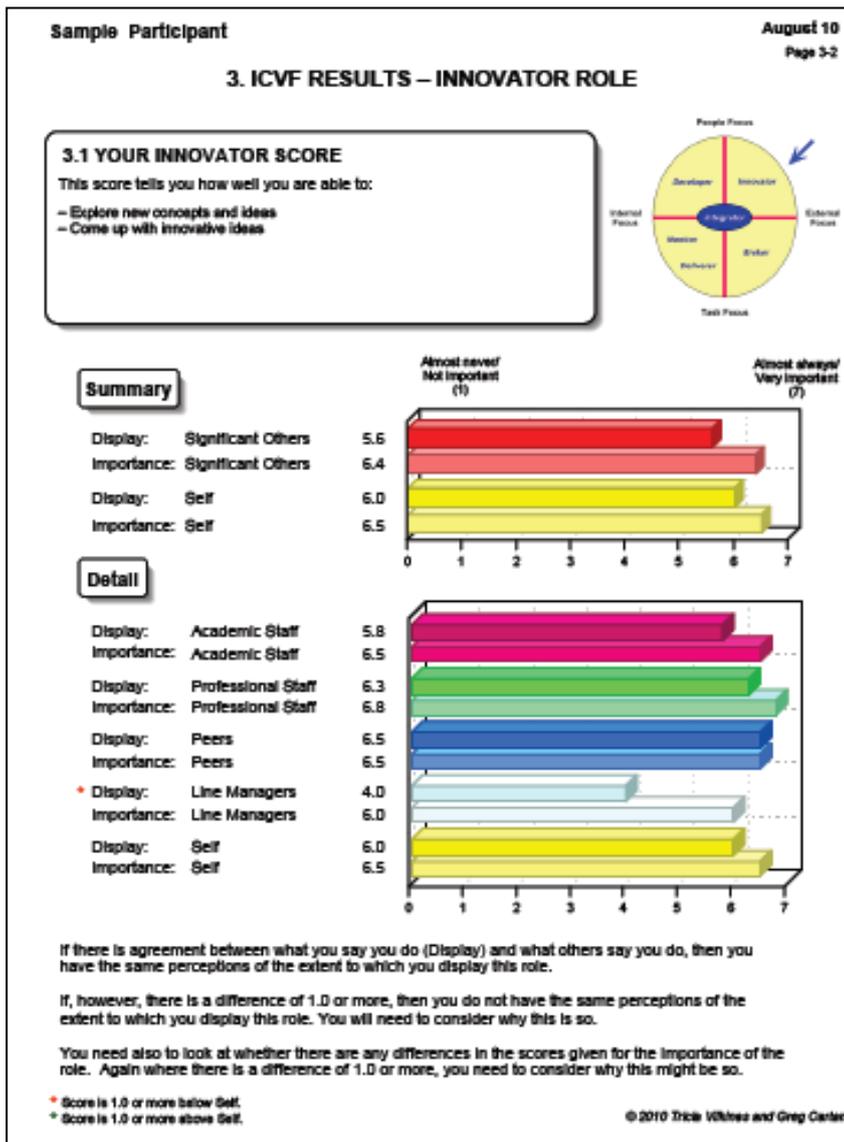
Figure 15 — Continued



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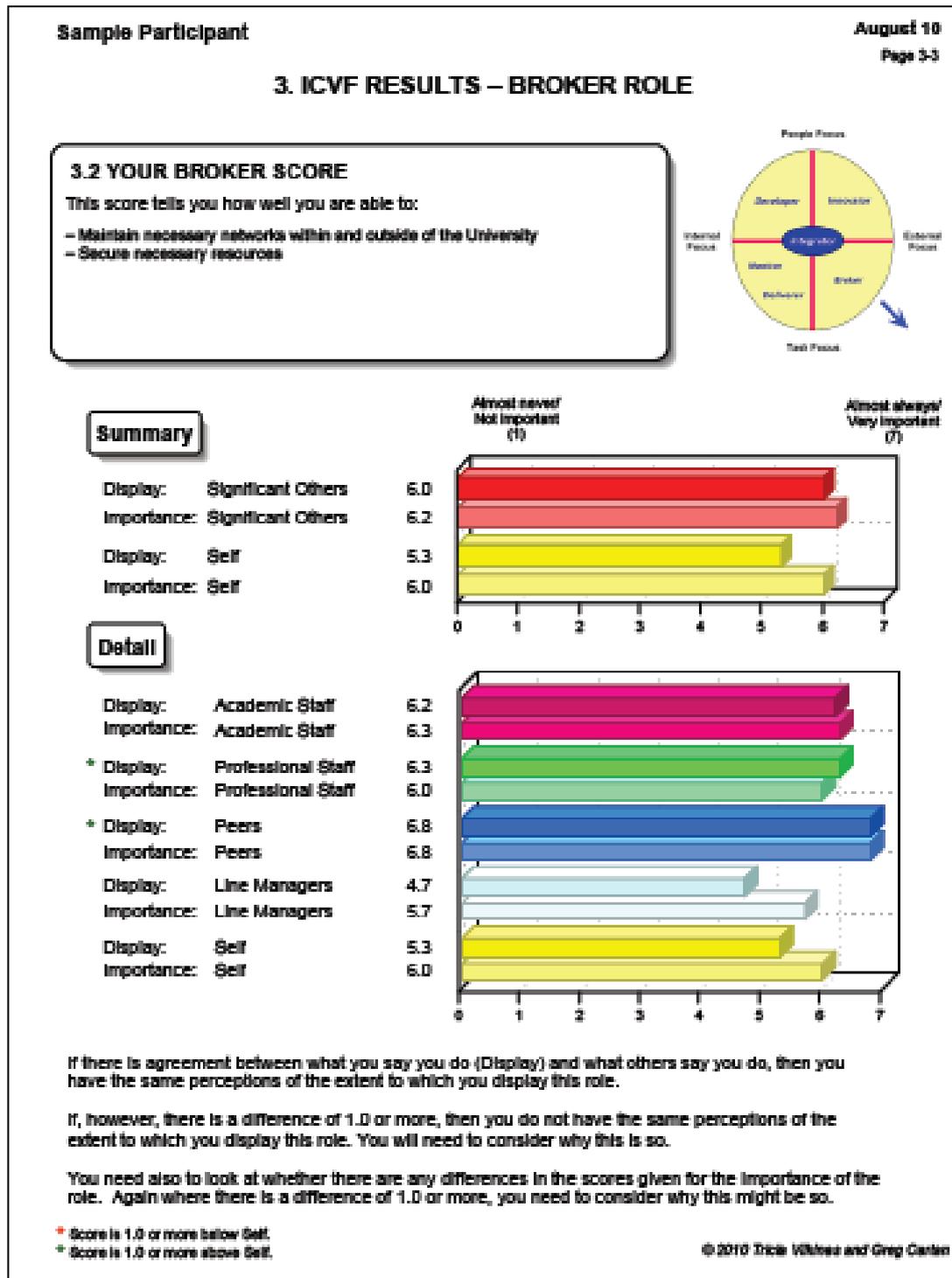
Figure 15 — Continued



