

Leading academic development authentically: A balancing act in the institutional merry-go-round

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Acknowledgement of Country

I would like to acknowledge the Traditional Custodians of the Land upon which we meet today.

I would also like to pay our respect to the Elders both past, present and emerging and extend that respect to other Aboriginal and Torres Strait Islander peoples who may be present here today.

Overview

Aim:

Provide reflections of leadership experiences to meet the challenge...

Do we have the courage and conviction to lead authentically?

There will be opportunities to:

- Reflect on your leadership styles/ preferences
- Reflect on your emerging and/or changing leadership identities

Higher Education challenges

Pressure on Universities:

- Facing challenges of funding cuts, restructures and casualisation
- Expected to meet quality demands of globalisation and internationalisation

Pressure on academics:

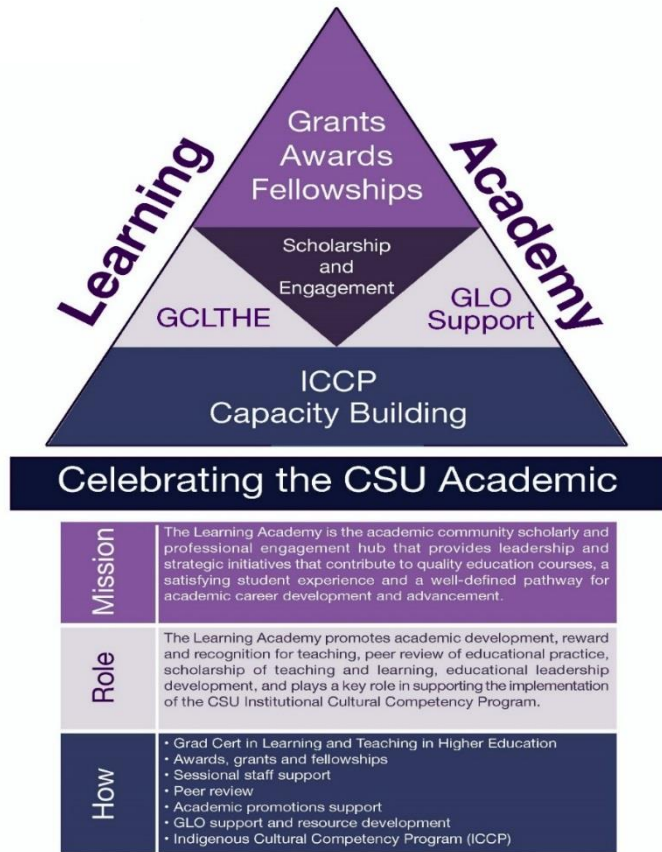
- Escalating and excessive workloads
- Audits and the imposition of metrics
- Outcomes-based performance management
- Increasing precarious contracts
- Insecure careers

Morrish, 2019

Higher Education challenges: At your university:

- How is the leadership of academic support and development distributed?
- What characterises the practice of academic development leadership?
- What enables or constrains academic developers as leaders?

Learning Academy: Established in 2015



3 Main Functions

- Capacity building
- Quality enhancement
- Reward and recognition

<http://www.csu.edu.au/division/student-learning/home/csu-academics/learning-academy>

Ways of working differently

Learning Academy is flexible, adaptable, and responsive to meet changing CSU staff needs

We work in partnership with all Division and CSU leaders to:

- Innovate and lead
- Engage in ongoing reflections to develop solutions

As a leader I actively encourage and support work-life balance, employing mindfulness principles

My leadership @ CSU: Academic Development program

- Professional Learning and Teaching Development (review, coordination and implementation)
- Teaching Development @ CSU
- Peer Review for Promotion (planning and implementation)
- GLO support and badging (planning, consultation, implementation)
- Awards, Grants and Fellowships (implementation with some planning)
- Scholarship of Learning and Teaching (mentoring, planning and implementation)
- WPL and Professional Practice
- Assessment, moderation and benchmarking (coordination of PD, planning and implementation)
- GCLTHE (planning, implementation, review)
- MOOC: Contemporary approaches to teaching in higher education (planning and Implementation)
- ICC and Gulaay (course and subject reviews & ICCP)
- DLT Newsletters: Inside DLT

Leading the Learning Academy: Strategies

Enact and live CSU Values: *Insightful, Inclusive, Impactful, Inspiring*

- Value staff: nurture staff, recognise potential & reward achievement
- Build relationships and partnerships
- Be respectful of self and others
- Give all staff the space and opportunity to explore, develop, grow and thrive
- Celebrate staff success (demonstrated by quality and excellence)
- Share good practice

My leadership @ CSU: Successes and Challenges

Snapshot of the highs and lows:

- Highs
 - Stars align
 - In the zone
 - Aligned with my values
 - Right team, right time, right support
- Lows
 - Change and restructures
 - Conflicting values, little to no support
 - Not the right time, not the right people, little to no support

Our challenge as academic leaders

How do we lead strategic initiatives for a mindful, planned approach to institutional change in the fraught territory of change and restructure in a world of uncertainty?

