

# Academic Leadership

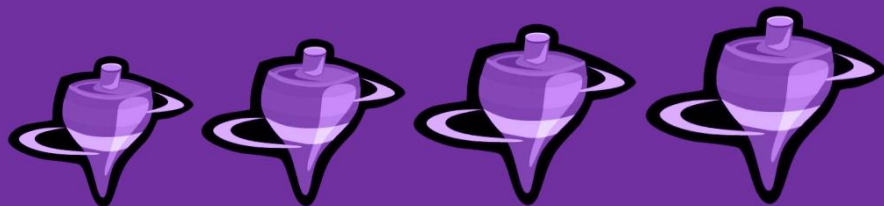
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## Fundamental Building Blocks

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2009



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## OVERVIEW

### Welcome to the '*Academic Leadership: Fundamental Building Blocks*' Program

Tailored leadership development  
that is role relevant...  
(Yielder & Codling, 2004, p. 327)

This program has been designed to assist you in your development as an academic leader. More specifically, it has been designed to assist you in acquiring the skills and knowledge needed to perform your academic leadership role more effectively. These roles may have various titles depending on the University within which you work. They may be Program Director or Course Coordinator. Whatever the title, the role is one where you have responsibility to manage the delivery and quality of an academic field of study. For ease of writing, the *Academic Coordinator* title is used in this book. It is based on the principle that leadership development needs to be tailored to the needs of both the individual and the role, and recognises that you are in an academic leadership role with little or no formal authority or power. This program builds on research on leadership in management as well as research on academic leadership. It utilises critical reflection as a strategy that fosters deep learning. The new understanding will help you to develop your personalised action plans. These will strengthen your professional competence as an academic leader.

In this resource book you will find:

- some background information on academic leadership,
- workshop materials designed to assist you in interpreting and responding to feedback that you have received via the online survey,
- copies of workshop slides,
- an outline of some Personal Action Plans for you to complete,
- a suite of self-access activities and resources for ongoing use with your action plans,
- a CD that contains a copy of this resource book.

We hope that you will find the program and this resource book useful in assisting you to build your skills as an academic leader.

Enjoy the program!

### The Research Team:

Tricia Vilkinas  
Betty Leask  
Richard Ladyshevsky  
Sanjee Perera  
Tim Rogers

## Development of Academic Leadership

Academic leadership is critical in higher education because it has an impact on the quality of student learning (Ramsden, Prosser, Trigwell, & Martin, 2007). Academic leadership is also complex and challenging. Many academics (e.g., Academic Coordinators), may not see themselves as leaders in the traditional sense. This often stems from a lack of formal authority or line management over other academics that deliver the course/program. However, leadership is also about inspiring individuals without necessarily using force or power. Through their work, leaders need to be able to **influence**, **motivate**, and **inspire** others to follow. As Academic Coordinators, you have this responsibility. You must build relationships and use your influence to get your peers to deliver on program outcomes and quality. In other words, as Academic Coordinators you must consider yourselves leaders in the roles you occupy. This is becoming more important as work is delegated and distributed in flattened organisational structures of most universities.

Academic leadership requires breadth and depth of knowledge and skills, and is defined as a whole by a complex suite of behaviours. A leadership framework, the **Integrated Competing Values Framework (ICVF)** provides insight into this complex suite of behaviours as a whole and assists in overcoming one of the difficulties we have in improving our effectiveness as academic leaders – the difficulty of understanding the strengths and weaknesses of the ‘parts’ and developing those, when they are usually practiced and evaluated as a ‘whole’ (Vilkinas & Cartan, 2001, 2006).

Effective academic leaders are more than the composite of their constituent parts – they know when to focus on the people and when to focus on the task; how to achieve a balance between a focus on internal vs. external factors; and are able to move between the five operational roles identified in the ICVF – **Developer**, **Monitor**, **Deliverer**, **Broker**, and **Innovator**.

Most importantly, academic leaders need to be effective **Integrators** (Vilkinas & Cartan, 2001). They must be able to make split second decisions on which role is most appropriate in a given situation and react accordingly. This ‘split second decision’ usually involves reflection on, and analysis of, previous experiences relevant to the new situation, what worked and did not work in the past in the same or a similar situation, and what therefore what needs to be done now.

Academic leadership development is not a straightforward process. The literature on transfer of training (Baldwin & Ford, 1988) and leadership development makes it very clear that attending a course is not enough to affect significant changes in leadership style and potential. Development is an ongoing process that takes time and persistence.

Research in leadership development also indicates that individuals must triangulate self-awareness of their leadership style and influence with feedback they receive. (Atwater, Brett, & Charles, 2007). Our self-evaluations are often flawed. Hence, the contribution from our significant colleagues is important to gain a holistic or 360° degree view of our leadership capabilities. After all, those who probably have the most important experience of our leadership style are those individuals who frequently interact with us in our work.

With a valid and reliable triangulation of your leadership profile, you can then use experiential learning principles (Kolb, 1984) to build your leadership skills and profile. A clear goal or target provides a focus for your learning and attention (Locke, 1996).

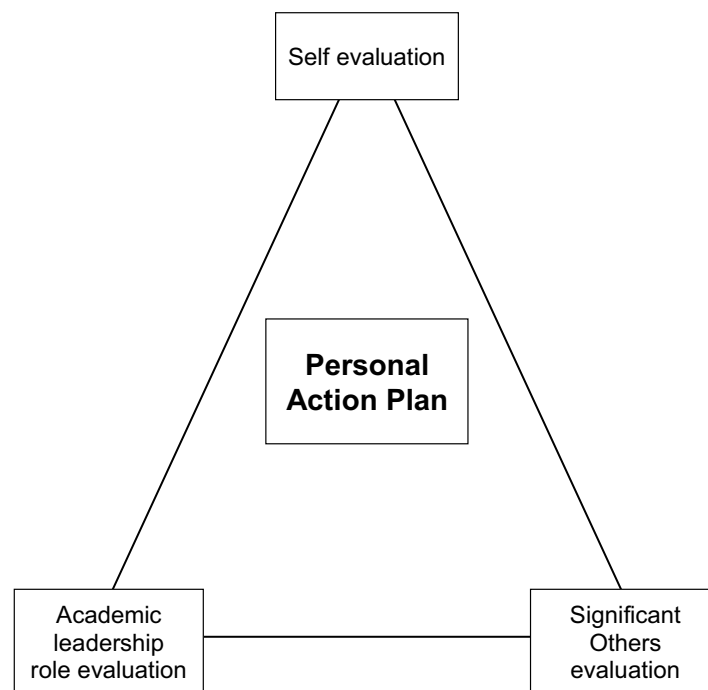
Experiential learning requires connecting with experiences in your leadership practice, reflecting on those experiences, making conclusions and then layering your learning into further experiences. Reflection can be aided by maintaining a journal of your experiences, which you can review at regular intervals to map progress and also gain insights into patterns of behaviour. The experiential learning cycle can also be aided by engaging in dialogue about your leadership practice with a peer coach or a critical friend. It is only through these practices, and exposure of your mental models to others, that you can build your personal mastery towards becoming a highly proficient and competent leader (Ericsson, Prietula, & Cokely, 2007; Quinn, Faerman, Thompson, McGrath, & St. Clair, 2007; Senge, 1996).

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## Program Format

These academic leadership workshops are designed to assist you in triangulating your perceptions of your capabilities, your significant colleagues' perceptions of your capabilities and the demands of the academic leadership role – within the context of the Integrated Competing Values Framework (ICVF; see Figure 1). The ICVF is a managerial leadership development tool that provides a framework for isolating the different types of skills and knowledge required of your academic leadership role and your strengths and weaknesses in relation to them. Each of the roles in the ICVF is interdependent, and it is how you and your significant colleagues see how these interplay that forms the basis of your leadership analysis. Consequently, the role of the Integrator is the most important as it is the skill that enables you to examine these interconnections and interplays. It is the role you should spend most time on. The Integrator role will be dealt with more fully in Chapter 6.



**Figure 1:** *The Triangulation of Feedback for Developing Action Plans*

There will be 3 workshops in the “Academic Leadership: Fundamental Building Blocks” program. Early in the program there will be 2 half-day workshops. Prior to the workshop, academics participating in the program will be asked to complete a 360° survey feedback instrument. This is an on-line survey that asks you to nominate some of the people you work with to complete the survey. These significant others include your line manager (e.g., Head of School/Department), some peers, professional staff and others that work closely with you. The result of this feedback is the focus of the first workshop.

The first workshop will focus on exploring the results of your ICVF analysis by looking at your triangulation and the correlations between self and significant others. Significant others will be used here to describe those key relationships that influence and support you in your role. For example, your Head of School, Dean of Teaching and Learning, Peers, Course Coordinators, Professional staff.

In this workshop we will explore some ground rules to support each other in this highly personal leadership development experience. Your initial responses to your feedback will be examined within a supportive environment. Academic leadership is highly contextual. This will have to be taken into account when studying the results of your triangulation analysis.

The workshop will also explore the meaning of the ICVF in more detail so you can understand your scores and profile more deeply. Based on these, the workshop will move towards identifying where you might like to focus your action in your Personal Action Plan. The importance of goal setting, reflective practice, coaching and other strategies to support the implementation of your action plan will also be covered in this workshop.

You are encouraged to share and support one another in this process as this is a highly effective strategy for leadership development.

By the end of the first workshop, you should have a clear direction in terms of your Personal Action Plan in order to either build your strengths further and/or work on strengthening some of the gaps in your leadership capability.

The second workshop, about 4–6 weeks later, will exclusively focus on your Personal Action Plan, providing details on how you can use the results of your ICVF triangulated feedback to put into action strategies that will elevate your leadership skills and potential. You should have developed a Personal Action Plan (based on the first workshop’s activities) by now and started implementing some of the actions.

In this workshop, you and your peers will come together again to review your progress to date and to fine tune your Personal Action Plan. Further information will be provided that may assist you in your action planning. It will also give you an opportunity to raise any further questions, so that you can complete this leadership development program with the skills and abilities needed for continuous development as an academic leader.

The third workshop will take place some 4–5 months later. Its purpose is to review your action plans.



01

## **WORKSHOP ONE: INTERPRETING YOUR FEEDBACK**

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## Interpreting Your Feedback

### Improving the Leadership Capability of Academic Coordinators\*

Research Team:  
Prof Tricia Vilkinas  
Assoc Prof Betty Leask  
Assoc Prof Richard Ladyshevsky  
Dr Sanjee Perera  
Dr Tim Rogers

This program has the endorsement of our DVC, Professor Peter Lee.  
\*Carrick Institute of Teaching and Learning funded research project

### Day's agenda

- Ground rules
- Road to mastery
- Theoretical frameworks for
  - academic leadership
  - dealing with feedback
- Your action plan – fundamental building blocks
- Next workshop

### Ground Rules

- What happens here stays here
- No power relationships
- Assisting each other
- Building a community of practice
- Interactive
- All about you taking responsibility for what you want to do
- Lifelong skills and development
- Enjoyable, fun and challenging

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### What can you do with the outcomes of this process?

Use:

- for promotion
- at performance management meeting
- to develop your academic leadership capability.

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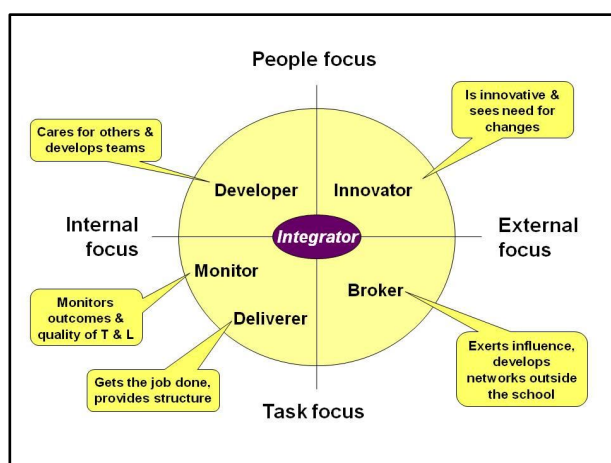
### Integrated Competing Values Framework

This is a leadership model that is designed to build your capabilities as an academic now and in the future.

It is about academic leadership

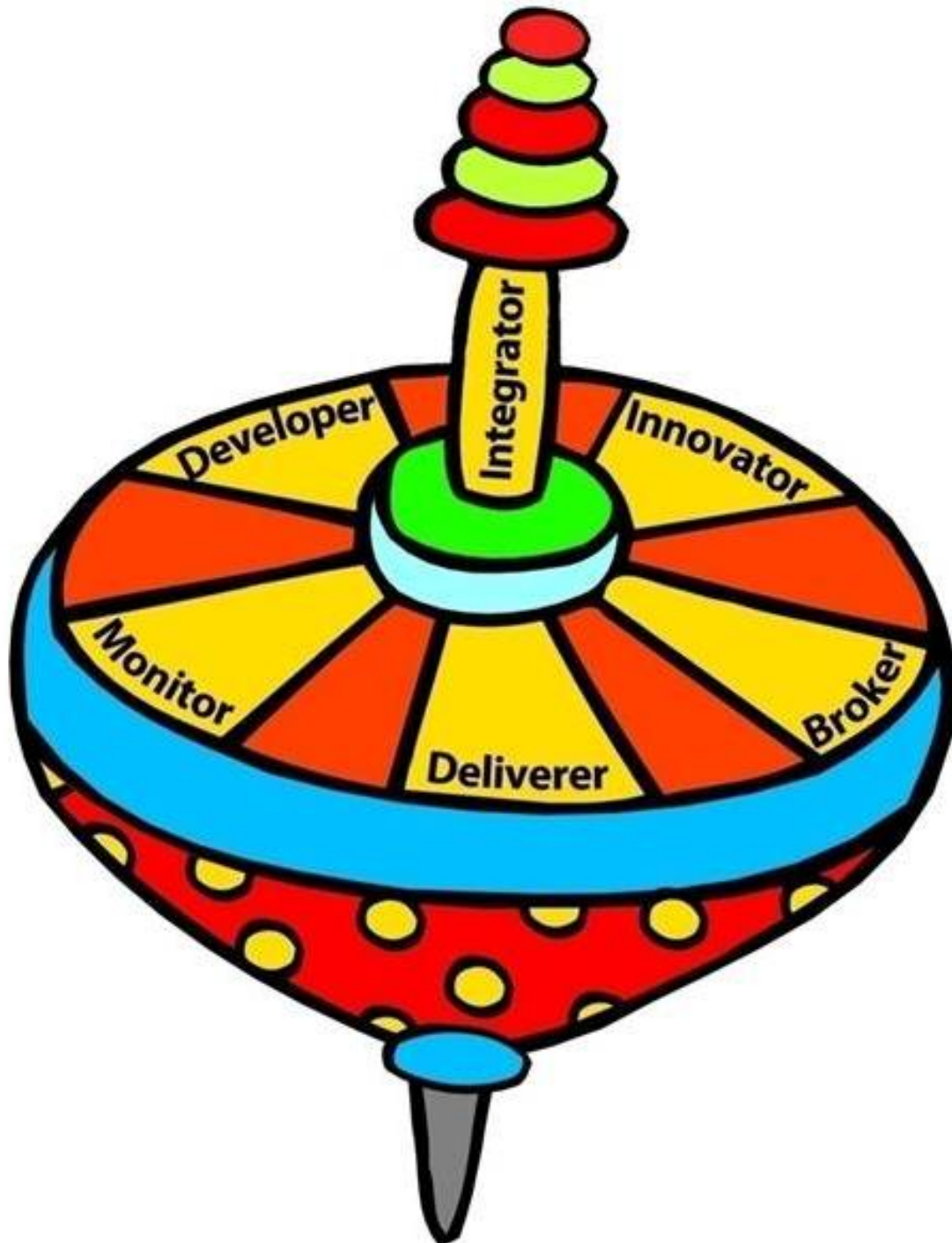
- being **complex**
- having **competing demands** (paradoxical)
- requiring
  - **behavioural** and **cognitive complexity**
  - **critical observations**
  - **reflections** and **learning**.

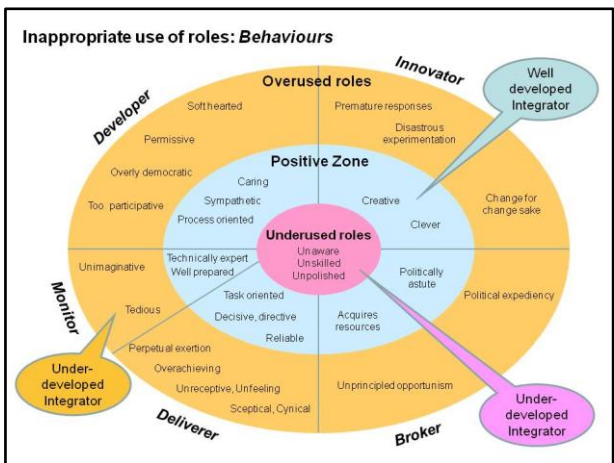
(see Chapter 5)



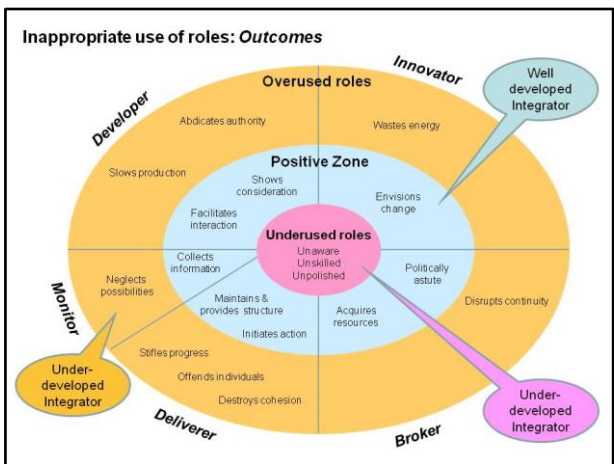
**I would like you to complete the ICVF figure.**

1. Draw up the figure and place the ICVF role names in it.
2. Write in a word or phrase an Academic Coordinator would use when in each role.





Note. Adapted from Quinn et al. (1996).



Note. Adapted from Quinn et al. (1996).

## The Road to Mastery

### *From novice to expert...*

1. **Novice:**  
*Learn facts and rules*
2. **Advanced beginner:**  
*Apply the rules and  
Discover certain basic patterns*
3. **Competence:**  
*Develop your own rules-of-thumb and  
Engage in calculated risks*
4. **Proficiency:**  
*Calculation and analysis disappear – you unconsciously “read” the  
situation*
5. **Expertise:**  
*Adapt to constant change, and  
Intuitively acts upon different situations appropriately*

Quinn et al., (2007). *Becoming a master manager. A competing values approach*. NJ: John Wiley & Sons, Inc. [Chapter 10: Integration and the road to mastery]

**To decide which ICVF role(s)  
you want to focus on,  
lets go to your feedback.**

## Interpreting the Feedback

Go to feedback manual.

1. See number and type of respondents (p1-3).
2. Focus on your Effectiveness scores, and
3. Integrator scores.
4. Then go to operational roles.

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## Effectiveness (p2-1)

What score did you give yourself?

What score did the others give you?

- If your score is above 4 – need to make sure that you keep up the good work:  
*fine tuning*
- If your score is between 3 and 4:  
*a major service*
- If your score is below 3:  
*a major overhaul or rebuild*

*Make some notes on next page.*

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### Interpreting Your Feedback – Effectiveness

<p>Were any of the scores below 3?</p> <p><i>If so make a note.</i></p>	<p>Difference of <math>\geq 1</math> between how effective I said I was and how effective they said I was?</p> <p><i>If so make a note.</i></p>	<p>How do my scores compare to individuals doing a similar job to me? (see P5 – 1 and 5 – 2 in report)</p> <p><i>Make some notes on similarities and differences.</i></p>	<p>Do I need to do some work to improve my effectiveness?</p> <p><i>Make some notes.</i></p>
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**Now lets move to your  
Integrator feedback (p3-1).**

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**Sources of Feedback:**

- your perception of yourself
- others perceptions of you
- what you said was important – your benchmarks
- what others said was important – their benchmarks
- **others:** Line managers ( Head of School, etc.)  
Peers  
Course Coordinators  
Professional staff.

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**Interpreting Your Feedback**

If you have a **difference of 1 or more on any of the ones** (A,B,C or D) below  
or  
if **any** of your scores are **less than 3.5**  
then **some action may be needed**.

	ICVF Role Displayed	ICVF Role Importance
<b>You</b>		
<b>SO</b>		

Focus on A, then B, then C

A = gap between You and SO for  
displayed roles

B = gap for You between ICVF role  
displayed and importance

C = gap between You and SO for role  
importance

D = gap for SO between ICVF role  
displayed and importance

Interpreting Your Feedback – Integrator (Chapter 6)

<p><b>A</b></p> <p>Is there a difference of 1 or more between what I say I do and what they say I do?</p> <p><i>Make some notes.</i></p>	<p><b>B</b></p> <p>Is there a difference of 1 or more between what I say I do and what I think is important?</p> <p><i>Make some notes.</i></p>	<p><b>C</b></p> <p>Is there a difference of 1 or more between what I say is important and what they say is important?</p> <p><i>Make some notes.</i></p>	<p>How do my scores compare to individuals doing a similar job to me? (see P5 – 1 and 5 – 2 in report)</p> <p><i>Make some notes on similarities and differences.</i></p>	<p>Should I do some work on this role?</p> <p><i>Make some notes</i></p>	
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## Integrator

What does your Integrator score tell you about your ability to critically observe and reflect on those observations?

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## Interpreting Your Feedback on Your Operational Roles

If you have a difference of 1 or more on any of the ones (A, B, C or D) below or if any of your scores are less than 3.5 then some action may be needed.

	ICVF Role Displayed	ICVF Role Importance
You		
SO		

Focus on A, then B, then C.

A = gap between You and SO for displayed roles

B = gap for You between ICVF role displayed and importance

C = gap between You and SO for role importance

D = gap for SO between ICVF role displayed and importance

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### Interpreting Your Feedback – 5 Operational Roles

<b>Role</b>	<b>A</b> Is there a difference of 1 or more between what I say I do and what they say I do?	<b>B</b> Is there a difference of 1 or more between what I say I do and what I think is important?	<b>C</b> Is there a difference of 1 or more between what I say is important and what they say is important?	How do my scores compare to individuals doing a similar job to me? (see P5 – 1 and 5 – 2 in report)  <i>Make some notes on similarities and differences.</i>	Should I do some work on this role?  <i>Make some notes.</i>
<b>Developer</b> (Chapter 7)					
<b>Monitor</b> (Chapter 8)					
<b>Deliverer</b> (Chapter 9)					
<b>Broker</b> (Chapter 10)					
<b>Innovator</b> (Chapter 11)					

### Action Plans

Refer to the sheet on page 18 and use that information to go to Chapter 2.

#### To help with developing my action plans: Examples of comments that might be made

Area	Comments
<b>Effectiveness</b>	Need to look at why I gave myself such a low score compared to other Academic Coordinators and to my SO.
<b>Integrator</b>	Reasonably well developed and others agree with me. I also see as very important.
<b>Developer</b>	Maintain, strong.
<b>Monitor</b>	Maintain, strong.
<b>Deliverer</b>	Why do the line managers see me doing more of this role than I do? Ask?
<b>Broker</b>	May need to develop this role as my SO see me doing less of this than other SO.
<b>Innovator</b>	Need to look at why line managers and peers see me as doing less of this role than me.

### To help with developing my action plans:

You need to copy comments made in the last columns of the Tables on pages 11, 14 and 16 into this Table. This will help you to consolidate what actions that may need to be made and help with your action plans in Chapter 2.

Area	Comments
<b>Effectiveness</b>	(From last column page 11 titled "Do I need to do some work to improve my effectiveness?")
<b>Integrator</b>	(From last column page 14 titled "Should I do some work on this role?")
<b>Developer</b>	(From last column page 16 titled "Should I do some work on this role?")
<b>Monitor</b>	(From last column page 16 titled "Should I do some work on this role?")
<b>Deliverer</b>	(From last column page 16 titled "Should I do some work on this role?")
<b>Broker</b>	(From last column page 16 titled "Should I do some work on this role?")
<b>Innovator</b>	(From last column page 16 titled "Should I do some work on this role?")



**How did you feel about the feedback you received?**

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**Some common reactions:**

1. pleasantly surprised,
2. interesting comparison between self and others,
3. disparity between importance – SO's and self,
4. justified,
5. touched by written comments,
6. happy,
7. uncertain due to lack of context,
8. amused,
9. puzzled re priorities others chose,
10. unsure.

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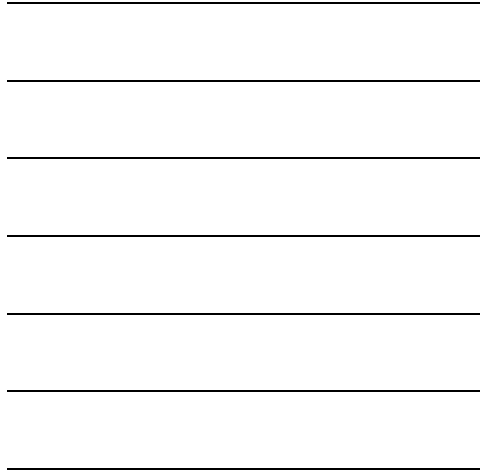
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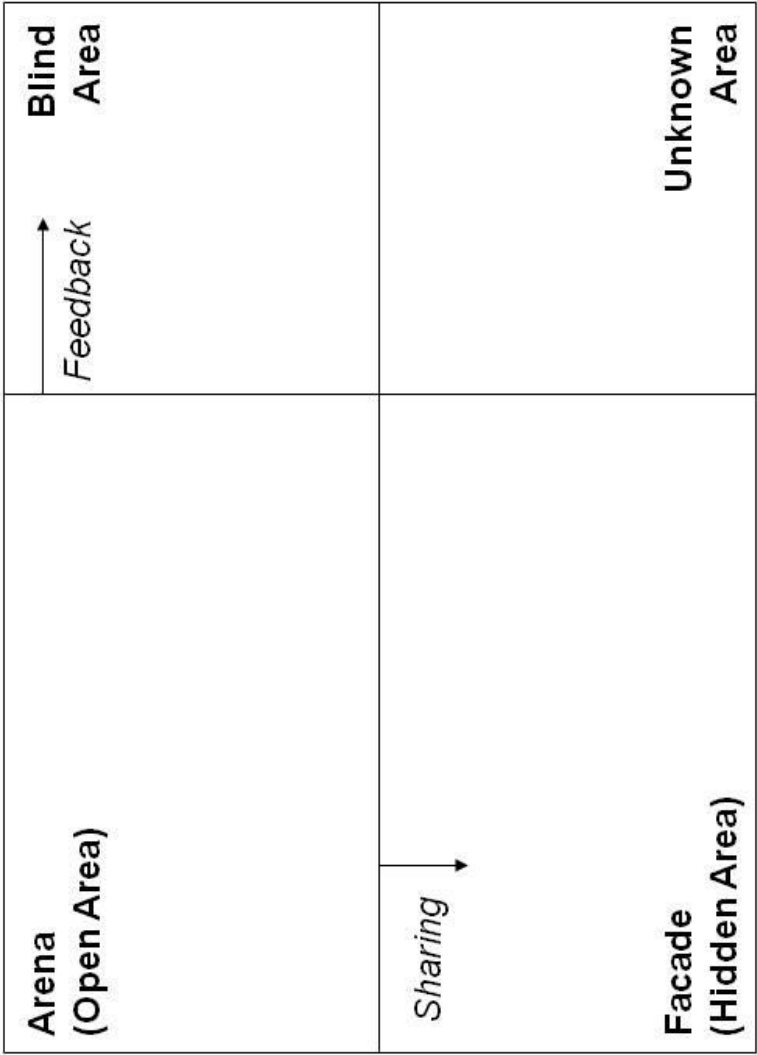
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As an Academic Coordinator can you fill in some data in each box from the feedback you have received.

*Yourself as seen by you*

Things known to self



*Yourself as seen by others*

Things known to others

Things not known to others

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## Academic Coordinator's KRAs

1. You might like to look at any guidelines that exist in your University for the appointment of Academic Coordinators.
2. What are the Key Result Areas?
3. List these below:

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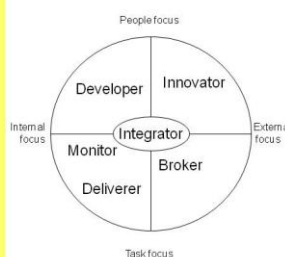
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## Map these KRAs onto the ICFV roles

### Key Result Areas

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



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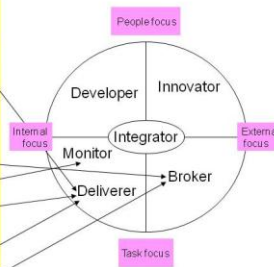
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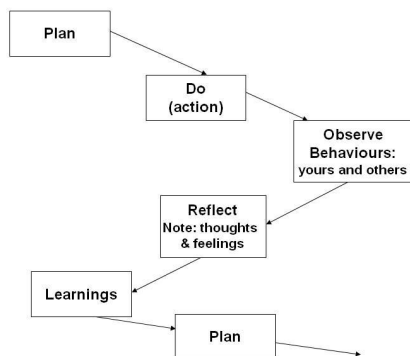
### The map might look like this:

#### Key Result Areas

1. **Academic leadership** – effective management of programs, promotion of scholarship and excellence in teaching and student centred learning
2. **Communication and relationships** within and outside the University with **key stakeholders**, professional associations and accreditation bodies
3. **OHS&W and Equity and Diversity**
4. **Leading program teams** to achieve strategic outcomes
5. **Understanding** contemporary teaching and learning methodologies
6. **Building and developing strategic relationships.**



### Action Plans



Interpreting Your Observations

What I observed:	Reflections		
	What did I think and feel about these behaviours?	What did I learn about me?	What do I need to do differently? Or the same?
Their behaviour			
My behaviour			

- low risk
- high control.

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[illegible]



**Action Plan**

- The ICVF role that I wish to take some action on is...
- The actions I am going to take are...
- How will I know when I have been successful with my action plan?

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**Managing Performance With Learning Agendas****Process:**

- Diagnose **learning needs**.
- Formulate **learning goals**.
- Identify **resources**.
- Select **strategies**.
- Evaluate **outcomes**.
- Specify **criteria** (KPI's).
- Specify the **time frame**.

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### Prior to Next Workshop:

- Keep your **journal**.
- Ask for **assistance if needed**.
- Think of **particular strategies /activities you would like covered** and let us know.
- Prepare some **detail on what you plan to do or did**.
- Fill in **comments on the resource book**.

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### At the next workshop

- Listen to what has happened so far:
  - What worked?
  - What did not work?
  - Any areas you would like covered?
- What happens next?

*See you in 6 weeks.*

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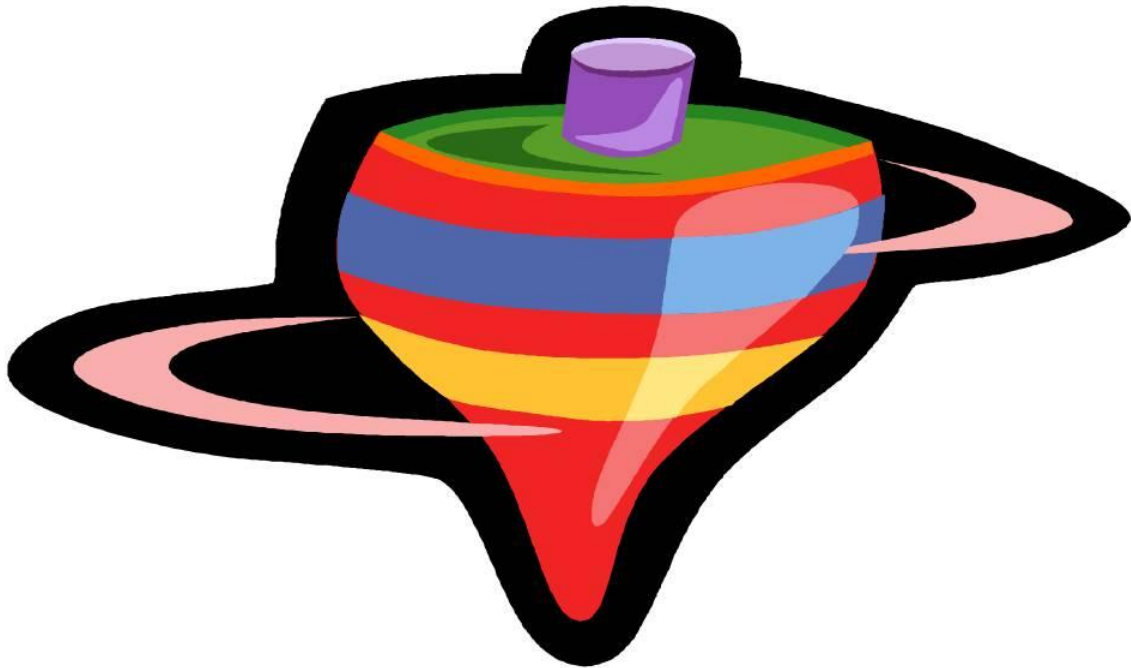
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### References

- Quinn, R. E., Faerman, S. R., Thompson, M. P., & McGrath, M. R. (Eds.). (1996). *Becoming a master manager: A competency based framework* (2nd ed.). New York: Wiley.
- Quinn, R. E., Faerman, S. R., Thompson, M. P., McGrath, M. R., & St. Clair, L. S. (2007). *Becoming a master manager: A competing values approach* (4th ed.). Hoboken, NJ: Wiley.



## Evaluation: Workshop One

Thank you for taking part in the '*Academic Leadership: Fundamental Building Blocks*' program. Please take a few minutes to reflect on your experience of Workshop One and let us know what you found useful and which areas need improvement. This will help us to fine tune this program.

What did you find MOST useful?

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What did you find LEAST useful?

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What improvements could be made to the workshop?

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Any other comments?

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**Thank you for your time and comments.**



## Preparation for Workshop Two

We would like you to complete this sheet and send a copy to the program coordinator prior to the second workshop. The information will be used to form the basis of the next workshop.

What action(s) did you take? (What role was it linked to?)

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What happened? Was it the outcome(s) you wanted?

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And why did you choose that action?

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What would you like covered in the second workshop? Please list (you may find the resources manual useful).

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What did you learn from developing the particular role?

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# 02

## PERSONAL ACTION PLANS

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**In this chapter, we'll cover:**

- Action plan implementation process
- Certificate in Academic Leadership



## Personal Action Plans (1)

There are 2 approaches that you can take to develop your action plan(s). You can base your action plan(s) on either

- A. the feedback you have received from the 360° survey results, or
- B. a situation that confronts you about which you wish to do something.

Either way you need to go through the following steps:

### 1. Describe the current situation.

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### 2. What is not good about it that you want to change?

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3. What actions do I want to take?	What ICVF role(s) are they linked to?
<b>a.</b>	<b>a.</b>
<b>b.</b>	<b>b.</b>
<b>c.</b>	<b>c.</b>
<b>d.</b>	<b>d.</b>
<b>e.</b>	<b>e.</b>

**4. What are the goals I wish to achieve?**  
(They must be *specific*, measurable, achievable, and have a realistic time frame.)

**a.**

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**b.**

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**c.**

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**d.**

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**5. What are the resources I will need to achieve these goals?**

(e.g., support of Head of School, technical equipment, someone to review my proposal)

a.

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b.

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c.

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d.

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e.

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6. How will I know I have been successful? What are the KPIs? What will be different?

a.

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b.

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c.

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d.

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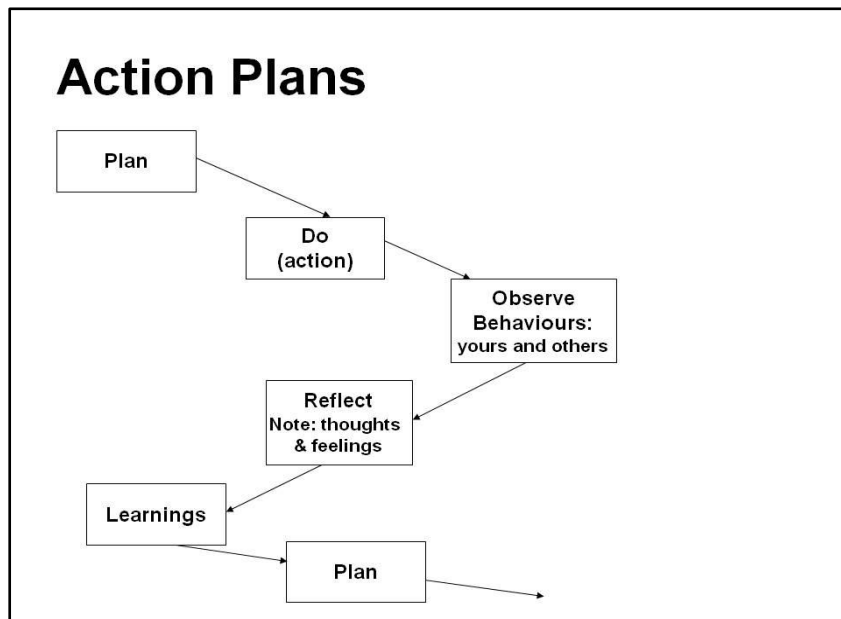
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So I now need to follow the process below.