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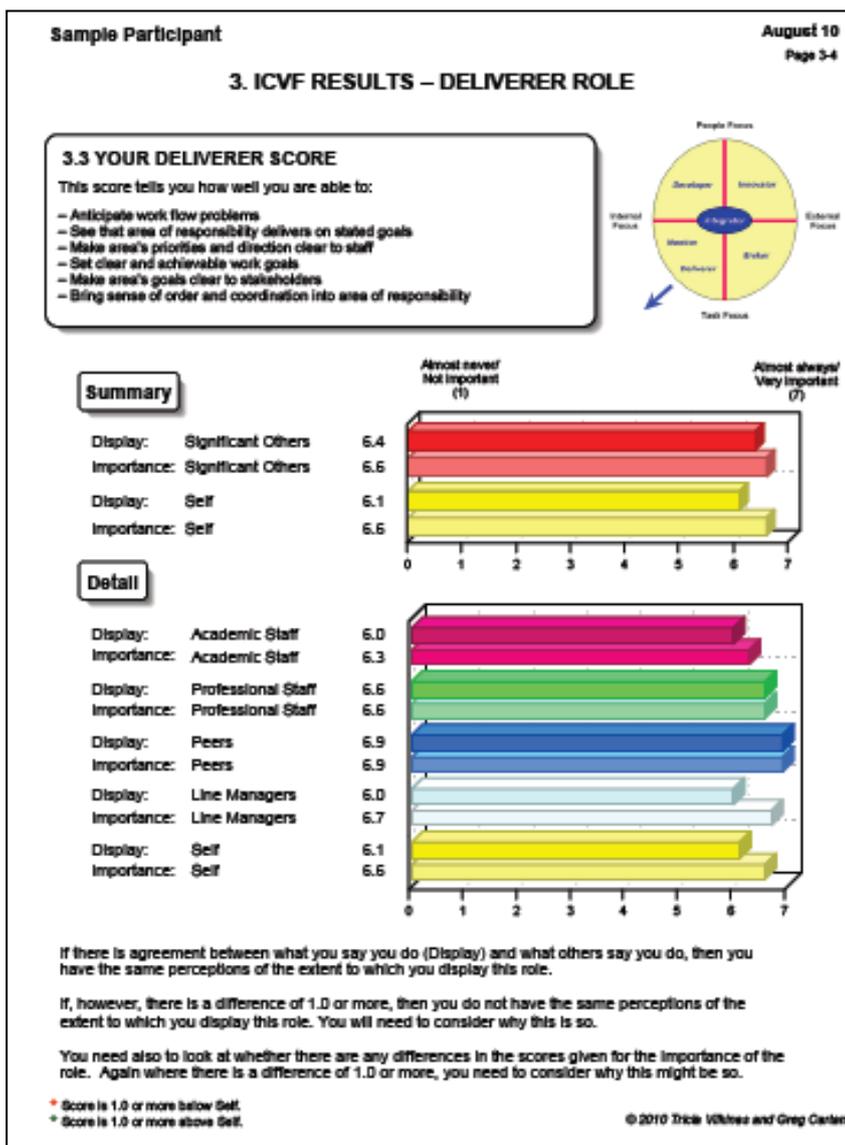
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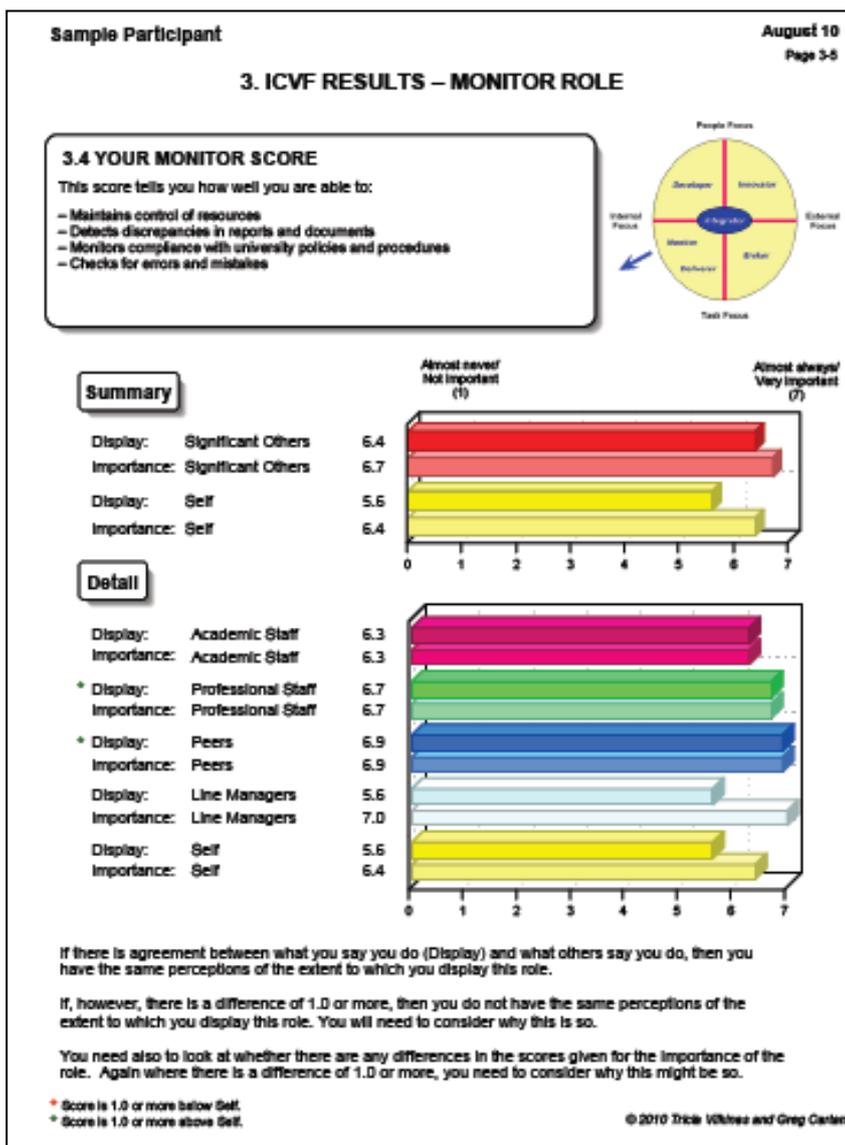
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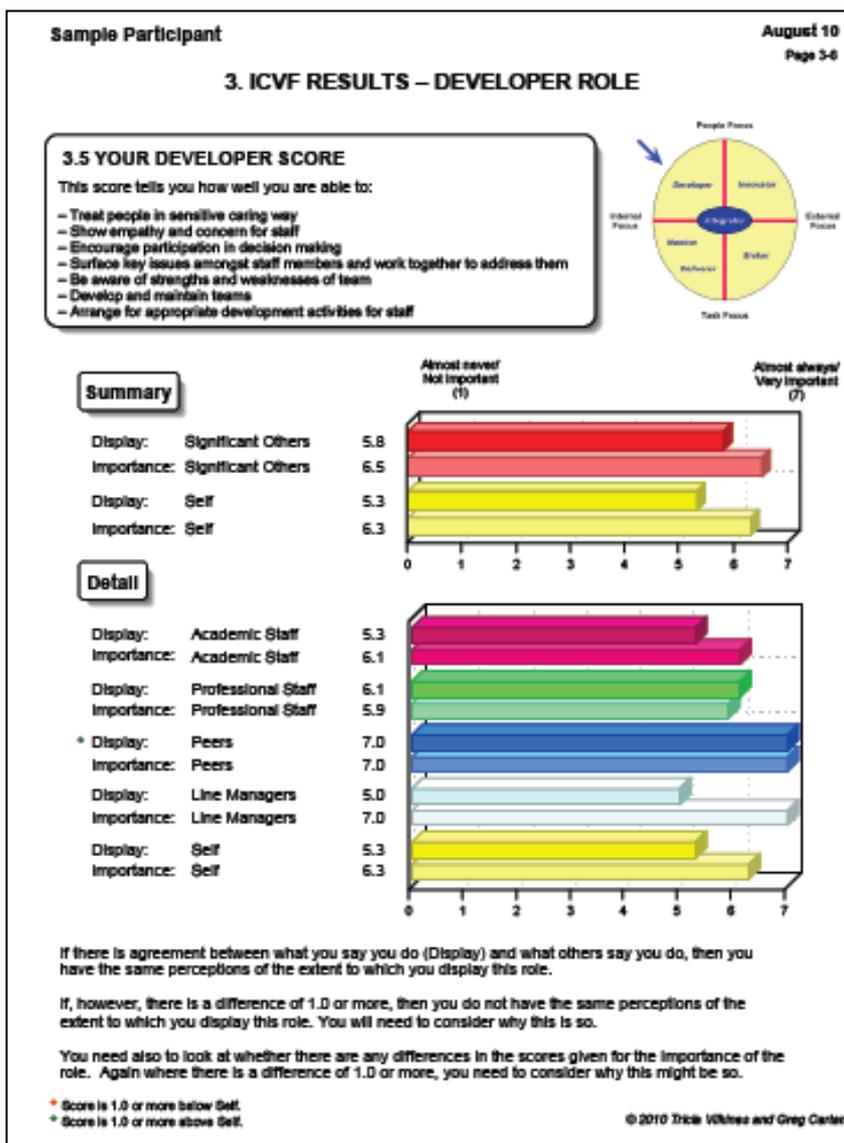
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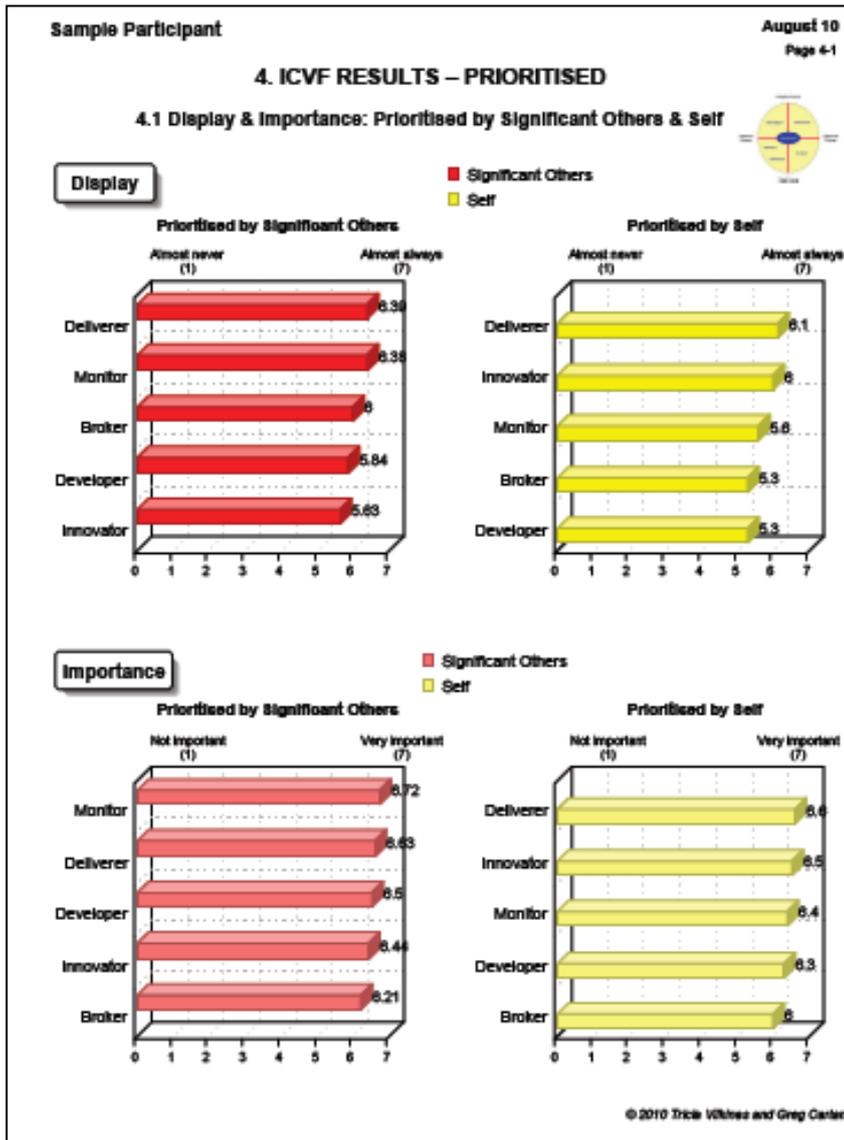
Figure 15 — Continued