Self-reflection: Introspection & Awareness

Contributes to a satisfying, successful leadership experience

- Be conscious of where you are, what you are good at
- Self-awareness contributes to creativity and emotional intelligence
- Clarify your intentions about who you want to be and what you want to create as a leader
- Engage in critical reflective thinking

Reflections: My leadership experiences

1. What is my leadership style/preference?
2. How do I feel about my leadership?
3. What do I think about how others feel about me?
4. What are my challenges?
5. How do I cope or more bluntly, how do I sleep at night (or not)?
6. What is my sphere of influence?
7. A monster dilemma? Being authentic or fake?

Paradox of change... applicable to leadership!

Tensions need to be balanced:

- Vision and reality
- Individuality and collaboration
- Reward and accountability
- Valuing the past and being open to the future

Martin, 1999, p147

Leading Change at your University

Questions to consider...

- How well do you feel your institution is responding to change regarding learning and teaching? Is there scope for further innovation and enhancement?
- What opportunities are there for your own continuing development as an academic leader?
- How is teaching in your context recognised and rewarded?
- How could the learning and teaching connection with be strengthened?

Parkin, 2017, pp. 22-23

Adopting a planned approach to strategic change

Key steps:

- Making the need for change explicit
- Demonstrating the tangible benefits from change
- Recognising the everyday obstacles to change
- Raising awareness of the issues and gaining consensus about the need for change
- Promoting change on multiple fronts
- Providing expertise and support
- Connecting change to the national and institutional accountability and reward systems

McInnis, 2006, p.46

Your purpose and connecting it to a bigger vision

Ask yourself...

- What is it you want to contribute?
- How can you fulfil your potential?
- How is what you are doing now contributing to that purpose?

If you could reinvent your work life to be better aligned with your purpose...

- What would it look like?
- What actions could you take to begin this reinvention?

Emotional intelligence – the ability to manage ourselves and our relationships effectively (Goleman, 2000)

Self-Awareness

- *Emotional self-awareness:* the ability to read and understand your emotions as well as recognize their impact on work performance, relationships, and the like.
- *Accurate self-assessment:* a realistic evaluation of your strengths and limitations.
- *Self-confidence:* a strong and positive sense of self-worth.

Self-Management

- *Self-control:* the ability to keep disruptive emotions and impulses under control.
- *Trustworthiness:* a consistent display of honesty and integrity.
- *Conscientiousness:* the ability to manage yourself and your responsibilities.
- *Adaptability:* skill at adjusting to changing situations and overcoming obstacles.
- *Achievement orientation:* the drive to meet an internal standard of excellence.
- *Initiative:* a readiness to seize opportunities.

Social Awareness

- *Empathy:* skill at sensing other people's emotions, understanding their perspective, and taking an active interest in their concerns.
- *Organizational awareness:* the ability to read the currents of organizational life, build decision networks, and navigate politics.
- *Service orientation:* the ability to recognize and meet customers' needs.

Social Skill

- *Visionary leadership:* the ability to take charge and inspire with a compelling vision.
- *Influence:* the ability to wield a range of persuasive tactics.
- *Developing others:* the propensity to bolster the abilities of others through feedback and guidance.
- *Communication:* skill at listening and at sending clear, convincing, and well-tuned messages.
- *Change catalyst:* proficiency in initiating new ideas and leading people in a new direction.
- *Conflict management:* the ability to de-escalate disagreements and orchestrate resolutions.
- *Building bonds:* proficiency at cultivating and maintaining a web of relationships.
- *Teamwork and collaboration:* competence at promoting cooperation and building teams.



Goleman's Six Leadership Styles at a glance

	Coercive	Authoritative
The leader's modus operandi	Demands immediate compliance	Mobilizes people toward a vision
The style in a phrase	"Do what I tell you."	"Come with me."
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed
Overall impact on climate	Negative	Most strongly positive

Affiliative	Democratic	Pacesetting	Coaching
Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
"People come first."	"What do you think?"	"Do as I do, now."	"Try this."
Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Positive	Positive	Negative	Positive

Conclusion

The extent to which academic development initiatives succeed is dependent on the success to navigate the fraught institutional territory of change and restructure.

Being Positive and Passionate
in making a difference
as a Dynamic unit of
DLT

Reflect on your emerging or changing leadership identity

1. What have you discovered about your leadership? Do you lead authentically?
2. What opportunities and challenges do these new strategic approaches to learning and teaching leadership present?
3. What is your emerging leadership model for the future?

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