### Action Plan Implementation Process



**My plans were:**

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Then you acted on your plans.

**My actions were (what I did):**

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**What did I observe?**

**In others?**

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**In myself – how did I behave?**

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**My reflections were:**

**My thoughts?**

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**My feelings?**

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**What did I learn from implementing this plan and my observations:**

**About me?**

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**About others?**

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**What is my next set of plans? (Need to be based on my learnings above?) And so the process continues:**

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Remember to make some notes in your journal on the information you have included above.



## Requirements for a Certificate in Academic Leadership

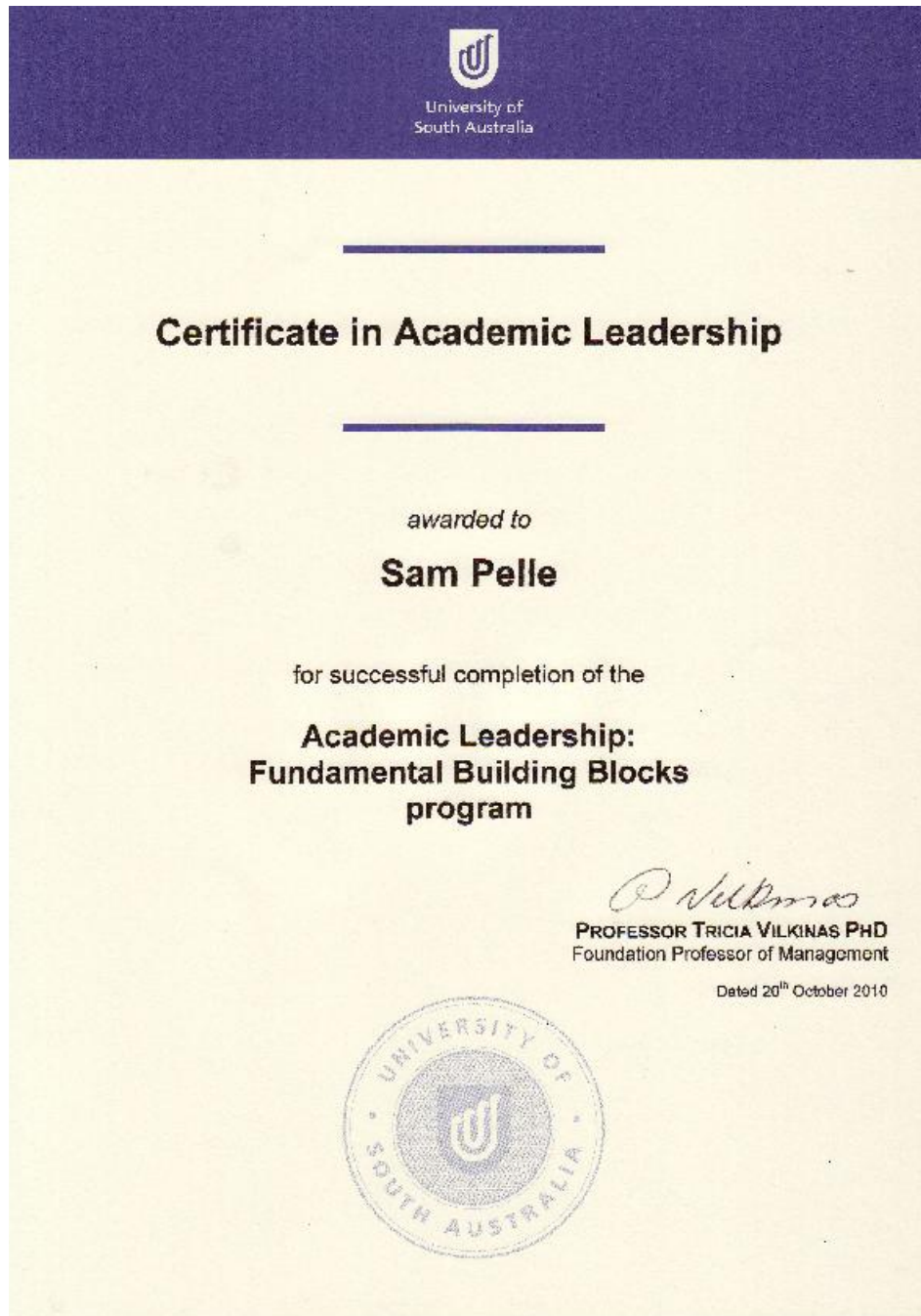
To qualify for this Certificate from the University of South Australia you will need to do the following:

Produce a document that covers the following.

1. Item1: 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 2) please contact Tricia Vilkinas (tricia.vilkinas@unisa.edu.au) at the beginning of your Academic Leadership program.



**Figure 2:** Sample Certificate in Academic Leadership

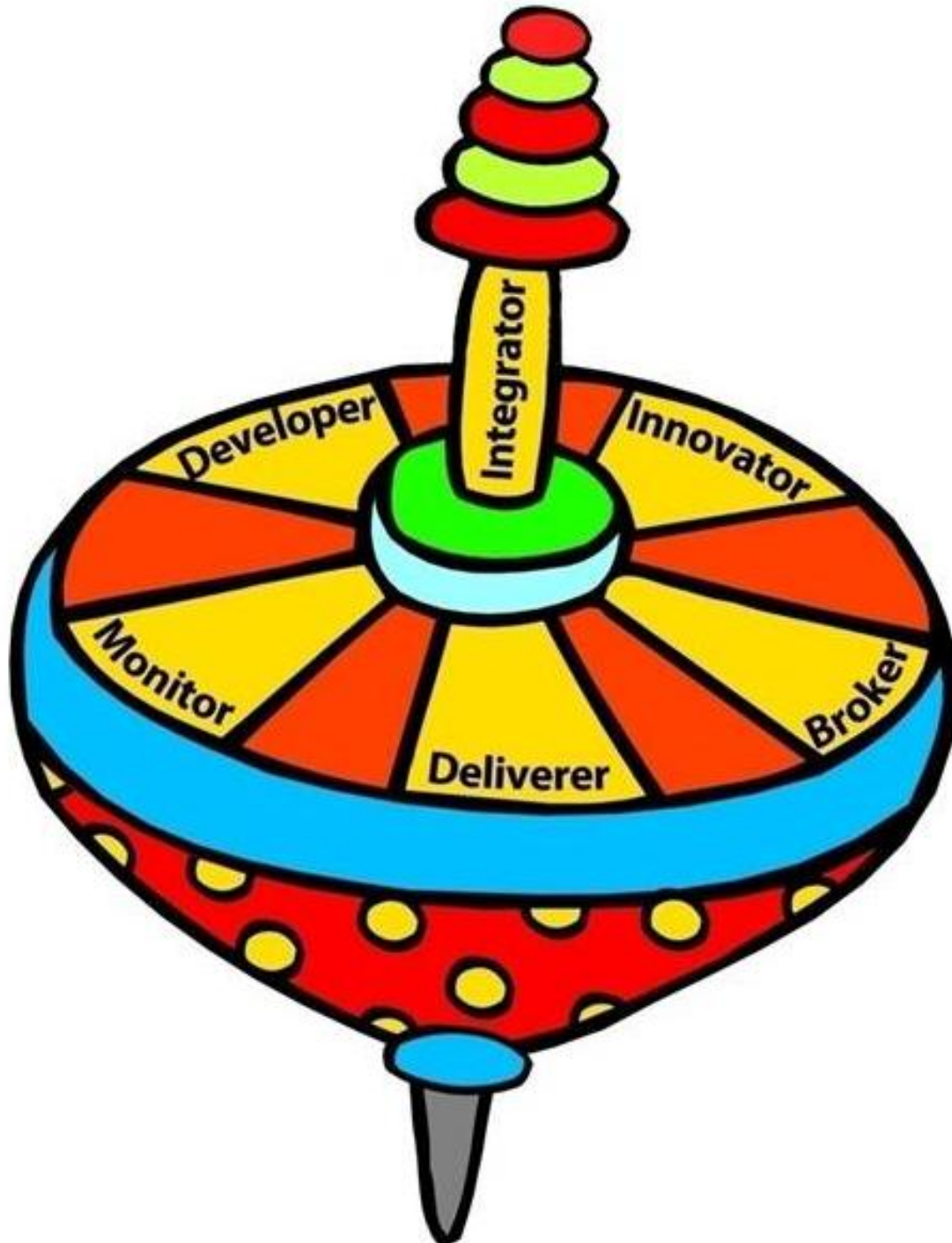
03

## **WORKSHOP TWO: FINE TUNING YOUR ACTION PLANS**

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## Fine Tuning Your Action Plans



### Day's agenda

- Ground rules
- Reflecting on your action plans
- Improving your chances
- Activities you have asked us to cover
  - Telling others what you do
  - Negotiation
  - Managing upwards
  - Dealing with competing demands
  - Effective use of administrative staff
  - Assisting staff to be culturally sensitive
- Fine tuning your action plans
- Outcomes of this program
- Evaluation
- Next workshop

### Ground rules

- What happens here stays here
- No power relationships
- Assisting each other
- Building a community of practice
- Interactive
- All about you taking responsibility for what you want to do
- Lifelong skills and development
- Enjoyable, fun and challenging

## Reflecting on Actions to Date

[illegible]

ICVF roles I observed you used	
Action	ICVF role
Mediate Influence decision making Responded to issues raised by external party	Broker
Outcome of program	Deliverer
Assess quality of program	Monitor
Consult as required (to assist)	Developer

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Reflecting on your actions to date (cont)
<ul style="list-style-type: none"><li>• The journal<ul style="list-style-type: none"><li>– Did you keep one?</li><li>– Was it useful?</li></ul></li><li>• Did you enlist the help of others?</li></ul>

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Evaluate your plans against the following:

Question	Response
Did you start with a small step?	<hr/> <hr/> <hr/> <hr/>
Was your first step of low risk to you?	<hr/> <hr/> <hr/> <hr/>
How much control did you have over the situation?	<hr/> <hr/> <hr/> <hr/>
Was it worth doing for you?	<hr/> <hr/> <hr/> <hr/>
Can you measure if you have been successful?	<hr/> <hr/> <hr/> <hr/>
Anything else?	<hr/> <hr/> <hr/> <hr/>

What are the biggest threats/challenges to you being successful with your action plans?

Threat/Challenge	Can do something about Yes/No	For “Yes” answers: What can I do?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**To improve your chances of success with your action plans**

- Tell others about the ICVF – use its language.
- Include SO as allies.
- Seek ongoing feedback.
- Practice.
- Celebrate your successes.
- Keep spinning tops and magnets around.

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**Evaluate your plans against the following**

- Is it
  - a small step?
  - low risk?
- Do you have a lot of control over the situation?
- Is it worth doing for you?
- Can you measure if you have been successful?
  - What KPIs did you use?

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**Some activities you have asked us to cover**

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**Telling others about what you do as an Academic Coordinator**

- **Why it is important** – refer back to Johari window.

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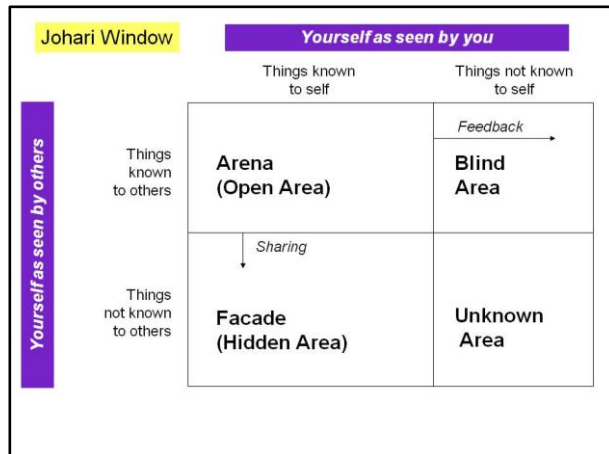
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### Telling others about what you do as an Academic Coordinator

- If you and others work from a different base it may lead to
  - different expectations
  - frustration
  - conflict.

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Practicing Self-Disclosure

As an Academic Coordinator:

I would like to tell you that	I would prefer not to tell others that	Because . . . .	But I will tell . . . . Where? When? How?
I am	I am		
I am	I am		
I am	I am		
I am	I am		
I am	I am		
I am	I am		
I am	I am		

## Negotiation

- When have no authority, and
- Is outside local work area

## Negotiation exercise

- What do you want to achieve?
- What is most likely to happen?
- What alternatives do you have?
- What is your bottom line?
- What homework can you do?
- How will the other person see it?
- What assumptions have you made?
- What power bases do you have available?
- Can you practice?

*(click on the slide to take you to the Negotiating Effectively activity)*

## Managing the relationship with your boss

- **Make sure you understand your boss and their context, including their**
  - goals and objectives
  - pressures on them
  - strengths, weaknesses, blind spots
  - preferred work style.

*(click on the slide to take you to The Skill of Persuading Others activity)*

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## Managing the relationship with your boss (cont)

- **Assess yourself and your needs, including your own**
  - strengths and weaknesses
  - personal style
  - predisposition towards authority figures.



### Managing the relationship with your boss (cont)

- **Develop and maintain relationship that**
  - fits both your needs and style
  - is characterised by mutual respect
  - keeps your boss informed
  - is based on dependability and honesty
  - selectively uses your boss's time and resources.

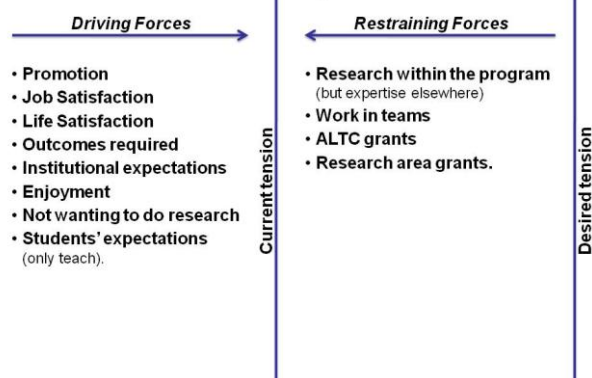
### Managing stress between teaching & learning, research & industry expectations

*"A Force Field Analysis may identify some solutions."*

## Force Field Analysis

- Define status quo & the preferred future.
- List the driving forces: those supporting the change.
- List the restraining forces: those resisting the change.
- Identify the most important driving forces.
- Identify the most important restraining forces.
- Search the data for solutions: increase the drivers or reduce the restrainers.

## Force Field Analysis of Stress



**Effective use of administrative staff**

- What can you have them do that will assist you?

(Brainstorm and ask staff who currently make effective use of administrative staff.)

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**Assisting staff to be more culturally sensitive:**

(Brainstorm and ask staff who have been successful in development of staff to be culturally sensitive.)

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## Developing networks

- **Purpose:**
  - influence
  - information
  - support.
- **Skills:**
  - mapping
  - connecting
  - relationship building
  - information gathering
  - influencing.

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## “Roll with the punches”

- Focus on what you can influence.
- Focus on the positive.
- If you get angry – do it well.
- Let the emotions go – it is only a job.
- Develop strategies to deal with the situation.
- Talk it over with others.

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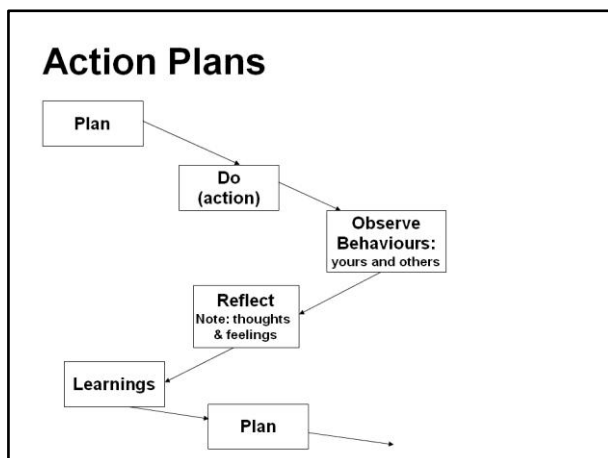
## Giving feedback & active listening

- **Feedback:**
  - Give it in private
  - Be specific
  - Make sure it is immediate
  - Focus on behaviour
  - Avoid undue emotion
  - Support their self-image
  - Don't overload
  - Avoid premature judgement
  - Ask questions
    - Actively listen
    - Let them explain.

(click on the slide to take you to the Responding to Feedback activity)

## Fine tuning your action plans

- Evaluate what has happened so far:
  - What worked?
  - What did not work?
- What do you need to pay more attention to?
- Will your KPIs tell you if you have been successful?
- Have you got support from others?



Note. Please refer to Chapter 2 for information.

**What can you do with the outcomes of this process?**

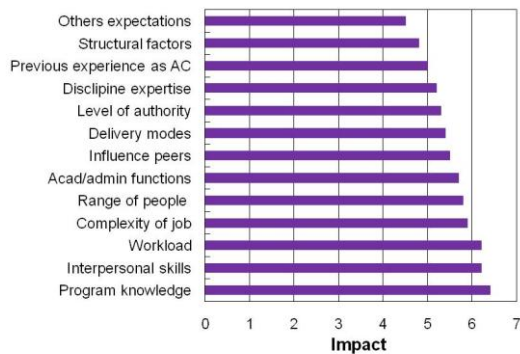
- Use the information to develop your academic leadership capability, and for
- promotion
- performance management with Head of School.

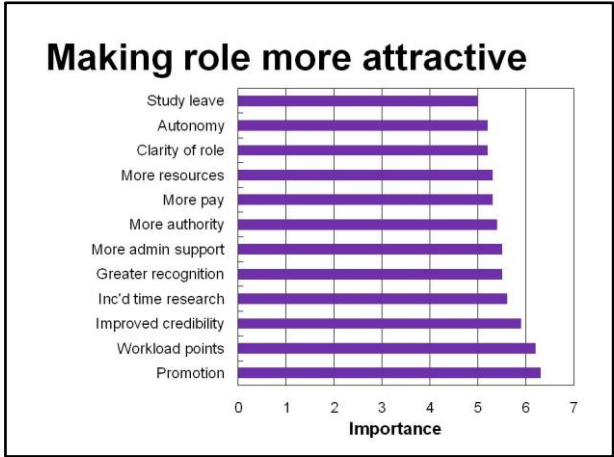
The information you receive as part of this project may be useful for you in demonstrating the scholarship of teaching and academic leadership as part of any subsequent promotion application. (Prof Peter Lee)

**What are we (the research team) going to do?**

Influence policy and procedure.

**Factors impacting on performance**





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**At the next workshop**

- Listen to what has happened so far.
  - What worked?
  - What did not work?
- What happens next?
- See you in 4 – 6 months.

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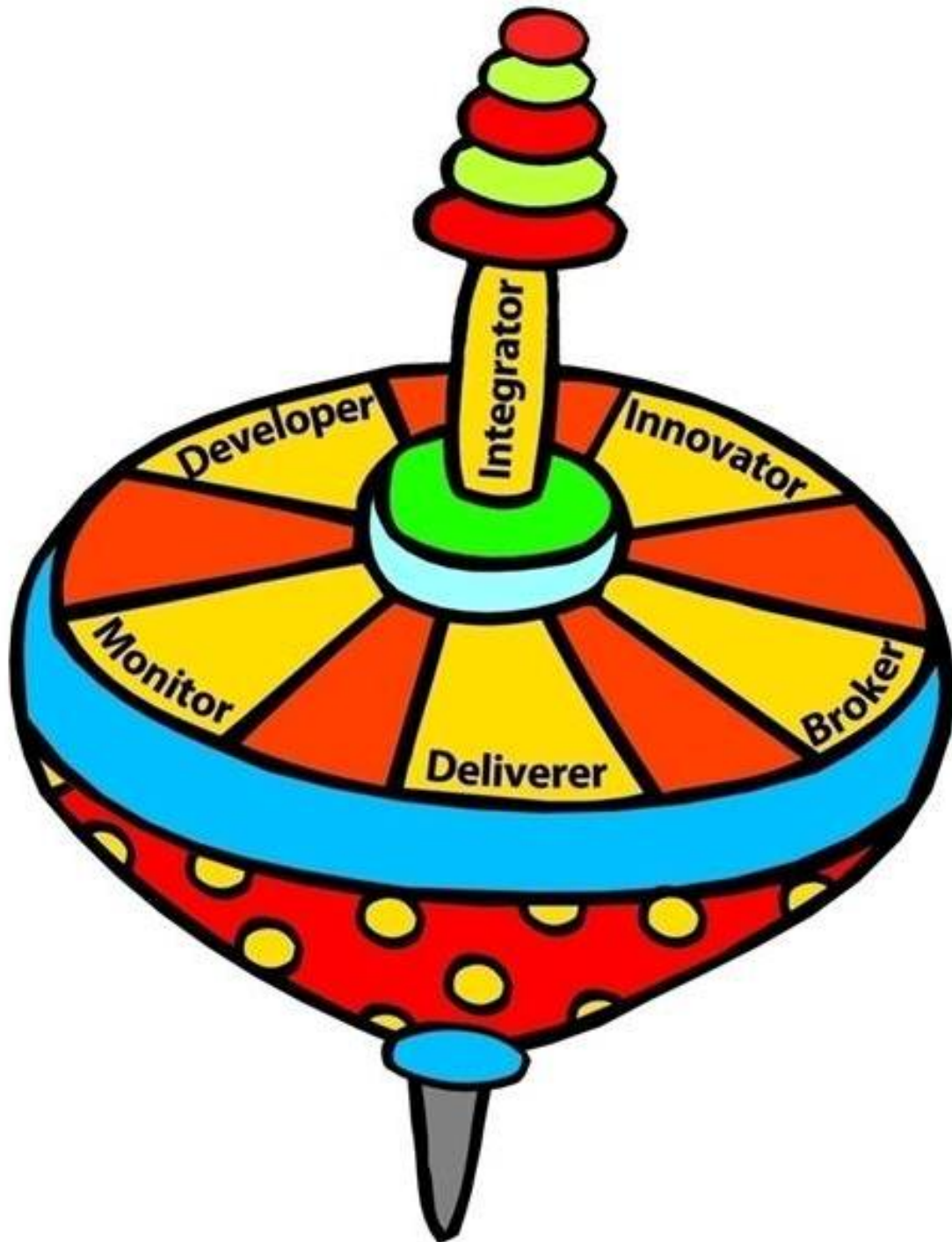
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**Over the next few months,  
we will**

- have frequent email contact.
- support through website providing articles to assist in the development of ICVF roles.
- provide individual sessions with Tricia on request.

[illegible]



## Evaluation at Second Workshop

We would like to know what you think so we can improve this program.

1. How helpful has the resource book been in assisting you with your action plans?  
(please circle your answer)

1	2	3	4	5	6	7
Not helpful at all						Very helpful

2. How could the resource book be improved? (please describe)

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3. How appropriate for you was the range of activities provided in the resource book?  
(please circle your answer)

1	2	3	4	5	6	7
Not appropriate at all						Very appropriate

4. How could they be improved? (please describe)

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5. How effective was the second workshop in assisting you with your action plans?  
(please circle your answer)

1	2	3	4	5	6	7
Not effective at all						Very effective

6. What did you find most helpful at the workshop? *(please describe)*

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7. What did you find least helpful? *(please describe)*

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8. What could be done to improve the workshop? *(please describe)*

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9. What could be done to assist you between now and the review workshop?  
*(please describe)*

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**Thank you on behalf of the research team.**

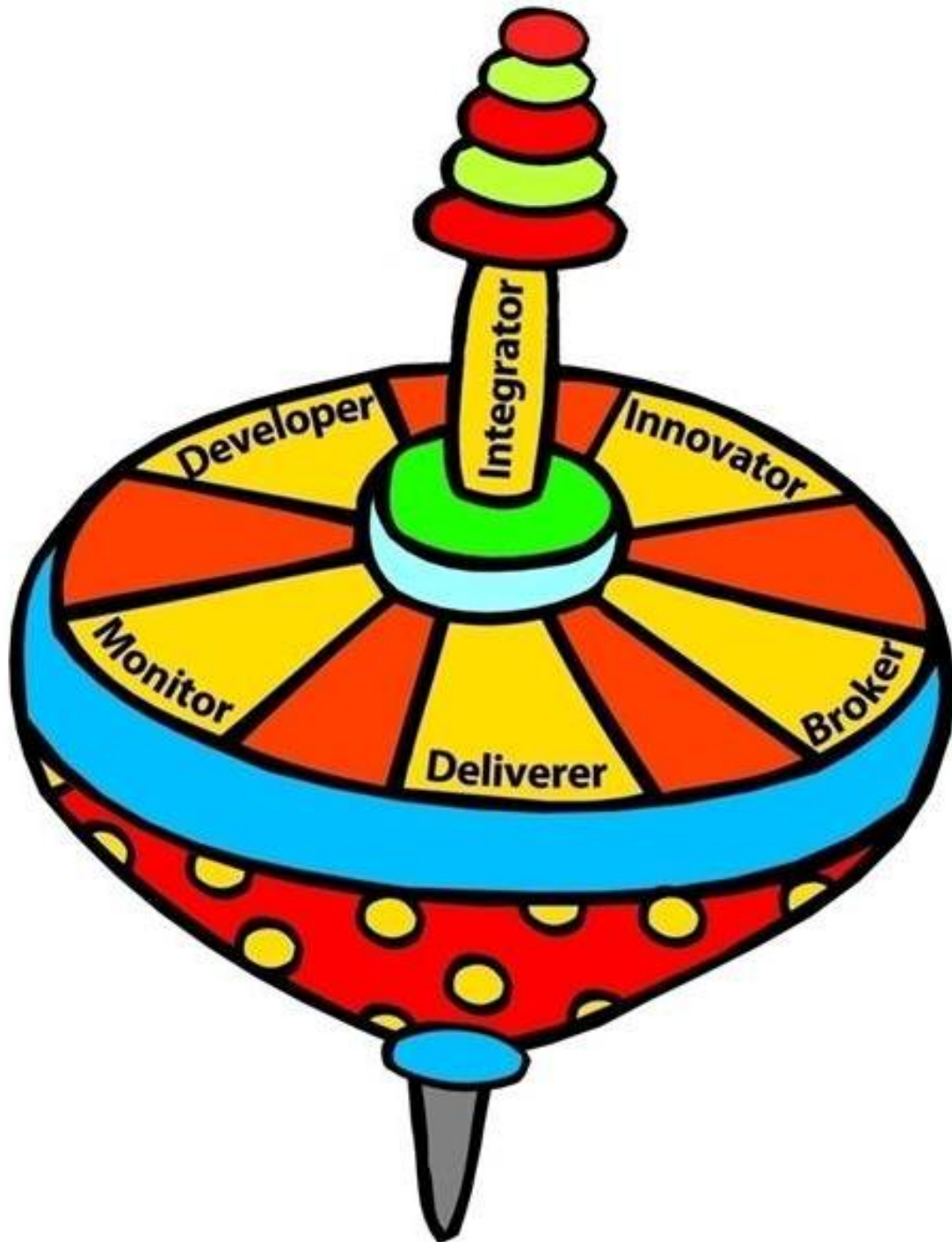
04

## **WORKSHOP THREE: EMBEDDING YOUR NEW BEHAVIOURS**

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### Day's agenda

- Reflecting on your action plans
- Where to from here
- Professional certificate
- Evaluation

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### Reflecting on your action plans

Please return to your completed action plans in Chapter 2.

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## Reviewing Your Action Plan(s)

Steps in the plan	Notes
The goals that I set, were they <ul style="list-style-type: none"> <li>• specific,</li> <li>• measurable,</li> <li>• achievable,</li> <li>• realistic time frame?</li> </ul>	
What resources did I use?	<i>List:</i>    
Were there other resources that I needed?	<i>List:</i>    
What were the <b>key performance indicators</b> (KPIs) that I used to determine if my plan had been successful?	<i>List:</i>    
What were the <b>outcomes</b> of my actions?	<i>List:</i>    
What <b>threats/challenges</b> did I face?	<i>List:</i>    

## Where to From Here?

1. What skills, knowledge and capabilities did you use in your action plan?

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2. Can you transfer these to another situation in the future?

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3. What ICVF role(s) were they related to?

- a. *Looking at your feedback, were these well developed roles already?*
- b. *Or were they roles that needed development?*

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4. Would it be worthwhile doing the 360° survey feedback process again? E.g., would others have noticed a change in your behaviour?

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5. Overall, what have been your key learnings? (e.g., after observation and reflection)

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**Certificate in  
Academic Leadership**

- Well documented action plan
  - Use of literature to support plan
- Journal
- Assessed by coordinator

Must show developed some academic leadership capability.

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**We have enjoyed working with  
you, keep in touch.**

***The Research Team:***

*Tricia Vilkinas  
Betty Leask  
Sanjee Perera  
Tim Rogers*

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## Final Evaluation

We would appreciate your feedback on the Academic Leadership Program.

1. How helpful was the 360° degree feedback from your significant others in identifying issues relevant to your development as an academic leader?  
(please circle your answer)

1	2	3	4	5	6	7
Not helpful at all						Very helpful

2. How important to your development were the issues identified?  
(please circle your answer)

1	2	3	4	5	6	7
Not important at all						Very important

3. To what extent did the workshops help you to develop your understanding of your significant learning issues? (please circle your answer)

1	2	3	4	5	6	7
Not helpful at all						Very helpful

4. What is the status of your progress toward achieving your learning outcomes overall (i.e., achieving all your goals)? (please circle your answer)

1	2	3	4	5	6	7
Not much progress						Significant progress

5. Over the course of the last 4 months of following your personal action plan, did you improve against one or more of the learning issues you chose?  
(please circle your answer)

1	2	3	4	5	6	7
No improvement at all						Improved a great deal

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

new ways of thinking about issues? *(please describe)*

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changes in behaviour? *(please describe)*

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other? *(please describe)*

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7. Overall, how satisfied are you with what you gained from the program to date?  
*(please circle your answer)*

1	2	3	4	5	6	7
Very dissatisfied						Very satisfied

8. Overall, are the outcomes you have experienced worth your investment?  
*(please circle your answer)*

1	2	3	4	5	6	7
Not worth my investment at all						Very worthwhile investment

9. Has there been a change in your working relationships that you attribute to this process? Yes / No

If yes, was that a change for the better? Yes / No  
*(please elaborate)*

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10. Has there been a change in your performance as an academic leader that you attribute to this process?    Yes / No

If yes, was that a change for the better?    Yes / No  
(please elaborate)

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11. Was 6 months a sufficient period of time to make progress on your personal action plan?    Yes / No

If no, what would be a suitable timeframe?

---

12. Were the fortnightly email reminders helpful?    Yes / No

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

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

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

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15. Has the resource book been useful? *(please circle your answer)*

1	2	3	4	5	6	7
Not useful at all						Very useful

16. Do you have any suggestions for improving the resource book? *(please elaborate)*

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17. Were the online learning materials for this program a useful resource?  
*(please circle your answer)*

1	2	3	4	5	6	7
Not useful at all						Very useful

18. Do you have any suggestions for improving the learning resources?  
*(please elaborate)*

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19. Do you have any other comments?

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**Thank you on behalf of the research team.**



05

## **THE INTEGRATED COMPETING VALUES FRAMEWORK (ICVF)**

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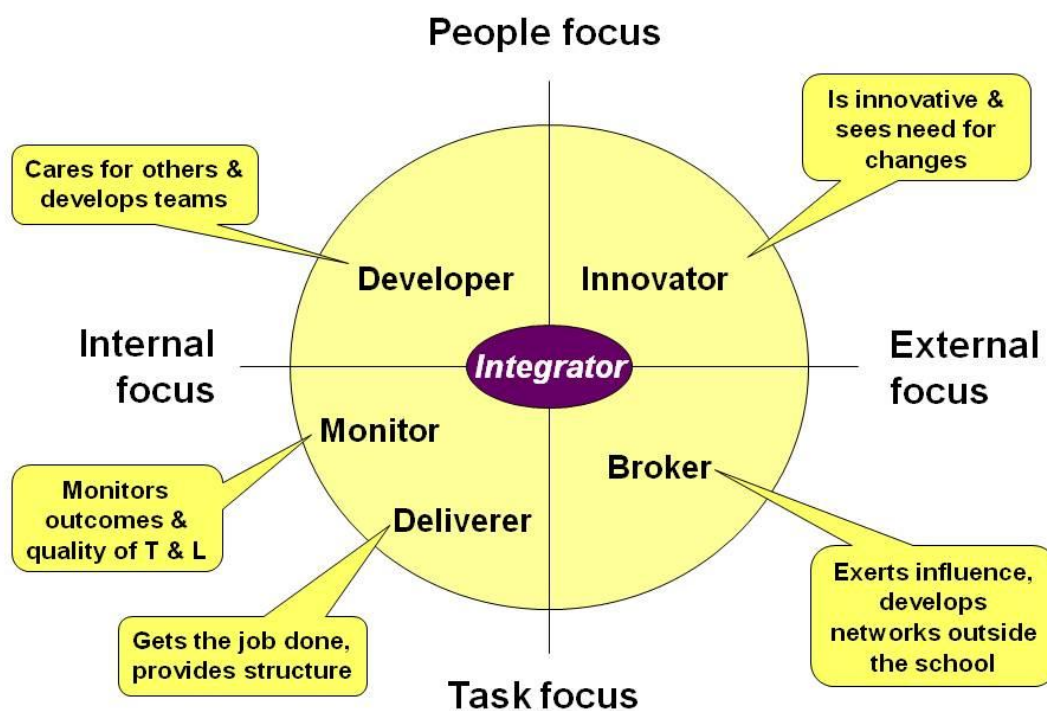
## The Integrated Competing Values Framework (ICVF)

The Integrated Competing Values Framework (ICVF) is a useful framework for illustrating the form that academic leadership of Academic Coordinators takes and as such is supported by the work of Vilkinas, Leask, and Rogers (2007).

At the heart of the ICVF is the idea that there are two key dimensions to effective leadership:

- A people versus task dimension; and
- an external versus internal dimension (Vilkinas & Cartan, 2006).

This model is an extension of an earlier framework by Quinn and his colleagues (Quinn, 1984, 1988; Quinn, Faerman, Thompson, McGrath, & St Clair, 2007; Quinn & Rohrbaugh, 1983). The model uses these two dimensions to create a four-quadrant model (see Figure 3).



**Figure 3:** *Integrated Competing Values Framework* (Vilkinas & Cartan, 2001, 2006)

Within the quadrants, Vilkinas and Cartan locate five operational roles of Academic Coordinators:

- Developer
- Monitor
- Deliverer
- Broker
- Innovator.

Under the ICVF model, the five operational roles are paradoxical in nature (Vilkinas & Cartan, 2001, 2006) meaning the Academic Coordinator must decide how and when to apply a given role, and to what extent each role competes with others. The role of the Academic Coordinator has inherent paradoxes which lead to tensions and potential conflict for the individual (Robertson, 2005) in deciding how to apply each role. Therefore, Academic Coordinators need to deliver a range of strategies that are often inherently contradictory.

Example:

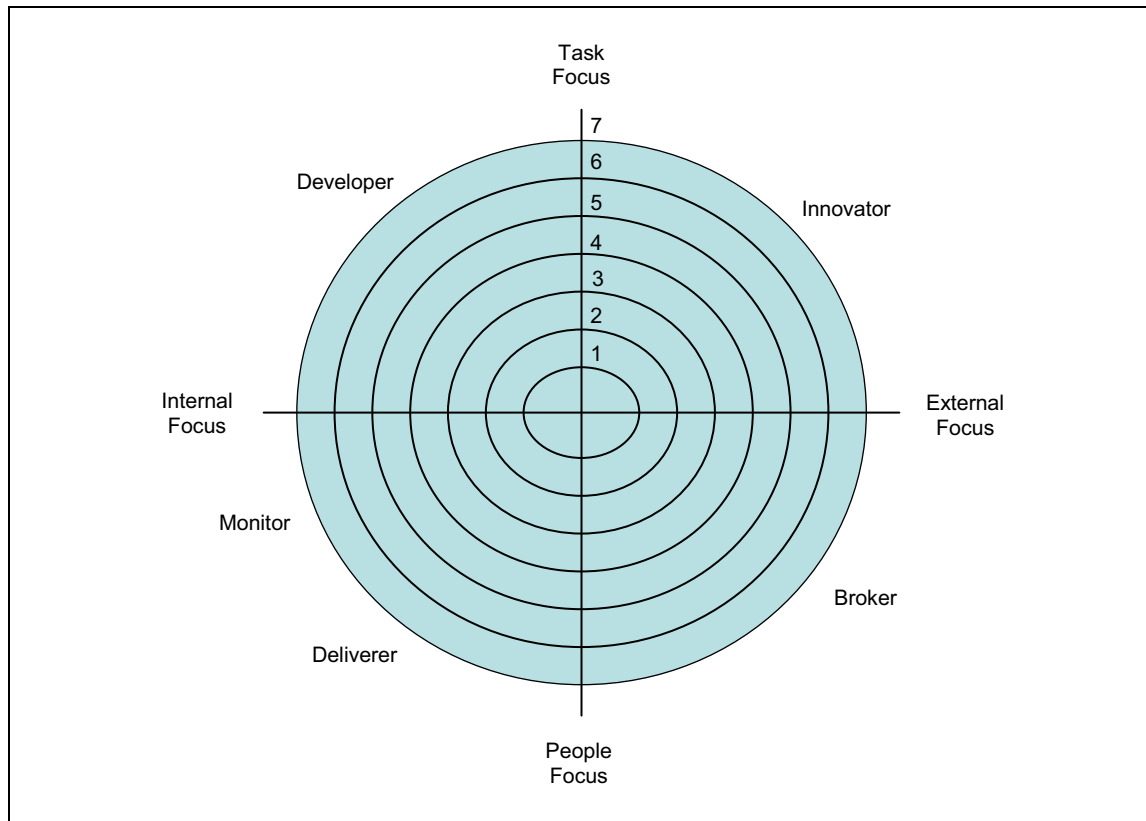
- Caring for students and dealing with their personal issues (**Developer role**).
- At the same time demanding that the students complete their assignments (**Deliverer role**).