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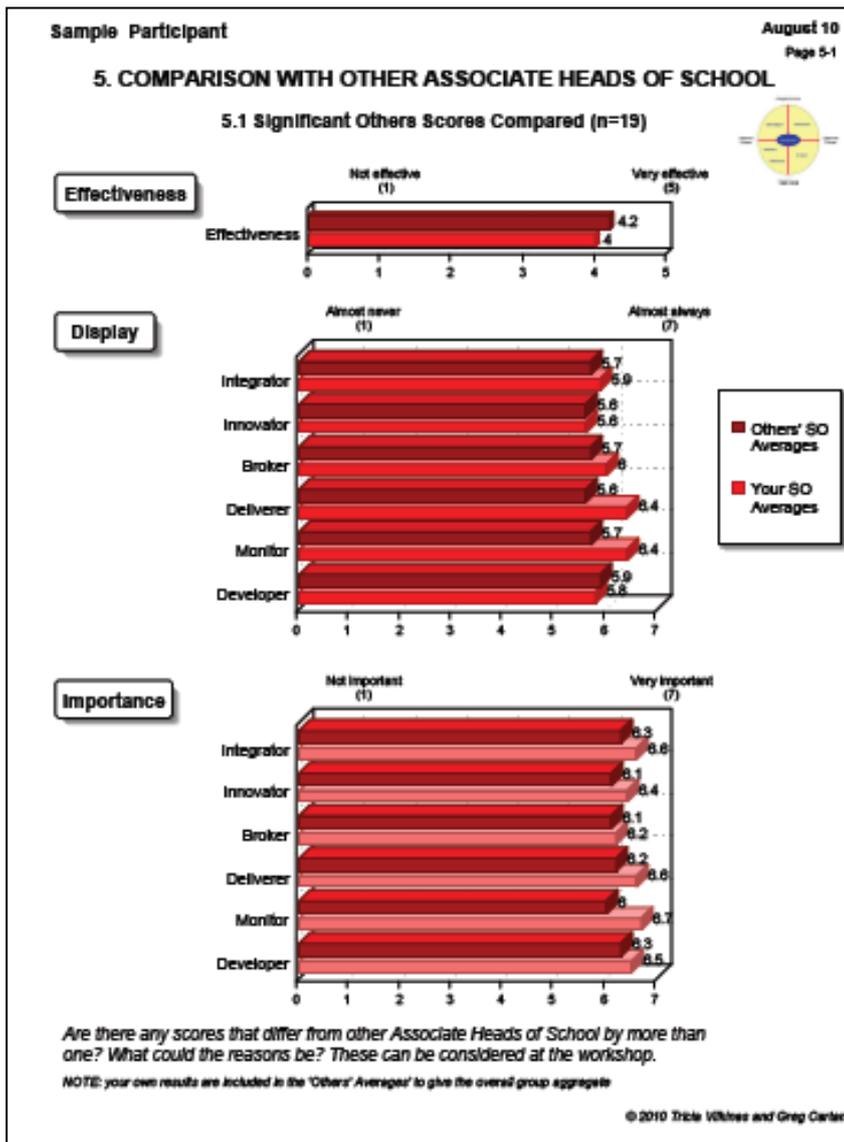
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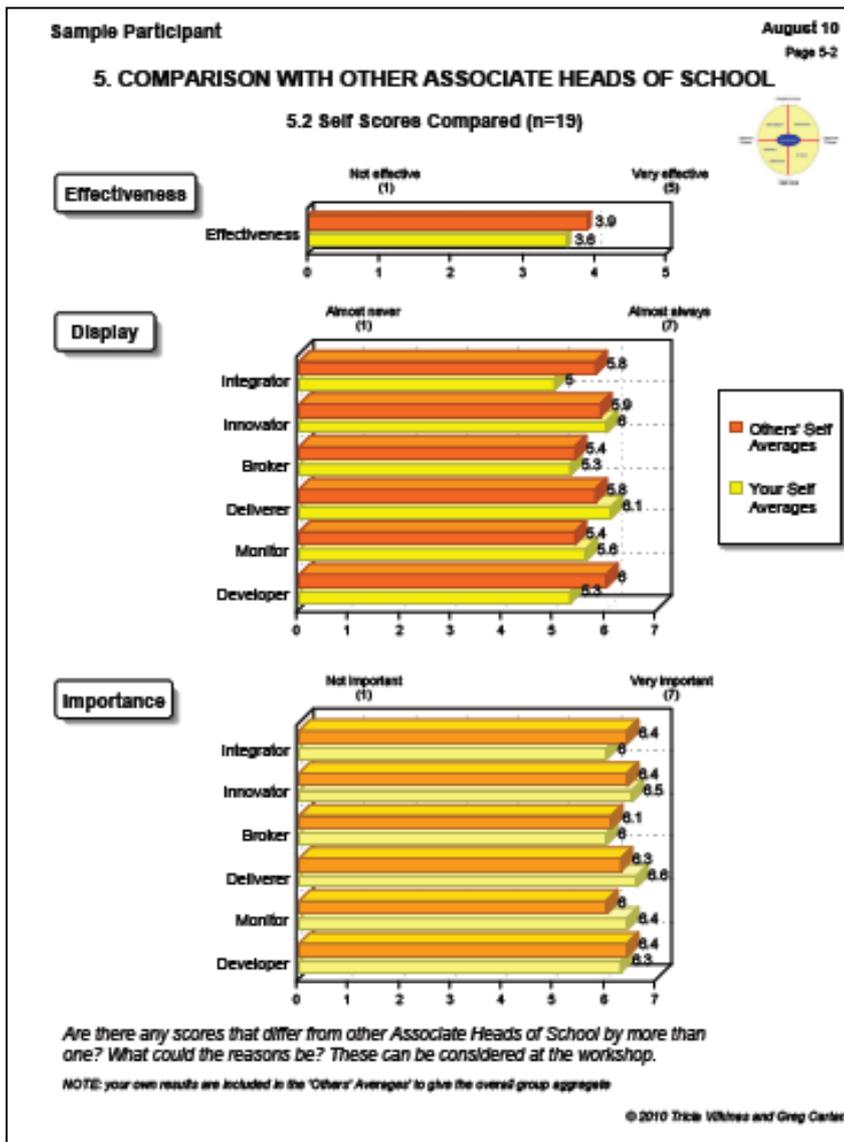
Figure 15 — Continued



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Figure 15 — Continued



(continued)



**Figure 15** — *Continued*

Sample Participant	August 10 Page 6-1	
<b>6.1 WRITTEN COMMENTS</b>		
<small>University of South Australia Survey: SEMPL100</small>		<small>2010 Trish Wilkes and Greg Carter</small>

*(continued)*



Figure 15 — Continued

Sample Participant August 10  
Page 7-1

**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 Associate Head of School. 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.

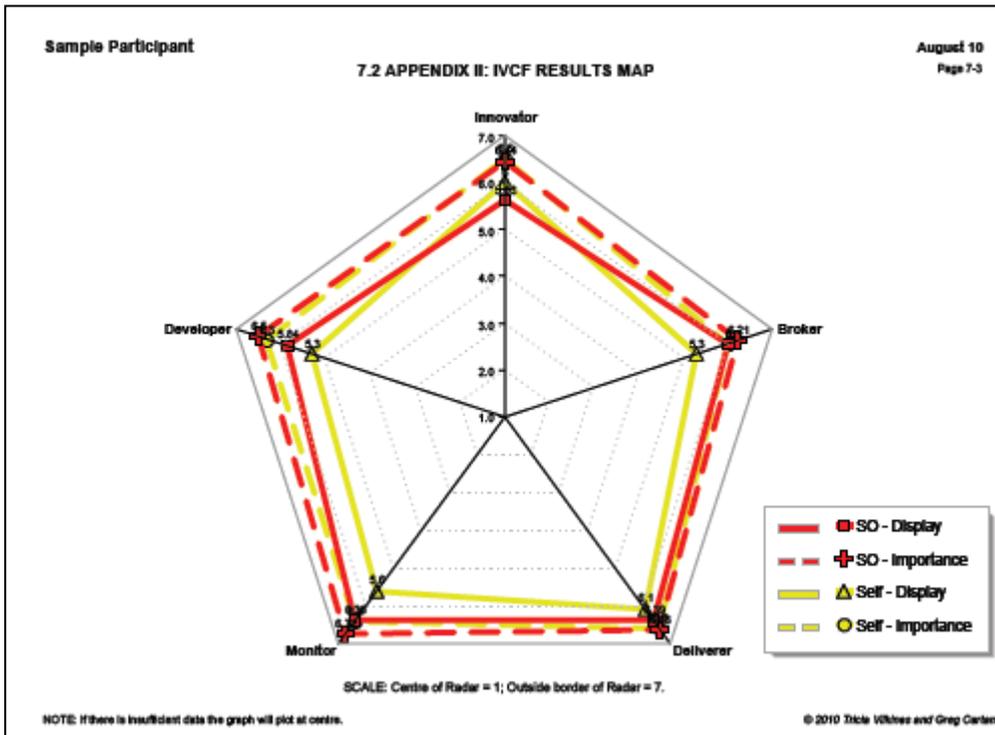
University of South Australia  
Survey: Sample100© 2010 Trish Wilkins and Greg Carter

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Figure 15 — Continued



# Appendix 4

## **ADDITIONAL WORKSHOPS DETAILS**

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## Invitation to Workshop 1

Dear

As you may be aware, Charles Darwin University and the University (CDU) of South Australia (UniSA) are being funded by the Australian Learning and Teaching Council (ALTC) to run an Academic Leadership program for heads of school/associate heads of school/theme leaders.

### The Program: The Development of Academic Leadership Capability

This program design is based on two previous ALTC leadership projects that identified key elements of academic leadership skills, knowledge and behaviours. By participating in the program you will have the opportunity to explore the challenges of being an effective academic leader within your role as head of school or theme leader.

The current program involves an initial one day workshop followed by a review session some 4 months later. The first workshop will be held on **March 11<sup>th</sup>** and a follow-up half day workshop to be held in June 2010. These workshops will include discussion and reflection on broader issues that affect strategic planning around learning and teaching as well as interpersonal aspects of academic leadership.

1. The first workshop introduces participants to the academic leadership 360° feedback process, related concepts and your results. To date this process has been adopted within 14 Australian universities and some 1,700 academic have completed an academic leadership survey.

**When:** 11<sup>th</sup> March 2010  
9.30am to 4:30 pm  
(Lunch, morning and afternoon tea will be provided)

**Where:** Adelaide Sailing Club (Barcoo Rd, West Beach 8294 3232)

2. The second workshop is designed to review the implementation of your Action Plans.

If you have any questions at all about the project, please feel free to contact me, Tricia. There is also further information about the research project following.

We hope that you can join us in this workshop dedicated to the development of academic leadership capability. Please **RSVP by February 12<sup>th</sup>** to Tricia Vilkinas at [tricia.vilkinas@unisa.edu.au](mailto:tricia.vilkinas@unisa.edu.au) to indicate if you are able to join us.

Once we have your nomination we will send you information on how to access the academic leadership 360° survey.

Regards,

*Tricia and Deborah*

Professor Tricia Vilkinas PhD and Associate Professor Deborah West PhD



## Invitation to Workshop 1 – Charles Darwin University

Dear

As you may be aware, Charles Darwin University and the University (CDU) of South Australia (UniSA) are being funded by the Australian Learning and Teaching Council (ALTC) to run an academic leadership program for heads of school/associate heads of school/theme leaders.

### **The Program: The Development of Academic Leadership Capability**

This program design is based on two previous ALTC Leadership projects that identified key elements of academic leadership skills, knowledge and behaviours. By participating in the program you will have the opportunity to explore the challenges of being an effective academic leader within your role as head of school or theme leader.

The current program involves an initial one day workshop followed by a review session some 4 months later. The first workshop will be held on **March 24<sup>th</sup>** and a follow-up half day workshop will be held in June 2010. These workshops will include discussion and reflection on broader issues that effect strategic planning around learning and teaching as well as interpersonal aspects of academic leadership.

1. The first workshop introduces participants to the academic leadership 360° feedback process, related concepts and your results. To date, this process has been adopted within 14 Australian universities and some 1,700 academic have completed an academic leadership survey.

**When:** 24<sup>th</sup> March 2010  
9.30am to 4:30pm  
(Lunch, morning and afternoon tea will be provided)

**Where:** Airport Inn (Airport Rd opposite the Airport Resort)

2. The second workshop is designed to review the implementation of your Action plans.

If you have any questions at all about the project, please feel free to contact me. There is also further information about the research project following.

We hope that you can join us in this workshop dedicated to the development of academic leadership capability. Please RSVP by February 25<sup>th</sup> to Jane Mellett at [jane.mellett@cdu.edu.au](mailto:jane.mellett@cdu.edu.au) to indicate if you are able to join us.

Once we have your nomination we will send you information on how to access the academic leadership 360° survey.

Regards,

*Deborah and Tricia*

Associate Professor Deborah West PhD and Professor Tricia Vilkinas PhD





### Day's agenda

- ground rules
- road to mastery
- theoretical frameworks for
  - Academic Leadership
  - dealing with feedback
- your Action Plan
- next workshop.

**Figure 16:** *Workshop 1 program*



## Invitation to Workshop 2

(sent as a calendar invite with date, location and time)

Hi everyone,

I hope that you are all going well with your projects. We have now set the date for the follow-up half day workshop for the leadership project and I wanted to make sure that we get it in everyone's diaries well in advance. Tricia is flying up for this again and we look forward to a good wrap up session and hearing how people have been progressing. As it is only a half day, we will be staying on campus for this session – but we will provide a morning tea!

We hope that you can find the time to join us.

*Deb & Tricia*

## Follow-up Communication for Workshop 2

Hi everyone,

In preparation for our workshop next week, we would like to have a discussion about the Action Learning Projects and any progress people have made with those. If possible, we would like to include the title and a brief summary of the projects in our final report to the ALTC. To help with these two things, we have prepared a summary sheet which I have attached.

It would be great if you could bring this with you on the day or at least give it some thought before the workshop next week.

Thanks

Deborah & Tricia



## Workshop 2

A detailed description of Workshop 2 is given in Section 4.3.



Figure 17: Workshop 2 program

Full discussion of the evaluation is presented below.

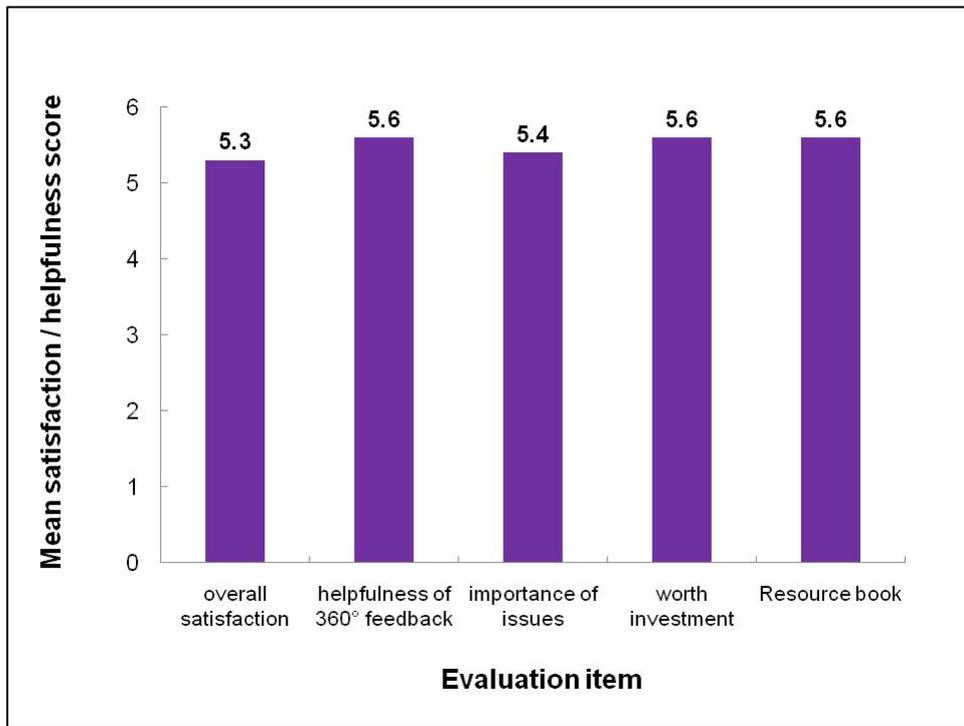
### Workshop Evaluations

This section provides details of the feedback on the overall program and its impact for participants. This included both quantitative and qualitative data collection. Unfortunately, only five participants completed the feedback form. It was distributed in the final session and also sent out to other participants in the program who were unable to attend the last session. Follow-up emails were also sent, to encourage the return of the evaluation.

The following questions in the evaluation sought feedback on the program (a 7-point scale; 1 = *not helpful/very dissatisfied*; 7 = *very helpful/very satisfied*):

- Q7. Overall, how satisfied are you with what you gained from the program to date?**
- Q1. How helpful was the 360° feedback process from your significant others in identifying issues relevant to your development as an academic leader?**
- Q2. How important to your leadership development were the issues identified?**
- Q8. Overall, are the outcomes you have experienced worth your investment?**
- Q15. Has the the [*sic*] resource book will be useful?**



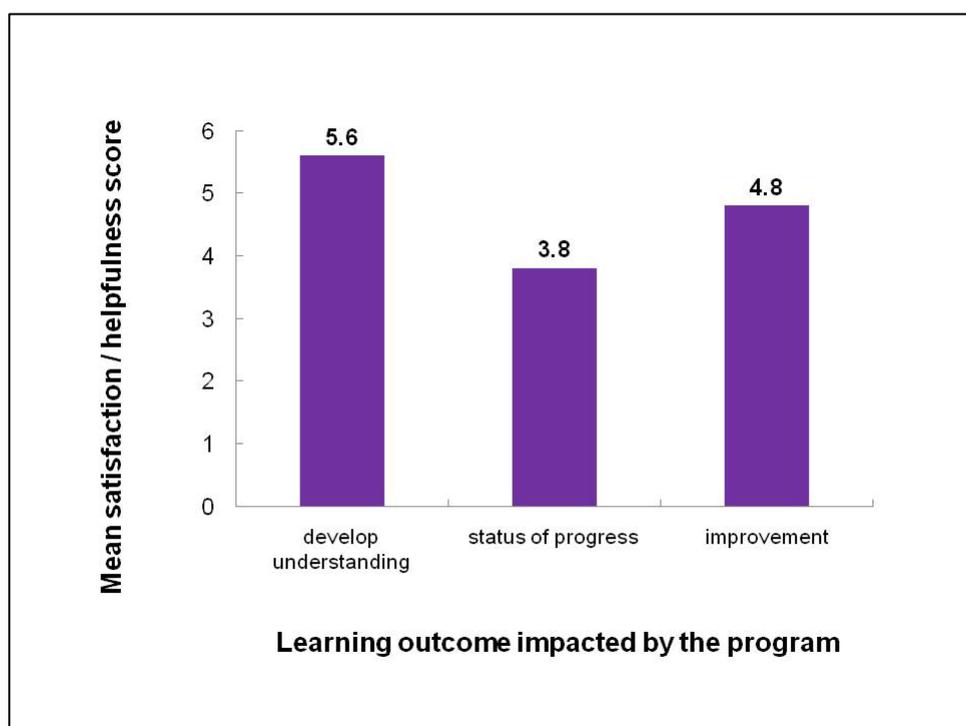


**Figure 18:** Mean satisfaction/helpfulness scores of workshop evaluations of program content (N = 5)

The questions in the next set were seeking to find out about the impact of the program for participants. Again, these were scored on a 7-point scale; 1 = *not helpful/very dissatisfied*; 7 = *very helpful/very satisfied*.

- Q3. To what extent did the workshops help you to develop your understanding of your significant [*sic*] learning issues?**
- Q4. What is the status of your progress toward achieving your learning outcomes overall (i.e. achieving all of your goals)?**
- Q5. Over the last 3–4 months of following your personal action plan, did you improve against one or more of the [*sic*] learning issues you chose?**





**Figure 19:** Mean satisfaction/helpfulness scores of program impact on learning outcomes (N = 5)

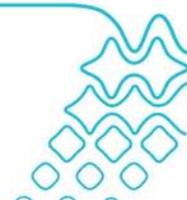
Question 6 asked respondents to reflect on any improvement to identify it was due to new ways of thinking about issues, changes in behaviour, or something else. The replies are listed in Table 17 below.