As you can see, these competing demands make the role of Academic Coordinator complex. As Robertson (2005) argued, college teachers, like Academic Coordinators, need to be able to integrate these paradoxical behaviours so that they are not disabled by each of the specific roles' conflicting demands. The following example illustrates these competing paradoxes.

*Mary Jane is an Academic Coordinator for a Bachelor of Marketing degree. She was appointed into the position a year ago because she had a lot of great ideas for the course which the Head of School liked. She has put a lot of energy into finding creative solutions to ensure the program is exciting, meets industry needs, and fully engages the students in cutting edge teaching and assessment practices. (These are all examples of Mary Jane spending a lot of time in the **Innovator** role – which appears to be her strength). At the same time, Mary Jane has come under pressure from some of the teaching team as well as her Head of School for timely information on the performance of the program (e.g., course statistics, withdrawals, deferrals, etc.), outcomes related to teaching quality innovations and actions for addressing these indicators. Mary Jane doesn't enjoy this aspect of the role and finds it tedious and somewhat difficult working through this information (These are examples of activities within the **Monitor** role – which is paradoxical and competing to the **Innovator** role). Mary Jane needs to recognise her strength in innovation and pull back a bit, and develop some of her monitoring skills.*

## Activity

Complete a profile map (using the diagram below) of Mary Jane which shows a balanced profile but a strength (almost in the overused zone) for Innovator and a score below 3 for Monitor.



As you can see from the Mary Jane example, Academic Coordinators need to integrate these paradoxical behaviours productively (Robertson, 2005). They need to experience generative paradoxes as opposed to exhausting conflicts if they are to be effective Academic Coordinators/academics coordinators.

There is a sixth role under the ICVF, the **Integrator**. Previously, this role has 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 **critical observer** is to decipher which of the operational roles is required in any given situation 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 these 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" (p. 41).

Booth and Anderberg (2005) argued that reflection underpins an individual's development and it is a critical metacognitive skill if you are to increase your potential and skill as an Academic Coordinator (Ericsson, Prietula, & Cokely, 2007). Schon (1991) in his seminal book on how professionals think in action called this '*reflection-in-action*' and '*reflection-about-action*'. Without this skill, professionals are unlikely to develop their expertise and competence.

An Academic Coordinator who is a reflective learner needs to possess a heightened and accurate self-awareness. This introspection and self-awareness provides Academic Coordinators with opportunities to learn from previous experiences and to inform future behaviours. In other words, you need to be able to critically assess your own performance, reflect on your assessment and learn from it (Ash & Clayton, 2004), thus constantly improving your academic leadership capability.

This process aligns itself with 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 complexity which is needed if Academic Coordinators are to deliver on the competing demands they face. Behavioural complexity is the ability to move between the five roles with ease and to be able to deliver any of the five roles depending on which is most appropriate (Denison, Hooijberg, & Quinn, 1995; Hooijberg, 1992; Hooijberg & Quinn, 1992).

The Integrator is the linchpin that allows Academic Coordinators to move easily between the five operational roles (Vilkinas & Cartan, 2001). This ability will allow you to deal with the contradictory demands of program direction as a generative paradox rather than a paralysing conflict!

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- Quinn, R. E., Faerman, S. R., Thompson, M. P., McGrath, M. R., & St. Clair, L. S. (2007). *Becoming a master manager: A competing values approach* (4th ed.). Hoboken, NJ: Wiley.
- Quinn, R. E., & Rohrbaugh, J. (1983). A spatial model of effectiveness criteria: Toward a competing values approach to organizational analysis. *Management Science*, 29(3), 363–377.
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- Rogers, R. R. (2001). Reflection in higher education: A concept analysis. *Innovative Higher Education*, 26(1), 37–57.
- Schon, D. (1991). *The reflective practitioner: How professionals think in action*. London: Ashgate.
- Vilkinas, T., & Cartan, G. (2001). The behavioural control room for managers: The integrator role. *Leadership & Organization Development Journal*, 22(4), 175–185.
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# 06

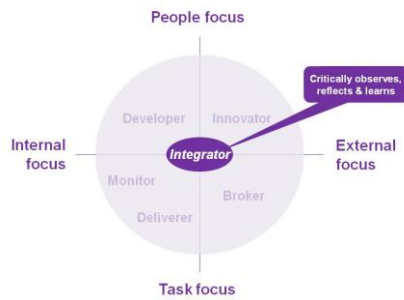
## DEVELOPING THE INTEGRATOR

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**In this Chapter, we'll cover:**

- Integrator role
- activities to develop this role
- suggested readings.





## Developing the Integrator

As important as the five operational roles of academic leadership are, the role of the Integrator is the most critical to your effectiveness as an academic leader. No matter how good an academic leader is, it is your ability to select and adopt the most appropriate role in a particular situation that will ultimately determine your effectiveness as an Academic Coordinator.

The Integrator has been called the ‘**behavioural control room**’ (Vilkinas & Cartan, 2001). It is this role that ensures that previous experiences and their outcomes (the successes and the failures) have been reflected on and analysed in the context of relevant data from a particular situation, and that both have informed the selection of the appropriate role to be taken during a particular situation. As stipulated previously, this role essentially has two parts – *critical observer* and *reflective learner*.

When using your Integrator role you will be:

- developing critical observation skills that allow you to observe your own behaviour and its impact on others at University
- critically assessing the appropriateness of this behaviour
- reflecting on what you have observed
- learning new behaviours if current ones are inappropriate or ineffective

When your Integrator role is overused or used inappropriately you will be:

- insensitive to others’ needs
- behave inappropriately
- respond in a similar fashion to different situations
- overuse reflection at the expense of other appropriate behaviours.

You may need to:

- **Develop** the role:
  - **critically review your own behaviour** and *its impact* in different contexts over a period of time;
  - **develop strategies** to assist you in becoming better at reading the external environment;
  - find ways to **better utilise** the knowledge you have gained from previous experiences as an academic leader in new contexts.
- **Refocus** the role:
  - **pay more attention** to it, recognising the importance of selecting the **most appropriate** operational role for each new situation.
- **Reflect** on the role:
  - given the feedback you have received from others and what you know of yourself, consider how you could **more effectively** select the **most appropriate** operational role in different situations.

This role will assist you in the development of the other 5 operational roles.

We have identified some activities you might like to consider to develop the Integrator role. There are also some readings listed below that you may find useful. They are available through our web page

<http://www.unisanet.unisa.edu.au/academicleadership>

(Look for “Resources for Workshop Participants” on the left hand corner of the webpage.) If a password is required then this will be made available at the first workshop.

### Readings

Brockbank, A., & McGill, I. (2006). *Facilitating reflective learning through mentoring and coaching*. London: Kogan Page.

Groves, K. S. (2007). Integrating leadership development and succession planning best practices. *Journal of Management Development*, 26(3), 239–260.

Scandura, T. A., Tejada, M. J., Werther, W. B., & Lankau, M. J. (1996). Perspectives on mentoring. *Leadership & Organization Development Journal*, 17(3), 50–56.

Watty, K., Hilliar, K., Ji, S., Magdziarz, S., & Simpson, M. (2006). Reflections on the mentoring process with academic entering a "new" educational experience. *Asian Review of Accounting*, 14(1/2), 37–48.

### Reference

Vilkinas, T., & Cartan, G. (2001). The behavioural control room for managers: The Integrator role. *Leadership & Organization Development Journal*, 22(4), 175–185.

### Activities

*(click the activity index number to take you to that section)*

[6.1](#) Developing Reflection Skills

[6.2](#) Being a Critical Observer

[6.3](#) Responding to Feedback

[6.4](#) Understanding Action Learning

[6.5](#) Learning From Experience

[6.6](#) Learning New Behaviours.

## 6.1 Developing Reflection Skills

*(click the activity index number to take you back to the activities index)*

As the 'behavioural control room' (Vilkinas and Cartan 2001), the role of the Integrator ensures that your previous experiences and their outcomes (both the successes and the failures) have been reflected on and analysed in the context of the current situation. Essentially, the Integrator role has two parts:

- Critical observer and
- Reflective learner.

However, the two parts of the role are not discrete and there will be many occasions when you use reflection skills as you critically observe your own behaviour.

### OBJECTIVE

**The objective of this activity is to develop the reflective learner part of the Integrator role.**

Reflection is an important part of the experiential learning cycle and should follow any experience that is related to your Personal Action Plan. You will find many references in this workbook emphasise the use of reflective journaling. Some important strategies related to these reflection skills that you can use as you develop your leadership skills are highlighted below.

### *Reflective Learning Journals*

The learning journal is an ongoing record of your personal critical learning events related to your Personal Action Plan. Recording your thoughts, questions and challenges during and after your attempts to elevate your leadership skills can assist you in discovering patterns of behaviour or thinking that are blocking your progress. It also enables you to monitor your growth and development. The reflective journal is designed to help you:

- critically review your leadership practice in the context of your work environment;
- heighten your understanding of your leadership strengths and weaknesses; and
- develop lifelong learning skills.

Some individuals find writing a journal difficult or perceive it as of little use. This often stems from their lack of awareness on how to write 'reflectively'. It is important to remember that a reflective learning journal is not a log of events. As its name suggests, it is a series of reflections on events. You should:

- Write your journal in the first person.
- Describe how you 'performed or behaved' during a specific event.
- Describe your feelings, attitudes and any unanswered questions.

- Record the outcome of events:
  - How did you feel about the outcome?
  - How did it come about?
  - What was good or bad about the process by which you arrived at that outcome?
- Describe what you think you learned from the events including the interactions you had with others involved in them.
- Record any ideas for future change.

You can use subsequent entries to analyse and re-analyse learning events, thinking about what they might tell you about blockages to your learning. Often patterns emerge when you review journal entries over time which, in turn, may inform some action you need to take.

Reflective Learning Journals do not have to be maintained in written text form. You can incorporate pictures, use colour pens, diagrams, flow charts or mind maps to help you make meaning out of events and situations and fine tune your leadership action plan.

Here is an excerpt from a personal Reflective Learning Journal:

*After completing these readings, I again feel relief that there is a range of strategies to implement, and hopefully improve the diversity in my managerial skills. I want to talk about getting past a verbal attack (where I didn't successfully employ strategies) and monitoring of staff.*

*30/09/03: How to cope with a verbal attack from a staff member? This situation left me floored as it wasn't expected (the staff member wasn't even part of my work team), and angry as the accusations were false and I did not sufficiently rebut the allegations or receive an apology. This communication with-hold continued as I didn't listen, ask a range of questions or give feedback to a sufficient level to gain a solution. This pattern is also evident in my self assessment results where I only have average results for openness, control and inclusion.*

*What I learnt was that I did not have sufficient strategies to turn this into a win-win situation (or to be honest just a win situation for myself) and basically retreated into an accommodating mode with no real solution reached. Post this interaction I didn't manage my emotions effectively to prevent me from dwelling on the negatives.*

*Using Quinn's (2003:34) Johari window plus not tolerating a personal attack, I could have facilitated a two-way feedback situation. Upon reflection though, as the attack was vague and the initiator was unwilling to give detail it probably was a poor attempt at airing a deeper issue. Again as the common thread seems to be, because of my innate avoidance of conflict I didn't get to this issue and strained working relations were created instead.*

*Where to from here if a similar situation arises? To be honest I know that I am likely to retreat into an avoidance pattern; however the four phases of conflict management and eight principles of supportive communication will be tools I keep visible in my workplace to provide alternative outcomes. Whatever the consequence, if I can perform better than that, at least I won't have to stew over those negative emotions at length.*

## Activity

Set aside some time each week to write in your Reflective Learning Journal. Put it into your calendar as an 'appointment' and quarantine that time.

## Reference

Vilkinas, T., & Cartan, G. (2001). The behavioural control room for managers: The Integrator role. *Leadership & Organization Development Journal*, 22(4), 175–185.

## 6.2 Being a Critical Observer

(click the activity index number to take you back to the activities index)

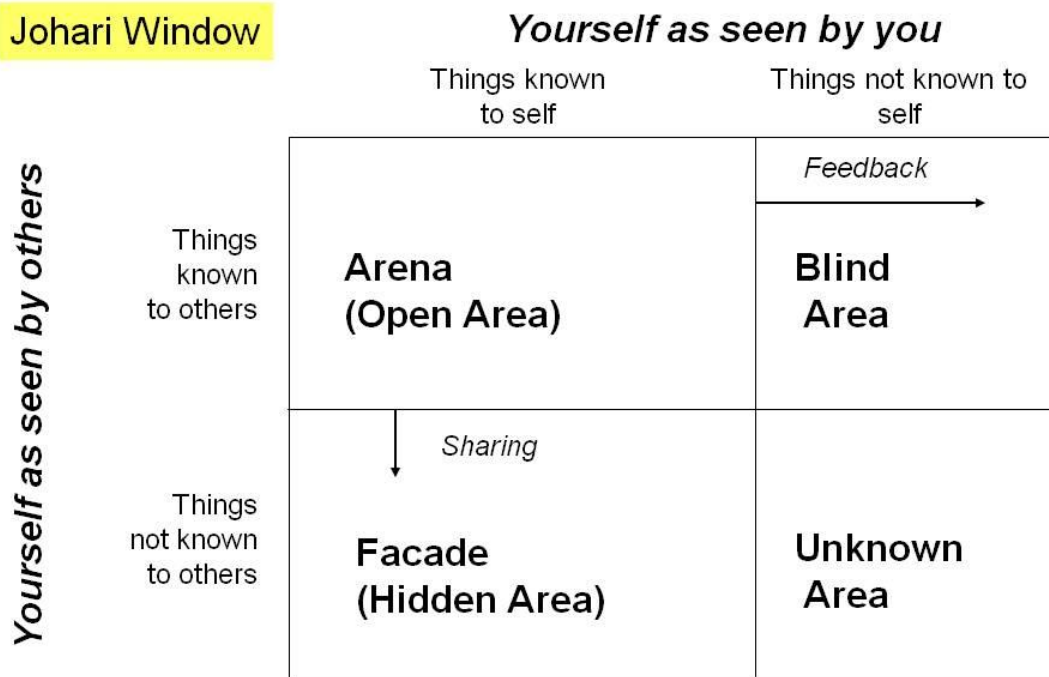
You will remember that as the 'behavioural control room' (Vilkinas and Cartan 2001), the role of the Integrator essentially has two parts – reflective learner and critical observer.

### OBJECTIVE

The objective of this activity is to develop the critical observer part of the Integrator role.

It is easy to underestimate the difficulty of standing back from oneself to listen and learn about yourself. The Johari window, first developed in 1955 by Joseph Luft and Harry Ingham (Luft, 1970), has been used for many years to assist people in developing their self-awareness, i.e., *in learning how to learn about themselves*.

#### Johari Window



Note that most of the sheet is given over to the Arena and Facade.



## Activity

### Step 1

In the **Arena or Open Area**, list the following:

1. Your name.
2. Your current job title.
3. Your school/department.
4. What you do in your job (no more than 20 words).
5. The highlight of your career to date.
6. Three leadership skills you pride in yourself.
7. Three words that most people who know you would use to describe you (and with which you agree).

<i>Yourself as seen by others</i>		<i>Yourself as seen by you</i>	
<i>Things known to others</i>	<b>Arena</b>	<b>Blind Area</b>	
<i>Things not known to others</i>	<b>Facade</b>	<b>Unknown Area</b>	

## Step 2

There is a degree of self-discipline needed here, so you are strongly encouraged to complete the Facade or Hidden Area, but *consider* what you *want to reveal*.

Options to include in the Facade section are:

- Some personal or private reasons, that you have not made public, for becoming an academic and in particular an Academic Coordinator.
- Thoughts/attitudes/values and leadership philosophy that are important to you, that you would not normally share.
- Three words you would use to describe yourself that most people you know would be surprised to know about you.

## Step 3

You are not discouraged from entering data in the Blind Area, but once again, *consider what you want to reveal*. Some examples of what to write in this part of the window are:

1. A few people have said I lack \_\_\_\_\_ and I want to cheek that out.
2. I've been described as \_\_\_\_\_ which surprises me.
3. Tell me if I \_\_\_\_\_ because that's something I want to make conscious and work on.

(You fill in the blanks, of course!)

For the Unknown Area make some journal entries as insights come to you.

## References

- Luft, J. (1970). *Group processes: An introduction to group dynamics* (2nd ed.). Palo Alto, CA: Mayfield Publishing Company.
- Vilkinas, T., & Cartan, G. (2001). The behavioural control room for managers: The Integrator role. *Leadership & Organization Development Journal*, 22(4), 175–185.

### 6.3 Responding to Feedback

*(click the activity index number to take you back to the activities index)*

*(click the heading to take you to the Giving feedback & active listening slide)*

An important aspect of the Integrator role, is your ability to critically review your own behaviour and its impact on those you work with over time. You should then, if necessary, use these reflections to modify your existing behaviour appropriately. You may need to make small changes or you may need to identify and adopt new behaviours.

## OBJECTIVE

**The objective of this activity is to develop the reflective learner and critical observer parts of the integrator role.**

Before you embark on this activity, it is important to recognise that change in higher education generally, as well as in individual universities, is constant and so behaviours that were once appropriate may become less effective over time. This is one of the things that makes the role of the Integrator so critical to your role as Academic Coordinator. Thus it is highly likely that at some stage you will find that you seem to be less effective in some situations than you were in the past (indirect negative feedback) and/or that you will receive direct negative feedback from others on your performance. This may have as much to do with the changing context in which you work as it has to do with you. You may instinctively become defensive, feeling like you are being blamed, and want to continue with your previous behaviours, because you know that they used to work. It is time to stop and reflect, remembering that both indirect and direct negative feedback can help you to learn how to do things better next time.

Developing appropriate responses to feedback is a very important strategy to employ when seeking to develop your Integrator role. This activity is designed to develop your ability to respond positively to feedback, in particular to feedback on your inconsistencies and hypocrisies. It builds on the reflections that you have already undertaken in completing the Johari window<sup>1</sup>.

<sup>1</sup> This activity incorporates some of the work of Quinn, Faerman, Thompson, McGrath, and St. Clair (2007, pp. 44–45).

## Activity

### Step 1

Using the data that you entered into the Blind Area of the Johari window in the previous activity, develop 2–3 specific questions that you would like answered about your work behaviours as an Academic Coordinator. Examples may include asking professional staff why they are not able to do the task I ask.

#### Questions I would like to ask

Q1.

---

Q2.

---

Q3.

---

### Step 2

Choose someone who has worked quite closely with you in your role as Academic Coordinator for at least six months. It could be another Academic Coordinator, a course coordinator, a professional staff member who works on the program or even your Head of School. The important thing is that it is someone who knows you well in your role as Academic Coordinator and who will give you honest feedback.

#### Name of person

---

### Step 3

Show this person a diagram of the Johari window. Explain how it works and the importance to you of identifying and addressing issues in your blind area, particularly given the changing environment in which you work as an Academic Coordinator in higher education.

### Step 4

Explain to this person that you want them to provide you with completely honest and frank feedback on your *behaviours* as an Academic Coordinator as this will help you to identify and address issues in your Blind Area and become more effective in your role. What do they see as your most effective and least effective behaviours? At this stage you do not need to divulge to them what *you* see as issues for you in this area.

**Step 5**

Once they have provided you with their feedback ask them the questions that you formulated in 1 above (unless they have been answered already, of course).

**Step 6**

Pay particular attention to your feelings as you listen to the feedback you are hearing. At times you may start to feel defensive, angry or upset by what you hear. Stay calm by taking a 'mental step' back and reflecting on *why* you feel this way. Ask for specific examples of behaviours if what you are getting is general comments about your attitudes.

**Step 7**

If you feel up to it, repeat the same exercise with someone else who works with you.

**Step 8**

In the table below, or in your journal, summarise the feedback you received, your reaction to it (including how the feedback matches with what you had in your Blind Area), and how you will respond to this feedback.

Most effective	Least effective	My reaction	What will I change?

**Reference**

Quinn, R. E., Faerman, S. R., Thompson, M. P., McGrath, M. R., & St. Clair, L. S. (2007). *Becoming a master manager: A competing values approach* (4th ed.). Hoboken, NJ: Wiley.

## 6.4 Understanding Action Learning

*(click the activity index number to take you back to the activities index)*

For you to be an effective Integrator, it is important that you are able to reflect on and learn from your observations and then initiate changes in response to what you have learned. Action learning is a change process based on the systematic collection of data and then the selection of a change action based on what the analysed data indicates (Robbins, Millett, & Waters-Marsh, 2004). Action learning contrasts procedural knowledge where we already know what to do, with the ambiguity of the typical action learning problem chosen precisely because we need to explore what to do and perhaps even learn new skills in order to solve the problem.

### OBJECTIVE

**To apply the action learning process in your role as an Academic Coordinator.**

The action learning process as described by Robbins et al. (2004) involves five steps:

1. Diagnosis
2. Analysis
3. Feedback
4. Action
5. Evaluation

The five steps are cyclical in nature. Each cycle further informs and moves the change initiative towards the final outcome. As an Academic Coordinator, innovation and change management are likely, at some stage, to be an important part of your work. You may be responding to an issue or simply have a good idea you want to implement because you think it will improve student learning outcomes. Action learning and research can assist you in identifying, implementing and evaluating change. The action learning process is characterised by:

- learning by doing
- creative and complex team problem-solving
- evaluation of the effect of action
- questioning and reflection.

**Example:**

You find that an increasing number of international students are coming to you to complain that they are having difficulty in their practical assignments. The action learning cycle, applied to this situation, might look like this:

**Diagnosis:**

- Collect comparative data on completion and pass/fail rates for the practical assignments that students are concerned about.
- Meet with groups of students and then with academic staff who work with them to discuss what they think is causing this situation.
- Collect details of the practical assignments causing most difficulty.

**Analysis:**

- Bring together a small group to analyse the data collected.
- The group might consist of language and learning specialists, academic staff and student representatives.
- Issues identified and possible actions to address these formulated.
- A method of evaluating the effectiveness of any actions taken is developed.

**Feedback:**

- Results of analysis phase discussed with wider staff and student group.

**Action:**

- The actions and interventions to address the issue are formulated in more detail.
- An implementation plan is developed and implemented.

**Evaluation:**

- The effect of the actions taken is evaluated.
- The group discusses the effectiveness of the actions taken.

**Diagnosis:**

- Unresolved issues are identified.
- Further data is collected as necessary.

The cycle continues until the issue is resolved.

## Activity

### Step 1

Identify an issue that you would like to deal with in your Academic Coordinator role.

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### Step 2

Devise an Action Learning Plan to address the issue. Think carefully about:

- What data you will need to collect? Can you get others to collect it for you?
- Who should be involved in your action learning team? You should involve the key stakeholders as well as those who have specialised skills or knowledge that will help to resolve the issue.
- How can you get them interested and committed? (Keeping their time commitment to a minimum by running meetings efficiently and providing food usually work!)

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**Data need to collect**

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**Can others collect data for me?**

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**My action learning team members:**

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Remember that this is a problem-solving learning exercise, so you don't need to worry that you may have no idea how to resolve the issue. That is the value of the action learning process.

**For more information about Action Learning approach you might like to check**  
[http://www.12manage.com/methods\\_revans\\_action\\_learning.html](http://www.12manage.com/methods_revans_action_learning.html)

### Reference

Robbins, S. P., Millett, B., & Waters-Marsh, T. (2004). *Organisational behaviour* (4th ed.). Frenchs Forest, New South Wales: Pearson Education Australia.



## 6.5 Learning From Experience (adapted from Dick & Dalmau, 1999, pp. 229–247)

*(click the activity index number to take you back to the activities index)*

An important function of the Integrator role is your ability to find ways to better utilise the knowledge you have gained from previous experiences as an Academic Coordinator in new contexts.

### OBJECTIVE

**To learn from a difficult or challenging event related to your work as an Academic Coordinator.**

In all areas of work and life, we must be increasingly responsive to change, flexible and able to 'learn on the job'. There is an old adage that experience is the best teacher, but we know that some people learn more quickly and more effectively from experience than do others. Reflection is a very important but often overlooked part of the process of learning from experience which has been a focus of other activities such as "Developing Reflection Skills". But how often do we take time out to stop and think through in detail what happened at a particular time? It is often difficult to make the time to systematically pull apart an event that did not go as we would have liked, to try to make sense of it – and to learn from the experience. This activity takes you through a process which will help you to step back from an experience related to your work as Academic Coordinator, to deliberately and carefully review it and to draw inferences from what happened that will be of assistance to you in the future.

### Activity

This activity may be done individually or with another person or persons that you trust.

#### Step 1

Think back to an event related to your work as Academic Coordinator which you found difficult or challenging in some significant way and which you would like to handle differently if it were to happen again. It needs to be an event where you realise that the dissatisfaction that you now experience with this event is largely due to **you** in some way and not due to the behaviour or actions of others.

It may be a time when you experienced yourself as:

- less effective than you believe you could have been;
- less than satisfied with what happened; or
- perhaps did something which you now view as unhelpful to yourself or other people.

If you choose a trivial event you will learn less from it. If you choose an event where you know (or have a strong hunch) that an essential part of the dissatisfaction was due to your own behaviour in some way, then your learning is likely to be quite substantial.

## Step 2

Describe the interaction at the time you have identified.

Write a paragraph/some notes which describes the context and what happened – the setting, the other people involved, your own behaviour at the time, others' behaviour, and any other general information.

## Step 3

Now write a few paragraphs/notes about what you thought you were doing at the time: specifically:

What were your objectives?

How did you set about trying to achieve them?

Why did you choose these objectives and strategies?

**Step 4**

Now write down a few paragraphs of the dialogue which actually occurred at the time. At the left hand side of the page write down what was going on in your mind (your internal dialogue – thoughts, feelings, reactions, etc.) while each person (including yourself) in the dialogue was speaking. On the right hand side, write down what each person actually said. Continue writing until you believe your major points are illustrated. (The dialogue should be at least one page long.)



**Step 5**

Look back on the dialogue and identify the following:

Where you think you went 'off track'?

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What ICVF leadership role were you displaying at the time?

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Was it the most appropriate role?

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Was the role appropriately exercised?

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What part of your public dialogue would you change if you were to have the conversation again?

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What impact would that have on the outcome?

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## Step 6

### Peer Review (optional)

Ask someone you trust to review the above and in particular:

Do they agree with your assessment regarding where things went off track?

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Do they agree with your future strategy?

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What other actions would they suggest?

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Have they ever been in a similar situation?

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How did they behave?

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What outcomes did they achieve or not achieve?

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What can you learn from each other's experiences of leadership?

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**Step 7****Reflection**

What have you learned about your own strengths and weaknesses as a leader from this exercise? In particular what have you learned about your ICVF role effectiveness?

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How will you modify your behaviour in future as a result of this reflective exercise?

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**Reference**

Dick, B., & Dalmau, T. (1999). *Values in action: Applying the ideas of Argyris and Schön* (2nd ed.). Chapel Hill, Brisbane, Queensland, Australia: Interchange.

## 6.6 Learning New Behaviours

*(click the activity index number to take you back to the activities index)*

An important function of the Integrator role is your ability to find ways to learn new behaviours if current ones are inappropriate or ineffective.

### OBJECTIVE

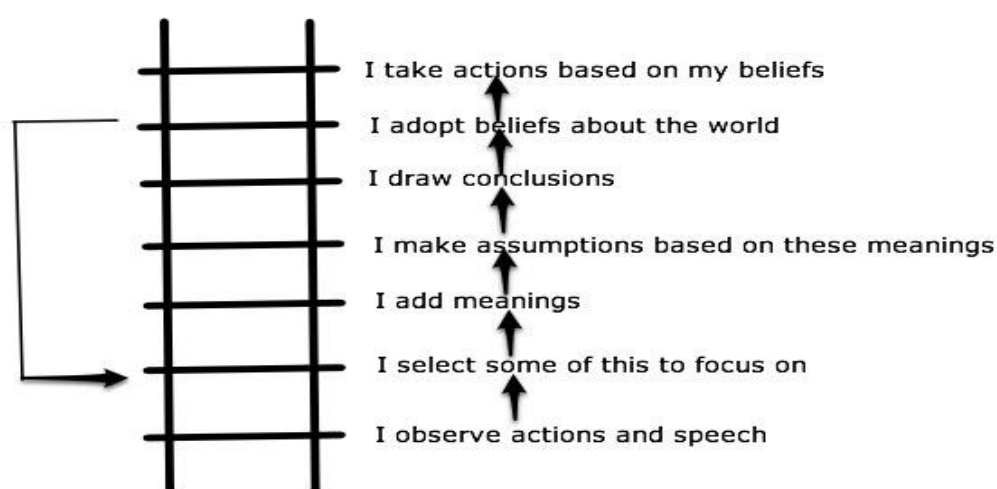
**The objective of this activity is to improve your understanding of your assumptions and reactions in interactions with others related to your work as an Academic Coordinator.**

The 'Ladder of Inference' is a conceptual and practical tool for 'tracing' our reasoning, and therefore assists us in improving our understanding of our assumptions and reactions. Dick and Dalmau (1999) trace its origins back to language theorists. It has been used extensively by those interested in organisational effectiveness, systems thinking, and conflict resolution.

Several versions of the ladder have been developed over the years, but the underlying premise of each version is the same:

- If people were to labour over each inferential step between incoming information and their consequent actions they would be cognitively swamped. Instead, people must abstract data from background noise and make automatic inferences in order to take effective action in a timely manner.

This can be arrayed on a 'ladder', from concrete observations at the bottom through progressive levels of abstraction and, finally, action. Note that there is also a recursive feature in the ladder, where our beliefs about the world affect our selection of the things we pay attention to in the first place. This is illustrated in Figure 4.



**Figure 4:** *Ladder of Inference* (based on Ross, 1994, p. 243)



The automatic and unconscious use of the ladder is mostly adaptive. However, it can lead to misunderstandings and conflict. As we are prone to hold our version of reality as 'the reality', and others do the same, our disagreements can become entrenched.

### *How to Work With the Ladder*

Many of our beliefs about situations will have been filtered through various assumptions. They may not accord with reality, and so acting on them may be unhelpful. When we hold inferences that are high on the ladder, such as "She is never clear about what she means" or "I can't alter this situation", we can move down the ladder to see if we can trace their sources. "Are other interpretations possible?" "Could we be mistaken?"

The ladder can be a tool for our own personal development as we work through the sense and validity of our interpretations. While this is valuable, the ladder is a particularly powerful technique if we disagree with someone and take the time to explore each perspective. To get out of the circular reasoning implied by the ladder we can ask questions like:

- "We appear to disagree about this. Can we work back and see what we both agree on, so we can see where our perspectives start to differ?"
- "Our perspectives really differ here. What is it that we both know for sure, and what parts are our interpretations? How are we getting from one to the other?"
- "When you say x do you mean y?"

In a group we can say:

- "Do people agree on the data? Do our interpretations differ?"

The ladder is also a useful way to work with a peer coach as it is a concrete tool to work with our beliefs and practices and it facilitates practical reflection. It can also be usefully coupled with the Left hand column exercise particularly in helping to critically interpret the inner dialogue.

Finally, if the ladder becomes an explicit tool that is adopted by a group it can be used as a quick and effective way to uncover deeper issues. For example, by saying to each other "I think we've jumped some steps in the ladder here, let's work down". Coupled with an explicit understanding of the ICVF it may help the group to explore differences based on competing values, such as "I see this discussion as an example of our group's lean towards Monitoring. Do others agree? If so, could we explore this from an Innovator's perspective and see what we turn up?"

## Activity

### Step 1

Identify a situation where you were involved in a conflict with either students or staff in your role as Academic Coordinator. Use the ladder of inference to identify your assumptions in this situation.

Are other interpretations possible? What are they?

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How were your reactions based on your original assumptions?

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How might they change if the other interpretations you have identified are in fact correct?

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### Step 2

Identify in what other situations you might find the ladder of inference a useful tool to review the appropriateness of your actions.

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## References

- Dick, B., & Dalmau, T. (1999). *Values in action: Applying the ideas of Argyris and Schön* (2nd ed.). Chapel Hill, Brisbane, Queensland, Australia: Interchange
- Ross, R. (1994). The ladder of inference. In P. M. Senge, A. Kleiner, C. Roberts, R. B. Ross, & B. J. Smith (Eds.), *The fifth discipline fieldbook: Strategies and tools for building a learning organization* (pp. 242–246). New York: Doubleday.

# 07

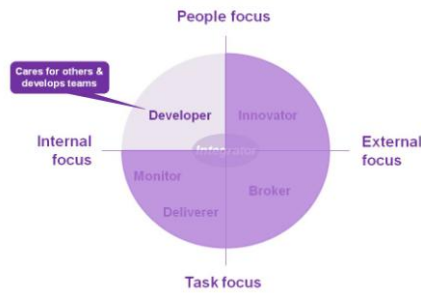
## DEVELOPING THE DEVELOPER

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**In this chapter, we'll cover:**

- Developer role
- activities to develop this role
- suggested readings.





## Developing the Developer

When using the Developer role, an academic leader is able to see what others need to do to become more effective as teachers or learners. In this role, you will provide appropriate opportunities and resources for individual students and individual staff members as well as student groups and teaching teams to develop the skills and knowledge

they need to succeed.

When using your Developer role you will be:

- displaying concern and providing support for others at University
- assisting others in developing their capabilities
- understanding others
- building teams
- using participative decision making
- managing conflict
- negotiating roles
- running effective meetings
- communicating effectively
- delegating effectively and proficiently.

When you overuse or inappropriately use your Developer role, you will be:

- soft hearted
- permissive
- overly democratic
- too participative.

As with other roles you may need to:

- **Develop** the role:
  - **critically review your own behaviour** and *its impact* in different contexts over a period of time;
  - **develop strategies** to assist you in becoming better at reading the external environment;
  - find ways to **better utilise** the knowledge you have gained from previous experiences as an academic leader in new contexts.
- **Refocus** the role:
  - **pay more attention** to it, recognising the importance of selecting the **most appropriate** operational role for each new situation.

- **Reflect** on the role:
  - given the feedback you have received from others and what you know of yourself, consider how you could **more effectively** select the **most appropriate** operational role in different situations.

We have identified some activities you might like to consider to assist you in this task. There are also some readings listed below that you may find useful. They are available through our web page

<http://www.unisanet.unisa.edu.au/academicleadership>

(Look for “Resources for Workshop Participants” on the left hand corner of the webpage.)

### Readings

Balbastre Benavent, F. (2006). TQM application through self-assessment and learning: Some experiences from two EQA applicants. *Quality Management Journal*, 13(1), 7–25.

Behn, R. D. (2003). Why measure performance? Different purposes require different measures. *Public Administration Review*, 63(5), 586–606.

Hammer, M. (2007). The process audit. *Harvard Business Review*, 85(4), 111–123.

Kaplan, R. S., & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. *Harvard Business Review*, 85(7/8), 150–161.

Kawamoto, T., & Mathers, B. (2007). Key success factors for a performance dashboard. *DM Review*, 20–21.

### Activities

(click the activity index number to take you to that section)

[7.1](#) Learning to Listen

[7.2](#) Using Questioning Skills to Build Teams

[7.3](#) Developing Others Through Coaching

[7.4](#) Delegating Effectively

[7.5](#) Managing Conflict

[7.6](#) Building Teams.

## **7.1 Learning to Listen**

*(click the activity index number to take you back to the activities index)*

When using your Developer role as an Academic Coordinator, you will be able to see what others need to do to become more effective as teachers or learners. In this role you will provide appropriate opportunities and resources for individual students and individual staff members, as well as student groups and teaching teams to develop the skills and knowledge they need to succeed.

### **OBJECTIVE**

**The objective of this activity is to assist you in becoming a more effective listener.**

Listening is one of the most important leadership skills that you can possess to facilitate your effectiveness as an Academic Coordinator. Effective listening skills are at the heart of supportive communication. They will assist you in identifying the strengths and weaknesses of students and colleagues. Your communication skills will assist you in determining what you can do to help them to become more effective as learners and teachers. Most of us, however, do not listen effectively. Listening is an active process and we often only retain a small part of what is actually heard. In fact the brain can handle a speaking rate much faster than the average speed of a speaker. Hence, there is lots of time for idle mind wandering when we are listening to people talk.

A variety of traits also affect listening effectiveness. These have been described by Pearce, Johnson, and Barker (2003), and are listed in Table 1.

**Table 1:** *Personal Traits That Affect Listening Effectiveness* (Pearce et al., 2003)

<b>Objectivity</b> <i>Staying neutral and not getting involved emotionally, enhances listening.</i>
<b>Age</b> <i>Listening increases with age, until you get very old.</i>
<b>Open Mindedness</b> <i>Having an open mind improves your ability to listen.</i>
<b>Level of self-centredness</b> <i>Over-preoccupation with self image, knowledge or importance reduces effective listening.</i>
<b>Focus</b> <i>Don't do multiple tasks when trying to listen.</i>
<b>Intelligence</b> <i>A moderate relationship exists between intelligence and listening.</i>
<b>Level of anxiety and stress</b> <i>Stress lowers our ability to listen.</i>
<b>Managerial rank</b> <i>Managers tend to listen better than subordinates.</i>
<b>Presence of problems</b> <i>Diminishes hearing.</i>
<b>Gender</b> <i>Women are generally considered better listeners; men prefer to listen to the general, women to the details.</i>

## Activity

Think about:

Which of your personal traits predispose you to being an effective listener?

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Which predispose you to being a poor listener?

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What can you do about this?

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Write about this in your journal.



Covey (1989) also discusses several aspects of listening. For example:

- **Ignoring**, this is obvious.
- **Pretending**, this usually involves hearing but not processing the information.
- **Selective listening**, this involves processing only parts of the message.
- **Attentive listening** involves paying attention and focusing on what you are hearing.

### *Empathetic Listening*

Empathetic listening involves listening with the intent to fully experience the message and the other person's feelings. This means taking on board all the emotional and non-verbal signals that accompany communication. You often find yourself in harmony with the other person.

### *Active Listening*

Active listening is the same as attentive listening with the added components of paraphrasing, checking and summarising. In other words, actively working on ensuring you have heard the correct message.

## Activity

Think about the situations involving listening that you are involved in regularly and occasionally as Academic Coordinator, e.g., formal and informal meetings with groups and individual staff and students.

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In which of these and under what circumstances do you engage in ignoring, pretending, and selective listening?

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In which of these and under what circumstances do you engage in attentive, active, and empathetic listening?

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Write about these in your journal.

## Active Listening: A Core Competency for Leadership

Active listening involves:

- **Looking interested through reflective listening** – facing the speaker, maintaining eye contact, staying relaxed, leaning forward slightly and maintaining open posture. Use verbal and non-verbal signals to illustrate your interest and to encourage dialogue. Verbal reflective listening examples are things such as “oh”, “tell me more”, “really!” “interesting”. Non-verbal reflective listening strategies are things such as head nodding and facial gestures.
- **Inquiring without question or judgement** – Clarify meanings, get the full story. If you start to disagree, you start to make mental arguments to counter the message and then of course miss what is being said.
- **Staying on target** – Stick to the point, listen for the central theme, think ahead, wait for the complete message and don’t interrupt.
- **Testing your understanding through reflective listening** – paraphrase, “can you rephrase what has just been said?”
  
- **Evaluating the message** – analyse what is said and expressed:
  - reasoning
  - fallacies
  - generalisations
  - cause linked to effect
  - emotional appeal
  - evidence
  - facts or assertion
  - information source
  - reliability
  - language
  - jargon
  - body language
  - voice related indications.
- **Your feelings** – Stay calm, don’t become emotional and keep an open mind.

## Activity

Make a conscious effort to employ active listening at your next meeting. Make some notes in your journal on:

- what you observed;
- when you did; and
- what you learned from this approach.

## References

- Covey, S. R. (1989). *The 7 habits of highly effective people: Restoring the character ethic*. New York: Free Press.
- Pearce, C. G., Johnson, I. W., & Barker, R. T. (2003). Assessment of the Listening Styles Inventory: Progress in establishing reliability and validity. *Journal of Business and Technical Communication*, 17(1), 84–113.

## 7.2 Using Questioning Skills to Build Teams

*(click the activity index number to take you back to the activities index)*

An important aspect of the Developer role is the ability to build teams and work with them to solve action learning problems. A useful way of clarifying meanings, building understanding between people and gaining agreement in teams, is the use of skilled questioning. Thus it is important to your effectiveness as an Academic Coordinator for you to build your questioning skills and extend the range of questions available to you. This will enable you to probe deeply into the complex problems which form the basis of your work.

### OBJECTIVE

The objective of this activity is to develop your ability to use questioning skills to build teams and manage conflict.

### Question Qualities

Cook (1999) describes the qualities of good questions. They are:

- **Brief** – get to the point as quickly as possible, listeners' attention spans are brief.
- **Clear** – avoid the use of multiple negatives and great big words that fog the simplicity of the message.
- **Focused** – don't include multiple questions in the one sentence. Target a single subject and a particular aspect of that subject in each question. You are most likely to get the answers you need as a result.
- **Relevant** – keep the questions relevant and on the task or issue being discussed. 'Red herrings' confuse people and take them off the subject of inquiry.
- **Constructive** – make sure your questions are positive and constructive. This will help you to engage people and encourage dialogue.
- **Neutral** – try not to suggest or imply the kind of answer you want. Keep your questions neutral to show that you are genuine in your desire to learn about other's views.

*For example, "should we improve the quality of this course information brochure by hiring an editor/designer? There is an implied 'yes' response in this question. Alternatively, "should we add another layer to the publication process of this brochure by hiring an editor/designer?" There is an implied 'no' response in this question. A neutral question would be, "what are your thoughts about hiring an editor/designer for this brochure?"*

- **Open ended** – try not to ask questions which invite a yes/no response (see previous example). If you want high quality information from a question, give the person a neutral open ended question.

*For example, "Do you think we should hire an editor/designer for this course brochure?" This requires a yes or no response. Then you have to ask additional questions to find out why the person said yes or no. A neutral open ended question would be, "What do you think about hiring an editor/designer for this publication".*

With this one question you are more likely to get better information.

### *Types of Questions*

Cook (1999) also describes different types of questions which can be used to get the kind of information needed to facilitate effective information gathering. They are:

- **Factual questions** – when you want facts.
- **Explanatory questions** – when you want to understand. They usually start with 'why' or 'what'. You need to be careful with your intonations in using these however, because they can be easily misconstrued as interrogation or accusation.
- **Justifying questions** – when you want to understand the reasoning behind a person's decision or logic. The word 'why' can also be used to gain this knowledge. Justifying questions, however, rarely need to be used because they suggest that you want a reason for a person's perspective, which is inevitably different from yours. On most occasions you will be asking an explanatory question.
- **Leading questions** – these questions give you the answer you want to hear. For example, "We should hire an editor/designer to improve this publication, don't you agree?" These sorts of questions alienate people by forcing them into a corner and should be avoided.
- **Hypothetical questions** – are usually preceded by 'what if'. They are used when you want someone to predict or to apply their knowledge in such a way that an educated guess is received. Whether they are valid depends on the question and the person who is giving the answer. At times they may be construed as manipulative as you put people on the spot. People may become reluctant to answer future questions.
- **Alternative questions** are similar to leading questions in that you ask a question and offer a series of answers. The multiple choice test is a good example of this category. In some cases it may be appropriate but often they limit the full range of answers to be explored.
- **Summary questions** – ask people to summarise and often start with, "in general" or "overall". People may find this threatening because it puts them on the spot and does not allow them to fully explain or explore their answer. However, it can be used to move a meeting or a discussion forward if the parties are stuck.

Skilled questioning assists in gaining ownership of solutions as well as action plans. Skilled questioning and listening are keys to enhancing information sharing and discussion during meetings.

## Activity

### Step 1

Think of an issue related to your work as Academic Coordinator that you have been trying to resolve for some time.

1. What do you already know about this issue?

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2. What information do you need?

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3. Make a list of at least 3 open ended neutral questions that will help you to get the information you need to resolve the issue.

a.

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b.

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c.

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4. Who can answer your questions?

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5. Get them together and ask them.

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6. Reflect on the outcomes.

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### Step 2

Apply what you have learned in another situation.

### Reference

Cook, M. (1999). *Effective coaching*. New York: McGraw-Hill.

<http://ictnz.com/Questioningskills.htm>

©T. Vilkinas, B. Leask and R. Ladyshevsky 2009

### 7.3 Developing Others Through Coaching

*(click the activity index number to take you back to the activities index)*

An important aspect of the Developer role is the ability to see what others need to do to become more effective as teachers or learners.

## OBJECTIVE

**The objective of this activity is to assist you in becoming a more effective coach to both inexperienced and experienced teachers.**

- The role of Academic Coordinator relies on others effectively delivering course outcomes to a diverse student population. This requires that you effectively perform a range of day-to-day tasks and deal with occasional unexpected issues quickly and efficiently. As such, it is to your advantage that the staff you work with are capable and competent, but you will most likely have no direct power over them.
- Leadership in this environment is very much based on developing and maintaining relationships. At times you will need to support the induction and development of new staff and the ongoing development of experienced team members.
- Coaching is a valuable skill when working with teaching teams to develop the skills and knowledge they need to deliver their courses, and work effectively with students and with each other.
- Academic Coordinators who invest time and effort in developing their skills as formal and informal coaches are rewarded, because the people they work with become more capable and competent in delivering course and program outcomes.

### Coaching

- Coaching elevates the morale of Program and Course teams because individuals feel supported and are acknowledged for their efforts and success. This in turn, creates positive program outcomes.
- Coaching is also the bridge between the autocratic or coercive styles of management and a more empowering leadership style.
- Coaching is an essential skill for developing a Program team, regardless of whether your colleagues report to you directly or not.
- Coaching is quite different from being directive. Managers or bosses are directive; coaches ask questions and direct inquiry.
- Instead, coachees should be encouraged to practice more self-reflection and analysis and share these insights with their coach who assists them in seeking alternative courses of action. This is not done through feedback, but rather through a series of exploratory and probing open-ended questions.
- Quite often individuals do not invest in coaching because of the time commitment involved. However, those who are insightful, recognise that coaching provides feedback which is essential to good performance.

- Not only does the coaching process increase communication between you, the Academic Coordinator and your team, it is also a systematic approach to enhancing the performance and skill level of staff responsible for delivering a course. This in turn influences organisational performance (Goleman, 2000).

Academic Coordinators who build coaching into their management style:

- Increase job clarity with peers about tasks and performance standards;
- Help to align the individual's work with course, program, faculty, and university priorities;
- Create a learning culture where feedback is a natural and regular part of work and development; and
- Enhance job satisfaction through skill development of colleagues.

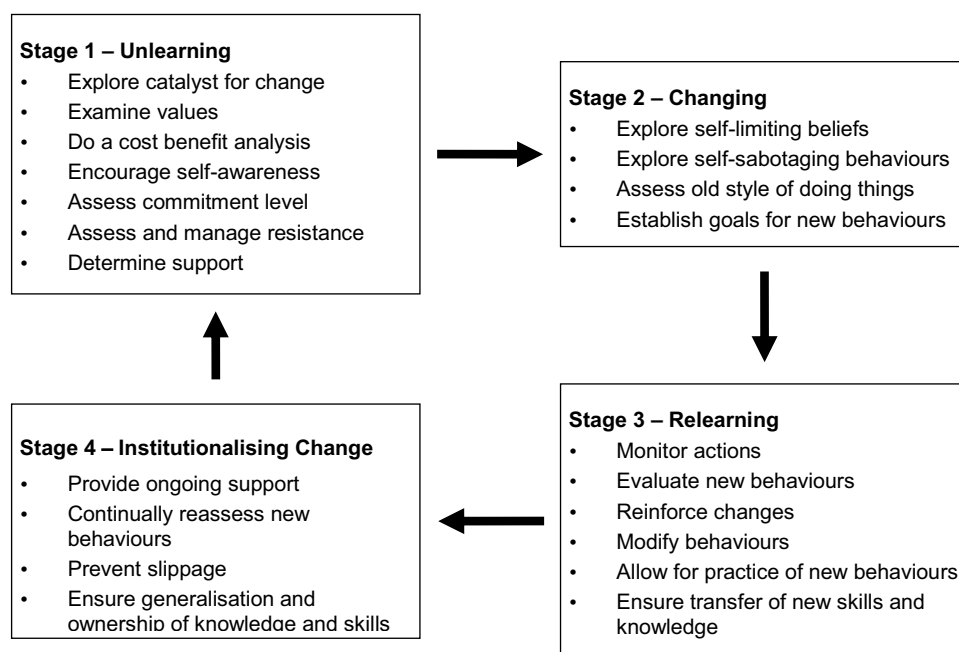
As Academic Coordinators, not only can you elevate your coaching skills, but you also can model and support your peers in coaching one another.

### Getting started

- In order to formally coach a peer, or another staff member, both of you must have a clear definition of the skill that is going to be developed so that the end stage goal can be specified. This goal needs to be developed collaboratively, otherwise both of you may have very different understandings of what the end goal represents.
- Expectations need to be clarified and it is typically the individual desiring coaching that should set the goal and objectives with the support of the coach. Once a collective understanding of what the end performance should look like is established, alternatives and solutions can be mapped out to assist the coach in reaching coachee's target(s).
- Goleman (2000) demonstrates that empathy during the coaching process is a very important part of the process and influences performance positively. When people formally seek coaching support, they are expressing vulnerability. They are disclosing a learning need, an area they feel they could develop further. This takes courage. Academic Coordinators who possess empathy and use this skill during coaching sessions can end up with colleagues who demonstrate the most growth. Not surprisingly, empathy is one of the key skills required of emotionally intelligent leaders.
- It is also possible to provide informal coaching. Much of this occurs in the corridor or coffee shop. Whether it is formal or informal, coaching should always be non-directive. In other words, it will be your skilful questioning, as a coach, that will help your colleagues find their own solutions. In doing this, the coach establishes a collaborative partnership with their peer which helps the individual to achieve their goals.
- Therefore, coaching (formal or informal) can be seen as a process of empowering, developing, supporting, and removing obstacles for others seeking support.

For the most part your role as a coach is to help your peers work through a process of change and development. You can do this by taking them through the four stages of change as outlined in Figure 5 below.





**Figure 5:** *Four-Stage Model of Change – Coach’s Role (adapted from Zeus & Skiffington, 2002)*

### Learning plans

One strategy that coaches can use with their peers to make the change more permanent is the development of a learning plan. Learning plans are valuable in creating congruency between the expectations of the staff, the Academic Coordinator and the organisation.

In setting up a learning plan, the Academic Coordinator and the coached individual formally agree on the learning outcome(s). A time frame is established to achieve the objective, and rules and responsibilities of the Academic Coordinator and the coached individual are mapped out. Both the human and material resources that are needed to build the skill are identified. An evaluation strategy that focuses on the key outcomes is also developed so that both the coachee and the Academic Coordinator know that the final learning goal has been attained.

#### Example:

**Learning Outcome:** *The coachee wants help designing more engaging assessments for the students.*

**Time Frame:** *Two semesters are set up as the time frame (one semester to redesign the unit and the second to implement the changes). Both parties agree to meet every fortnight in the first semester to discuss ideas and progress and meet again after key dates in semester two.*

**Scope:** *The coachee agrees to look at other unit outlines within and outside the school. They observe a couple of peers teaching their students regarding assessments. They agree to meet with a staff developer and to prepare a sheet of what is working and not working within their course and what the students have said about the assessment and workload. Some articles and websites are also sourced on assessment.*

**Evaluation:** *Student evaluation data and feedback from the coached individual are used to evaluate how successful the new ideas have been, amendments are made and hopefully, a successful outcome has been reached.*

The Learning Plan encourages collaboration between coach and the coachee on matters directly relevant to the individual's performance.

Benefits of the Learning Plan for the coachee include:

- The coachee is helped to recognise and clarify the roles of various stakeholders who affect their job performance.
- Provides opportunities for the coachee to develop a sense of ownership over professional development.
- Raises the quality of learning experiences by helping coachees clarify their own learning goals, reflect on their learning and to consider issues in assessment of their performance.
- Assists the coachee in developing a range of skills and build confidence in their own abilities and personal effectiveness.

Benefits of the Learning Plan for the coach include:

- Provides a window for participating in the development of the coachee.
- Increases the specificity and effectiveness of the learning and developmental experience.
- Provides a vehicle for reassuring the coachee that support is available for their learning and performance development.

### *The Skills Behind Coaching*

Broadly speaking, both formal and informal coaching aims to enhance the performance and learning ability of others. It involves providing non-evaluative feedback, but it also uses other techniques such as motivation, effective questioning, (and listening) and consciously matching your style to the participant's readiness to undertake a particular task. It is based on helping the coachee through an active dialogue. It is never a one-way conversation of telling and instructing. Examples of effective questions to ask your pupil are included in Table 2.

**Table 2:** *Example Coaching Questions*

<b>How . . .</b>	<b>What . . .</b>	<b>When . . .</b>	<b>Where . . .</b>	<b>Why . . .*</b>
<ul style="list-style-type: none"> <li>• did you think/feel/act?</li> <li>• did that come about?</li> <li>• have you coped in the past?</li> <li>• does that fit in?</li> </ul>	<ul style="list-style-type: none"> <li>• happened?</li> <li>• makes you think that?</li> <li>• might you do differently next time?</li> <li>• was important about that?</li> <li>• did you learn from that?</li> </ul>	<ul style="list-style-type: none"> <li>• did it start?</li> <li>• did that first occur?</li> <li>• did you realise?</li> <li>• did you decide?</li> <li>• will that happen?</li> </ul>	<ul style="list-style-type: none"> <li>• does it happen?</li> <li>• can we start to make a change?</li> <li>• did it go all wrong?</li> <li>• will that get you?</li> <li>• do you see yourself in ...?</li> </ul>	<ul style="list-style-type: none"> <li>• did you do that?</li> <li>• do you think that happened?</li> <li>• do you think they responded that way?</li> <li>• is this happening?</li> </ul>

*Note.* \*'Why' questioning can sometimes sound interrogatory so use these types of questions cautiously. They may lead to defensiveness from the coachee (Zeus & Skiffington, 2000) and create argument between the parties.

## Activity

### Step 1

In your journal reflect on the following questions:

What skills do you need to develop to become an effective coach?

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Think of a situation in which you benefited from either formal or informal coaching? What did you learn? What made the experience valuable?

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Who in your program team would benefit from formal or informal coaching?

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How might you organise this?

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### References

- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78-90.
- Zeus, P., & Skiffington, S. (2000). *The complete guide to coaching at work*. Sydney: McGraw-Hill.
- Zeus, P., & Skiffington, S. (2002). *The coaching at work toolkit: A complete guide to techniques and practices*. Roseville, New South Wales: McGraw-Hill.

## 7.4 Delegating Effectively

*(click the activity index number to take you back to the activities index)*

An important aspect of the developer role is the ability to provide appropriate opportunities and resources for staff members working with you to ensure they develop the skills and knowledge they need to succeed. One of the best ways to develop new skills and abilities is to work on challenging assignments that push us beyond our current level of functioning.

### OBJECTIVE

**The objective of this activity is to assist you in delegating effectively.**

Delegation can help you to develop the skills and capabilities of your team by giving them tasks that challenge them within a supportive environment. Delegation can also help you to manage your workload, as it will give you more time to attend to other significant issues. However, effective delegation is more than simply giving tasks to others.

Steps in Effective Delegation	Questions to Ask Yourself
<b>Step 1: Select an appropriate task or tasks to delegate.</b>	
Some tasks you will not want to, or may not be able to delegate. But if you only delegate menial, simple tasks that do not challenge people they may feel that you don't trust them – and you certainly won't provide them with opportunities to develop their skills and knowledge. If you delegate tasks that are likely to be too complex or difficult for others to complete they will feel that they have failed you, and you will have a lot of work to do to retrieve the task and repair your relationship with them.	<ol style="list-style-type: none"> <li>1. What, specifically, are you delegating?</li> <li>2. Why this task or tasks?</li> </ol>
<b>Step 2: Select the most appropriate person for that task.</b>	
You will need to pay careful attention to the current skill levels of those you are working with so that you delegate tasks that challenge and interest them, but that, with support, they will be able to complete effectively.	<ol style="list-style-type: none"> <li>1. What knowledge, skills and experience does the individual possess in terms of being able to manage the delegated task(s)?</li> <li>2. What gaps are there in the individual's skill base and what strategies and resources do you have in place to support them?</li> <li>3. How does the person view their role in the program team? How does this delegation support that role or support their career plan?</li> <li>4. What is the current workload of the person? Do they have time for the additional responsibility? Is there a reasonable match between your deadline and their availability?</li> </ol>

Steps in Effective Delegation	Questions to Ask Yourself
<b>Step 3: Assign the task</b>	
<p>The most important part of this step is to communicate your expectations around completion of the task clearly. This unpacks your tacit knowledge on how you want the outcome of the task to look. Be sure that timelines, including deadlines, are communicated clearly. Ensure there is sufficient time for both of you to ask for questions or clarification. You may find the person you are delegating the work to has very good ideas. It can be useful to get the person to whom you are delegating to follow up with some written confirmation of what you discussed. This is especially important if the task is a complex or critical one.</p>	<ol style="list-style-type: none"> <li>1. Are you clear about what your expectations are in relation to completion of the task? How do you want the task to be completed? How will you check to ensure that your colleague understands these expectations?</li> <li>2. What barriers may make success difficult? Can you smooth the way for them to be successful?</li> <li>3. What is your role in the process? How available are you to provide support, mentoring, coaching, advice?</li> </ol>
<b>Step 4: Support and monitor</b>	
<p>You will need to step back and let them get on with it but also ensure that you keep the communication lines open. Make it clear that you are available to answer questions. Put in place processes to monitor progress but don't rescue them as soon as they strike a problem. Remember that one of the purposes of delegation is to develop the skills and knowledge of the person to whom you have delegated the task. So while you might explore with them what is going wrong, your focus should be on helping them to find their own solutions rather than finding the solution for them-or taking the task over.</p>	<ol style="list-style-type: none"> <li>1. How critical or risky is the delegated task? To what extent is there any tolerance for mistakes to be made?</li> <li>2. What is the quality standard? The higher the risk and quality standard the higher the support needs to be available.</li> <li>3. What processes are in place to monitor, evaluate and check on progress?</li> </ol>
<b>Step 5: Recognise achievements</b>	
<p>There are many formal and informal ways of recognising learning and achievements. A note in an email, recognition that the task was completed successfully, a letter of appreciation are a few ways of recognising achievements. You may also want to have a follow-up meeting to reflect on what was learnt from the delegated task.</p>	<ol style="list-style-type: none"> <li>1. How will you provide the individual with feedback on performance both along the way and on completion of the task?</li> <li>2. What is the most appropriate way to acknowledge both the efforts and achievements in relation to the work completed?</li> <li>3. How can you assist your colleague in reflecting on what they learned from this experience?</li> </ol>

By following these steps and considering these questions before and as you delegate, you will be more likely to achieve success and assist those you work with in developing their skills and knowledge.

## Activity

### Step 1

Follow the steps above and delegate a task.

### Step 2

In your journal, reflect on how effectively you delegated. Think about the following questions:

What did you learn from the experience?

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What did your colleague learn?

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What would you do differently next time?

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## 7.5 Managing Conflict

*(click the activity index number to take you back to the activities index)*

Conflicts arise regularly in any work situation. They can be conflicts between individuals or between groups. Managing conflict productively is an important part of the Developer role but it is also one of the most challenging skills for leaders. Conflict can enable us to understand where organisational processes and systems are failing. However, unresolved conflict is often unproductive and can even be destructive and have a negative effect on program quality. It is thus important to manage conflict strategically, ensuring that the underlying issues causing the friction are addressed in the short and the long term.

### OBJECTIVE

**The objective of this activity is to develop your skills in productively managing conflict between individuals and groups you work with as an Academic Coordinator.**

Quite often, we attribute conflict in the workplace to personality clashes or a lack of understanding of 'the real' situation by others involved. In reality, it is rarely personality or ignorance but usually some other issue we have not yet identified or have chosen to ignore. There is some inherent blaming in the belief that personality or the ignorance of others is the cause of conflict as one usually assumes that the other party is 'bad' or ill-informed and we are the 'good', informed person. In fact, it is usually some other system or work issue that creates the conflict.

#### Example:

- communication systems may be poor, leading to misunderstanding;
- roles may be incompatible between people or departments;
- goals may differ between parties; or
- change and fiscal pressures are creating stress and tension.

A **mapping strategy** is an excellent strategy to build your understanding of the nature of the conflict and the underlying issues.

There are three main steps in a conflict mapping strategy. These are illustrated below with reference to a typical problem faced by academic leaders.

#### Step 1: What's the Problem?

It is important to define the problem and explore any issues that underlie it, **before** attempting to resolve it.

*In this example case the conflict involves a student, a sessional lecturer, the course coordinator and you as an academic leader. The student feels that the grade s/he has received for the course is unfair and that the staff member is out to get them. The sessional staff member feels the mark is fair and also states the student has not attended classes regularly and deserves the mark. The course coordinator has supported the sessional staff member. You, as Academic Coordinator, are mediating the conflict*



*between the two individuals because the student has gone to the Head of School to formally appeal the grade, and the sessional staff member and course coordinator are angry that the student is trying to play the system. You have been asked by the Head of School to resolve the problem.*

You will need to identify and explore the issue underlying the conflict. For example:

- Who is not being reasonable or fair?
- Why does the student feel the grade is not fair?
- Why do the tutor and the courses coordinator believe that it is fair?
- The label you might write down is 'fair treatment'.
- Is there a personality clash or a communication problem?
- Has the student had access to the marking criteria?
- Has anyone explained how those criteria have been applied and where marks have been lost/gained?
- The label could be 'communication'.

There is no need to get anxious about whether or not it is exactly right, but simply record the nature of the issue to be mapped. Keep the problem definition open-ended.

### **Step 2: Who Is Involved?**

Decide who the major parties are in the conflict. You might list each individual (each member of a team), or whole teams, sections, groups or organisations.

*In this case you have a student, sessional staff member, course coordinator and you as the Academic Coordinator. The Head of School is also indirectly involved.*

As long as the people involved share needs on the issue (that is, they want it resolved) they can be grouped together. A mixture of individual and group categories is fine too.

### **Step 3: What Do They Really Want?**

What individuals and groups want will be informed by their needs and their fears. People are motivated by what they want and will naturally move towards that. They are also motivated by what they do not want and will move away from that. By considering the fears and needs that are shaping what people want you can broaden the picture of the conflict and expand the possible options for solutions.

Needs could mean wants, values, interests or the things you or the other parties care about. Fears can be concerns, anxieties or worries. To determine what each major party wants, it is useful to talk to them and record their significant needs and fears relevant to the issue.

At this stage it is very important to remember to focus on the needs and fears of all parties until the map is complete. Don't be sidetracked into implications such as 'what about?' or solutions 'if only we did 'x' this would be fixed'.

Stick doggedly to: 'What are your needs? What are your fears?' You may have to sift out solutions being offered as needs.

When having this conversation, if someone makes a comment about something in the conflict that is not working or makes them unhappy or dissatisfied, it is also useful to use your skill to find out what is behind the comment and reshape it as a need or a fear. For example, if the conflict was about meetings and the comment was something like

'meetings are a waste of time, they go on and on.' You could ask 'What do you need?' 'To spend less time in meetings?' You could also ask 'What are your fears?' – 'Not enough time to get my work done.' This broadens the issue from what might otherwise be a digression on whether meetings go on too long or should go on at all. Keep to the whole picture of what people do and don't want out of meetings.

### ***What are the needs of the different parties involved?***

Ask the question: 'Around the issue of X' and what are Y's major needs? You may be asking it of yourself, of another person, or of a group. Needs might include: recognition, acknowledgement and understanding; abiding by policies and procedures; academic standards; and satisfying and secure work.

*In this case, the student wants a good grade, s/he doesn't feel s/he has to attend class to learn and complete the assignments. The sessional staff member believes the only way a student can learn is to attend class and participate in the discussion, and s/he may also fear that s/he is not an engaging lecturer which is why the student does not attend. The course coordinator wants to keep the sessional staff member because it is hard to find staff to teach, they fear having to try and find and train up another person. The Head of School wants the issue resolved quickly without a formal inquiry if possible, as these are time-consuming and costly. As Academic Coordinator you are also involved, and you need to ensure all individuals (staff and students) are treated fairly and standards and quality issues are not compromised. You also need to manage your workload so you will not want to be dealing with many other similar complaints.*

Sometimes it is difficult for people to stop thinking about their solutions. For example, each party will want a particular outcome which may well conflict with the desired outcomes of other individuals and groups involved. However, it may be useful to talk to them several times to explore their needs again because it is here where a solution may appear.

### ***What are the fears of the different parties involved?***

You do not have to debate whether or not the fear is realistic before it is listed. For example, people may have fears about something their rational mind knows is very unlikely to happen, yet the fear still lurks underneath, wanting to be recognised. These are important to have on the map. One of the real benefits of mapping is the opportunity for participants in the conflict to air irrational fears and have them acknowledged on the map.

## Activity

List here what you think are the fears of the different parties involved in this conflict.

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Typically fears include:

- failure and loss of face
- doing the wrong thing
- financial insecurity, being rejected, disliked
- loss of control
- being judged or criticised
- uninteresting work
- being ordered around or
- having to start all over again.

### Identifying solutions

By exploring the needs and fears of all the parties in this conflict, some possible outcomes may emerge which help everyone.

*In this case could the student resubmit an assignment or do extra work? Can the sessional staff be given some coaching to improve his/her teaching style? Can the course coordinator be supported to re-design the unit and assessment so students are more likely to attend classes?*

### Using maps effectively

You can map conflicts with others or on your own. If you are not able, or don't want to bring all the parties together, using the map will help you to collect and record information and manage the conflict. Sometimes you may need to guess how it is for the other parties, but the process broadens your perspective. It will probably highlight some areas you want to know more about, which will give you some good questions to ask others about their needs before you head into solutions.

You do not need to have a conflict for mapping – you can also use it to prevent conflict. You can initiate a mapping session in your work or any other group activities you are involved in. It is quite simple to say: 'Let's get a clear picture of the situation before we go further. Let's hear everyone's needs and concerns on this issue.'

Maps can be productive for the following:

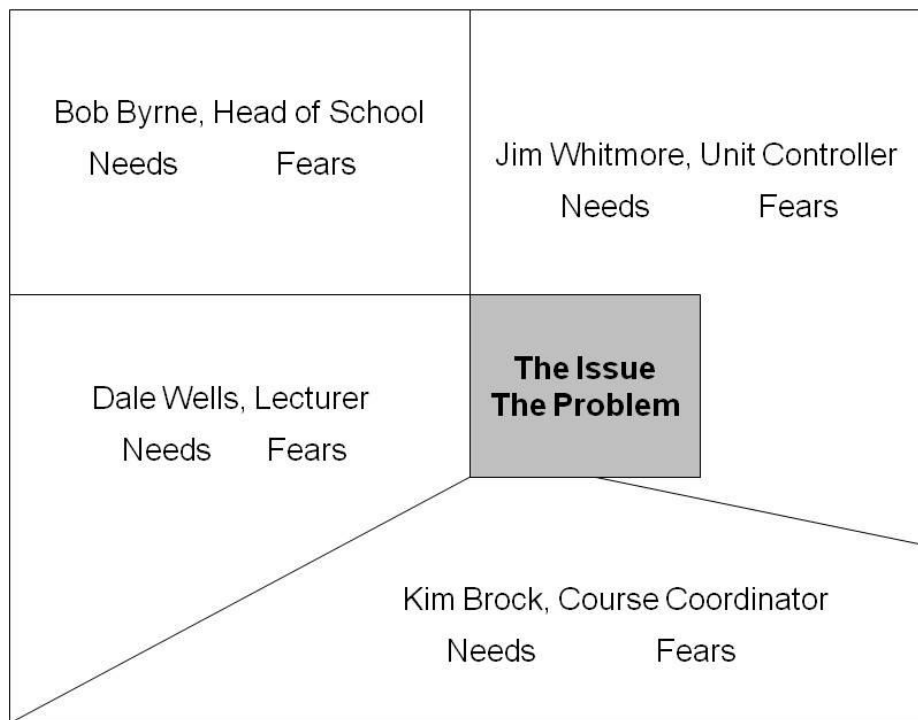
- preparations for negotiations
- teams or work areas where communications are difficult
- groups not working well together
- planning meetings, and
- impending change.

Maps can also be used before drawing a plan. For example, if a course is going to be redesigned, a mapping exercise with all concerned can make a huge difference to implementing the changes and influence those concerned. A good change management technique that can avoid conflict!

When mapping at meetings it is best to do your map on a large piece of paper or on a whiteboard. Write with thick pens. Use several colours – one colour for the issue and the parties, another for needs, another for fears.

### *A Conflict Mapping Template*

This template may be useful for you in any mapping situation.



**Make a list of the situations you will try using a map in the next 12 months.**

[illegible]

**Think of a conflict situation you are currently engaged in. Follow the mapping steps to find a solution to the conflict.**

[illegible]

Quinn, R. E., Faerman, S. R., Thompson, M. P., McGrath, M. R., & St. Clair, L. S. (2007). *Becoming a master manager: A competing values approach* (4th ed.). Hoboken, NJ: Wiley.

## 7.6 Building Teams

*(click the activity index number to take you back to the activities index)*

The quality and effectiveness of much academic work, particularly activities associated with teaching and learning, is enhanced by effective and efficient team work. Programs are no more than collections of courses unless they are supported by groups of people coming together in teams to plan, review, evaluate, and revise the program as a coherent and connected set of knowledge, skills and attitudes.

### OBJECTIVE

**The objective of this activity is to help you identify, build and lead effective program teams.**

When building teams it is important to maintain a positive climate. You will need to use many other skills associated with the role of developer, including:

- managing conflict
- coaching
- delegating
- communicating effectively.

When building a team it is also important to understand the way groups work. Applying these skills will enable you to assist your team in functioning effectively.

### *Identifying Your Team*

Quinn, Faerman, Thompson, McGrath, and St. Clair (2007, pp. 68–70) identify four essential characteristics of effective work teams:

1. The group is committed to a common goal or purpose – this is described as the ‘glue’ that holds them together. Collectively setting goals increases ownership and commitment to achieving those goals. (Refer to the activity in Section 9.1.)
2. Members of the group have clear roles and responsibilities that are interdependent – one of the values of a team is that individual members can draw on the knowledge, skills, and abilities brought to the team by other members.
3. There is a communication structure that fosters the sharing of information – this includes structures and processes that enable team members to voice concerns and the team to have issues, decisions and actions recorded.
4. The group has a sense of mutual accountability – if the team has shared goals and members understand theirs and others roles and responsibilities, a sense of commitment to each other will form naturally.

## Activity

In your journal identify your Program Team:

Who are they?

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What makes them a team? That is:

- a. What is their common goal or purpose? (*NOTE.* You may want to combine this activity with 'Goal Setting' an activity within the Deliverer role.)

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- b. What are the roles and responsibilities of the individual members?

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- c. How are they interdependent?

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- d. How does the team communicate and share information and ideas?

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- e. What evidence is there that the team has a sense of mutual accountability?

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## *Understanding and Working With Teams – Personality and Team Differences*

There is a substantial amount of information on groups and teams and how they perform. A detailed examination of these concepts is beyond the scope of this program. However, there are several useful concepts that can be of great benefit to Academic Coordinators to help them understand why groups perform in a certain way. These include:

- The Five-Stage Group Development Model
- Group Cohesiveness and Performance.

### *The 5-Stage Group Development Model*

Tuckman (1965) described 5 distinct stages groups go through while they work on their projects:

- The first stage is called **forming** because the group is uncertain about the scope of the project, the structure and leadership of the group at this early point.
- Once members start to conceptualise their membership within the group the second stage, **storming**, begins. In this stage there is some intra-group conflict because influence, power and ego may manifest in the group as each person attempts to establish their 'role' in the membership. Often, a clear hierarchy of role and leadership (formal and informal) is established by the end of this stage.
- The third stage is **norming** and involves the group becoming more cohesive with relationships developing among group members. This stage is complete once a common set of expectations and the group structure have been established.
- The fourth stage, **performing**, is about moving forward to get to know the other members of the group and to get on with the task at hand. This is the last stage of the group's developmental process if it is an ongoing group.
- If it is a short term project, then the fifth stage, **adjourning**, takes place and relationships come to an end and work gets completed.