**Table 17:** *Reasons for improvement*

Category	Comments
new ways of thinking about issues	<ul style="list-style-type: none"> <li>• re-thinking the balance between all the roles</li> <li>• being more aware of what I needed to know</li> <li>• developing awareness at an institutional level</li> <li>• fitting into CDU ways of doing things</li> </ul>
changes in behaviour	<ul style="list-style-type: none"> <li>• more personal interactions via face-to-face dialogue</li> <li>• more proactive in seeking out the knowledge and approaching others</li> <li>• priorities changed somewhat</li> </ul>
other	<ul style="list-style-type: none"> <li>• used opportunities to share my insights with my line manager and my staff</li> <li>• 'forced' me in a sense to document processes and meet my own deadlines.</li> </ul>

Question 9 asked, 'Has there been a change in your working relationships that you attribute to this process to this process?' Four out of five respondents indicated that there had been a change and all of these said this was a change for the better. Given the opportunity to expand on this, respondents detailed the following changes:

- I have asked a lot more questions, tried to be more involved in processes.
- I have learnt more about how to influence difficult relationships and whilst the change in management has come into play over the months this year – I have focused more on internal processes in the team



- I haven't really learnt anything new (not a bad thing) but I have had key ideas reinforced, refined and future directions affirmed. Also, always good to get out of the office (literally) and meet others.
- More personal integration and stressing the value of staff contributions.

Similarly, question 10 asked, 'Has there been a change in your performance as head/associate head of school/department that you attribute to this process?' Again, all but one respondent indicated there had and gave the following details:

- started the program late so no change yet. I'm still learning how to be more strategic with one particular person
- create awareness of the need to respond to and unite the team while management structures are worked on
- much more aware of areas to work on. The Action plan has made me more proactive
- reflecting on big picture issues within the university
- minor changes.

The responses to the following questions are presented in the table below.

**Q11. Was 3–4 months a sufficient period of time to make progress on your personal action plan? If no, what would you consider more helpful?**

**Q12. Were the email reminders helpful? If no, what would you consider to be more helpful?**

**Table 18:** *Time frame and reminders*

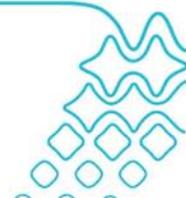
Question	Frequency	Comments
Was 3-4 months a sufficient period of time to make progress on your personal action plan?	Yes – 3	If no, what would be more helpful?
	No – 2	<ul style="list-style-type: none"> <li>• longer time frame required</li> <li>• 6–12 months</li> </ul>
Were the email reminders helpful?	Yes – 5	<ul style="list-style-type: none"> <li>• suggest also having informal opportunities, coffee, dinner.</li> </ul>
	No – 0	

Participants were asked to reflect on the process in the following question:

**Q14. Can you identify any problems with the process, or suggest any improvements?**  
(please elaborate)

**Table 19:** *Comments on process used*

Category	Comment
projects	<ul style="list-style-type: none"> <li>• Longer time frame given in first workshop to think things through and develop project plan.</li> </ul>
survey	<ul style="list-style-type: none"> <li>• The 360° survey needs refinement; some staff had no knowledge of what I did; some language was confusing.</li> </ul>
too soon	<ul style="list-style-type: none"> <li>• Still reflecting on the process.</li> <li>• I came in late so was more behind the '8' ball.</li> </ul>



The following two questions sought feedback on the resources provided in the program.

**Q16. At this stage, do you have any suggestions for improving the resource book?**

**Q17. Do you have any suggestions for improving these learning resources?**

*(please elaborate)*

**Table 20:** *Comments on resource book and learning resources*

Category	Comments
Resource book	<ul style="list-style-type: none"> <li>Valuable self-reflective exercise as to what roles people have within large organisations</li> </ul>
learning resources	<ul style="list-style-type: none"> <li>Not at this stage</li> <li>Not sure yet</li> </ul>

Finally, participants were asked if they had any further comments:

**Q18. Do you have any other comments?**

**Table 21:** *Generic comments*

Category	Comments
positive	<ul style="list-style-type: none"> <li>I think one of the strengths of this program is the opportunity to network with others in a similar position.</li> <li>Valuable self-reflective exercise as to what roles people have within large organisations.</li> <li>Good job and I hope to attain my certificate.</li> </ul>
negatives	None

## Emotive Reactions to 360° Feedback Process

**Table 22:** *Emotive reactions to feedback process*

Positive	Neutral	Negative
<ul style="list-style-type: none"> <li>reflective (3)</li> <li>relieved (3)</li> <li>pleased (2)</li> <li>positive (2)</li> <li>excited (2)</li> <li>self-confidence boosted</li> <li>reaffirming</li> <li>comfortable</li> <li>reprioritise</li> <li>informed</li> <li>happy</li> <li>recognised</li> <li>happy</li> </ul>	<ul style="list-style-type: none"> <li>curious (3)</li> </ul>	<ul style="list-style-type: none"> <li>shocked</li> <li>afraid</li> </ul>



**Table 23:** Topics covered in emails and meetings between workshops

Email	Content
1.	a. How are you going? b. Have you thought about what action you are going to take?
2.	a. Have you i. Made a decision about what you would like to do? ii. Started to think about how you might do it?
3.	a. How is your plan going? b. Can you measure if you have been successful?
4.	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.	a. Reflection on ICVF results
6.	a. How has the process affected the work team?

Participants were also referred to the schematic for the action plan as shown in Figure 20 below (and to page 41 in the Resource book).



**Figure 20:** Action plan diagram (from Vilkinas, Leask & Ladyshevsky 2009)



# Appendix 5

## **CERTIFICATE IN ACADEMIC LEADERSHIP**

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## 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
    - 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 21) please contact Tricia Vilkinas (tricia.vilkinas@unisa.edu.au) at the beginning of your academic leadership program.





University of  
South Australia

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## 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 20<sup>th</sup> October 2010



**Figure 21:** *Sample Certificate in academic leadership*



# Appendix 6

## **PROJECT'S RESULTS**

---

As mentioned in Chapter 3, there were two parts to this project. The interview study formed Part 1 of the project. Part 2 was the online survey. This Appendix provides details of the data and results from both parts.

## Interviews

In Part 1 of the study, 11 heads of school were interviewed. The responses given to each of the questions are presented below.

### Q1. What do you think makes a good leader in the academic context?

#### a. What skills or behaviours do these leaders need to display?

**Table 24:** *Characteristics of good academic leader*

- 
- Leadership in the academic context is hard to define.
  - You need a very clear sense of where you want to go.
  - Sharing a clear direction with everybody in your team I think is very important.
  - Good knowledge of the higher education context itself. The higher education landscape is pretty dynamic.
  - You need good knowledge of the way universities operate and you have got to be experienced in a university context so all of that goes together.
  - An equally important part is that you actually have to be able to listen to people, you have got to be patient.
  - You also need to be organised - the paperwork, administrative, day to day, endless piles, leave forms and all of that.
  - I like harmony, getting on well with people, being supportive, making sure everyone else gets on well with each other, all of those sorts of things I think are absolutely critical. Anything in that relationship interaction, personal support, not necessarily mentoring, you might mentor some people but you would not mentor everybody, there are other people who take mentoring roles.
  - My strategy has always been a good one, have lots of food around.
  - You cannot make changes unless you have everyone pretty well along with you and you have got to make people feel like they've had good ideas.
  - The worst heads of school are those that always have their door closed and that basically don't talk to anyone.
  - Avoiding being removed from staff is vital.
  - I think that a good leader needs to understand the nexus first and foremost, that there's leadership at the research level and that there's also leadership in teaching and learning.
  - It is helpful to have a broad range of experiences and then you can speak from a place of knowing the challenges that people face at different levels.
  - It takes desire and an understanding to see people shine and to want to do their best and to really foster that in people and not feel threatened by that.
  - people skills
  - problem solving
  - emotional intelligence
  - listening
  - generating ideas
  - planning, organising, supervising, directing, forecasting, all of those key skills that assist in strategic management
  - commitment to the role
  - relationships and communication
  - finding ways to gain consensus
  - vision.
  - It takes courage, especially to address ingrained issues.
  - Setting up good personal and professional supervision mechanisms is helpful.
- 

(continued)



**Table 24 — Continued**

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- being able balance competing demands
  - Not to be able to be identified as a leader but to be identified as someone who is able to have a team that sees itself as a team.
  - You need to be a sounding board.
  - You need to be someone that staff can go to and trust in a time of crisis, conflict or concern.
  - Not crowding staff is important.
  - letting people explore and follow through with ideas
  - encouraging and empowering leaders across the school
  - helping staff to pursue the academic activities that interest them (eg research, teaching and learning)
  - balancing a long-term plan with day-to-day stresses.
  - You need to use the budget process to create opportunities or capacity.
  - I think Step 1 is a level of technical competence. Technical competence covers in-depth knowledge of your discipline, research capability, pedagogical knowledge and, increasingly, knowledge of communications technology.
  - You also need a good idea of the organisation you are running.
  - You must look beyond the school itself and see the environment that you work in and also of course where we are going with the school. Have a vision for the school that doesn't have to be necessarily developed by the Head of School, but can be an accumulation of ideas and opinions that you collect from your colleagues through the various meetings and executives and that sort of thing, too, but you have to be able to put that together and then present it in a clear and coherent fashion.
  - One should be a good teacher to one's self, a good researcher, having a good reputation in both the national sphere as well as international.
  - Be someone that one would say would communicate well with other academic staff, both in terms of research and teaching, to show interest in all aspects of academia. That is, not to appear disinterested in one or other area. And to be conscious of the difficulties in both teaching and research that you know academics may possibly encounter.
  - role modelling
  - communication skills
  - tolerance
  - empathy
  - innovative.
  - Manage teams.
  - Manage people.
  - I think bottom line is that leadership comes from someone that produces the outcomes from their unit of what the university is needing so that would be outcomes around teaching and learning quality and outcomes primarily around research but also whether there is any other service learning or external activity that goes on.
  - helping other people to be focused
  - efficiency
  - the ability to work effectively with people from different disciplines
  - communication
  - research
  - evidence-based approach
  - working with people
  - skills for managing people
  - listen
  - strategic planning.
  - motivating people
  - financial management.
  - being prepared for change
  - understanding the different disciplines in your school
  - linking with local industry and government
  - listening, articulating and communicating
  - conveying a consistent message
- 



## Q2. What do you think is meant by ‘teaching and learning leadership’?

**Table 25:** *Head’s of school interpretation of ‘teaching and learning leadership’ concept*

- 
- You have to have the staff, you have to have the right kind of programs, and these have to be aligned - you know, you have to have staff that can teach in these programs.
  - The marketing side is very important.
  - Teaching and learning leadership is hard to define because it encompasses so many things.
  - Logistical/administrative sorts of things. You have to actually have processes in place that make sure that workloads are appropriately distributed and calculated, and timetables and units are available, all of that kind of administrative stuff.
  - The idea of teaching and learning changes depending on the size of the group.
  - You must employ people who are already good at teaching and learning. How do we define that? Students love people who interact with them, build good relationships,
  - vision
  - It starts with an attitude that teaching and learning is important.
  - balancing the experience of practitioners and academic nous in developing units
  - I think its leadership that is focused upon the core activity of the teaching and learning experience, both from the point of view of the staff and the students.
  - It is leadership that is concerned with resources and pragmatics.
  - It’s leadership that’s concerned with pedagogy.
  - It’s leadership that is concerned with innovation and approach.
  - It is leadership that is critically reflective in that you are looking at your practice and the research in teaching and learning.
  - willingness to try things
  - looking after the administrative side of things – workloads etc.
  - Leadership in teaching and learning really is eventually about ensuring quality and quality assurance processes but that starts pragmatically right from resourcing and right up to systems, processes, recursive feedback mechanisms, people can look at units and ask “how did it go?” and feed it back.
  - modelling the importance of teaching and learning
  - providing leadership with a teaching and learning focus
  - quality management
  - breaking resistance to change
  - embracing technology
  - giving people confidence
  - helping people open up to learning
  - dealing with and absorbing criticism
  - consistency
  - working as a team
  - talking to students and listening to them
  - seeing teaching and learning as the highest priority
  - empathy
  - listening skills
  - strong commitment to staff
  - accepting that the head of school role is that of the shock absorber between the chancellor and the staff.
  - commitment to delighted students and delighted staff
  - thorough evaluation.
  - Teaching and learning leadership is hard to isolate.
  - listening
  - working with people.
  - Use the assets that you have – mainly colleagues.
  - being able to move fluidly between looking at strategic issues and also day-to-day issues
  - adapting to the requirements of teaching and learning in your discipline
  - working with the facilities available
  - providing clear structure and expectations
  - being a good role model for other teachers.
- 

(continued)



**Table 25** — *Continued*

---

- clear strategic direction
  - innovation.
  - I think that's really important so to me the leadership is being on the ball, you've got to be there, you've got to be in the same space as which the academics doing the teaching are, you've got to understand the processes that underpin it and understand the resourcing that goes into it.
  - recognising the paramount importance of teaching and learning.
- 

**Q3a. How do you think teaching and learning leadership could be improved within your university?**

**Table 26:** *Suggestions of improving teaching and learning leadership within university*

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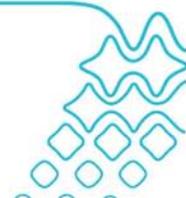
- Get staff and keep staff and then making sure that we develop the right kind of programs.
  - improve student feedback mechanisms
  - It's just actual teaching and learning resourcing –
  - communication
  - making sure that staff obtain specific teaching and learning qualifications
  - genuinely adapting to the requirements of teaching Indigenous knowledge
  - rewarding people who achieve in the teaching and learning sphere
  - not just focusing on research
  - seriously invest in professional development across all levels
  - policies and procedures that support T & L development
  - improve staff review processes
  - reduce confusion between compliance and quality assurance
  - removing distractions and meaningless tasks
  - manage workload so that quality and not quantity is sought
  - dealing with and absorbing criticism
  - not put so much pressure on schools and faculties
  - finding good quality staff. These are essential.
  - robust support around curriculum development.
- 

**Q3b. How do you think teaching and learning leadership could be improved within your Faculty?**

**Table 27:** *Suggested improvements to teaching and learning leadership within faculty*

---

- You need to have a good spread of courses that you offer, the more courses that you offer, the more types, the more variations the more students you are likely to get.
  - interdisciplinary and cross disciplinary teaching
  - consistent staffing so that things are developed rather than renewed completely
  - allowing people to develop and hone units
  - making sure that course standards are adhered to
  - removing distractions
  - have more support specific to the faculty or division.
  - Having the role of Dean of Teaching and Learning helps.
- 



**Q3c. How do you think teaching and learning leadership could be improved within your school?**

**Table 28:** *Suggested improvements to teaching and learning leadership within school*

---

- From a teaching and learning quality point of view I think one of our big strengths as a university is small group sizes.
  - having good technical support in developing online teaching and learning
  - being aware of the differential access that students have to resources
  - understanding working with large numbers of students
  - Greater efficiency
  - Having a discipline that translates into interesting and dynamic teaching and learning experiences always helps. It is important to remember that good teaching and learning translates differently to different disciplines and some there are some disciplines where good teaching and learning is naturally easier.
  - shift T & L from a person's responsibility to the entire school's responsibility
  - networking within the university need to be bolstered
  - removing distractions
  - avoiding complacency from success
  - having localised teaching and learning support.
- 



#### Q4. What specific roles do you think the Head of School should play in improving teaching and learning?

**Table 29:** *Head's of school roles in improving teaching and learning*

- 
- I think providing quality input into the type of courses that are developed because if you have the wrong courses, you know the wrong suite of courses in your school then you won't attract the student numbers
  - I'm not sure what the answer is. It's a very important question because I think it's embedded in everything you do.
  - get and keep good staff
  - Once you have the staff on deck it's very important that they interact with other staff members, that they are part of the team and then your role as Head of School is probably more to foster a quality image.
  - the right people Provide clear structures and processes
  - practical knowledge
  - recognising that students are customers
  - avoiding time wasting
  - clear understanding of university policy that can be conveyed to staff
  - aligning yourself with informal unofficial leaders within the school and assisting them
  - inspire people
  - be engaged
  - put in place and support the structures for broader based responsibility for teaching and learning across the school. Previous experience in teaching and learning specific position within the academic context helps.
  - budget allocation to support the teaching and learning improvement
  - an understanding that teaching and learning is critical
  - identifying and working with people who are focused and interested in teaching and learning
  - evaluating the SELT's positively
  - utilising administrative support
  - communication with students.
  - spending plenty of time with theme leaders
  - making things more efficient
  - being aware of what is happening beyond the university itself
  - finding ways to position staff where they will perform best because they can develop their interests
  - finding ways to deal with multi-disciplinary issues
  - money
  - being a filter.
  - You need to make sure there is a very positive attitude to the place.
- 



#### Q4a. What are the barriers to fulfilling these roles?

**Table 30:** *Barriers to fulfilling head's of school roles in improving teaching and learning*

- 
- small unit numbers that require staff to teach multiple units which then doesn't give them time to improve units
  - time availability
  - micro-management
  - budget and resourcing
  - needing to be more explicit on the strategic direction
  - resourcing and infrastructure
  - not having external moderation
  - need greater respect for the academics position
  - managerialism
  - time constraints
  - finding people with each of the three key areas of experience: teaching and learning, research and industry
  - money
  - shortage of staff
  - differences amongst disciplines within the school
  - making sure there are good staff
  - the volume of work
  - lack of staff with PhD's
  - business expectations.
- 

#### Q5. Which other positions do you see as important to improving teaching and learning?

**Table 31:** *Academic positions important to Improving teaching and learning*

- 
- teaching and learning champion
  - theme leader
  - all lecturers
  - everyone (informal and formal)
  - students
  - administrative support
  - dean
  - Deputy Vice-Chancellor – Teaching & Learning
  - academics
  - program managers/program directors
  - teaching and learning panels and committees
  - senior management.
  - All positions impact on student experience.
  - program directors
  - the university executive
  - program directors
  - professors
  - associate heads of school
  - program directors
  - course coordinators
  - teaching staff
  - the university executive.
- 



**Q6. In terms of improving teaching and learning, how would describe the relationships that you have with these other important people?**

**Table 32:** *Head's of school relationships to other academic positions*

- 
- Good when we have people that we know understand and are committed to addressing some of the issues pertinent to our university context.
  - celebrating success
  - It is vital to celebrate successes.
  - Relationship with some areas of the university are not as good.
  - Managers and people higher up in the hierarchy you must work well with.
  - It is important not to take offence, as criticism often occurs, but this is part of getting things done.
  - Good, but the Head of School often acts as a go between which creates tensions.
  - Good, but being new it takes time to understand the politics in play.
  - Sometimes you have to protect them from senior management, and sometimes you have to protect them from each other, and sometimes you have to protect them from students, and sometimes you expect them to protect each other.
  - excellent
  - Results as a school are very good and this helps.
  - Things improve with regular contact.
  - Good because we have good communication structures.
  - good
  - Barriers are the amount of administration and general workload.
- 

**Q7. What styles of leadership do you think are important for the head of school to utilise with staff?**

**Table 33:** *Head's of school leadership styles important when dealing with staff*

- 
- I haven't figured it out yet, still working on it.
  - Making sure that decisions are debated and that staff are involved in decision making.
  - consultative and collaborative decision making
  - succession models and capacity building models
  - conciliatory leadership, open, charismatic, the dominant sort of leadership
  - eclectic
  - versatile adaptable leadership
  - sometimes authoritarian
  - humility
  - eclectic approach that has elements of both managerialism and collegiality.
  - If you want to delegate, make sure that staff can handle the tasks set.
  - succession planning
  - supportive
  - creative
  - Let people know about expectations.
  - good workload modelling
  - addressing issues
  - consistency
  - putting resources together
  - delegating
  - helping people to pursue areas of their interest
  - open door policy
  - flexible
  - adaptable
  - performance management
  - taking risks.
- 