As an Academic Coordinator, you need to understand this process, particularly when you bring together a team of academic staff to work on a project such as a course review. Since many of these individuals work relatively independently, moving too quickly into the performing stage may interfere with the success of the group. Allow time for the group to work through the stages.

**Note:** Robbins, Millett, and Waters-Marsh (2004) point out that it is also important to recognise that effectiveness does not necessarily increase as a group works toward performing stage. For example, some highly “performing” groups may not necessarily produce good results and other groups stuck at stage two may still produce some good outcomes. Progression through the stages may not always be clear and concise and there may be some overlap and regression to earlier stages in a group's history.

The 5-Stage Group Development Model provides a framework that Academic Coordinators can use to support a group towards achieving good productivity. For example, by applying strategies such as team building during the forming and storming stages, the performing role of the group may increase when this stage is reached.



## Activity

How could you use the 5-Stage Group Development Model to support the productivity of your program team or another team involved in working within your program on a project such as curriculum review?

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### Group Cohesiveness and Performance

Cohesiveness and Performance is outlined in detail by Robbins et al. (2004). Cohesiveness of the program group is another important consideration for Academic Coordinators. Groups will always differ in their cohesiveness with some members having stronger bonds with selected individuals.

If performance norms are high for the group (e.g., high quality work, high output, cooperation) and group cohesion is high, then productivity will be excellent.

Groups with low performance norms and low cohesion, understandably, will have poor productivity.

The Academic Coordinators who can build cohesion within their program group and have clear processes in place to support the performance of the group will be more successful in implementing change processes.

### References

- Quinn, B., Faerman, S., Thompson, K., McGrath, M., & St. Clair, L. (2007). *Becoming a master manager: A competing values approach* (4th ed.). Hoboken, NJ: Wiley.
- Robbins, S. P., Millett, B., & Waters-Marsh, T. (2004). *Organisational behaviour* (4th ed.). Frenchs Forest, New South Wales: Pearson Education Australia.
- Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384–399.



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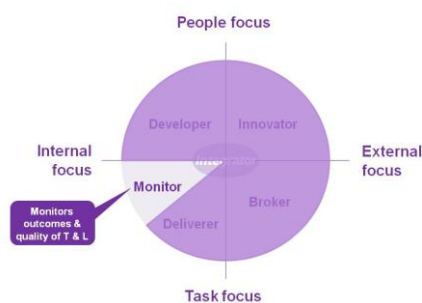
## DEVELOPING THE MONITOR

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**In this chapter, we'll cover:**

- Monitor role
- activities to develop this role
- suggested readings.





## Developing the Monitor

When using the Monitor role, as an academic leader you will regularly collect and distribute information on teaching/learning performance and continuously monitor the performance of your program.

When using your Monitor role you will be:

- taking an overview of processes and systems
- taking time to get to know process, people and systems
- identifying critical points/junctures in processes and systems
- identifying critical people whose performance needs monitoring
- determining how and when monitoring of critical junctures/and performance will be done
- identifying and consistently monitoring signals that indicate “all is well” or “something is fishy”
- engaging in continuous, consistent monitoring
- understanding that systems/processes and networks change thus monitoring of these will need to change accordingly
- managing information
- measuring performance of your program/course
- ensuring quality of teaching and learning
- familiar with your student populations
- aware of your market
- familiar with all performance measures of your program/course.

When you overuse or inappropriately use your Monitor role you will be:

- obsessed with facts and figures (trivial rigor)
- neglect possibilities.

As with other roles you may need to:

- **Develop** the role:
  - **critically review your own behaviour** and *its impact* in different contexts over a period of time;
  - **develop strategies** to assist you in becoming better at reading the external environment;
  - find ways to **better utilise** the knowledge you have gained from previous experiences as an academic leader in new contexts.

- **Refocus** the role:
  - **pay more attention** to it, recognising the importance of selecting the **most appropriate** operational role for each new situation.
- **Reflect** on the role:
  - given the feedback you have received from others and what you know of yourself, consider how you could **more effectively** select the **most appropriate** operational role in different situations.

We have identified some activities you might like to consider to assist you in this task. There are also some readings listed below that you may find useful. They are available through our web page <http://www.unisanet.unisa.edu.au/academicleadership> (Look for “Resources for Workshop Participants” on the left hand corner of the webpage.)

### Readings

Behn, R. D. (2003). Why measure performance? Different purposes require different measures. *Public Administration Review*, 63(5), 586–606.

Balbastre Benavent, F. (2006). TQM application through self-assessment and learning: Some experiences from two EQA applicants. *Quality Management Journal*, 13(1), 7–25.

Hammer, M. (2007). The process audit. *Harvard Business Review*, 85(4), 111–123.

Kaplan, R. S., & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. *Harvard Business Review*, 85(7/8), 150–161.

Kawamoto, T., & Mathers, B. (2007). Key success factors for a performance dashboard. *DM Review*, 20–21.

### Activities

*(click the activity index number to take you to that section)*

[8.1](#) Managing the Flow of Information and Communication

[8.2](#) Monitoring Group Processes

[8.3](#) Monitoring Program Performance.

## 8.1 Managing the Flow of Information and Communication

*(click the activity index number to take you back to the activities index)*

An important part of the Monitor role for an Academic Coordinator is the collection and distribution of information from a range of people on a variety of topics including such things as teaching performance and student performance. At times, being an Academic Coordinator can feel like you are standing in the middle of a busy traffic intersection at peak hour as information flows past you in all directions. Some of the information is on paper, much is on your University's web sites. Channelling, managing and 'directing' this information flow is an important aspect of your role.

### OBJECTIVE

**The objective of this activity is to assist you in developing strategies to manage the flow of information and communication effectively.**

The paperless office, the promise of the 1970's is a myth. We all still deal with vast amounts of information in print, digital and verbal form. We have all become adept at creating documents, attaching them to websites and emails, and sending them off to others for comment, information or action. We go to many meetings and sometimes take away actions from them. In this environment, it is critical that we are very good at sorting what comes in quickly and efficiently.

To be an effective Academic Coordinator, you will need to at least review all information that relates both directly and indirectly to your program.

- Some of it you will need to act on immediately;
- Some you will need to pass on;
- Some you may need to file away for future reference; and
- Some will be completely irrelevant and should go straight into the bin.

Developing an effective information management system to deal with emails as well as paper-based communication and information is an important skill that is worth spending some time on because it will save you time later.

Quinn, Faerman, Thompson, McGrath, and St. Clair (2007, pp. 116–117) outline a method of managing information overload called the **TRAF system**. TRAF is an acronym for four ways of dealing with the vast amounts of information that passes through your 'intersection' daily. Using such a system can dramatically improve your efficiency and give you more time to spend on being proactive, for example, initiating and implementing change, rather than having your days taken up responding or reacting to the demands of others.

### **The TRAF System**

The system is quite simple. Basically, once you have very briefly reviewed any communication or piece of information, there are four things you can do with it. The TRAF system helps you to set priorities and get your head around all of the information and communication passing through 'your intersection'.

Action	Notes
<b>Review</b>	<ul style="list-style-type: none"><li>• Review by skim reading only all emails and documents looking for the main point.</li><li>• Are you cc'd in or are you the main recipient?</li><li>• Think about why it has come to you (if indeed there is a reason).</li><li>• If a document is sent directly to you and takes more than 5 minutes to read, put it immediately into your 'Act' folder.</li><li>• Remember: don't let this pre-TRAFing stage take over or you'll never get through the paperwork.</li></ul>
<b>Toss</b>	<ul style="list-style-type: none"><li>• Delete from your email inbox; throw hard copies of papers into the recycle bin.</li><li>• This action should be applied to anything that is not immediately valuable to you as Academic Coordinator or to others involved in the program.</li><li>• Generally, we don't 'toss' enough information – remember that if it's vital you can usually retrieve it.</li><li>• But never toss anything without even briefly reviewing it first. Look at the subject heading for clues.</li></ul>
<b>Refer</b>	<ul style="list-style-type: none"><li>• Refer to others only information or communication that you know is relevant to them—avoid contributing to a traffic jam at someone else's 'intersection'.</li><li>• Set up an email distribution list for your 'program team'. Forward email messages of relevance to the group to this list.</li><li>• Don't send messages to a list if they are of relevance to really only one or two people on the list.</li><li>• Attach post-it notes to hard copies with a brief explanation as to why you have sent it to that person.</li></ul>
<b>Act</b>	<ul style="list-style-type: none"><li>• Information or communication that requires your personal action – no one else can do this.</li><li>• These items should go into an email "To Do" folder or a hard copy tray or folder.</li><li>• Make a notation re the timeline for action and regularly 'sort' and reorder the priority order of items in your in folders.</li><li>• Record actions on a 'to do' list with a due date beside them. Never rely on memory alone.</li></ul>
<b>File</b>	<ul style="list-style-type: none"><li>• File documents that you know will be of relevance later on.</li><li>• Make a notation on the document itself regarding the file it should go into.</li><li>• Put it into a 'Filing' tray or folder.</li><li>• Set aside time each week to file documents in this folder or tray.</li></ul>



It is important to set aside time for both the TRAF process and acting. They are different activities and you will need to schedule time for both.

### ***Managing Email and Electronic Communication***

Email and other forms of electronic communication have certainly changed the way people work. Email is often critical to our success. We can learn a lot from young people who have grown up with this form of communication. They will frequently send very short and succinct messages via email and rarely send to long lists of people. They will use a discussion list or a website if they want to send a message to more than one or two people. In general terms it is advisable to:

- Limit your email messages to only what can be viewed on a single screen.
- Avoid long cc lists.

It is also a good idea to turn email off at various times of the day so that you are not constantly interrupted during other tasks by a constant flow of messages coming in. Some people find this very hard to do – they are almost addicted to the constant flow of communication, they love and hate it! But it is easy to get into a state of continual partial attention. This is very inefficient and can mean that you never get to work on any one thing for more than a few minutes at a time. It then takes more time to get back into the task you were trying to complete.

Structuring your day into segments so that you allow sufficient time to complete tasks in your personal action folder can help you to be more efficient and effective.

Remember also to set aside some time to think and reflect, as well as time to rest and refresh. A break for a five-minute walk will reward you with an increase in your productivity, result in fresh thinking and avoid repetitive strain injuries caused by sitting at a computer for uninterrupted long periods of time.

## Activity

### Step 1

Think about the various ways in which you receive information. How well do you think you manage the information flow?

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### Step 2

Draw up a daily and weekly schedule that allows space each day, around teaching and other commitments, for you to:

TRAF

Act

Think and reflect

### Step 3

Implement a trial of your system for a month. Refine it to suit your particular needs and context. Think about the following as you evaluate your personal system:

Do you have the balance of time spent on the various activities right?

If it doesn't seem to be working, where are you spending too much time?

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Is the problem that you are spending too much time reviewing and not enough acting?

Or are you allowing yourself to be easily distracted?

Have you turned your email off?

## Reference

Quinn, R. E., Faerman, S. R., Thompson, M. P., McGrath, M. R., & St. Clair, L. S. (2007). *Becoming a master manager: A competing values approach* (4th ed.). Hoboken, NJ: Wiley.

## 8.2 Monitoring Group Processes

(click the activity index number to take you back to the activities index)

Various groups of staff play important roles in programs and courses. When using the Monitor role as an Academic Coordinator you will be critically aware of group cohesiveness and performance and detect any signals that all is not well.

### OBJECTIVE

**The objective of this activity is to assist you in monitoring the cohesiveness and performance of critical groups involved in your program.**

Groups will always differ in their cohesiveness with some members having stronger bonds with selected individuals (Robbins, Millett, & Waters-Marsh, 2004). Academic Coordinators who can build cohesion within their program team and have clear processes in place to support the performance of the group will be more effective and successful in implementing change processes.

Two phenomena that can impact on the productivity and performance of team decision-making processes are *groupshift* and *groupthink* (Robbins et al., 2004). Monitoring the performance of teams around these two phenomena is one way of ensuring quality performance outcomes for your program.

### *Groupshift*

In **groupshift**, the group may decide to take on board a risky or exaggerated approach to resolving a problem. This is made possible by the shared risk of a group decision. A decision that is riskier than is necessary or desirable may be taken because if unsuccessful, the penalty is shared by the group. One person does not suffer the blame and as a result, the group may be more daring in their decisions. In this case, it is essential that there is regular monitoring of the results of the decision by the group so that alternative action can be taken if the outcomes of the decision do not turn out as positively as was anticipated. These processes establish some accountability for the group members and can assist in softening the negative impact of groupshift. It is important that Academic Coordinators monitor the negative aspects and utilise the positive aspects of groupshift.

Of course, in some circumstances, groupshift can be used to support innovation and calculated risk taking. In these situations, it is equally important that the effects of the decision are monitored.

However, groupshift can also result in a 'shift' in the opposite direction with decisions being overly cautious and minimalistic, because members are very risk averse. Risk aversion can increase as a result of cohesion and commonality amongst group members. An Academic Coordinator who is savvy needs to be aware of these 'shifts' in the decision making of the group and manage them carefully.

## Groupthink

**Groupthink** can hamper a group's effectiveness and lead to more errors than is usual or necessary. It is associated with the enforcement of norms influenced (sometimes unknowingly) by both the formal and informal leadership of the group. Pressure to conform or a desire to align with and please leadership may cause the group members to adopt a decision which is clearly not in the best interests of the program. As Academic Coordinator, you will need to monitor your and others' influences on the group's decisions, in order to avoid 'groupthink' in relation to any decision. The danger is that you or someone else who is regarded well by the group will take a tentative proposal to a group for genuine consultation. In their desire to please you, or as a result of flawed logic, several members will support the decision immediately. Others will almost immediately fall into line (one or two may express reservations but be immediately and strongly overruled by the majority) and there will be no debate or rigorous questioning of the original proposal. A bad decision is more likely to be made, because of the effect of groupthink. All group decisions should thus be debated and well thought through, to ensure that the wisdom of all group members is harnessed and used to assist in improving the performance of the program.

Carlopio, Andrewartha, and Armstrong (1997) suggest a number of signs that might alert an Academic Coordinator that groupthink phenomenon is operating within a group:

- **Rationalisation** – group members rationalise away threats to an emerging consensus. They might say 'The *reason* they don't agree with us is ....'
- **Direct pressure** – members apply sanctions and direct pressure on those who disagree with the emerging consensus to force them into the normative group. They might say 'If you don't agree then .....
- **Mind-guarding** – members protect the group from alternative, disturbing ideas. They might say 'Don't listen to them. They don't understand what it's really like.'
- **Illusion of unanimity** – it is assumed that if someone does not speak they are in agreement with the group's growing normative decision. Consensus is assumed when the most vocal members are in agreement but some members have remained silent.
- **Self-censorship** – members who may have alternative points of view actively avoid moving away from the group consensus that is building.

Academic Coordinators can manage groupthink in several ways. These include:

- Assigning one group member as critical friend – their job is to be the devil's advocate who challenges every opinion put forward.
- The team leader does not express any preferred position at the beginning of the discussion.
- Sub-groups are formed to provide alternative proposals.
- Outside experts are invited to review and critique the group's decision.
- The decision is revisited after a day or a week and 'second thoughts' are actively encouraged.

It is also worth remembering that larger groups tend to intimidate people, especially those that are more introverted and reflective. Because of the groupshift and groupthink phenomena, individuals with valid reservations and alternative perspectives may not be

heard or effective in a larger group. They will find it very difficult to work against the growing normative consensus. Hence, a group's size is an important consideration when forming a team to work on a task such as program review.

## Activity

### Step 1

Reflect on your recent involvement in a group decision. Was there any evidence of either the *groupshift* or the *groupthink* phenomenon, or both?

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### Step 2

What strategies will you put in place to monitor and avoid *groupshift* and/or *groupthink* in groups working within your program?

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## References

- Carlopio, J. R., Andrewartha, G., & Armstrong, H. (1997). *Developing management skills in Australia* (adapted from the text by D. Whetten & K. Cameron). Melbourne, Australia: Longman.
- Robbins, S. P., Millett, B., & Waters-Marsh, T. (2004). *Organisational behaviour* (4th ed.). Frenchs Forest, New South Wales: Pearson Education Australia.

### 8.3 Monitoring Program Performance

*(click the activity index number to take you back to the activities index)*

When using the Monitor role, you will regularly access and interpret information in order to measure and monitor the ongoing performance of your program. It is important to ensure that you have access to the right information and interpret it appropriately so that any conclusions that you draw can ultimately be used to inform quality improvement processes. Measuring the performance of an academic program requires you to focus on several different types of information and a range of performance measures.

#### OBJECTIVE

**The objective of this activity is to assist your in identifying measures of performance for your program and data to facilitate monitoring against these measures.**

#### Background Information

The performance of educational programs is generally measured in terms of student learning outcomes. Commonly used measures of student learning outcomes include:

- The number of graduates who are in employment in a related field of study.
- Student satisfaction against a range of factors related to teaching and learning.
- Retention (the number of students who continue in and complete a program).
- Success (the number who progress from one year to the next).

You may choose to monitor additional performance measures such as student complaints, staff teaching awards or the 'triple bottom line'. The latter was defined in the 1990s by John Elkington as relating to financial performance, social/ethical performance and environmental performance (as cited in Quinn, Faerman, Thompson, McGrath, & St. Clair 2007, p.136).

All universities regularly collect and analyse data related to a range of internal and external measures around program quality. For example, the Australian Graduate Survey (AGS) which includes the Graduate Destinations Survey (GDS) and the Course Experience Questionnaire (CEQ) are external measures administered by the Graduate Careers Australia (GCA) to gather a broad range of information from graduates of Australian Universities. The information gathered from the AGS is used to compare the surveyed universities against a number of different performance measures defined by government – a major stakeholder in tertiary education.

There have been many criticisms of the CEQ and there is undoubtedly some truth in some of them. The robustness and consistency over time of the national CEQ data makes it an important source of information for Academic Coordinators. Indeed, Patrick (2003) argues that at university level, the CEQ provides a performance measure which has currency and credibility as an established measure of student satisfaction and/or teaching quality.

Most Australian universities also collect, analyse and report on measures equivalent to those used in the CEQ for internal purposes. For example, they will administer local surveys (at both course and program level) that ask questions similar or related to those asked in the CEQ. While these internal surveys may vary from the external measures slightly, the two are usually aligned to some extent. Thus, there is a wealth of information available to both Academic Coordinators and Course Coordinators to consider in their Monitor role.

Walsh 2005 (as cited in Quinn, Faerman, Thompson, & McGrath, 2003, p. 135) distinguishes between measures which focus on outcomes, processes and initiatives. Exact measures of outcomes are 'complete measures that cover all the key attributes for the outcome under consideration' (Quinn et al., 2003, p. 135). Exact measures of outcomes may be 'subjective' (dependent on personal judgement) or 'objective' (able to be verified independently) and subject to different levels of responsiveness, where responsiveness is the extent to which the manager can act to influence the measure. Proxy measures of outcomes are used to make inferences about exact measures. They are incomplete but are often used because they are easier to obtain. Indeed, it is very difficult to obtain exact measures of outcomes in relation to educational programs, because so much of the data is subjective and at times contradictory. For example, this is often the case with course and teacher evaluations where different groups of students, or even students within the same group, will make opposing statements about quality measures. Factors such as sample size and response rates as well as trends over time are also important factors to consider when interpreting any such data.

In organisations, both exact and proxy measures of outcomes are frequently used to measure achievement of strategic institutional or organisational objectives. However, when measuring performance it is not sufficient to measure and monitor only the outcomes. It is also necessary to understand and measure the processes that lead to those outcomes (Quinn et al., 2003, p. 135). In an educational setting where the outcomes are associated with student learning, the processes needed are linked to student and teacher effort, and program and course design. These processes are also measured to some degree, both directly and indirectly, in the CEQ and equivalent surveys related to courses and teachers.

The GDS, CEQ and related course evaluation instruments are proxy measures of the quality of the processes and student learning outcomes of programs and courses rather than exact measures of outcomes of teaching quality. The CEQ measures how students experience critical aspects of the learning environment within their program of study (Patrick, 2003, p. 3); most course evaluation instruments do the same at course level. Other surveys do this at teacher level – for example, Student Evaluation of Teaching questionnaires.

The GDS, CEQ and almost any other evaluation instrument will not provide you with the information you need to make actual improvements in students' learning experiences. For instance, they will not help you to discover what feedback different students find useful, what difficulties they are experiencing, or which assessment tasks they perceive as requiring only memorisation and which therefore encourage shallow approaches to learning. Nevertheless, the data gathered via such surveys will help you to gauge how your program or course is going overall and to identify areas requiring further investigation.

Other sources of information that you can use to measure and monitor program performance include, but are not limited to, success and retention rates, peer evaluation

and review of teaching and curriculum and industry and student focus groups. Bringing a variety of different types of information together and using them as the basis for identifying strengths and weaknesses is a useful way to monitor the performance and quality of programs and courses, and to begin the process of quality improvement.

In order to measure performance you will need to:

- Regularly access data about your program (including course and teacher performance).
- Track progress against performance measures set by the institution.
- Identify any additional measures you think are important.
- Access existing data or determine if you need to collect new data related to those measures.

While your job will be simpler if you use data that are collected by others, there is often significant value in collecting and analysing complementary information, such as data obtained in student, staff and industry focus groups, information about student placements/fieldwork, feedback from industry at advisory group meetings, etc.

## Activity

### Step 1

List what you consider to be the three most important outcome measures of performance for your program. Remember to consider a range of factors such as institutional priorities as well as industry requirements and student and staff feedback.

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**Measure 1:**

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**Measure 2:**

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**Measure 2:**

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**Step 2**

Draw up a plan that will enable you to monitor performance against these measures. Include at least the following in your plan:

What data do you currently have?

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Where are the gaps? (For example, do you have the views of all stakeholders including industry?)

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How will you fill these gaps?

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What people will you consult?

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How will you organise this? (Examples: focus groups, 1:1 meetings.)

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Who can assist you?

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What will you do with the data you will have collected?

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### Step 3

List what you consider to be the three most important processes related to your top three outcome measures. They might be things like timetabling, sessional staff induction, course approval, program review, moderation, and teaching and learning arrangements.

What will you do to monitor these processes?

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### References

- Patrick, K. (2003, March). *The CEQ in practice: Using the CEQ for improvement*. Paper presented at the GCCA symposium, *Graduates: Outcomes, quality and the future*, Canberra, The Australian Capital Territory.
- Quinn, R. E., Faerman, S. R., Thompson, M. P., & McGrath, M. R. (2003). *Becoming a master manager: A competency framework* (3rd ed.). Hoboken, NJ: Wiley.

# 09

## DEVELOPING THE DELIVERER

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**In this chapter, we'll cover:**

- Deliverer role
- activities to develop this role
- suggested readings.





## Developing the Deliverer

When using the Deliverer role an academic leader will ensure that the program runs smoothly; that courses are appropriately designed and efficiently delivered.

When using your Deliverer role you will be:

- managing across school/departments
- managing projects
- setting clear goals and objectives for yourself and others
- organising work to be done
- productive, getting the job done
- managing your time and stress
- coordinating activities needed to deliver the programs
- motivating of others
- maintaining and providing structure
- maintaining control.

When you overuse or inappropriately use your Deliverer role there will be:

- perpetual exertion
- human exhaustion
- undiscerning regulation
- ironbound tradition
- little progress
- offensive to individuals
- lack of cohesion.

As with other roles you may need to:

- **Develop** the role:
  - **critically review your own behaviour** and *its impact* in different contexts over a period of time;
  - **develop strategies** to assist you in becoming better at reading the external environment;
  - find ways to **better utilise** the knowledge you have gained from previous experiences as an academic leader in new contexts.
- **Refocus** the role:
  - **pay more attention** to it, recognising the importance of selecting the **most appropriate** operational role for each new situation.

- **Reflect** on the role:
  - given the feedback you have received from others and what you know of yourself, consider how you could **more effectively** select the **most appropriate** operational role in different situations.

We have identified some activities you might like to consider to assist you in this task. There are also some readings listed below that you may find useful. They are available through our web page <http://www.unisanet.unisa.edu.au/academicleadership> (Look for “Resources for Workshop Participants” on the left hand corner of the webpage.)

### Readings

Covey, S. R. (1989). *The 7 habits of highly effective people: Restoring the character ethic*. New York: Free Press.

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 46(4), 331–362.

Whitehead, D. (2005). Project management and action research: Two sides of the same coin? *Journal of Health Organization and Management*, 19(6), 519–531.

### Activities

*(click the activity index number to take you to that section)*

[9.1](#) Setting Goals

[9.2](#) Being Productive

[9.3](#) Managing Your Time

[9.4](#) Managing Stress.

## 9.1 Setting Goals

(click the activity index number to take you back to the activities index)

When using the Deliverer role, you will be focussing on actions that ensure that the program runs smoothly. An important set of skills for effective use of the Deliverer role is setting goals and objectives for yourself and others.

### OBJECTIVE

The objective of this activity is to develop your skills in setting goals related to your role as Academic Coordinator.

Goals will need to be set for your Personal Action Plans and as part of projects related to curriculum development. This activity is relevant to any goal setting activity – whether it involves only you, a group such as your program team, and whether its focus is on **personal** development or **program** development.

Why is goal setting so important? Research shows that good goal setting is more likely to result in the achievement of set targets and contributes to quality outcomes. Table 3 illustrates these points in more detail.

**Table 3:** *Components of Goal Setting Theory* (after Locke, 1996)

- **Specific challenging** goals lead to better performance than vague ones.
- **Feedback** on goal attainment enhances the process.
- Goals should be **prioritized** if more than one.
- Goal accomplishment and performance should be **rewarded**.
- Goal setting can be an important part of **performance management**.
- Individuals need to develop **action plans**.
- Organizational policies should be **congruent** with goal accomplishment.
- Climate must be **supportive**.

Clearly, goals that are challenging and supported by timely feedback are more likely to lead to success. Goal achievement is also promoted by a good climate within the school or department, where systems and policies that support achievement are in place. Rewards are important as they keep people motivated and focused on tasks related to achieving the goals. This is particularly the case if the goals are prioritised.

However, goals by themselves are insufficient. They must be supported by detailed action plans which map out the processes for goal achievement.

Goals, sometimes referred to as objectives, should be future focused and describe the target you hope to achieve. As such, the goal should follow SMART principles:

### SMART Principles

- S** *Specific* (is the goal detailed enough to ensure understanding of the direction a group or individual needs to take?)
- M** *Measurable* (is the goal measurable? Can you develop ways of measuring whether the goal has been achieved?)
- A** *Achievable* (Is the goal achievable? Can the individual or team achieve the goal or is it highly unlikely?)
- R** *Realistic* (Is the goal framed in a way that it is realistic for the team or individual to achieve?)
- T** *Time* (What is the time frame? Is it realistic for the goal to be achieved?)

Example of a **POOR** goal:

- To improve course evaluation ratings by students.

Example of a **GOOD** (SMART) goal:

- To increase student based course evaluation ratings in the Bachelor of Marketing Course in Semester 2 by 10% in comparison to Semester 1 results.

This goal is:

- more specific
- measurable
- achievable
- realistic
- it has a time frame specified.



## Activity

### Step 1

Consider some of the tasks you need to complete as part of your Academic Coordinator role. Identify 3 tasks and write up 3 SMART goals (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime frame specified).

Goal 1:

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Goal 2:

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Goal 3:

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### Step 2

Look at the 3 goals you wrote above. What action plans are needed to achieve each task?

Goal 1:

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Goal 2:

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Goal 3:

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### Step 3

Look at the Team Building Activity (Developer role). If you have already completed this activity, consider whether the goals that you have set with your program team are SMART.

### Step 4

If you haven't yet completed that activity consider whether it would be useful to discuss Goal Setting theory with your program team.

### ***Developing an Implementation Plan***

It is important to consider what you need to do to achieve your goals. An implementation plan that sets out all of the actions that need to be taken, in sequence, by whom, to achieve your individual or team goals is an important part of your Deliverer role.

It is easy to set unrealistic goals. You might underestimate the time it will take to achieve goals or to find that there are unexpected obstacles and external factors that you have to deal with. Thus, you should build in time to regularly review progress and modify your goals. Modifications might include extending the timeline, gathering extra resources or redefining the goal.

### **Activity**

For at least one of your SMART goals above develop an implementation plan. Remember to build in time to review and reflect on progress.

### ***Reference***

Locke, E. A. (1996). Motivation through conscious goal setting. *Applied and Preventive Psychology*, 5(2), 117–124.

## 9.2 Being Productive

(click the activity index number to take you back to the activities index)

An important aspect of the Deliverer role is the ability to get the job done. This requires you to be focused and productive. It also involves managing your workload.

### OBJECTIVE

**The objective of this activity is to develop your ability to manage your workload so that you can be more productive.**

Stephen Covey (1989) developed a useful matrix for prioritising work which helps to manage stress and increases productivity. This matrix can be a useful strategy for managing work flow as an Academic Coordinator. It is very effective when used as an 'in-basket system'. As you can see from the Figure 6 below, each quadrant in the figure could be seen as a 'tray' in your in-basket. The vertical side of the matrix signifies importance; the horizontal side of the matrix signifies urgency.

		Urgent	Not urgent
Important	1	crises pressing problems deadline driven projects, meetings, preparations	2 preparation prevention values clarification planning relationship building empowerment
	3	Not important	4
		interruptions, phone calls some mail, some reports some meetings many popular activities	trivia, busywork junk mail some phone calls time wasters escape activities

**Figure 6: Managing Life Stress** (adapted from Covey, 1989)

**Quadrant 1** is the important and urgent quadrant. Many individuals who are not adept at managing their productivity spend a lot of time in this quadrant. Crises, last minute details, pressing problems that surface, all demand the attention of an Academic Coordinator. Many of these problems can often be avoided or managed by focusing more attention on Quadrant 2.

**Quadrant 2** is where the important, but not urgent, activities associated with your role sit. Quadrant 2 is about planning and ensuring you have systems, practices, processes and tasks in hand and running well so that they do not become Quadrant 1 dilemmas. This is the area where you should spend most of your time. You should set aside time to work on tasks in this quadrant when you are at your best. You should try not to let other things take priority in the time you have set aside for tasks in this quadrant.

For example, an Academic Coordinator may need to spend a lot of time responding to student enquiries about enrolment or working with support staff or new professional staff on various program-related activities. This can be a Quadrant 1 activity if the Academic Coordinator is always caught off guard when it is time to organise orientation activities for students or write the annual program report. If this is the case, there is always a mad panic to get everyone on board and get the task completed. However, time spent earlier developing answers to FAQs about enrolment that the Academic Coordinator (or anyone for that matter) can cut and paste into an email to a student, or which can go online, will ensure that this activity is a Quadrant 2 rather than a Quadrant 1 activity. By focusing on Quadrant 2, and setting up a process in advance, the Academic Coordinator avoids the stress and rushes of Quadrant 1, saves time and therefore has more time and energy to spend on other areas.

**Quadrant 3** is urgent but not important activities. These should be planned for times of the day when you have some free time, between a Quadrant 2 activity, or during parts of the day where you are less productive. Setting up a time each day that fits your productivity patterns is a good strategy for managing Quadrant 3 activities. For example, checking email first thing in the morning, after lunch and again at the end of the day and closing it down at other times, can be an effective way to ensure that the time you allocate to Quadrant 2 or 3 work is not taken up by Quadrant 4 work.

**Quadrant 4** activities basically should be delegated if possible. They are not the focus of your peak productivity times and are things which you might do when you have a few spare moments between other quadrant activities or when you perhaps need a break from the more taxing activities in the other quadrants.

Managing email is a very important and an increasingly difficult task. Developing strategies that ensure that you do not spend your entire day responding to relatively trivial email messages from students and staff is very important if you are to be fully productive and stay focused on Quadrant 2 activities. Sorting email into one of the 4 Quadrants is a strategy that works for some people. Setting up automatic replies directing student inquiries to an FAQ website has also been effective for some people. Balancing the competing demands on your time in a digital age is becoming increasingly difficult. Managing email so that it does not overtake your work, making you totally reactive rather than proactive, is a very important skill and worth spending some time and effort on. On its own, email can see you working constantly and entirely in Quadrants 1, 3 and 4, rather than in Quadrant 2. You may want to refer to Section 8.1, for information on the TRAF system for managing emails, and for further information on managing electronic communication.

## Activity

Make a list of the activities that spend most of your time working on.

**Activity 1:**

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**Activity 2:**

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**Activity 3:**

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Which quadrant can you place these activities within?

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Are you spending your best time of the day in Quadrant 2?

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What 3 changes could you put into place to ensure you are working more effectively in Quadrant 2?

**Change 1:**

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**Change 2:**

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**Change 3:**

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## Reference

Covey, S. R. (1989). *The 7 habits of highly effective people: Restoring the character ethic*. New York: Free Press.

### 9.3 Managing Your Time

*(click the activity index number to take you back to the activities index)*

Academic leaders are frequently faced with competing demands on their time and the need to make choices about how they will spend their time. Time management is very important to the role of Deliverer. It is essentially self-management. We all have too much happening in our lives and as leaders we need to be careful that we prioritise tasks and spend wisely that most precious of resources, time.

#### OBJECTIVE

**The objective of this activity is to assist you in managing your time effectively so that you can be an effective Academic Coordinator.**

Figure 7, based on the work of Carlopio, Andrewartha, and Armstrong (1997) is a useful tool for auditing how we spend our time. You can use it as a test of how effectively you manage your time. As you read through these, think about how many of the activities you tend to do on the list of 11 time management traps, shown in Figure 7.

#### WE:

- do what we like to do
- tend to procrastinate
- respond on basis of who wants things done
- respond on the basis of consequences
- tackle small jobs first
- follow the squeaky wheel principle
- do things that we can get done quickly
- do the things that are easiest
- to things that are scheduled and planned
- tend to respond to demands from others first
- tend to do urgent things before important things.

**Figure 7:** *Time Management Traps* (adapted from Carlopio et al., 1997)

## Activity

### Rating Your Time Management Skills

Here is another tool taken from Carlopio et al. (1997) that may give you some insights into where you are not managing your time effectively. You could use this information to assist you in developing some strategies to improve your skills in this area.

For each of the 40 statements below please indicate how often the statement is true of you, by placing a score next to the statement, using the rating scale.

### Rating scale

	0 Never	1 Seldom	2 Sometimes	3 Usually	4 Always
1. _____					
2. _____					
3. _____					
4. _____					
5. _____					
6. _____					
7. _____					
8. _____					
9. _____					
10. _____					
11. _____					
12. _____					
13. _____					
14. _____					
15. _____					
16. _____					
17. _____					
18. _____					
19. _____					
20. _____					
21. _____					
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23. _____					
24. _____					
25. _____					
26. _____					
27. _____					
28. _____					
29. _____					
30. _____					
31. _____					
32. _____					
33. _____					
34. _____					
35. _____					
36. _____					
37. _____					
38. _____					
39. _____					
40. _____					

## Academic Leadership: Fundamental Building Blocks

To determine how effective you are as a manager of your time, add up your scores for the 40 items.

If you scored

<b>120+</b>	You are an excellent manager of your time both personally and at work.
<b>100 – 120</b>	You are doing a good job.
<b>80 – 100</b>	You should consider improving your time management.
<b>&lt; 80</b>	You should consider training in time management, to improve your efficiency.

## Activity

In your journal reflect on the following:

How did you rate as a time manager?

---

---

Which three time management traps do you fall into most often?

---

---

What strategy will you use to help you to overcome these traps?

---

---

Monitor your time management over the next two weeks. In your journal reflect on how you have gone.

---

---

Has this change in focus helped? Are you now spending more time in Quadrant 2 (refer to the activity in Section 9.2)?

---

---

## Reference

Carlopio, J. R., Andrewartha, G., & Armstrong, H. (1997). *Developing management skills in Australia* (adapted from the text by D. Whetten & K. Cameron). Melbourne, Australia: Longman.



## 9.4 Managing Stress

*(click the activity index number to take you back to the activities index)*

Being productive is an important aspect of the Deliverer role. Stress can affect our productivity, so stress management is an important skill for Academic Coordinators. As individuals and as leaders we all need to develop strategies to manage our stress levels.

### OBJECTIVE

**The objective of this activity is to develop your ability to manage stress in the workplace.**

One of the first things you need to consider in managing stress is to become self-aware about whether you are exhibiting signs and symptoms of stress. Long-term stress that is not managed decreases your efficiency and efficacy as an Academic Coordinator.