**Q8. What styles of communication do you think are important for the head of school to utilise with staff?**

**Table 34:** *Heads of school communication styles important when dealing with staff*

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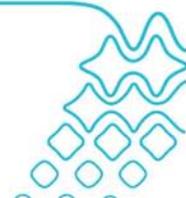
- Listen but making decisions clear.
  - Networking with other disciplines to develop links even if you don't know much about that discipline.
  - Discuss SELT scores that are both high and low as both situations can have positive and negative elements.
  - taking time to connect to people
  - open and honest
  - walking and talking
  - laughing
  - working closely with the administrative staff members who maintain the systems
  - listening
  - open door
  - Good committee discussions are central.
  - accessible
  - wanting to hear about and address problems
  - asking opinions
  - listening
  - being open to one-to-one communication
  - verbal communication where possible.
- 



## Q9. What factors impact on your performance in your current role?

**Table 35:** *Factors impacting on head's of school role*

- 
- externalisation
  - course structuring
  - retention rates as students tend to take on too much
  - continuous improvement process that sometimes helps and sometimes doesn't
  - The skill level of students who gain entry is not great.
  - re-engaging with teaching and learning panels properly
  - not getting appropriate support for T & L
  - contradictions between what the students think of things and what the teaching and learning experts think of things
  - not getting support from some areas of university
  - English skills of students
  - broader university policy stuff is very, very important
  - understanding what is happening in your discipline and in further arenas
  - having good admin support
  - middle management role
  - cultural context
  - inter-disciplinary relationships
  - cultural awareness
  - mature age students
  - having a supportive and trustworthy manager
  - having access to experts at solving various problems
  - having access to data
  - having a good system
  - salary
  - many staff not having an interest in research
  - the fact that I am still teaching
  - my ability to communicate
  - workload
  - risk management
  - salaries
  - business requirements
  - personal motivation.
- 



## Q10. What factors would make your role more attractive?

**Table 36:** *Factors that would make the head's of school role more attractive*

- 
- If you can pull off these three things: new courses, continuous improvement and support you're doing great work.
  - workload and balance.
  - staff development
  - having staff who better understand the university context
  - more clarity around the role
  - better ownership of the budget
  - role clarity
  - more acknowledgement for the work that is being done with stakeholders
  - better clarity of how the various people I work with fit with my role – who should do what?
  - salary
  - effective organisational processes
  - clear expectations
  - adequate resources
  - effective teams – helping academics to work together
  - sufficient support staff
  - Most things are pretty good.
  - salaries
  - valued
  - clearer role.
- 

### *Results Of ICVF Leadership Survey*

In the second part of the project, the heads of school completed the Academic leadership survey and participated in the professional development workshops, *Academic leadership: building capacity*.

### *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,  $F(2, 32) = 3.43, p < .05^5$ . However, pairwise comparisons (with the Bonferroni adjustment) revealed no significant group differences. In other words, heads of school scored themselves lower on effectiveness than did their line managers and significant others, but the difference was not significant. Overall, the heads of school were seen to be very effective by their line manager and significant others groups, as their means were 4.13 and 4.24, respectively (see Table 37), on a 5-point scale (with 5 = *very effective*), and the heads of school regarded themselves as reasonably effective as well (mean = 3.86).

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<sup>5</sup> 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 37:** Means and standard deviations for effectiveness (by group;  $N = 17$ )

Group	Mean	SD
Heads of school	3.86	.43
Line managers	4.13	.62
Significant others	4.24	.35

Note. SD = Standard deviation.

### Integrator Role: Displayed and Importance

The repeated measures ANOVA for the Integrator displayed role, with group as the within-subjects factor yielded a non-significant result for group,  $F(2, 32) = 1.06, p > .10$ . That is, the heads of school, their line managers and their significant others indicated that they were in agreement with the extent to which the heads of school displayed the Integrator. Overall, the three groups of respondents said that the heads of school displayed the Integrator moderately (mean scores = 5.56–5.84; see Table 38) on a 7-point scale anchored by 7 = *almost always*.

The same type of ANOVA performed on the scores for the importance of the Integrator role also yielded a non-significant group effect,  $F(2, 32) = 0.62, p > .05$ . All three groups indicated that the Integrator was very important (mean scores ranged from 6.24 to = 6.40, with 7 = *very important* – see Table 38).

**Table 38:** Means and standard deviations for Integrator displayed and importance of Integrator (by group;  $N = 17$ )

Group	Integrator displayed		Importance of Integrator	
	Mean	SD	Mean	SD
Heads of school	5.75	.56	6.40	.59
Line managers	5.56	.89	6.38	.40
Significant others	5.84	.51	6.24	.29

Note. SD = Standard deviation.

### Roles Displayed and Importance of Roles

The result of the repeated–measures analysis of variance for roles displayed, with role and group as the within-subjects factors, yielded a significant role effect,  $F(4, 13) = 4.47, p < .05$  and a non-significant group effect,  $F(2, 32) = 1.03, p > .05$  [which is discussed later].

Pairwise comparisons (with the Bonferroni adjustment) showed that the Developer was displayed the same as the Innovator, Broker, and Deliverer, but significantly more than the Monitor which was the least displayed role (see Table 39). All of the roles were displayed to a moderate extent ie their estimated mean scores ranged from 5.48 to 5.89 (see Table 39) 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,  $F(4, 64) = 5.24, p < .001$  and a non-significant group effect,  $F(2, 32) = 0.60, p > .05$ .

Pairwise comparisons (with the Bonferroni adjustment) showed that the Developer was perceived as the most important role, followed by the Deliverer and Innovator. The Developer was significantly more important than Innovator and Monitor, but not significantly more important



than the Broker and Deliverer. The scores for all the roles indicated that they were very important (estimated mean scores = 6.03–6.36; see Table 39) on a 7-point scale, with 7 = *very important*.

**Table 39:** *Estimated means and standard errors for roles displayed and importance of roles (by role; N = 17)*

Role	Role displayed		Importance of role	
	Mean	SE	Mean	SE
Innovator	5.76	.12	6.19	.08
Broker	5.56	.12	6.10	.08
Deliverer	5.58	.13	6.19	.06
Monitor	5.48	.10	6.03	.10
Developer	5.89	.10	6.36	.07

Note. SE = Standard Error.

### **Differences Between Significant Others', Line Managers' and Heads of School' Perceptions of Roles Displayed and Importance of Roles**

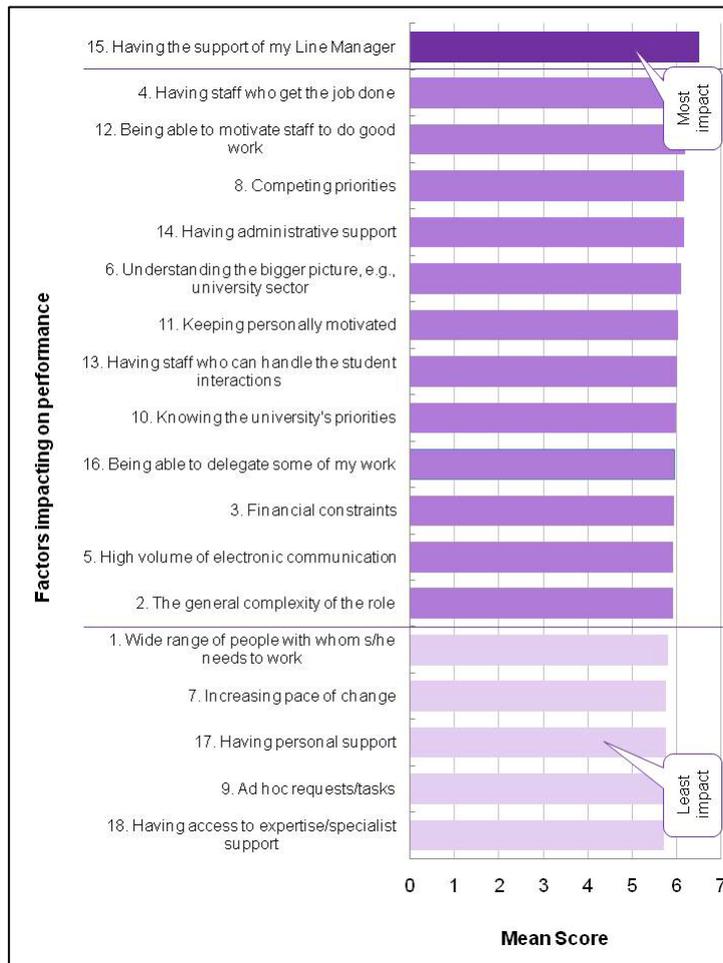
As has already been mentioned, the repeated-measures ANOVA for roles displayed, with role and group as the within-subjects factors revealed a non-significant group effect,  $F(2, 32) = 1.03$ ,  $p > .05$ . That is, all three groups were in agreement on the extent to which the roles were displayed. All said that the roles were moderately displayed (estimated mean scores = 5.53 to 5.75) 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 group effect,  $F(2, 32) = 0.60$ ,  $p > .05$ . That is, the three groups of respondents were in agreement on the importance of the roles which they said were very important (estimated mean scores = 6.25–6.11) on a 7-point scale, with 7 = *very important*.

### **Factors Impacting on Heads of School Performance**

The result of the repeated measures ANOVA for impact of these factors, with impact as the within-subjects factor, yielded a significant impact effect,  $F(17, 145) = 11.12$ ,  $p < .001$ . 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 **having the support of my line manager** with a mean score 6.52 on a 7-point scale, with 7 = *high impact*. This was by far the most significant factor. The factors that had the least impact on the heads' of school performance were **wide range of people with whom I need to deal with**, **increasing pace of change**, **having personal support**, **ad hoc requests/tasks** and **having access to expertise/technical support** (see Figure 22). These factors had a mean score of 5.81 to 5.73, on the same 7-point scale. That is, while these factors had less of an impact they were still said to have a moderate impact on the performance of heads of school.