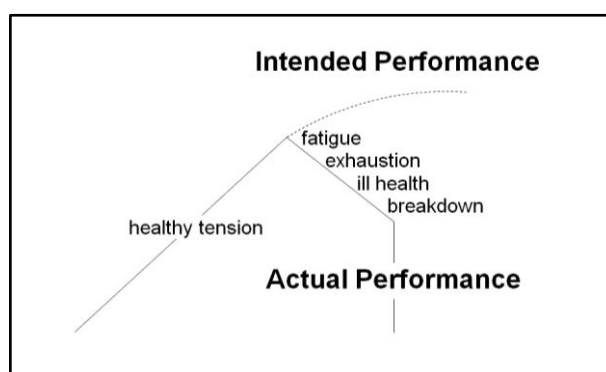
### *The Effects of Stress*

Stress has a number of effects on our health as well as on individual and organisational effectiveness and performance. Stress produces adrenaline which helps us to survive in a 'fight-or-flight' situation. Thus, it can have performance enhancing characteristics. It may, however, do any one or more of the following:

- Interfere with clear judgement and make it difficult to take the time to make good decisions.
- Seriously reduce your enjoyment of work.
- Interfere with fine motor control.
- Cause difficult situations to be seen as a threat, not a challenge.
- Damage the positive frame of mind you need for high quality work by:
  - promoting negative thinking,
  - damaging self-confidence,
  - narrowing attention,
  - disrupting focus and concentration, and
  - making it difficult to cope with distractions.
- Consume mental energy in distraction, anxiety, frustration, and temper. This is energy that would be better devoted to the work at hand.

In the long run, stress that is not managed may seriously damage your health via prolonged exposure to heightened levels of adrenaline. One of the ways adrenaline prepares you for action is by diverting resources to the muscles from the areas of the body which carry out body maintenance. This means that if you are exposed to adrenaline for a sustained period, then your physical health may start to deteriorate and you may also experience a range of unpleasant psychological symptoms. These include worry and anxiety and mood changes such as depression.

The long-term effects of stress are illustrated in Figure 8.



**Figure 8:** Long-Term Effects of Stress

Although individuals have different levels of tolerance to stress, the long-term effects of stress should never be underestimated.

Stress at work may be caused by a range of factors. Some of these are listed in Table 4.

**Table 4:** Sources of Stress in the Workplace (Williams, Woodward, & Dobson, 2002)

Job factor	Examples
Intrinsic to the job	decision latitude level of structure
Role conflict and ambiguity	juggling roles lack of clear job specification
Relationships at work	job pressure from boss lack of support by peers
Social support and appraisal	colleagues failing to provide support negative appraisal
Home-work interface	conflict over time and loyalties
Organisational structure	mergers downsizing cost reduction reorganisation
Environmental factors	work travel economic & political uncertainty

Successful stress management depends on recognising the degree to which you are stressed and having a range of strategies in place to deal with it. It is useful to identify possible and actual sources of stress in your personal life, in yourself, and in your job.

## Activity

Recognising and being aware of your life stressors is the first part of developing an appropriate stress management action plan. In your journal record the sources of stress in your life. Remember to focus on both your personal and work life.

### Reducing the Impact of Stress

There are many ways in which you can reduce the negative effects of stress in your life. Time management is important and you should look back at this activity and think about how you might use the strategies identified in that section to help you manage stress at work.

Some strategies that have proven effective in stress management are outlined below. Each category is expanded in the text that follows, to provide you with more background on each dimension of stress management.

### Effective Strategies in Stress Management

- personal value system
- physical health – weight, diet and exercise
- relaxation techniques – deep vs. temporary
- personal support systems – social resiliency
- interpersonal competence
- work redesign (Karasek, Theorell, Schwartz, Schnall, Pieper, & Michela, 1988)
- goal setting and small wins strategies
- balancing life activities
- psychological resiliency – mindfulness.

#### Personal value system

What is important to you in your life and work? Is your life balanced? Do you have clear goals and plans set for your career and personal life? Doing some planning in these areas and setting targets that are in line with your values and plans can reduce stress by ensuring you stay focused on those activities and plans that support your values and life direction. There are a range of tools and strategies you can pursue to implement these plans (see Section 9.1 – Setting Goals).

#### Physical health – weight, diet and exercise

The importance of maintaining an appropriate weight, a good diet, and regular exercise are critical for maintaining your ability to withstand stress. A physical check from your GP is a good green light for moving forward with an exercise program. A personal trainer can get you started at most exercise facilities if you want to formalise a program. Otherwise, there are a range of activities you can pursue, from walking to swimming and jogging. A nutritionist can be a good source of information about diet. Otherwise, most chemists have information on proper diets you can follow.

#### Relaxation techniques – deep vs. temporary

Deep relaxation techniques have much prolonged and longer lasting impacts on stress management. They take some time to develop in terms of competency. Some

examples are meditation, physical exercise and yoga. Other techniques which are more temporary and short-term include mental framing and imagery, deep breathing exercises, muscle relaxation exercises, and massage. Classical music and a good ergonomic workstation can also help.

### ***Personal support systems – social resiliency***

Social support is the most important factor for stress management. Hence, it is important to nurture those relationships that can help you buffer the stress in your life. Make investments in these relationships through kindness, courtesy, honesty and consistency. Do not just use them to dump your worries, develop these relationships.

Also look at the support in your team. Building your team can enhance social support for yourself and your course team. Refer to Section 7.6 for some ideas.

Peer coaching is also a highly valuable tool to gain support in your role as an Academic Coordinator. Invest in this relationship as a support tool.

### ***Interpersonal competence***

There are a range of strategies in this resource book to help you build your interpersonal competence. By building your strengths in these areas you can improve the quality of those relationships that have an impact on your life and work, and hopefully reduce stress. Some example areas you want might focus on include:

- How to build teams
- Conflict management
- Coaching and counselling
- Motivating employees
- Productive feedback.

### ***Work redesign***

The role of the Academic Coordinator is often multi-faceted. You can get some sense of your role and work responsibilities by asking for a role description. You can also work with your Head of School to negotiate your role and job design. Lack of control over one's role and job requirements is a key factor in causing stress. Look at what you can delegate. How can you combine tasks to achieve multiple aims? Build relationships with your team and involve them in decisions so you get support, buy-in and possible avenues for delegation and role sharing. Gain access to committees to influence decisions. Increase your decision-making authority to elevate autonomy. These are all strategies you might consider in making your role work for you.

### ***Goal setting and small wins strategies***

Goal setting is covered in Section 9.1. However, having clear work goals and targets enables you to focus on those activities that are important, yet not urgent. With clear goals and action plans in place, you can celebrate small wins by focusing on the incremental steps required to achieve the larger goal. Looking at the successes along the way makes movement towards the final goal more motivating.

### ***Balancing life activities***

If you feel stressed in one part of your life you often spend more time on that activity to get a handle on it. This is counterproductive as you become more stressed, less

creative, etc., in other parts of your life. Conduct the short audit below, to see how balanced you are across seven dimensions of work-life balance. For each dimension, a score of zero indicates that you are not spending any time at all in this area and it is a deficit. A score of ten indicates you are spending a major amount of time in this area of your life. There is no ideal score, but by looking at each dimension and the scores you allocate to them, you can gain a more holistic picture of where you are spending your time, and if you are satisfied with this allocation. If not, you can use the information to start making changes that bring more balance and reduced stress in your life.

Physical activities	Score: .....
Spiritual activities	Score: .....
Family activities	Score: .....
Social activities	Score: .....
Intellectual activities	Score: .....
Work activities	Score: .....
Cultural activities	Score: .....

### *Psychological resiliency – mindfulness*

This section looks at one of the major causes of stress, specifically, the manner in which you think about life events. It explains why the same situation is stressful to one person but exciting to another. The importance of mindfulness has also been referred to as self-talk and relates largely to a person's world views and orientation towards pessimism versus optimism.

But what do we mean by self-talk? Stop for a moment and do nothing for about 20 seconds. Can you hear a little voice in your head talking to you? Probably not, but you probably noticed that you had thoughts running through your head. These are examples of self-talk and sometimes they can be positive, and sometimes they can be negative.

The best way to illustrate an example of self-talk (in this case negative self-talk) is to provide an example.

**Situation:** Imagine that you are in your office. You are about to go home and a student comes in wanting to talk. You advise the person that you need to go in a few minutes. The student is trite and says: "Well, it's only 4 pm and I need some advice on my assignment and need 15 minutes!", and proceeds to go into detail about her needs.

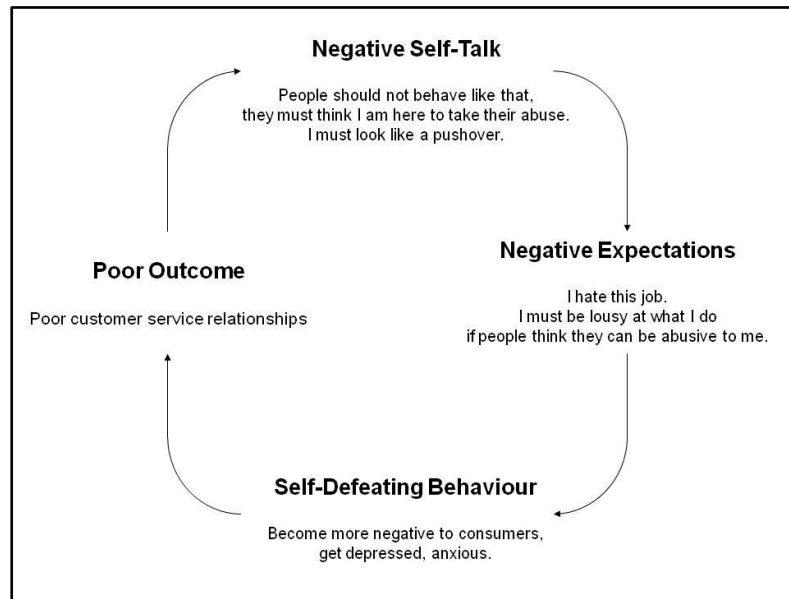
**Inner thoughts:** You probably would be thinking "I want to go home. I have worked hard all day. How dare she treat me like that? She must think I am a pushover and have nothing else to do."

**Feelings:** More than likely there would be some feelings of dread (how am I going to get this student out of my office?), irritation, and anger.

**Feelings, images and beliefs about yourself:** I am the person who is right here; you are wrong for barging into my office without an appointment. You have no right to be rude; people should always be polite and respectful and not hurt people's feelings by being so trite and ungracious.

You may feel in reading this example that the Academic Coordinator is right and has every reason to feel the way they do. Well, yes and no. The feelings are legitimate but you can see how holding onto these feelings reduces the Academic Coordinator's personal effectiveness, power and well-being. What the Academic Coordinator needs to do is to overcome the negative feelings and to eliminate any irrational thoughts or beliefs. For example, the Academic Coordinator feels that all people should be polite and respectful. While a lovely concept, it is irrational in that people are not always polite and respectful. To get upset and have negative feelings as a result of what somebody else **'should have done'**, makes you the victim, and the other person the winner. The Academic Coordinator needs to let go of these judgements, feelings, attitudes and expectations, and basically act appropriately in terms of what is best for the Academic Coordinator, the student and the organisation. Otherwise getting caught up in a cycle of negative self-talk reduces personal effectiveness and outcomes. This concept is illustrated in Figure 9.

Self-talk or mindfulness is a concept that can be developed so that you can become more competent in your personal life and work life by identifying negative thoughts that reduce your effectiveness, and by replacing them with more positive thoughts. By actively intervening in the development of your self-image, you can influence, in a positive way, how you deal with situations and stress. **It requires work**, however, and you **must choose** to participate in this transformation. Self-awareness is necessary as you must have the ability to reflect upon situations in a way that enables you to manage your self-talk.



**Figure 9:** *Cycle of Negative Self-Talk (adapted from Grant and Greene, 2001, p. 91, Figure 6.1)*

Negative self-talk usually develops over years as a result of experiences in our life, i.e., failures, criticisms, etc. Grant and Greene (2001) provide a comprehensive review of negative self-talk. Their ideas are summarised in the following paragraph:

At our highest level of consciousness we are quite aware of what we say to ourselves, i.e. 'I'm a great cook; I'm hopeless at mathematics'. At the next level is automatic self-talk. Normally we are not aware of what is going on at this level but every now and then these thoughts surface into our consciousness. We can train ourselves to become more aware of these thoughts. For example, you may have to give a presentation at a meeting and thoughts that may pop into your head are, "I'm going to do a terrible job", "I'm going to forget important things". Usually there are a series of thoughts that occur together as well. These negative self thoughts come from deep underlying beliefs we have about ourselves which are normally subconscious and are linked very closely to our world view, i.e. "I'm not good enough", "Life is so unfair and hard", "Nobody likes me". By holding on to these self-limiting beliefs you can be sure that you will never be good enough, life will be hard, and nobody will like you! This is the self-fulfilling prophecy in action and it is these thoughts that are not in our immediate awareness that exert the greatest and most consistent influence on our behaviour and stress!

Negative self-talk often emerges because we have preconceived notions or expectations of how things should be. For example, self-fulfilling prophecies about impending doom that lead us to actually create the prophecy in the end. In other situations we jump to incorrect conclusions or distort reality through the faulty processing of our perceptions. What we believe exists, in fact, doesn't exist at all. Nonetheless, our version of reality drives the way we think and act. This is similar to distorting the real evidence. For many, we already have a tendency to dwell on negative thoughts or

believe that people are being negative. This is the 'glass is half empty' perspective. We can change faulty thinking and reduce stress by changing our thoughts and self-talk. Replacing them with rational and positive thoughts increases our personal effectiveness and has been shown to stimulate the neurological centres in the amygdala and left prefrontal cortex of the brain, the centres responsible for 'good feelings' (Goleman, 2000).

### *Gaining Control of Our Feelings*

In order to become more masterful in managing our self-talk we need to gain better control of our feelings. Dealing effectively with people can be difficult if your negative feelings get in the way. It may feel impossible. Believe it or not, you choose your feelings just like you choose your behaviour. Cognitive behavioural therapy states that our beliefs influence how we feel and behave, rather than the actual events (Zeus & Skiffington, 2000). Events by themselves are just events, how we evaluate them and interpret them, however, determines our response. For example, all that happened in our example was that a student was pushy and barged into your office demanding your time. **THAT IS ALL THAT HAPPENED.** Everything else the Academic Coordinator felt was created by him/herself through their thinking about the event.

## Activity

Which of the above strategies for managing stress are suited to your personal profile and interests?

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Try one or more of them out and record the impact on your stress levels in your journal.

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## References

- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78-90.
- Grant, A. M., & Greene, J. (2001). *Coach yourself: Make real changes in your life*. London: Pearson Education Limited.
- Karasek, R. A., Theorell, T., Schwartz, J. E., Schnall, P. L., Pieper, C. F., & Michela, J. L. (1988). Job characteristics in relation to the prevalence of myocardial infarction in the US Health Examination Survey (HES) and the Health and Nutrition Examination Survey (HANES). *American Journal of Public Health*, 78(8), 910–918.
- Williams, A., Woodward, S., & Dobson, P. (2002). *Managing change successfully: Using theory and experience to implement change*. London: Thompson.
- Zeus, P., & Skiffington, S. (2000). *The complete guide to coaching at work*. Sydney: McGraw-Hill.



# 10

## DEVELOPING THE BROKER

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**In this chapter, we'll cover:**

- Broker role
- activities to develop this role
- suggested readings





## Developing the Broker

When using the Broker role as an academic leader you will establish and maintain necessary networks within and outside of the University.

When using your Broker role you will be:

- influencing others, for example, professional staff to secure appropriate resources or academic staff to improve quality of teaching
- understanding the critical type of support needed – critical people, “gate keepers”
- building stable personal relationships
- ‘brokering’ the support of others
- developing and maintaining professional networks, for example, building relationships with professional associations
- building and maintaining a professional image
- using persuasive skills
- using negotiation skills
- gaining the support of others
- promoting a positive image
- gaining support and getting the resources you need
- being politically astute.

When you overuse or inappropriately use your Broker role you will be:

- politically expedient
- power hungry.

As with other roles you may need to:

- **Develop** the role:
  - **critically review your own behaviour** and *its impact* in different contexts over a period of time;
  - **develop strategies** to assist you in becoming better at reading the external environment;
  - find ways to **better utilise** the knowledge you have gained from previous experiences as an academic leader in new contexts.
- **Refocus** the role:
  - **pay more attention** to it, recognising the importance of selecting the **most appropriate** operational role for each new situation.

- **Reflect** on the role:
  - given the feedback you have received from others and what you know of yourself, consider how you could **more effectively** select the most appropriate operational role in different situations.

We have identified some activities you might like to consider to assist you in this task. There are also some readings listed below that you may find useful. They are available through our web page <http://www.unisanet.unisa.edu.au/academicleadership> (Look for “Resources for Workshop Participants” on the left hand corner of the webpage.)

### Readings

- Cialdini, R. B. (2001). Harnessing the science of persuasion. *Harvard Business Review*, 79(9), 72–79.
- Grayson, C. C., & Baldwin, D. (2007). Tapping in: How leaders can become effective networkers. *Leadership in Action*, 27(5), 14–18.
- Iarocci, J. J. (2006). Leading, experts, and expertise. *The American Review of Public Administration*, 36(4), 385–386.
- Ibarra, H., & Hunter, M. (2007). How leaders create and use networks. *Harvard Business Review*, 85(1), 40–47.
- Riggio, R. E., & Lee, J. (2007). Emotional and interpersonal competencies and leader development. *Human Resource Management Review*, 17(4), 418–426.

### Activities

(click the activity index number to take you to that section)

- [10.1](#) The Skill of Persuading Others
- [10.2](#) Influencing Your Line Manager
- [10.3](#) Negotiating Effectively
- [10.4](#) Using Power and Influence.

## 10.1 The Skill of Persuading Others

*(click the activity index number to take you back to the activities index)*

*(click the heading to take you to the Managing the relationship with your boss slide)*

Influencing others is an important skill associated with the Broker role. As an Academic Coordinator, you will often find yourself in the situation of needing to persuade others to do things – students, your Head of School and other managers, professional staff you work with and your academic colleagues.

### OBJECTIVE

**The objective of this activity is to help you increase your persuasiveness in your role as Academic Coordinator.**

One of the major challenges for you as Academic Coordinator is that often you do not have a formal power base with vested authority. Furthermore, members of ‘your program team’ may also see themselves (and you them) more as colleagues than members of ‘your team’. They expect to be treated as peers. As Academic Coordinator, you may find yourself caught between the competing needs and demands of your students, your colleagues/peers and your supervisors. Thus it is important to work on increasing your persuasiveness with both your Head of School and your colleagues. You will find that if you increase your persuasiveness with your manager or Head of School, your persuasiveness with your colleagues will also be enhanced; similarly if you increase your ability to persuade members of your program team to take action in areas of concern to your Head of School, you will also increase your ability to influence your Head of School.

Quinn, Faerman, Thompson, McGrath, and St. Clair (2007, p. 307), identify some specific ways of increasing persuasiveness when working with your managers (e.g., Head of School) and peers (or academic colleagues). They suggest that when working with supervisors you should:

- Come up with solutions rather than problems.
- Show appreciation when they do things to help.
- Always demonstrate your loyalty to shared goals.
- Never ‘bad-mouth’ them to colleagues.

When working with peers they say it is important to recognise the problems and difficulties they face and either work with them to resolve them, or ensure that they are supported in some way to achieve what you want them to achieve.

There are a range of other ways in which you can increase your persuasiveness and influence over others in order to be a more effective Academic Coordinator. Different situations will require different tactics. Selecting the right tactic at the right time is critical to your success as a Broker. Here are some tactics to help you persuade others:

### ***Ensure and Establish Your Credibility***

Credibility is an important foundation for persuasion. Without it, it is very difficult to be persuasive. To ensure your credibility as an Academic Coordinator you should be well informed about your students, your program, the courses that it contains, university policies and procedures and any relevant professional accreditation issues. You should also be well informed about whatever it is that you are trying to persuade others to do, the need to do whatever it is you want done within the context of the program and the likely impacts of what you intend to do. This will earn you trust and respect and give you a degree of authority. It will also ensure you are in a strong position to use rational persuasion to influence members of your program team as well as your supervisors to do what you want them to do.

In order to establish your credibility in the short term it also helps if you show you are self-assured. Adopt a confident posture and use a steady tone of voice when communicating what you want others to do and why.

### **Activity**

**Think of someone you think of as having a high level of credibility.**

**How have they established their credibility?**

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**What can you learn from them?**

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### ***Know What You Want***

- If you are to persuade others to do what you want, you need to be, and sound confident.
- You must be clear about what you want to achieve.
- Think carefully about what exactly you want to accomplish.
- Can you break this down into several individual components?
- Who will be responsible for what parts?

### ***Present Strong Evidence to Support Your Position***

You will need to explain why what you want is important. The responsibility for building the case is yours. While it may seem obvious to you it will not necessarily be so for others. You will need to be prepared to provide strong supporting evidence for your case. A logical, reasoned argument does not guarantee a positive result, but you will be much more likely to succeed if your case is based on facts and rational argument rather than if it is based on supposition and assumption.



### ***Know and Respect Your Audience***

The more you understand the people you are trying to persuade, the easier your task will be. You need to understand what ‘makes them tick’ and what ‘turns them off’. Put yourself into their shoes – how can you appeal to their self-interest? If you can identify what is in *your* preferred position for *them*, you will find your task of persuasion much easier than if you leave them to work that out for themselves. What are their goals, needs, interests, fears, and aspirations – for themselves, the institution, students? How much do they know about the program and your proposal? Do they have preconceived views on this subject?

Always be positive and tactful, aware of the sensitivities, needs and fears of those you are trying to persuade. Always assume that those you are trying to persuade are intelligent and mature and show them your respect them by being direct and sincere.

### ***Create Positive Feelings***

Increasing positive feelings can be an effective way to increase your persuasiveness. For example, if you are trying to persuade members of your program team to be more scholarly in their approach to their teaching, you could set up simple reward structures within your team to recognise the achievements of individuals. This might be recognition of a teaching award through a congratulatory email to the recipients copied to all members of the program team. In extreme forms this is called ingratiation. Or you could set up your own reward system. It is certainly easier to persuade people to take risks or make an extra effort to do something for you, if they feel good about themselves and because you have recognised past achievements.

### ***Use Your Networks***

The role of Academic Coordinator also allows you to create coalitions by connecting with members of your program team. If you have a program team of 10 people, and have a strong bond with 8 of them, you can use this coalition to persuade the remaining two members of staff towards a new initiative. Building and maintaining networks and knowing when and how to use them can help you to exert influence and be more persuasive.

## Activity

### Step 1

List three things you will do to ensure that you are more persuasive. Your list might include the following:

- things you need to learn
- strategies you will use to improve your credibility
- reward systems you will implement.

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1.

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2.

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3.

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### Step 2

Think of something you would really like to achieve as an Academic Coordinator in the next year which will require that you persuade others to do as you want. Make a plan which includes consideration of the following questions:

---

**What do you want to achieve?**

---

**Why? What evidence is there that this is the right thing to do?**

---

**Who are the key players?**

---

**What do you know about them?**

---

**Where are the gaps in your knowledge and how can you fill them?**

---

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**How can you use this knowledge to help you to persuade them to support you?**

---

---

**What exactly do you want them to do?**

---

---

**What strategies will you use to persuade them?**

---

### **Reference**

Quinn, R. E., Faerman, S. R., Thompson, M. P., McGrath, M. R., & St. Clair, L. S. (2007).  
*Becoming a master manager: A competing values approach* (4th ed.). Hoboken, NJ: Wiley.

## 10.2 Influencing Your Line Manager

*(click the activity index number to take you back to the activities index)*

Your ability to influence others, including your line manager, is an important part of the Broker role. According to research by Gabarro and Kotter (2005/1980), employees who believe they need to manage their relationship with their managers, and who take a somewhat strategic approach in doing so, enjoy greater job satisfaction, effectiveness and career success than those who think it is solely the line manager's responsibility to manage them. As an Academic Coordinator you will need to establish a good working relationship with your line manager. An important part of this relationship will be your ability to influence your line manager.

### OBJECTIVE

**The objective of this activity is to improve your ability to influence your line manager.**

The benefits of improving your relationship with your line manager, usually your Head of School, are many. You can reduce your physical and mental stress, increase your opportunities for recognition and promotion, and make it easier for yourself and your team to implement your ideas. Your self confidence and motivation will improve and your job satisfaction will increase. A good working relationship with your line manager will also help you to anticipate and avoid potential problems.

If you are to improve your relationship with your line manager, and your influence with them, it is important not to fall into the trap of blaming them, 'the system' or 'the University for the problems. By apportioning blame, we very often absolve ourselves of any responsibility for finding a solution. Hence, managing upwards puts some responsibility back on you to ensure that you can work towards solutions. Your effectiveness as an Academic Coordinator will be greatly enhanced.

### Activity

The following three questionnaires can be used to conduct an audit of your relationship with your Head of School or other line manager. They will also help you to identify what action you need to take to improve your influence with them.

#### Understanding Your Line Manager

Do you know your line managers goals and priorities (professional and personal), preferred working styles, needs, strengths and weaknesses?

## Step 1

Complete the following questionnaire to organise your thinking about these things.

### About Your Line Manager

1. Does your line manager prefer to receive information through (Tick box)

☐ memos
 ☐ phone calls
 ☐ formal meetings
 ☐ informal meetings

Other (specify) .....

2. What is your line manager's preferred working style? (Tick box)

- ☐ organised, highly structured  
☐ moderately organised, and structured  
☐ as little organisation and structure as possible  
☐ multi-tasked  
☐ finishing one thing at a time, before moving on to the next

Other (specify).....

3. What are your line manager's top three organisational priorities at work?

a.....

b.....

c.....

4. What are your line manager's top three personal priorities?

a.....

b.....

c.....

5. What is your line manager's attitude to conflict? (Tick box)

- ☐ Thrives on it.  
☐ Avoids it at all costs.  
☐ Tries to keep it to a minimum.  
☐ Doesn't mind it.  
☐ Sees it as an opportunity to achieve something worthwhile.

Other (specify).....

6. What are your line manager's three outstanding strengths?

- a. ....
- b. ....
- c. ....

7. What is your line manager's greatest pressure?

- .....
- .....
- .....

8. What is your line manager's greatest energy drain?

- .....
- .....
- .....

9. What will your line manager say are your three greatest strengths?

- a. ....
- b. ....
- c. ....

10. What will your line manager say are your top three organisational priorities?

- a. ....
- b. ....
- c. ....

11. What will your line manager say are your top three personal priorities?

- a. ....
- b. ....
- c. ....

## Step 2

*Understanding Yourself*

To effectively manage your relationship with your line manager, it is not enough to understand them; they are only half of the team. You also need to understand the other half of the team – you!

Complete the following questionnaire to organise your thinking about these things in regards to yourself.

1. Do you prefer to receive information through (Tick box)

☐

memos

☐

phone calls

☐

formal meetings

☐

informal meetings

Other (specify) .....

2. What is your preferred working style? (Tick box)

☐ organised, highly structured

☐ moderately organised, and structured

☐ as little organisation and structure as possible

☐ multi-tasked

☐ finishing one thing at a time, before moving on to the next

Other (specify).....

3. What are your top three organisational priorities at work?

a.....

b.....

c.....

4. What are your top three personal priorities?

a.....

b.....

c.....

5. What is your attitude to conflict? (Tick box)

- ☐ Thrive on it.
- ☐ Avoid it at all costs.
- ☐ Try to keep it to a minimum.
- ☐ Don't mind it.
- ☐ See it as an opportunity to achieve something worthwhile.

Other (specify) .....

6. What are your three outstanding strengths?

a. ....

b. ....

c. ....

7. What is your greatest pressure?

.....

.....

.....

8. What is your greatest energy drain?

.....

.....

.....



### Step 3

#### *The Level of Understanding Between You and Your Line Manager*

Now that you have completed the inventories on your understanding of the line manager and your understanding of yourself, you can now begin to gain a better understanding of your relationship with your line manager.

Answer the following 5 questions with a "yes", "no" or "unsure". (Tick the box.)

Question	Yes	No	Unsure
<b>Do I understand what my line manager wants me to contribute to our relationship?</b>			
<b>Do I receive equitable compensation (salary plus intangible consideration and appreciation) for the energy, time knowledge, skills and abilities I contribute to the organisation?</b>			
<b>Does my line manager know what I need from her or him to perform my work satisfactorily and comfortably?</b>			
<b>Do I think my line manager believes s/he is receiving a fair exchange of commitment, result, consideration, appreciation, etc., from me?</b>			
<b>Do I and my line manager together agree that my partnership is beneficial for each of us?</b>			

Even if you answered "Yes" to all these questions, you can improve your work situation in many practical ways by applying upward management skills.

If you answered "NO" to any of the questions above, what do you need to do to begin to build a better working understanding and relationship with your line manager?

**How well does all this fit with what you currently know about your line manager and yourself?**

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[illegible]

Gabarro, J. J., & Kotter, J. P. (2005/1980). Managing your boss. *Harvard Business Review*, 83(1), 92-99.

### 10.3 Negotiating Effectively

*(click the activity index number to take you back to the activities index)*

*(click the heading to take you to the Negotiation exercise slide)*

Negotiation skills are important to the Broker role. Academic Coordinators can expect to be involved in a range of negotiations with, and between students and academics that need something from each other, or from you. You may also need something from them. Negotiation always involves balancing competing needs and viewpoints.

## OBJECTIVE

**The objective of this activity is to improve your ability to negotiate with others.**

No matter whom you are dealing with, in any negotiation you will need to get the right balance between being flexible and understanding, and establishing boundaries.

There are three types of negotiations.

- **Principled negotiation** is often termed **mutual interest negotiation** (win/win). Both parties wish to build and or preserve the relationship in a context of mutual respect.
- **Hard negotiation** ruins or destroys the relationship. The approach is win/lose. You are prepared to sacrifice the relationship for the desired outcome. The relationship may be superficial, non-existent or simply expendable.
- **Soft negotiation** is where the emphasis is on the other person's needs and in preserving the relationship. The approach is lose/win. The negotiator may lose self respect or be dissatisfied with the outcome.

Negotiation occurs when two parties want an outcome that will satisfy their own interests. Perception and judgment are the heart of negotiation.

There are many traditional beliefs that hold or block people from being successful negotiators. You need to overcome these fears and irrational thoughts if you are to be successful in negotiation. As long as you are not dishonest, deceitful or hurtful, then it is not bad to negotiate.

### *Power in Negotiations*

Power in negotiations is perhaps better defined as the ability to influence the other parties' decision through the use of various types of power (see Table 5).

**Table 5:** *Types of Power That Can Be Used in Negotiations*

Type of power	Description
<i>Reward</i>	Rewards and punishments, not necessarily physical or tangible rewards and punishments, are powerful negotiation tools.
<i>Competition</i>	If a lot of people are after what you have then you have a lot of negotiating power.
<i>Information</i>	Access to the best information is important. It needs to be up-to-date and relevant.
<i>Expertise</i>	Accurate and up to date knowledge in key areas related to the negotiation.
<i>Legitimacy</i>	Institutional power can be important in a negotiation.
<i>Knowing what the other needs</i>	Knowing what others want and why it is valuable information in any negotiation.
<i>Investment</i>	How important is the outcome to others involved in the negotiation? What is their investment in their preferred outcomes? How does that compare with your investment? How can you make them invest more so they have more to lose if they do not achieve an outcome?
<i>Personal 'charisma'</i>	Personal charisma can be useful in charming others involved in the negotiation. It might enable you to get others to want what you want.
<i>Precedent</i>	Are there previous decisions that were made that will support your argument?

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### ***Preparation and Strategy for a Negotiation***

The more work you put into a negotiation the more likely that you are going to be successful. There are a variety of things you need to consider prior to commencing any negotiation. The following questions are useful preparation for a negotiation.

1. What are some background factors you must consider – such as previous negotiations?
2. List your ideal goals – what you could best hope for?
3. What is your B.A.T.N.A. – the best alternative to a negotiated agreement. In other words, what are your options if you do not negotiate an agreement? You need to have this in your mind.
4. List your fall back positions – what is a fair outcome?
5. List your bottom line – what is the lowest point you would be willing to go?

6. When do you walk away? What happens if you do not reach an agreement?
7. Try and consider what the other person's perspectives would be. This may tell you the range in which you can negotiate.
8. Review your assumptions – you may be able to consider things outside of your paradigm or box.
9. Information is a primary source of influence and power in negotiations; collect as much as possible so that you can generate more alternatives. Be sure to check its accuracy, as incorrect information reduces your credibility. If possible, share information so that you get some in return.
10. Consider all the areas where there are disagreements, misunderstandings and bad feelings.
11. Consider hidden or imaginary issues.
12. Plan the order in which you will present this information during the negotiation. What impact will they have in terms of making progress in the negotiations? You may also want to categorise issues and information into the following three dimensions:
  - major/minor
  - difficult to settle/easy to settle
  - long term/short term.

## Activity

Work through the above questions next time you are preparing for a negotiation with a colleague.

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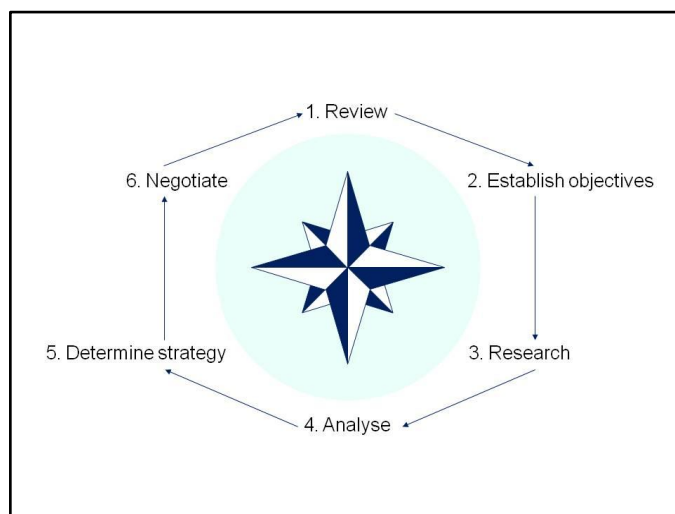
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## Strategic negotiation

Figure 10 below illustrates a strategic process of negotiation.



**Figure 10:** *Strategic Process of Negotiation*

**Review** is the first part and is critical prior to commencing negotiations. Preparation is imperative during the review stage. Review helps you to clarify your position, where to retreat if the situation gets complicated and whether you should continue to negotiate.

Once you have conducted your review of information the next step is to **establish your objectives**. What are your goals (consider your BATNA, desired outcomes, etc...)? If you need to, conduct **research** prior to your negotiation. **Analyse** the information to ensure you can optimise your outcomes.

You then need to **determine your strategy**. Start by considering the process. Who will negotiate? What pressure are they under? What is the relationship among and between the parties? What do they want and why? Who has final decision making authority? What issues are likely to prevent agreement? With this information you can then plan a formal strategy prior to the negotiation. For example, will it be principled, hard or soft?

The negotiation process should be used to negotiate a remedy, not to air complaints. It is good to ask 'what if' until every possibility is covered. This is particularly critical in principled negotiations where you want to preserve the relationship. Ask questions until you are certain everything has been covered as you may find new solutions that you had not considered before.

During the negotiation process it is important not to give anything away for nothing in return. Generosity is not contagious in a negotiation. Being nice and giving a few things at the beginning does not mean the other side will give in. This may be viewed as weakness. Ask for something of value or of use to you. Use the 'IF...' THEN rule a lot. For example, 'if you do 'X', then I'll do 'Y''. This rule lets them know if they want something from you it is going to cost them.

Make your opening offer very tough yet credible. Most people come to a negotiation, with an idea or outcome in their head. These expectations are subjective. However, making a tough opening offer when outcomes are uncertain can disrupt the expectation level of the other party because it does not fit into the range they have set internally. It

also sets a higher anchor for the negotiation on your end and gives you greater range to negotiate.

### ***Successful negotiators***

There has been a considerable amount written about negotiators. The studies undertaken show that skilled negotiators:

- Raise a variety of options.
- Pay more attention to common ground.
- Spend more time considering long-term implications.
- Set upper and lower limits.
- Are less likely to use irritating language.
- Are less likely to make counter proposals – as these often cloud the issue and are seen as blocking or disagreement.
- Use less defending or attacking behaviour.
- Are more likely to use checking and summarising statements.
- Ask more questions.
- Express more internal thoughts and feelings – gives the other party a sense of security.
- Give fewer reasons in support of their particular point or proposal – increasing justification has the potential to increase exposure of a weakness.
- Are more likely to reflect and review the negotiation.
- View situations as a win-win.

## Activity

### Step 1

Think of an occasion when you successfully negotiated an outcome. It can be any sort of negotiation in which you felt challenged in achieving the outcome you desired, e.g, getting your money back on a purchase or negotiating a pay-rise.

Which of the skills of successful negotiators did you display?

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Think of an occasion when you were not successful, or not as successful as you would like to have been, in a negotiation.

What went wrong? Was it:  
Preparation?  
Strategy?  
Skill development?

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### Step 2

In your journal, reflect on what you will do to become a more effective negotiator.