**Figure 22:** Mean scores for factors impacting on the performance of heads of school (N = 162)



### Factors Making the Heads of School' 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,  $F(10, 152) = 54.13, p < .001$ . Pairwise comparisons (with the Bonferroni adjustment) showed that for the heads of school, there were some factors that enhanced the attractiveness of their role. The factors that had a significant impact on the attractiveness of the role were **having the right staff, having enough staff and role clarity** (see Figure 23). The mean scores of these factors ranged from 6.54 to 6.27 on a 7-point scale, with 7 = *very important* suggesting they were very important. The factors that had the least impact on the attractiveness of the role were **physical space where I work and being liked by others** (see Figure 23). The mean scores of these factors were 5.12 and 4.54, respectively, on a 7-point scale (7 = *very important*) suggesting they were moderately important.

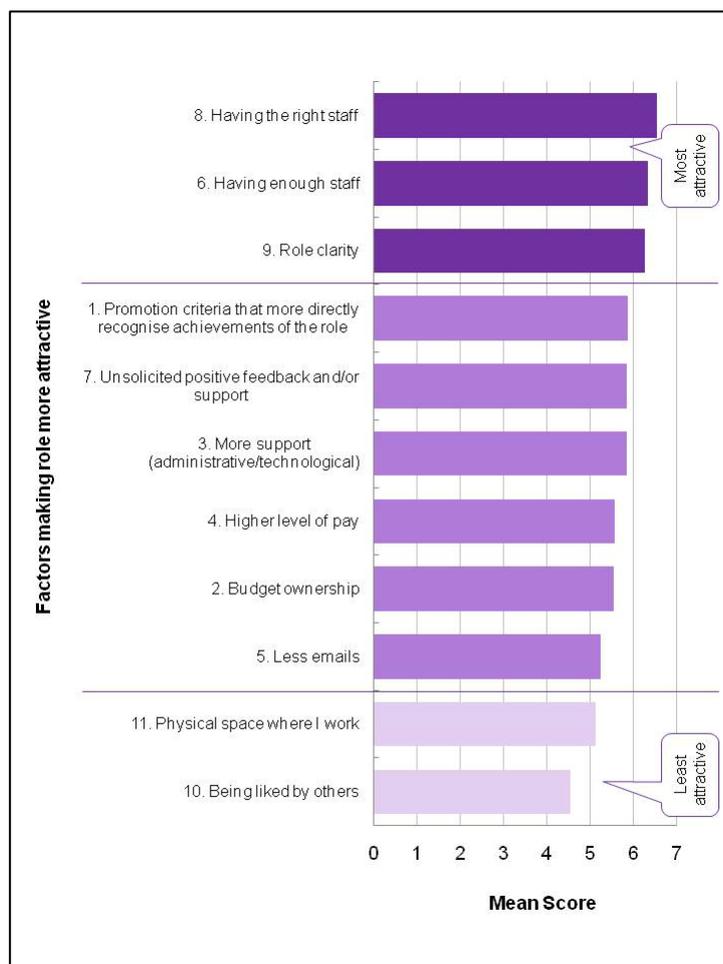


Figure 23: Mean scores for attractiveness factors of heads of school role (N = 162)



# Appendix 7

## **ACTION LEARNING PROJECTS**

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## Action Learning Projects: Workshop 2

In preparation for the second workshop, participants were asked to prepare a brief summary of their project and the work achieved to date. A small number of participants undertook this task and these are included below as examples. However, other participants were able to share this information verbally. A total of seven participants undertook Action Learning projects within the project.

Participants were offered the opportunity to receive a Certificate of Achievement upon completion of their Action Learning project. Many of the participants saw this as a good incentive to continue with their projects and to write up the material. They commented that they saw value in having such a certificate as a sign of ongoing professional development and to be used in promotion applications.

### 1. Project Title:

**'Embedding cultural safety and other useful concepts in undergraduate and postgraduate nursing courses in the NT (or Indiana Jones and the Temple of Doom)'**

**Robyn Williams, Education and Program Coordinator, Graduate School for Health Practice**

**ICVF roles:** *Broker, Innovator, Monitor*

### *Brief Summary of the Project*

I have developed and embedded a curriculum framework for working cross-culturally across all the PG nursing courses in the GSHP. The reasons for doing this include the fact that the demographics of NT population comprise of 33 per cent Indigenous peoples; therefore there is specific focus in curriculum on Indigenous peoples as they are often recipients of culturally unsafe and inappropriate care. The curriculum framework of working cross-culturally is embedded through the use of themes and modules focusing on an examination of implications of a culturally diverse work environment for practice and reflecting on practice to identify challenges and areas for improvement. One of the main questions is: *How do we respond to these challenges and how different experiences shape our views and practice about health and health care?*

Cultural education must go beyond 'awareness' and provide people with opportunities to develop relevant skills and knowledge (eg cultural reflexivity; effective communication etc). It needs to be ongoing, evaluated and reinforced, modelled and supported at all levels. There also needs to be sufficient resourcing, to enable effective implementation and assessment of education strategies and programs. As health professionals, we all have to take on board the imperative of being culturally safe and effective practitioners wherever we work, and particularly in regards to communication between client and practitioner. Why? Apart from improved health outcomes, it is a matter of provision of equitable and appropriate health services. It is also about cultural integrity in service delivery from education and workforce perspectives.

HEA401 is part of the suite of units offered in a number of courses: Grad Dip Nursing, Grad Dip Midwifery, Grad Dip Child & Family Health; Bachelor of Social Work, Bachelor of Humanitarian Studies and Bachelor of Biomedical Sciences(!) I inherited the unit Semester 2 last year and there are a number of challenges with the format and the content, let alone the diversity of the large student group.

My project has been to rewrite the unit and meet the needs of the key stakeholders.



## 2. Project Title:

**'Leading up, down and around in complex and changing environments'**

**Helen Wozniak, Manager Academic Development Team, TLQG**

**ICVF roles: *Developer, Integrator, Deliverer, Broker***

### ***Brief Summary of the Project***

Given the context of changing managerial direction and a climate of imminent restructure I decided to focus on 2 main areas over the months since the first workshop and for the remainder of this year.

Firstly, to improve my leadership within ADT (the team I manage and lead) and across TLQG focusing on the leadership roles that my group and peers identified as needing a greater balance. The 360° feedback showed that I needed to increase my Deliverer and Monitor roles and hence focus more in internal and task based achievements. I found this interesting as a former e-learning project manager I felt that I had a clear idea of this area – how to monitor and manage projects and achieve outcomes – however it appeared that this was not as evident from my peers and colleagues.

Secondly, given the changing circumstances around me I decided to more proactively participate in leadership activities at the university management level, identify mentoring relationships with other unit managers at CDU and develop my strategies for providing leadership support with my new line manager the PVC Teaching, Learning & Community Engagement.

## 3. Project Title:

**'To act or not to act, that is the question'**

**Marguerite Maher, Acting Head of School, School of Education**

**ICVF roles: *Integrator***

I have fulfilled leadership positions in both secondary and primary schools and also in tertiary institutions. I have, therefore, worked with both leaders and followers and I have fulfilled both of those roles. I am really conscious that Hitler was an outstanding leader, but he led the world to the jaws of hell. So, for me, the question goes beyond what effective leadership is to what is ethically effective leadership? I also know that time is the time-honoured excuse for lack of action, and this is an appealing option – to do nothing after a lovely day spent doing a workshop on leadership. But since I have 30 staff and 1500 students directly or indirectly influenced by the leader I am, I feel the moral imperative to proceed.

### ***Brief Summary of the Project***

Within this project, I am focusing on the Integrator and Broker roles predominantly. This focus has been chosen as I have a driving desire for best practice, and decisions within this cycle will determine which of the roles filter to the top priorities.

This iteration of the Action Plan cycle is to identify with a mentor (or, perhaps more than one mentor) areas I should consider to focus on, on the strength of the 360° survey, and link this to the CDU performance schedule. Sometimes it is not so easy to know what one does not know.



## 4. Project Title:

### 'Learning on the job'

**Wendy Giles, Acting Head of School, School of Education**

**ICVF roles: *Broker, Monitor, Developer, Integrator***

I have recently been appointed to the position of Associate Professor in the School of Education. Although I have fulfilled senior leadership roles in primary and middle schools for many years, this is the first time that I have had such a position in a university. So I was unsure of the requirements and expectations involved. The first part of my project was to clarify my job description, and to identify one or two priority areas on which to work in order to improve my own skills and also to enhance the work of the School of Education.

While I was in the process of settling in to my new position, I was suddenly thrust into the role of Acting Head of School of Education due to the absence of the (already Acting) Head for two months. This was at a critical time in the yearly cycle when budget decisions and strategic planning for the next year needed to be made. So I needed to review my original action plan in light of my new circumstances where I was time poor and reacting to daily demands rather than planning ahead.

My goals within this task were to:

- Clarify the requirements of the role of Associate Professor in Education
- Identify two priority areas
- Learn more about the university management processes

### *Progress to Date*

I met initially with the Acting Head of School and the Dean. They considered that my role would be mainly to manage for the status quo in the first instance. Although both were adamant that I would not have time, with the significantly changing environment of the School of Education, nor should it be a priority for me, to develop in new areas, I felt that I had a responsibility and a wonderful opportunity to do so.

The Acting Head of School and the Dean were very confident in my ability to 'do the job', and also expressed their belief that I had already established good relationships with staff, and should build on that. Their opinions in this regard were affirmed in the results from the 360° survey, so I took heart from that.

The two priority areas which I initially chose to concentrate on were communication within the school and faculty, and to learn about the university processes. I have reorganised the School of Education meeting to be more collegial and open to input from all. I have also initiated a Course Coordinators' group which helps to set the agenda and follow up any action items. I nominated for, and was elected to, the Academic Board of the university. I attend as many meetings and functions as possible, to get to know the structures and procedures involved in implementing the policies of the university.

As Acting Head of School, I have continued with those two priority areas, and now also have added budgeting to the list. I have met weekly with the School's finance officer to understand the current budget, and to plan for next year. I now have the opportunity to attend heads of school meetings (in two faculties!) and regular get-togethers with the VC and the DVC.



# Appendix 8

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