## 10.4 Using Power and Influence

*(click the activity index number to take you back to the activities index)*

In the academic setting power relationships are often nebulous. While there are clear power relationships denoted by organisational structure within which some staff have positional power (e.g., the Vice-Chancellor, Head of School), there are also informal power relationships influenced by academic qualification and institutional status. In some schools a successful lecturer or a researcher with a prolific peer reviewed publication record may have more power and status than their Head of School. Power can also be exerted through personal efficacy that enables you to mobilise resources to get work done. As an Academic Coordinator, you need to understand all of the dimensions of power in the academic setting and develop your skills to use your positional and personal power appropriately and effectively.

### OBJECTIVE

**The objective of this activity is to increase your ability to influence others using positional and personal power.**

Brounstein (2000) described the ability to influence people and events in two ways:

<b>Positional influence</b> (use title and authority)	<b>Personal influence</b> (earn respect through traits of honesty, integrity)
<ul style="list-style-type: none"> <li>• exercise authority</li> <li>• maintain chain of command</li> <li>• seek control.</li> </ul>	<ul style="list-style-type: none"> <li>• exercise personal qualities</li> <li>• build relationships</li> <li>• seek colleague's ownership and involvement.</li> </ul>
End up getting <b>compliance</b> .	End up getting <b>commitment</b> .

As an Academic Coordinator you have some positional authority and power. The legitimacy of your role allows you to make requests of staff in order to ensure course quality measures and processes are adhered to. You can use your formal role similar to that of a consultant, available to provide advice or help in a difficult situation. Your role provides you with access to specific information and you may be able to use that information in logical arguments to persuade people into certain action. For example, if you know a course is receiving very poor student evaluation data, you can use this information to create pressure for review and change. The status of your role may also allow you to get people to align with your ideas because of the favours they seek from you as part of your role. Personal power is, however, more complex and potentially more important than positional power. It includes the ability to inspire and persuade others.

Table 2 below provides examples of tactics that relate to different sources of power – ‘**positional power**’ and ‘**personal power**’. A range of factors will influence the amount of access you have to these sources of power at different times. Most academic leaders will need to exert both positional and personal power at some stage.

**Table 2:** *Types of Power and Influencing Tactics* (after French & Raven, 1959)

<b>Positional power type</b>	<b>Related influencing tactic(s)</b>
legitimate	legitimization consultation rational persuasion ingratiation
reward	exchange
coercive	pressure
connection	coalitions
<b>Personal power type</b>	<b>Related influencing tactic(s)</b>
information	rational persuasion
expert	rational persuasion
referent	inspirational appeal personal appeal

From Table 2 you can see that using either positional or personal power is not about authoritarian control. Tactics such as consultation, exchange (or bargaining) and inspirational appeal are more effective in most situations than directives.

Effective Academic Coordinators can use both positional and personal power appropriately to do things such as getting items on and off agendas, getting fast access to decision makers and getting early information about shifts in direction. They do this by exerting influence and managing upwards. Their power often comes from their ability to understand and sometimes pre-empt their line manager's needs. This means they can lighten his/her responsibilities. The reciprocal benefit for the Academic Coordinator is increased power and influence,

You may be able to increase your personal power by considering the following questions:

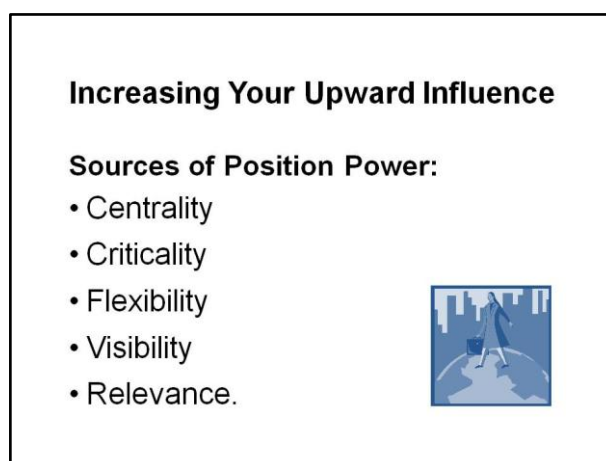
- What ongoing problems do your Head of School (HOS) and peers generally face – how can you help solve them?
- What are the biggest challenges faced by your HOS and your peers?
- What are your Head of School's strengths and weaknesses and preferred styles of operating?
- Where do your own talents and expertise lie – how do they complement those of your HOS and your peers?

It is also important that you:

- Keep your HOS and program team informed of your activities and any problems that arise that may affect them sooner or later. But don't tell them everything – protect them from unimportant or unwanted matters.
- Avoid secretive and hidden agendas. Remember the Johari window and the importance of the open frame. Do not keep your HOS or peers in the blind window and do not invest in the hidden or private window.
- Be recognised for being dependable, consistent, and creative.
- Listen carefully for multiple perspectives.
- Give credit when it is due.

Other ways of building your personal power (Carlopio, Andrewartha, & Armstrong, 2001) include:

- **Expanding your area of expertise.** For example, becoming highly skilled in areas related to curriculum innovation and review, e-learning and assessment. Building knowledge can enhance your power and influence.
- **Impression management.** Goleman (2000) argued having high interpersonal and intrapersonal insight helps you to manage how others see you and their expectations of you. Impression management is also about agreeable behaviour and a neat and tidy appearance. If you are able to manage impressions about yourself and have high personal attraction, your arguments are more likely to be accepted by other co-workers and you will be seen as more trustworthy. This makes you more influential.
- **Loyalty and honesty.** These results in unconditional positive regard and acceptance also build your personal attraction. Being able to sympathise and empathise when necessary and engage in the social exchanges necessary to sustain relationships are critical skills for building your personal attraction, influence and power.
- **Expending personal effort** will also increase your influence especially if you work hard on those projects that support your line manager and peers. This in turn increases your knowledge and you are more likely to be consulted when key decisions are being made. At managerial levels, high effort is also seen as a sign of dedication and commitment. It is interpreted very positively by your line manager and peers if your efforts lead to the organisation reaching its goals.
- You can also increase your influence by looking at **where you position yourself** in your role as Academic Coordinator (see Figure 11).



**Figure 11:** *Increasing Your Upward Influence*

- **Centrality** – how are you positioned in terms of information flow within your School or Division?
  - Are you central enough that you are not kept out of information loops?
  - Are you on important committees and meeting groups that receive significant information?
  - Are you linked interpersonally to key people who are central to information and communication in the organisation?

Being central to information increases your influence because you can prepare and anticipate organisational and course trends.

- **Criticality** – in addition to centralising yourself in information networks, you need to examine how critical is the information that is flowing through this central network. Be strategic about how, where and with whom you position yourself centrally so that this position accesses critical information important to your role and responsibilities.
- **Flexibility** – is important. In the higher education sector, change occurs rapidly. Things do not remain the same and being highly inflexible means that people will bypass you because they know they can anticipate a rigid approach from you. Monitor your flexibility so that people involve you in organisational matters where you can make an impact.
- **Visibility** – like centrality and criticality, visibility is important for building influence.
  - When you are in meetings and engaging in your work, are you visible?
  - Do people ‘notice’ your comments?
  - Do they respect you?

Position yourself on key committees where you have an opportunity to profile your ideas amongst your peers and senior counterparts.

- **Relevance** – invest your time in things that are relevant to your course, program, Head of School and organisation. By aligning yourself to key projects, tasks, and aspects of the organisation’s mission, you raise your influence by virtue of being connected to highly relevant things related to your role.

## Activity

### Step 1

Consider what groups, meetings, committees and relationships you need to invest in as an Academic Coordinator.

How can you apply the previous 5 factors to an analysis of these activities?

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Are you building your influence through these initiatives?

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What can you do to build your influence?

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Action:

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### Step 2

Examine your role as an Academic Coordinator.

What types of formal power do you have?

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What types of personal power do you have?

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### Step 3

Given the above, think about what formal and personal power tactics you could develop to help you to be more effective as an Academic Coordinator.

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In your journal or on your Personal Action Plan describe what you will do to develop your persuasive capability with your Head of School or another 'manager'.

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### References

- Brounstein, M. (2000). *Coaching and mentoring for dummies*. Foster City, CA: IDG Books Worldwide.
- Carlopio, J. R., Andrewartha, G., & Armstrong, H. (2001). *Developing management skills: A comprehensive guide for leaders* (adapted from the text by D. Whetten & K. Cameron; 2nd ed.). Frenchs Forest, New South Wales: Pearson Education Australia.
- French, J. R. P., Jr., & Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power* (pp. 150–167). Ann Arbor, MI: Institute for Social Research, The University of Michigan.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78–90.

# 11

## DEVELOPING THE INNOVATOR

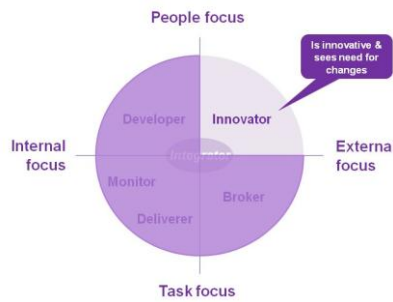
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**In this chapter, we'll cover:**

- Innovator role
- activities to develop this role
- suggested readings.







## Developing the Innovator

When using the Innovator role, as an academic leader, you will see the need for new courses and delivery approaches.

When using your Innovator role you will be:

- Seeing changes that are needed.
- Managing change.
- Thinking creatively.
- Using change management skills.
- Being innovative.
- Creative.
- Accepting of change.

When you overuse or inappropriately use your Innovator role you will be:

- Changing for change sake.
- Responding prematurely.

As with other roles you may need to:

- **Develop** the role:
  - **critically review your own behaviour** and *its impact* in different contexts over a period of time;
  - **develop strategies** to assist you in becoming better at reading the external environment;
  - find ways to **better utilise** the knowledge you have gained from previous experiences as an academic leader in new contexts.
- **Refocus** the role:
  - **pay more attention** to it, recognising the importance of selecting the **most appropriate** operational role for each new situation.
- **Reflect** on the role:
  - given the feedback you have received from others and what you know of yourself, consider how you could **more effectively** select the **most appropriate** operational role in different situations.

We have identified some activities you might like to consider to assist you in this task. There are also some readings listed below that you may find useful. They are available through our web page <http://www.unisanet.unisa.edu.au/academicleadership> (Look for “Resources for Workshop Participants” on the left hand corner of the webpage.)

### Readings

Morgan, G. (1993). *Imaginization: New mindsets for seeing, organizing and managing*. Newbury Park, CA: Sage.

Russo, F. (2006, January). The hidden secrets of the creative mind – An interview with Dr. R. Keith Sawyer. *Time*, 167, 89–90.

### Activities

(click the activity index number to take you to that section)

[11.1](#) Introducing and Managing Change

[11.2](#) Managing Resistance to Change

[11.3](#) Strategies for Managing Change

[11.4](#) Fostering Innovation

[11.5](#) Brainstorming

## 11.1 Introducing and Managing Change

*(click the activity index number to take you back to the activities index)*

The role of Innovator is critical to the regeneration and success of university courses and programs which must respond to changing contexts such as the changing needs of students and industry in a complex global business environment. The ability to introduce and manage changes to content as well as teaching and learning arrangements is an important part of the role of an Academic Coordinator.

### OBJECTIVE

**The objective of this activity is to develop your ability to introduce and manage change.**

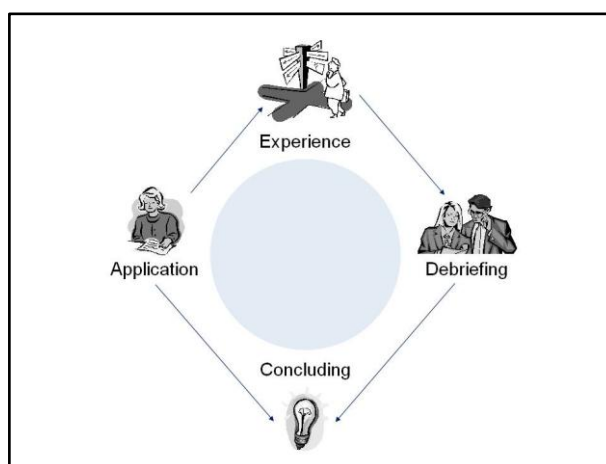
It is important to remember that change is a process, not an event. The transition from what exists now to a future state takes time and different people will react differently to change proposals. This can create challenges for the Academic Coordinator who is seeking to lead and manage the introduction of change with minimum fuss and minor disruption to staff and students.

### *Stages of Change*

Carlopio, Andrewartha, and Armstrong's (2005) stages of change are useful for Academic Coordinators seeking to introduce change. It enables us to understand where in the change process we sit, how we are progressing and what intervention strategies are needed to move forward.

**Stage 1: Unlearning:** Before change can occur people have to believe that the change is necessary. They will want to know why what was working in the past is no longer working now (or will be unsustainable in the future). They will need the motivation to pursue a change effort which may require a lot of physical, mental and emotional energy. This is especially the case if they already feel like they have enough to do! It is important, therefore, that as Academic Coordinator you support the change process by identifying a clear rationale for the change, identify clear goals and provide accurate and regular information updates. This is best done through the establishment of an open communication strategy – regular meetings, email updates or a website with links to supporting data, minutes of meetings and background papers.

**Stage 2: Changing:** Embedded within this second stage is another cycle of action, namely, Kolb's (1984) Experiential Learning Model which adds 4 more components (see Figure 12) to the process of change.



**Figure 12:** *Experiential Learning Model* (adapted from Kolb's Learning Theory)

Where changes to the program are likely to involve academic staff making personal changes to the way they teach or what they teach, they will need practice and experience in the new way of working. For example, in moving to online delivery of a course, the concrete *experience* part of the cycle above may be the development and delivery of a course or part of a course, with appropriate support, for online delivery for the first time. After the first couple of weeks they should be given the opportunity to *debrief* (reflective observation) on some of the observations they have made about the utility of the online learning experience, on student engagement and learning. From this reflection, they will draw some *conclusions* (abstract conceptualisations) and form theories about online learning. This may be grounded further by discussing their ideas with peers who are also engaged in online learning. These conclusions will inform future adaptation and *application* (active experimentation) of online learning and may lead to more active experimentation as the cycle is repeated.

**Stage 3: Relearning:** In this stage people are engaged in the change process and actively working towards implementing the new systems or processes. They may be in the third or fourth rotation of Kolb's cycle. 'Practice makes perfect' is an excellent cliché to describe this stage. Over time, people are using daily and weekly challenges resulting in significant relearning and movement along the change continuum.

**Stage 4: Institutionalisation:** At this stage, the change process is essentially complete and is now part of the course's ongoing practice. It becomes 'the way things are done in this program'. The cycle may of course begin again if the program review process identifies the need for further changes.

### **Change and Academic Leadership**

Coakley and Randall (2006) note that current models of academic leadership focus on managing the balance of relationships between academic staff. While this is an important aspect of introducing and managing change, it is advisable not to put too much emphasis on managing peer relationships and desires. Otherwise, changes required by

external demands or evidence based theory (Raelin, 1995) may be delayed or abandoned in response to the needs of individual staff members. Consequently, the program may stop to evolve and eventually 'die', because students and industry will see it as irrelevant. Coakley and Randall (2006) note that this is not adequate given the higher education sector's increasing need for transparency and accountability. To this effect, they espouse the application of Heifetz's model of adaptive leadership (Heifetz, 1994; Heifetz & Linsky, 2002), to promote and guide change in the increasingly complex university environment.

### *Adaptive leadership change model*

Heifetz's adaptive leadership model requires all parties with an interest in a change process to become part of the leadership experience. This would certainly be the case in a program or course review process. By having all parties involved, everyone is responsible for considering external and internal requirements for change and for becoming part of the organisational change process.

Most Academic Coordinators have the ability to manage the administrative issues associated with program delivery, such as enrolment procedures and board of examiner processes. However, adaptive problems and issues are much harder to resolve, because they can have a significant impact on a variety of individuals and processes.

Coakley and Randall (2006) describe Heifetz's adaptive leadership model:

- **Identify the challenge:** Is it one that requires a technical or adaptive solution? For example, if it is a technical issue such as an enrolment form problem, this can usually be managed by the Academic Coordinator and the enrolment office. If it is an adaptive issue such as moving to a new course credit structure and requiring alterations in content and assessment across the program, then clearly more parties are going to have to become involved in the process.
- **Unbundle issues:** Key issues must be identified and communicated to the stakeholders. In the case of the new credit structure, participants need to understand why the change is needed, how it will affect course delivery, and how it will impact on their teaching and assessment. Teachers who want to improve the quality of their teaching must be aware of their students' situations, and be prepared to change their teaching accordingly. Adopting such an approach to teaching in a program requires more than focused short-term projects.
- **Framing the issues and focusing attention:** Academic Coordinators must clearly articulate the key issues and develop a process to address them that remains focused on the needs of the primary stakeholders of the program. It is in this stage where any training and skill development issues will be identified and strategies developed to address them. For example, if moving to online delivery, there may be training needs in how to use the technology. Program renewal is a futures-oriented process of examining and renewing curriculum content and processes.
- **Secure ownership:** Deep and long-term change will only occur if stakeholders take ownership of the issue and develop solutions. Hence, Academic Coordinators need to develop strategies (with the help of the HOS) that get staff, students, and possibly industry people interested and involved in the change management initiative.
- **Maintain stakeholders' conflict and manage stress:** Improving students' experiences of learning will require detailed reflective and interactive work by groups

of staff who must own the process and the outcome. Change is usually resisted and leadership requires that conflict and inaction are addressed and managed while plotting and maintaining movement towards the ultimate change goal. The support of the HOS is critical for the Academic Coordinator. It is also important to establish and maintain a good communication and information flow with all stakeholders to ensure everyone is aware of issues and progress.

- **Create a safe haven:** Space must be created to allow people with disparate perspectives to be heard while minimising the impact on people's working lives. You can do this by acknowledging people for their ideas; celebrating progress; adopting a high risk-low blame culture; applying problem solving tools to create safe spaces to explore new ideas. Through all of this you, as manager of the change process, will need to accept and manage risk. Remember that while you may have a high-level commitment to improving the program, others may not. Teachers will need to have the strategies which will make it happen if they are going to be willing to take the necessary risks.

It is important to note that open and honest communication is critical throughout all phases and to the success of the change process.

## Activity

Develop a plan to introduce and manage a change in your program based on the adaptive leadership model described above. In your plan remember to address the following:

1. What is the challenge?

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2. What are the key issues?

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3. How will you frame these and focus attention?

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4. How will you secure ownership?

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5. How will you manage conflict and stress to ensure progress towards your goal?

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6. What strategies will you use to create safe havens for those most affected by the change?

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## References

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## 11.2 Managing Resistance to Change

*(click the activity index number to take you back to the activities index)*

Staff within universities may be very resistant to change. When using the Innovator role you will need to be able to manage resistance to change which will most likely require that you manage conflict.

### OBJECTIVE

**The objective of this activity is to assist you in understanding and managing resistance to change.**

Even changes that are seen as necessary and desirable by the majority may be vehemently resisted by some. Resistance to change can come from individual people or organisational units/groups of people. Existing organisational routines, structures and cultural mores are often very strong barriers to change.

Six personal and six organisational factors have been identified as contributing to resistance to change (Robbins, Millett, & Waters-Marsh, 1994). They are:

#### *Personal Factors*

- **Habit** – there is some truth in the expression, "Old Habits Die Hard".
- **Security** – some individuals have a much higher need for security. If there are other stressors in a person's life, added change may threaten security needs further, thus creating resistance. This is often referred to as 'tolerance of ambiguity'.
- **Economic Factors** – there may be concerns that change will lower income, access to resources and hence lead to an increase in resistance.
- **Fear of the Unknown** – like security, some individuals have a very low tolerance for ambiguity, hence, change that is bringing uncertainty can increase resistance.
- **Selective Information Processing** – everyone has their own world view or map of their environment. When change threatens that map and how that individual has constructed their reality, information processing may become selective such that they only 'hear or see' what helps them to preserve their map.
- **Revenge** – in some cases resistance to change may stem from personal revenge, because people feel aggrieved and so they put energy into blocking the change. Alternatively, the resistance may take the form of a personal crusade, because the change violates people's values and because people do not believe the change is in the best interests of the program, School or University.

#### *Organisational Factors*

- **Structural Inertia** – large organisations like a University have systems in place that produce stability, but in doing so, they create inertia that makes even small changes seem like monumental tasks. For example, changing a software program in a small office is a minor change initiative compared to undertaking that kind of a change in an organisation as large as a University.



- **Limited Focus of Change** – changes in one area may be very hard for the University as a whole to incorporate. For example, a very good change in one part of the University may not necessarily filter through to the rest of the organisation, because a larger, more significant and strategic change across the University as a whole is needed.
- **Group Inertia** – individual changes may be resisted by a larger group, such as a Union, which prevent certain initiatives being adopted by a few in favour of the group.
- **Threat to Expertise** – as organisational processes change, individuals may feel threatened because they fear that their expertise will be diminished. An example would be academics' concerns that their teaching role will be diminished because of increasing online learning.
- **Threat to Established Power Relationships** – changes in operating structures affect power relationships and networks, hence, areas may resist change if they feel they will lose power or influence.
- **Threat to Established Resource Allocations** – similarly, changes in resources, particularly decreases in funding or enrolments, may also influence change as people work harder to hold on to their resources.

## Activity

In your experience what are the most frequently encountered personal and organisational factors contributing to resistance to change?

Which have you found the most difficult to deal with?

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Share your observations and experiences with another Academic Coordinator

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People will respond differently to change, depending on the above factors and upon their position amongst their peers. By understanding some of these concerns and fears, Academic Coordinators can manage the change process more effectively using effective communication strategies.

It is important to note that change relates to people, as it is usually the human resource component of a program that is resistant to change. Systems, policies and procedures, rules and regulations can be changed quite easily. It is the human factor, however, that often becomes the stumbling block to a smooth change process. It is thus important to remember that change starts initially at the personal level and involves both intellectual and emotional processes.

**Reference**

Robbins, S. P., Millett, B., & Waters-Marsh, T. (2004). *Organisational behaviour* (4th ed.). Frenchs Forest, New South Wales: Pearson Education Australia.

### 11.3 Strategies for Managing Change

*(click the activity index number to take you back to the activities index)*

Three common approaches to managing change are identified by Quinn, Faerman, Thompson, McGrath, and St. Clair (2007, p. 288–292): **telling**, **forcing** and **participating**. The first two approaches are less effective than the last.

The first stage in managing change often involves the **telling strategy**. This is when people are told it is in their best interests to change; there are good reasons for this change and the leader assumes that just telling people what those reasons are will be sufficient to ensure compliance. This strategy is only effective if the change is easy to implement. That is, it doesn't require major changes to the way people do things; no new learning is required and only minimal, if any, adjustment to feelings or attitudes is required.

**The forcing strategy** often follows unsuccessful use of the telling strategy. It involves the imposition of punishments or sanctions of some sort. This strategy may work for a short time but people will soon go back to their old ways of doing things.

The more effective third strategy is to involve those who are affected in the change process:

- Collaborative decisions are taken.
- The leader brings others with her/him.
- The reasons for change are articulated (as they are in the telling strategy), but the leader invites and welcomes the views of others as equals in the change process.

This often involves working through conflicts but the emphasis is on communication, collaboration, and cooperation.

The leader needs to use active listening techniques (see Section 7.1, 'Learning to Listen'). This is called the **participating strategy**. The goal is to achieve a win-win result. To this end, all who will be affected by the change are invited to participate in an open dialogue, where supportive communication is modelled. In this approach, there is almost constant monitoring of processes designed to engage participants in the decision-making process. The aim is to move towards consensus.

#### **Nominal Technique**

In trying to build consensus, you may want to try the Nominal Technique. This strategy involves inviting staff to participate in an experience which is managed by a chairperson. Once everyone is briefed on the issue or change initiative that needs to be explored, individuals write down their ideas. Once everyone has completed their written responses, one by one, everyone submits their ideas, which are written on flip charts or large sticky notes (which can then be moved around).

Only one person speaks at a time as they share their idea, and no one is allowed to say anything until all ideas are up on the flipcharts or sticky notes. This prevents egos or people in positions of power from influencing the generation of ideas. It may take several rounds until all ideas are exhausted.

Once the ideas are all made public, duplications are removed and each item is then assigned a number. The group then decides which are the most important and rank-orders the ideas (this is why sticky notes are great as they are movable). Once the ideas have been rank-ordered, the group can focus on the top priorities, e.g., the top 5 or top 10.

Nominal Technique can be used to solicit ideas about the change process in a more structured manner than in a group discussion. The technique enables the quieter and, perhaps, more reflective participants to share their ideas that might otherwise be lost in groups dominated by more vocal, extroverted individuals.

### Activity

What change strategies do you use most often?

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What participating strategies have you used successfully in the past?

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What new strategies will you try in the future?

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### Reference

Quinn, R. E., Faerman, S. R., Thompson, M. P., McGrath, M. R., & St. Clair, L. S. (2007). *Becoming a master manager: A competing values approach* (4th ed.). Hoboken, NJ: Wiley.

## 11.4 Fostering Innovation

(click the activity index number to take you back to the activities index)

An important aspect of the Innovator role is assisting others in pursuing opportunities for innovation. This often means that they will need to change the way they do things.

### OBJECTIVE

**The objective of this activity is to assist you in fostering innovation in your program by identifying and responding to pressures for and against change.**

In the early 1950s, Kurt Lewin (see, e.g., Lewin, 1951) first proposed a model called Force Field Analysis which stems from physical laws. Objects stay at rest unless a force acts upon them that is greater than the force that allows them to be stable.

By applying this concept to change within an academic course or program, forces can be identified which will support and move individuals along in the change process. In other words, if an Academic Coordinator can identify driving forces that are stronger than resistance forces, change is likely to be supported and pursued by staff. Similarly, if resistance forces are greater than the forces supporting change, it is unlikely that change will occur.

For example, a program may want to expand its scope and move into international markets. Some pressures for change that can be used as driving forces to convince staff of the need to move in this direction are listed in the left-hand column of Table 6. In contrast, pressures against changes in envisaged direction are presented in the right-hand column of Table 6.

**Table 6:** *Potential Change Driving and Change Resisting Forces Operating Within a University International Program*

Pressures for Change Driving Forces	Pressures Against Change Resisting Forces
1. globalisation	1. preference for routine and structure
2. efficiency	2. changes to IT infrastructure needed
3. cost effectiveness	3. more paperwork and administration
4. technological advances	4. increased complexity
5. increased revenue	5. possibility of language competency problems
6. exposure of local students to international peers.	6. possibility of more plagiarism
	7. security of examination papers

It is important to consider not only the length of the list but also the weight of each item. For example, the forces driving globalisation are far greater than the increased paperwork and administration that would occur as a result of the change.

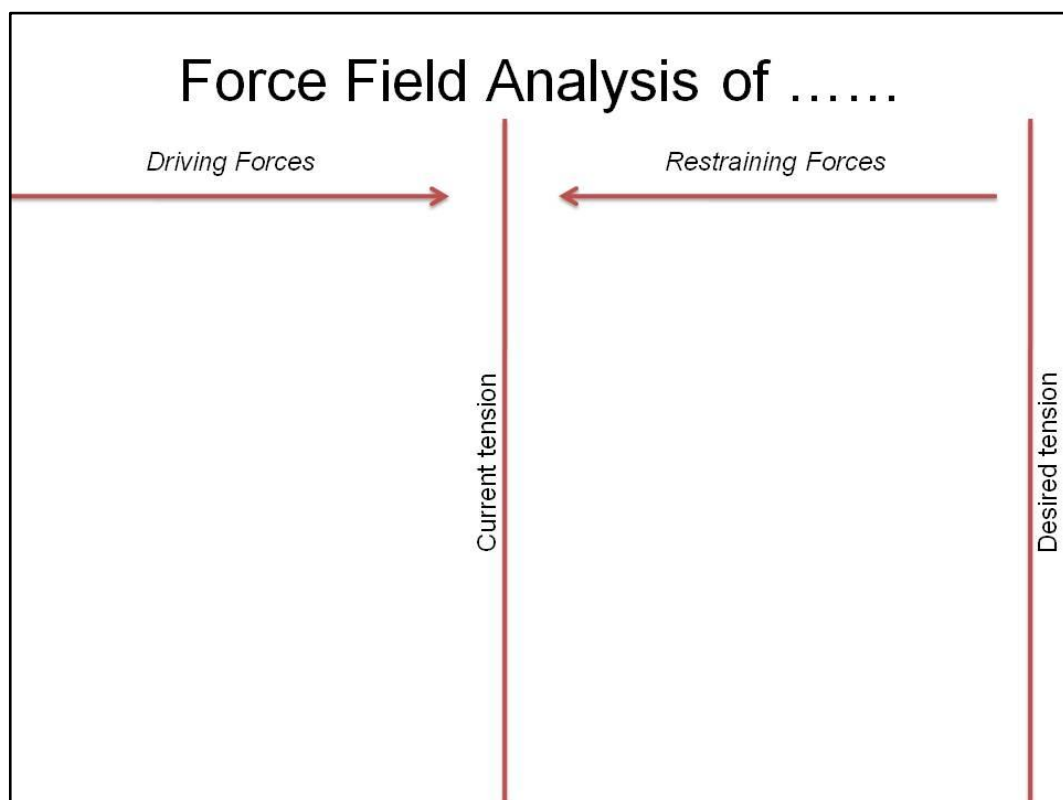
You can draw up such a list on your own or with your program team. Once the list has been developed, it is useful to retain only the items that are controllable and manageable.

For the change process to be successful, the drivers for change must exceed the resisting forces. If there is an imbalance favouring 'no change', additional driving forces can be identified and enacted. Alternatively, it may be possible to minimise in some way or to remove some of the resisting forces. As noted by Quinn, Faerman, Thompson, and McGrath (2003), research shows that minimising or removing the resisting forces is most effective in driving change forwards.

## Activity

### Step 1

Consider a change you would like to introduce in a program or course. Develop a force field analysis for this change using the Figure 13 as a guide.



**Figure 13:** Template for a Force Field Analysis

## Step 2

Now develop a change management action plan.

**Do you need to redress an imbalance between the pressures for and against change?**

**If so, what actions could you take to reduce the resisting forces and increase the driving forces?**

**Who will you need to work with?**

**What will be your timeline?**

## References

- Lewin, K. (1951). *Field theory in social science*. New York: Harper & Row.
- Quinn, R. E., Faerman, S. R., Thompson, M. P., & McGrath, M. R. (2003). *Becoming a master manager: A competency framework* (3rd ed.). New York: Wiley.

## 11.5 Brainstorming

*(click the activity index number to take you back to the activities index)*

When using the Innovator role, as an academic leader you will think creatively about your program. You will identify new courses and delivery approaches. You will grasp new and emerging opportunities to do things differently, to meet the needs of students and industry. In this process, you will fully and efficiently utilise the skills and knowledge of your academic colleagues. Brainstorming is one strategy that has been used effectively by many leaders to identify possibilities, opportunities, and new directions.

### OBJECTIVE

**The objective of this activity is to assist you in using brainstorming and thinking creatively about your program.**

In the 1980's Edward de Bono developed a thinking model called the Six Thinking Hats (de Bono, 1985). It is a widely applied and very useful framework that can be adapted to a brainstorming session. The model helps structure individual or group thinking and promotes creativity, especially during change. There are six hats, each representing a specific way of thinking. Everyone puts on the same coloured hat during the thinking process and aligns their thinking accordingly. By structuring the thinking process in this manner, an Academic Coordinator can reduce 'ego's and 'power' in the process because everyone is required to think in the same manner.

The group works through the discussion in the sequence listed below. At each phase, everyone wears the same coloured hat, both literally and metaphorically. Once discussion is completed under the colour of the hat, the group moves on to the next 'thinking category'. The process facilitates creativity and thinking, and can move a group forward during a change process.







**Table 7:** *The Six Thinking Hats of Eduard de Bono*

Hat Colour and Analogy	Thinking Category
White (like paper with information)	facts, figures and objective information
Red (like the heart)	emotions and feelings
Black (like the judge's black robe)	logical critical thoughts
Yellow (like the sun giving energy)	positive constructive thoughts
Green (like new plants growing)	creativity and new ideas
Blue (like the sky that covers everything)	overview and control of the other hats



### Case Study Example

If an Academic Coordinator was to apply the Six Thinking Hats to the Bologna Process, we would see the following examples of thinking under each hat within the group.

 <b>White hat</b>	<ul style="list-style-type: none"> <li>• The Bologna Process* was established in 2005.</li> <li>• 45 European countries participated in the process.</li> <li>• The next summit was in 2007.</li> <li>• There is an undergraduate cycle of 3 years followed by a postgraduate cycle.</li> </ul>
 <b>Red hat</b>	<ul style="list-style-type: none"> <li>• My gut feeling that it would be a good thing to align ourselves with Europe.</li> <li>• The world is so mobile, everyone is moving around.</li> <li>• The more we can be international, the better global citizens I think we become.</li> </ul>
 <b>Black hat</b>	<ul style="list-style-type: none"> <li>• If we don't comply with this process we lose our marketability internationally.</li> <li>• We will lose money and enrolments to those that adopt the process.</li> </ul>
 <b>Yellow hat</b>	<ul style="list-style-type: none"> <li>• This is an opportunity not only to align ourselves with the global education market but also an opportunity to review our course and how we allocate work and assessment across the curriculum.</li> </ul>
 <b>Green hat</b>	<ul style="list-style-type: none"> <li>• Why don't we design a new course under the Bologna Process guidelines?</li> <li>• Let's ignore what we do now and create something new.</li> </ul>
 <b>Blue hat</b>	<ul style="list-style-type: none"> <li>• Overall the general feeling is we need to move forward from investigating this process onto how we can move our course forward to comply.</li> <li>• There are some new opportunities that may emerge from this process.</li> </ul>

*Note.* \*Bologna Process: a European initiative to standardise the credit system of degrees across Europe, which, clearly, has implications for Australian degrees and European markets.

Academic Coordinators can use the Six Thinking Hats methodology to move a group through an exploration process during the change cycle while managing some of the interpersonal dynamics which emerge, particularly when someone is offering a 'yellow hat' idea and someone criticises it because they are wearing a 'black hat'.

## Activity

### Step 1

Get your project team together to discuss an emerging or current issue – one that you think may provide some valuable opportunities to respond to a current issue or rejuvenate your program by doing things differently.

### Step 2

Identify the issue/question – it might be something like:

- ‘How can we use Web2.0 technology in this program?’ or
- ‘How can we provide better quality experiential learning opportunities for all students in this program?’

### Step 3

Conduct a brainstorming session with your team.

### Reference

de Bono, E. (1985). *Six thinking hats*. Boston, MA: Little, Brown and Company.

12

## GENERAL READINGS

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## Leadership Learning Strategies

### Peer Coaching

Coaching is a learning strategy that is used extensively in leadership development to promote learning. Coaching can come from an external paid coach, a critical friend, or a peer. Peer coaching is commonly used in higher education contexts and is an educational strategy in which individuals of equal rank or standing coach one another towards achieving some higher level of performance.

The purpose of peer coaching is to help learners explore their experiences and current practice, attend to feelings, test their conceptions against the frameworks of others and then re-evaluate their experience and subsequent learning. There is strong support for the use of peer coaching in professional development (Joyce & Showers 1982, 1995; Kohler, Crilley, Shearer, & Good, 1997; Showers 1984, 1989; Williamson & Russell, 1990; Wynn & Kromrey, 1999). This kind of discussion and reflection fosters deeper learning and a much more integrative and applied understanding of learning and development, because learners must 'reflect-in-action' and 'reflect-about-action' (Schon, 1991). It is this reflection on learning that strengthens one's professional competence as a manager/leader.

A variety of benefits follow from effective peer coaching, these include: mutual problem solving; learning through observation; and self and peer development. These can lead to deeper learning, critical thinking and **higher levels of leadership and managerial competency**.

Effective peer coaching requires the development of an effective **communications strategy** between the coach and coachee. Active listening, open-ended questioning, giving and receiving non-evaluative feedback, paraphrasing and probing are techniques that are needed for an effective coaching experience.

**Co-operation is essential.** This means that both parties have to be individually accountable for participating fully in the peer coaching experience. **Trust** is an important part of this partnership; the coachee must believe that you, as his/her peer coach, are there to provide honest and helpful support.

The premise behind peer coaching is that it creates a 'safer' learning environment for the adult learner. The informal communications between peers are less threatening than the advice from a senior manager, supervisor, or even an instructor. This stems from the unavoidable power differential between a staff person and superior, or student and instructor. This power differential, whether real or perceived, can impede learning. In peer coaching situations, peers are at an equal level. Feedback and guidance from a peer coach, therefore, is far less threatening. With this greater perceived sense of safety, learners can be more open and inquisitive with one another and explore more fully areas of critical cognitive conflict. Even if after this exploration they cannot resolve the cognitive conflict, learners feel more empowered as a team to approach their senior counterparts or instructor for support because the potential for negative appraisal is lessened.

The best peer coach is someone you trust, who shares a similar position in the organisation, and is faced with many of the same responsibilities and tasks as yourself. It may even be better to identify a person in a different Faculty so that 'internal' Faculty issues do not get in the way of effective coaching.

## Activity

Write down the names of two potential peer coaches that you can approach within your organisation and who are participating in this educational program.

Coach 1:

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Coach 2:

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### *Theoretical Support for Reciprocal Peer Coaching*

Cognitive development theory sees cooperation between peers as an essential pre-requisite for cognitive growth. This theory stems from work undertaken by Piaget, Sullivan and Vygotsky and their perspectives on socio-cognitive conflict (Piaget, 1932/1977; Sullivan, 1953; Vygotsky, 1978, 1986). In summarising their work Damon (1984) states that peer interaction is seen to promote cognitive development by creating critical cognitive conflict. If learners are aware of a contradiction in their shared knowledge base, the experience creates disequilibrium. This disequilibrium motivates the learners to question their beliefs and to try out new ones. This disequilibrium is only possible in the context of a social learning environment where interaction between peers is encouraged.

Several researchers have expanded their views of cognitive development theory and the benefits of socio-cognitive conflict (Johnson, 1981; Johnson, Johnson, & Smith, 1986; King, 1997; Slavin, 1987). They maintain that when intellectual disagreements between peers occur, conceptual conflict arises from a discrepancy in their shared knowledge base. This cognitive conflict motivates the peers to seek out new information, in an attempt to resolve the discrepancy. When managed properly, this 'structured controversy' can lead to higher achievement levels (Johnson 1981; Johnson et al., 1986).

An overview of the theories of Vygotsky and his social interactionist views of cognitive development is also provided in Damon (1984). According to him, peers benefit from one another by internalizing the cognitive processes implicit in their interactions and communications with others. The resulting peer dialogue possesses several critical features of rational thinking, in particular: the verification of ideas; the planning of strategies; the symbolic representation of intellectual acts; and the generation of new solutions. Further, the social and cognitive interaction with a more capable peer allows the less capable learner to enter new areas of potential. Vygotsky (1978, 1986) calls this new area of potential the 'zone of proximal development'.

The second theoretical perspective that is useful to substantiate the power behind peer coaching is behavioural learning theory. This behavioural perspective has its roots in the work of B. Skinner, especially his work on operant conditioning (Biehler & Snowman, 1997). Skinner's principal thesis was that individuals operate on their environment in order to obtain or avoid particular consequences. Through either positive or negative reinforcement, certain behaviours can be promoted or extinguished.

Although this represents a fairly simple perspective, it opened the way for Bandura to expand his views of behaviour and group learning (Bandura 1977, 1997). Bandura describes three types of reinforcement that influence learning outcomes. The first is direct external reinforcement. Under this form of reinforcement, learners regulate their behaviour on the basis of the consequences they experience directly. The second is

vicarious reinforcement. This type of reinforcement occurs by observing the experiences of others and then modifying your own behaviour based upon the consequences you have just observed. Self-administered reinforcement involves regulating one's own behaviours according to standards. Peer coaching provides ample opportunities for these three types of reinforcement to occur. For example, feedback from a peer, or observing a peer, may help you recognize that certain consequences arise when one implements a specific behaviour. These reinforcements, of course, contribute to the learner's personal learning framework by providing opportunities for identifying knowledge gaps and deficiencies. The development of professional competence is facilitated by the rich opportunities for the three types of reinforcement in a peer coaching experience.

Given that the development of leadership and managerial competency is a complex and multi-dimensional skill, it is impossible to know everything there is to know about this complex phenomenon. Hence, the purpose of peer coaching, within the context of your Personal Action Plan is to heighten your critical thinking skills and overall learning.

### ***What to Look for in a Peer Coach***

Coaching characteristics:

- Is able to
  - inspire
  - provide immediate feedback on behaviour and performance
  - recognise improvements in performance.
- Will set high standards and help others set clear goals, objectives and priorities
- Is honest and has integrity
- Is accessible and approachable
- Is passionate about helping others to learn, grow, and perform
- Shows empathy and respect.

Coaching techniques:

- **Asking open ended questions.**  
This encourages the coachee to talk through his/her ideas.
- **Maintaining silence.**  
Give participants time to think.
- **Actively listening.**  
Use verbal reinforcement and non-verbal reinforcement (head nodding, open body posture, eye contact) to encourage the coachee to talk through his/her ideas.
- **Employing paraphrasing** as an active listening technique to ensure you understand what is being shared. "So what you are saying is....."
- **Summarising** the key aspects that have been discussed.
- **Initiating action.**  
Agree on the next steps, offer additional ideas, set targets.

### ***Reflective Learning Journals***

A reflective learning journal is a helpful tool for identifying useful topics for peer coaching sessions. Reflective learning journals and coaching sessions are linked effectively and productively when the starting points for coaching sessions come from critical learning events that the coachee documents in a learning journal.

A reflective learning journal is an ongoing record of personal critical learning events. These learning events may be something you have read, understood or misunderstood, or an example of a concept covered in the unit that you have applied at work.

The use of a learning journal is designed to achieve three objectives:

1. To encourage you to critically review your leadership practice in the context of your work environment.
2. To heighten your understanding of your leadership through interactive learning and coaching.
3. To provide you with an opportunity to develop your lifelong learning skills.

### ***Guidelines for developing reflective journal writing***

1. Describe the learning event (a learning event can be a learning experience, an issue, or a situation at work). Describe prior knowledge, feelings or attitudes with new knowledge, feelings or attitudes. What happened?
2. Analyze/re-evaluate the learning event in relation to prior knowledge, feelings or attitudes. What is your reaction to the learning event? Why did it happen?
3. Verify/confirm the learning event in relation to prior knowledge, feelings or attitudes. What is the value of the learning event that has occurred? Are the new knowledge, feelings or attitudes about the learning event correct?
4. Relate 1, 2, and 3 to gain a new understanding of the learning event. What is your new understanding of the learning event?
5. How will the new learning event affect your future behaviour? How will you approach the same or similar event in the future?
6. What goals do you need to set for yourself? How can your coach help you?

To help with your journaling and make it more interesting, meaningful and fun, try writing your entries in different styles. Tap into your multiple intelligences. For example, in addition to just writing in entries, draw a picture, make a collage, write your entry as a story.

The entries that you put into your learning journal are the first steps in a three-step approach to journal writing (Riley-Doucet & Wilson, 1997). They are illustrated in detail next.



### *The three steps to effective journal writing*

#### **Step 3**

*Self-Awareness to Self-Evaluation:* Document the unique outcomes of your learning experience. This higher order reflection helps you to ground your new knowledge. What did your critical appraisal and peer coaching discussion lead to? What new knowledge do you have?

#### **Step 2**

*Peer-Coach Discussion:* discussion of the scope as well as the practical and realistic aspects of your critical event or thoughts. Share questions from your self-reflections and experiences. Encourage the expression of concerns and integration of theoretical perspectives.

#### **Step 1**

*Critical Appraisal:* critical analysis of important learning events is the first step. Include your descriptions and emotional reactions to your experiences and learning. Write for your own personal growth, don't write your appraisal for others.

### **Bringing It All Together: Personal Action Plans**

Professional competence as an Academic Coordinator involves having the appropriate knowledge, skills and attitudes. You may notice that you are deficient in one of these domains; alternatively, you may want to enhance your competency further in one or all of these three areas. It is at this point that it is appropriate to establish specific development plans to further develop your competency.

The need to set a development plan often results from you, or your peer coach, observing a deficiency in your competency base. It may also emanate from a desire to improve performance in an area of weakness which you yourself have identified.

Regardless of where the need originates, the establishment of a development plan is a process whereby you evaluate your own performance and identify what it is you need to learn. This information is then used to structure and guide your learning experience and becomes the major focus of your peer coaching sessions.

By developing skill in taking responsibility for your own personal learning outcomes, you will be able to critically evaluate your own professional development. You will also develop collaboration skills through the process of giving and receiving non-evaluative feedback as part of the peer coaching experience.

## Setting up Your Development Plan

Development plans are a document, drawn up by yourself, perhaps with some input from your peer coach, which specifies what you want to learn or develop. The development plan also specifies how this learning will be accomplished and within what period of time. The development plan also stipulates the criteria that will be applied to measure success.

The process is as follows:

1. **Diagnose learning needs:**

What is it that you want to learn or develop? Where are there noticeable gaps in your professional competency? What have you learned from the 360° feedback that is of interest? What don't you understand? How can you apply some of your learnings to work? What difficulties are you experiencing at work? These are a few areas where you may be able to identify learning needs.

2. **Formulate learning objectives:** State what you want to learn. Your objectives should be 'SMART': **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and have a **T**ime limit for achievement.

3. **Identify human and material resources for learning:** What human and material resources will you need to accomplish your development plan? Who will you need to meet with? What books might you need? Are there additional training requirements? Is there specific equipment you must acquire?

4. **Choose and implement appropriate learning strategies:**

Once you have identified the necessary learning resources, how are you going to use them strategically? How will you involve other specialists? How will you practice? What documents will you produce?

5. **Evaluate learning outcomes – who and how?**

Who is going to be involved in the evaluation of your development plan? In other words, what is the feedback process? How will you know that you have achieved the outcomes you have set for yourself? In most cases you will get this feedback from your peer coach.

However, are there other individuals you might like to involve to assist you in your development? What will their role be in the evaluation?

6. **Specifying the criteria for evaluation:**

How will you, your peer coach, and other mentors know that you have achieved the targets in your development plan? What are the measurable criteria that tell you and others that you have met your objectives?

The next section provides you with an example learning objective. Use this framework to help you set up your own learning objectives.

## Development Plan 1

In my role as Academic Coordinator I will implement at least 4 new team building skills that should lead to positive changes in my course team with respect to collaboration and support, within the next 2 months.

### Learning Resources and Strategies

1. Read Robbins, Judge, Waters-Marsh, and Millett (2008, pp. 295–538), Chapters 9 – 15 on Group Dynamics and Building Teams, Communication, Leadership, Power and Politics and Conflict, Negotiation.

From each chapter, implement one concept that will enhance the performance of the team.

- a. **Chapter 9** – build in strategies to promote Norming (Stage 3) and Performing (Stage 4) in the group (Tuckman, 1965). Review these strategies with my peer coach before implementation. Talk to other Academic Coordinators in the organization to see if they have implemented these strategies and what outcomes they received.
  - b. **Chapter 10** – Review communications systems for the project team and note whether channels of communication are appropriate. Determine where there is distortion and noise in the system. Develop a communication systems questionnaire for the team. Get their feedback on what is working and what is not working regarding communication. Bring forward recommendations to the team.
  - c. **Chapter 11** – Get members of my project team to evaluate my role as an Academic Coordinator. Self-evaluate my own leadership and compare my results with those of my team. Review my leadership style and establish further objectives where necessary.
  - d. **Chapter 12** – After each team meeting write a journal entry about the power and politics that are taking place within the team. Identify any dysfunctional aspects that interfere with team performance and develop a strategy to deal with the issue.
  - e. **Identify at least 2 conflicts** in the team that need to be addressed and write up a plan for managing the situation using at least 2 conflict management techniques. Implement the action and record in journal the outcome of the experience.
2. Regular meetings with my peer coach. Talk through my strategies and ideas regarding the implementation of the concepts listed above. Seek regular feedback and support. Meet at least once a week for 30 minutes.
  3. Document critical learning events in my professional development journal. Review these citations prior to my peer coaching meeting. Discuss critical events with my peer coach.

### Evaluation

- **Myself** (self-evaluation) – maintain regular journal entries concerning my development.
- **Peer coach** – meet with my peer coach at least once a week (telephone, meeting or lunch) and seek feedback regarding the achievement of my objectives. Discuss my ideas concerning my action plans and development.
- **Team members** – feedback on leadership through questionnaire (see **1c** in this section), informal requests for feedback on team progress/dynamics.

### Criteria indicating achievement of objectives

- Team fulfils its performance targets.
- Project remains on schedule.
- Team members surveyed on 'health of the team' – outcome suggests people are happy with the team dynamics.
- Incidence of conflict decreases.
- Confidence in managing conflict increases.
- Incidence of problems related to communication decreases.
- A communications strategy is documented and provided to the team.

### Conclusion

The achievement of measurable improvements in your professional leadership and managerial competency will be facilitated by developing your own personal learning objectives, by participating fully in the peer coaching experience and by maintaining a personal learning journal.

Boud and Edwards (1999) state that past experience influences all learning as learners bring the totality of their life history to the learning setting. Learners construct new meanings and understanding based upon their learning experiences. This enriched understanding is highly influenced by groups and peers through the process of group discussion. Brown, Collins, and Duguid (1989) describe this type of learning, which encompasses both the physical and social contexts, as *situated learning*. Learning in these authentic situations allows concepts to evolve because the new situation, and the negotiations/discussions that occur with peers, recast the information into a more densely textured form (Graham, 1996).

The content of your learning journals and Personal Action Plan forms a critical part of the reflection that will take place between you and your peer coach. Your learning journal entries provide a focal point for you to explore the content learned in the program and its relevance to your individual and organisational contexts.

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## Developing the Leadership Capability of Academic Coordinators

*Leadership roles in universities are constructed in different ways and given a variety of titles, but all universities have designated academic staff who undertake the academic coordination of significant courses or programs (e.g., honours coordinators; coordinators of large first year core courses and large academic programs) in a faculty. Typically these people have responsibility for the 'practical and everyday process of supporting, managing, developing and inspiring academic colleagues' (Ramsden, 1998, p. 4) and little if any formal power. Frequently they are also involved in teaching. Their direct and indirect impact on the learning outcomes of large numbers of students makes the role a critical one in all discipline areas. Academic development has traditionally focussed on aspects of teaching and learning rather than management and leadership. This paper describes a leadership framework based on research in the field of management (The Integrated Competing Values Framework or ICVF), relates it to the work of academic coordinators and describes how the framework is being applied, in a project funded by the Australian Institute of Learning and Teaching, to provide insights into the development of academic leadership skills in higher education. Implications for practice, theory and policy that have emerged from the early stages of the research are described.*

**Keywords:** academic leadership, quality in teaching and learning, academic coordinators

Higher education has undergone momentous change as a result of pressures from governments, employers and an increasingly diverse student population. Neither the pace or scope of change is likely to abate in the near future. An increasingly casualised workforce of teaching academics needs to come to terms with 'the challenges of new forms of learning, new technologies for teaching, and new requirements for graduate competence' (Ramsden, 1998, p. 3) while their leaders seek to deal with the challenges associated with larger numbers of students from a wide range of backgrounds (Askling & Stensaker, 2002; Yelder & Codling, 2004), increases in the variety of programs offered (Askling & Stensaker, 2002), decreases in government funding and increased accountability (Askling & Stensaker, 2002; Yelder & Codling, 2004), growth of competition and market forces (Yelder & Codling, 2004), and an increased focus on research. The complexity of this environment impacts on the role of both those who teach and those who coordinate the teaching – the latter role arguably becoming more important in this environment. However, D'Agostino (2007) argues that there is a gap in our knowledge about academic leadership, particularly for those at the academic coordinator level. In addition, the focus of staff development is currently centred on lecturing and assessment and not academic leadership for academic coordinators (D'Agostino, 2007).

This paper seeks to provide insights into the development of academic leadership in universities by referring to the leadership literature more generally and investigating the role of academic leaders within a theoretical framework taken from that literature. It uses preliminary data collected as part of a Australian Institute for Learning and Teaching funded project, *"Improving the leadership capability of academic coordinators in postgraduate and undergraduate programs in business"* (Vilkinas, Leask, & Rogers, 2007). Academic leaders are defined as those staff who undertake the academic coordination of programs in a faculty or division. Typically these people have responsibility for the 'practical and everyday process of supporting, managing, developing and inspiring academic colleagues' (Ramsden, 1998, p. 4) in various and



sometimes multiple modes of delivery (face-to-face, online, distance, offshore). Frequently, they are also involved in teaching. Their direct and indirect impact on the learning outcomes of large numbers of students makes the role a critical one in all discipline areas.

This paper discusses

- The form academic leadership needs to take in this environment.
- Implications for the content and arrangement of the development of academic leaders who have a positive impact on student learning.

A strength of the current paper is that it will bring information and knowledge from the leadership literature that to date has not widely been used in research on academic leadership. As argued by Carrick Institute for Learning Teaching in Higher Education (2006), it is time to move beyond the (educational) literature to an understanding and definitions of “effective leadership for learning and teaching in higher education” (p. 6), based on empirical evidence.

### **Nature and Importance of Academic Leadership**

All universities have designated academic staff who provide leadership in programs that need to respond to the pressures arising from the professional and social contexts in which they operate. Some of these pressures result from the higher education environment, others from the broader context within which it operates, both of which impact on the teaching and learning environment. Given the pace and scope of change in higher education institutions, academics in leadership roles must be flexible, adaptable and innovative in their practice.

At present, academic leadership is poorly understood. It is characterised by sometimes contradictory and often underdeveloped definitions (Carrick Institute for Learning Teaching in Higher Education, 2006). While much research has been undertaken on leadership (Sternberg, 2005) little has been undertaken on *academic leadership* and that which has occurred has been focused on heads of schools who have authority and formal power as well as a leadership role (Askling & Stensaker, 2002; Knight & Trowler, 2000; Ramsden, 1998; Yelder & Codling, 2004). This is very different from the role of academic coordinators who usually have little, if any, formal power and authority but a clear mandate to provide leadership and direction in the university and delivery of academic programs (Yelder & Codling, 2004).

The important contribution that academic leadership makes to the development and maintenance of quality teaching (Ramsden, 1998) makes it critical that academic leaders develop the knowledge and skills to design, develop, implement and evaluate high-quality teaching and teachers (Marshall, Adams, Cameron, & Sullivan, 2000). There has however been limited work focused on enhancing teaching and learning through improving academic leadership (Marshall, 2006). Middlehurst (1999) and Ramsden (1998) highlighted the need for research:

1. Investigating the impact of academic leadership on teaching staff and students.
2. Identifying the form that academic leadership needs to take given that the academic coordinators do not have formal power.
3. Leading to a theory development that explains academic leadership (Marshall, 2006).

The research described in this paper seeks to contribute to a body of knowledge to inform practice in the area of academic leadership and the development of academic coordinators.

### The Role of Academic Coordinators

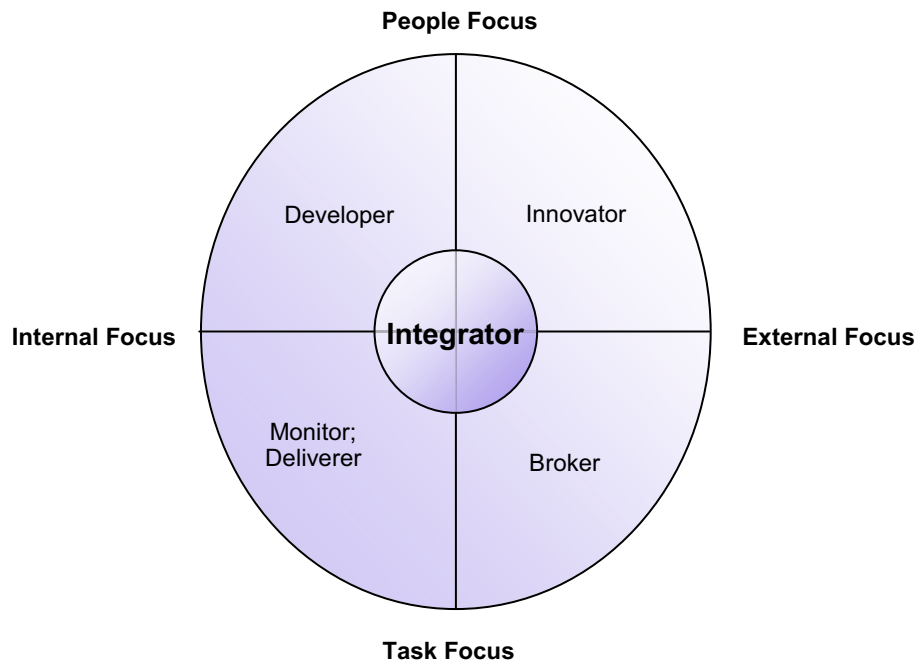
Academic coordinators are those staff that have responsibility for the design and the delivery of programs within universities. They perform multiple roles which span management, administration and academic leadership. They are the main point of contact for prospective and current students, for employers and for academic and administrative staff working on programs and courses. In a changing environment, they perform a complex set of functions which individually and collectively have a significant impact on the effectiveness of teaching and the learning of students.

A small pilot study conducted in 2005 in the Division of Business at the University of South Australia indicated that both postgraduate and undergraduate academic coordinators frequently feel frustrated and incapable of performing effectively the full range of functions required of them. Many believed that they were undervalued and that their role was poorly understood and supported by their managers, as well as overly administrative (Leask, 2005). Given the importance of the role of academic coordinators, their direct and indirect influence on the learning of students and the complexity of the environment in which they work, it was thought to be timely to bring together research on leadership and on academic staff development to develop tools and resources to develop their leadership capabilities. This paper uses the Integrated Competing Values Framework (ICVF), which is well established in the leadership literature, to assist in understanding how the leadership capacity of academic coordinators might be developed (Vilkinas & Cartan, 2001, 2006).

### A Leadership Framework

The integrating competing values framework (ICVF) is a useful framework for illustrating the form that academic leadership could take for academic coordinators and as such is supported by the work of Marshall (2006).

At the heart of the ICVF is the observation that there are two key dimensions to effective management—a people-task 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, Faerman, Thompson, & McGrath, 2003; Quinn & Rohrbaugh, 1983). The model uses these two dimensions to create a four-quadrant model (see Figure 1).



**Figure 1:** *Integrated Competing Values Framework (Vilkinas & Cartan, 2001, 2006)*

Within the quadrants, Vilkinas and Cartan locate five operational roles for the academic coordinators which are called innovator, broker, deliverer, monitor, and developer. A brief description of the behaviours associated with each of these roles is provided in Table 1. How these roles could be displayed by academic coordinators is also indicated in the table.

**Table 1:** *Description of Each of the ICVF's Five Operational Roles and an Example of Their Application to Academic Coordinators*

Role	Managerial application*	Academic coordinators application
<b>Innovator</b>	<ul style="list-style-type: none"> <li>Is creative</li> <li>Encourages, envisions and facilitates change.</li> </ul>	<ul style="list-style-type: none"> <li>Sees need for new courses/delivery approach</li> <li>Innovative in teaching approach.</li> </ul>
<b>Broker</b>	<ul style="list-style-type: none"> <li>Develops, scans and maintains networks</li> <li>Acquires needed resources.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains necessary networks within and outside of the University</li> <li>Secures necessary teaching resources.</li> </ul>
<b>Deliver</b>	<ul style="list-style-type: none"> <li>Is work focused</li> <li>Motivates behaviour</li> <li>Sets goals</li> <li>Clarifies roles</li> <li>Does scheduling, coordination and problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures courses are designed and delivered</li> <li>Motivates teaching staff</li> <li>Sets clear and achievable teaching and learning goals for the team</li> <li>Communicates and clarifies goals with teaching staff</li> <li>Schedules, coordinates and solves teaching issues.</li> </ul>
<b>Monitor</b>	<ul style="list-style-type: none"> <li>Sees rules and standards are met</li> <li>Collects and distributes information</li> <li>Checks on performance.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly collects and distributes information on teaching performance</li> <li>Monitors own and others' teaching performance.</li> </ul>
<b>Developer</b>	<ul style="list-style-type: none"> <li>Is aware of individual needs and facilitates development</li> <li>Develops teams.</li> </ul>	<ul style="list-style-type: none"> <li>Develops teaching staff</li> <li>Participates in mentoring and peer coaching sessions as a mentor and coach</li> <li>Is aware of strengths and weaknesses of teaching team</li> <li>Develops and maintains teaching teams</li> <li>Arranges for appropriate development strategies for teaching team.</li> </ul>

*Note.* \*from the work of Vilkinas & Cartan (Vilkinas & Cartan, 2001; 2006) based on Quinn's model (Quinn et al., 2003).

Under the ICVF model, the five operational roles are paradoxical in nature (Vilkinas & Cartan, 2001, 2006). The role of the academic coordinator has inherent paradoxes which lead to tensions and potential conflict for the individual (Robertson, 2005). That is, academic coordinators need to deliver a range of Strategies that are inherently contradictory: caring for the student and dealing with their personal issues (Developer role) whilst at the same time demanding that the student completes their assignments (Deliverer role); finding the balance between liberty and regulation, and autonomy and

restraint (Johnson, Lee, & Green, 2000); as well as between creativity and criticism (Fraser & Mathews, 1999). The role of the academic coordinator is undoubtedly complex. As Robertson (2005) argued, college teachers, like academic coordinators, need to be able to integrate these paradoxical behaviours so that they are not disabled by the roles conflicting demands. Academic coordinators need to integrate these paradoxical behaviours productively (Robertson, 2005). They need to experience generative paradoxes as opposed to exhausting conflicts if they are to be effective academic coordinators.

There is a sixth role under the ICVF, the Integrator. This role previously has 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 action in the future as well as enhance one's overall effectiveness' (p. 41). Booth and Anderberg (2005) argued that reflection underpins an individual's development. Here the academic coordinator would demonstrate a heightened and accurate self-awareness. This introspection and self-awareness provides an academic coordinator 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 complexity which is needed if academic coordinators are to deliver on the competing demands they face. Behavioural complexity is the ability to move between the five roles with ease and to be able to deliver any of the five roles depending on which is most appropriate (Denison, Hooijberg, & Quinn, 1995; Hooijberg, 1992; Hooijberg & Quinn, 1992). The Integrator is the linchpin that allows academic coordinators to move easily between the five operational roles (Vilkinas & Cartan, 2001), which hypothetically will allow them to deal with the contradictory demands of program directions as a generative paradox rather than paralysing conflict.

## Dividends

Hendry and Dean (2002) stressed the importance of leadership for academic coordinators, and Martin, Trigwell, Prosser, and Ramsden (2003) reported that teachers' experience of academic leadership did have an impact on the quality of students' learning. They found that there was an empirical relationship between the way subject coordinators conceived of leadership of teaching, how their subject teachers perceive that leadership and how these teachers approach their teaching (p. 247).

It is also important that the leadership capability of academic coordinators be developed as these are the Heads of School/Department and the Pro Vice-Chancellors

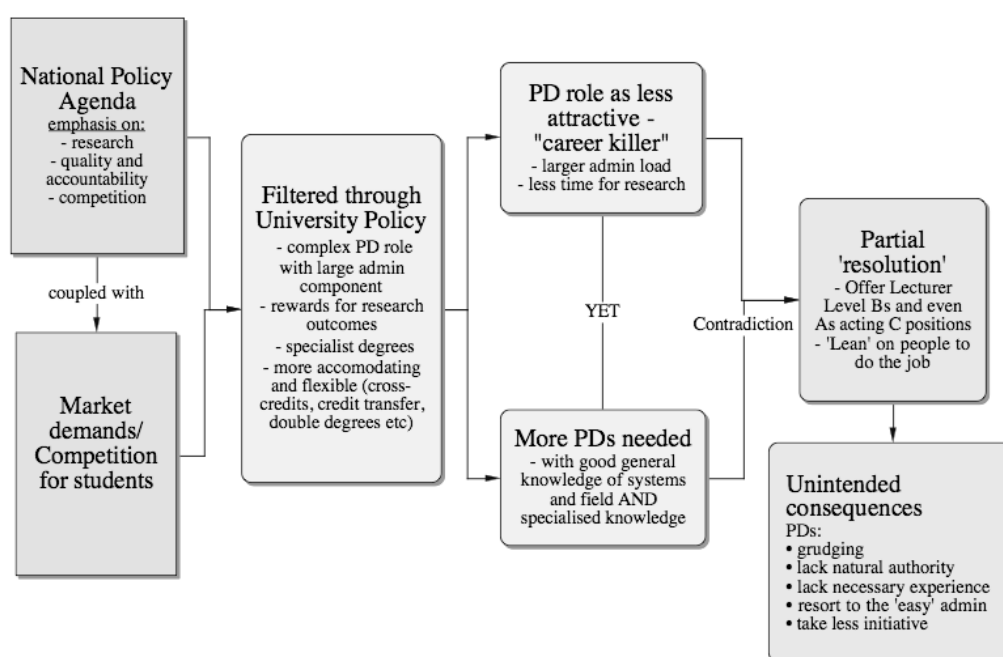
and Vice-Chancellors of the future. Thus not only is it important to build the capacity of this group as leaders for the immediate quality improvement of our programs, it is also necessary for the long term.

### Barriers to Uptake of Academic Leadership

A recent exploratory study (Vilkinas, Leask, & Rogers, 2007) undertaken in the Division of Business, University of South Australia, interviewed Program Directors and others with knowledge of this role to gain an understanding of the impediments to academic leadership at this level. The difficulties appear, at this preliminary stage in the research, to encompass both institutional and individual dimensions. That is, there is evidence of a systemic problem that reduces the capacity of both the organisation and the individual Program Directors to deliver academic leadership.

#### *Institutional*

On the institutional front, there are a number of environmental conditions that appear to contribute to the difficulties experienced by Program Directors. As Figure 1 shows, these conditions, in concert with the University's response to them, create a system that is not conducive to good outcomes for either the Program Directors or the institution.



**Figure 2:** Vilkinas, Leask and Rogers' Mapping of the Relevant Initial Conditions

Clearly, as identified in earlier research, governmental policy sets the scene for local outcomes at the University level. Increasingly, not just in Australia but elsewhere in New Zealand, Europe and particularly the UK, the funding of Universities from governments is

diminishing and competitive pressures are continuing to grow. The need to demonstrate outcomes to justify public expenditure are increasing, both in the quality and quantity of teaching and research. Funding is becoming more contingent. Each university will have its own unique policy responses to this environment, dependent on their perceptions of their current strengths and weaknesses, opportunities and threats. At the University of South Australia the policy direction relevant to this research has been to develop, then to define more closely the Program Director role as a multifaceted leadership role with a large administrative load. At the same time various reward systems have been put in place to nurture a research culture.

These external conditions and the University's responses have jointly led to a disjuncture at the Program Director level. The focus on research output as defining for academic careers, coupled with the administrative load of the Program Director role (which consumes any time for research) means this role is not attractive to most academics, particularly senior academics with successful research programs, and indeed has been described as "a career killer". At the same time, in response to direct competitive pressures, the University offers both specialist degrees and greater flexibility in entrance into, transfer within and composition of degree. This means that more programs (degrees) are on offer and their management is more complex, demanding more Program Directors, who must have a specialised knowledge as well as general knowledge of their field and the University's bureaucratic structures.

There are informal and formal organisational responses to this contradiction between the disincentives associated with the Program Director position, and the need for more Program Directors. On the informal side, the Program Director role is sometimes treated as something of necessary evil, and at times Heads of Schools will need to use their authority to get academic staff to take it on. On the formal, side there are a number of support resources in the form of workshops and written materials. Most importantly, there is the tangible reward for academics at Levels A and B to act at Level C for the period they hold the Program Director position.

This response has a number of unintended outcomes. The role in the Division attracts academics who are less experienced. Many Program Directors are reluctant and disgruntled. As they lack any defined authority they need to rely on informal authority, which as junior academics they do not usually possess. They may gravitate towards administrative tasks that are relatively straight-forward over bold, creative and inherently risky changes they do not believe they have time for, feel ill-equipped to undertake, lack the authority to control, and are, extrinsically at least, unrewarded for doing.

### **Individual**

The Vilkinas, Leask, and Rogers (2007) research used a 360° *developmental* (as opposed to evaluative) interview process. Program Directors, their Heads and Deputy Heads of School, teaching and support staff, and other senior administrative staff were interviewed. The initial analysis of the data is consistent with the findings in the limited existent literature. Those interviewed said that it was a very complex role being an academic coordinator. They said that the academic, managerial and administrative strategies within their role were intertwined. Because of the other demands placed on them, academic leadership had low priority. It was difficult to provide leadership in their programs because they had no authority, they had role and time conflicts and they had



minimal control over resources. Many also reported an 'us' and 'them' relationship with University management, which was seen as overly, even gratuitously, bureaucratic.

In another study of academics, Vilkinas (2008) reported that when supervising their research students academics were not able to deliver all of the roles identified under the ICVF. That is, they did not display the behavioural complexity which is needed in such a role nor did they critically observe or reflect on their behaviour. Robertson (2005) explained in his paper that if individuals are capable of operating in the domain of generative paradox they will gain insights through reflection about their behaviour that will enable them to learn and develop. It would seem that the research supervisors do not operate in this domain. As Robertson said, "I believe paradoxical thinking is a habit worth choosing" (p. 192). So the question remains: can these academics, when operating as academic coordinators, think and behave paradoxically if they are not capable of doing so when supervising research students?

### Implications

Simplistic solutions are unlikely to help if the problem is as multifaceted as it appears. The successful realisation of academic leadership will span levels, and is likely therefore to be a distributed problem. If the barriers to the development of academic leadership are to be overcome then several strategies need to be put in place. There are implications for practice, theory and policy within universities and for research.

### *Implications for Practice*

While the implications for practice are contingent on the results of the research underway, some cautious commentary is warranted. Given the results of academic supervisor research noted above and findings elsewhere in the CVF and ICVF management literature (Vilkinas & Cartan, 2001, 2006) it is plausible to speculate that academic coordinators will have difficulties facing the contradictions inherent in their roles. If this is borne out by the analysis of the interviews and a subsequent questionnaire, then it implies that for academic coordinators to display academic leadership developmental opportunities need to be made available. Ryan, Fraser, Bryant, and Radloff (2004) argue that academic development is a complex and evolving area of professional practice that is heavily dependant on current trends in higher education. It has, however, traditionally been focussed on aspects of teaching and learning rather than management and leadership development. As Winter and Sarros (2002) argued, there needs to be a 'reframing process' (p. 255) where the 'benefits of leadership practice that empower academics to develop their knowledge and skills' (p. 255) are supported by senior management. To support such development, there is a need for a community of scholars (Marshall, 2006). The outcome of such development being academics who are able to think and behave paradoxically (Vilkinas, 2008), who use critical reflection (Fisher, 2003) and are able to influence using reference and expert power when they lack formal power (French & Raven, 1959).

### *Implications for Theory*

The leadership in learning and teaching literature is currently under-theorised. The benefits of the kinds of causal theory represented by the ICVF are that factors may be uncovered that explain phenomena, rather than merely describing them. Additionally, and importantly, these factors may be beyond the current awareness of academic



coordinators and their institutions. Recommendations that emerge from research that is causal and uncovers novel phenomena should account for the persistence of patterns and factors that undermine academic leadership in ways that run counter to the desires and designs of both the institution and the Program Directors. Currently much of the literature on academic leadership is simplistically prescriptive, as if it were a matter of institutional or individual willpower to resolve the dilemmas and paradoxes of organisational life (Hoppe, 2003; Raines & Alberg, 2003).

There is a need for a theory, such as the ICVF, that identifies the key leadership skills and abilities required for effective academic leadership of programs. Such a theory would take account of the changing role of academic leadership in higher education and the impact of the actions and functions of academic leaders on student learning outcomes.

Future research is needed to determine if such a theory would need to vary for when academic leadership is required in:

- undergraduate and postgraduate programs;
- different disciplines;
- different institutions; and
- national and transnational programs.

A resulting measure of effective leadership in academic programs could be developed to select and evaluate the performance of academic coordinators.

There is also the intriguing question concerning the ways in which organisations, in this case a university, are unaware of the limitations in their responses to environmental demands. More specifically, can the ICVF contribute to our understanding of the tendencies of institutional decisions, and how might these institutions learn to reflect on these biases and their effects?

### ***Implications for Policy***

There needs to be a change in the strategic direction and priorities of universities if academic coordinators are going to be given the opportunity to develop and display academic leadership. There is a need for the policy development mechanisms of the University to become cognizant of the unintended consequences of policy deployment and incorporate reflective policy practices that are sensitive to paradoxical implementations. That is, our initial findings suggest that reflective behaviours and strategies be developed at an organisational as well as individual level (Schön & Rein, 1994).

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

### **Conclusions**

The role of academic coordinators is an important one in a rapidly changing and increasingly complex higher education and world environment. It is important that the professional development of academic coordinators focus on the development of identified leadership skills. They have a clear role in the achievement of both short-term priorities and long-term goals in relation to teaching and learning. They are the bridge

between the multiple stakeholders in teaching and learning in universities today. They are also the Heads of School/Department and the Pro Vice Chancellors and Vice Chancellors of the future. Thus, not only is it important to build the capacity of this group as leaders for the immediate quality improvement of our programs, it is also necessary for the long term. Preliminary results of research conducted into the role of academic coordinators at the University of South Australia suggests that ICVF has the potential to provide guidance to academic coordinators and others who seek to improve the leadership capability of academic coordinators in an organised and planned way – for those wishing to manage and plan their own professional development as well as for those who are responsible for promoting and supporting strategic change through professional development.

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