

Concurrent Session L
Wednesday 2 September
1.55pm – 2.45pm

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30 Aug – 2 Sep 2015
Novotel North Beach Wollongong



Session 5

Leadership Development in Increasingly Global and Competitive Tertiary Education Environments: The Case of Elamp Examined With an Organisational Development Lens

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Tony Brown has worked in the higher education sector for the past 15 years. As the senior organisational development consultant at Curtin, Tony identifies opportunities for extending and improving leadership development and execution to deliver on Curtin's vision of a high performance, values-based culture. Tony also provides consultancy advice to Curtin's leaders, including the senior executive team, on leadership and team performance issues.

In early 2015 Tony was accredited as an eLAMP moderator and facilitator. He holds a BBus (ECU) and Master of Training and Development (ECU). Tony's research interests include higher education leadership, leadership development and organisational change management.

Dr Heather Davis has been the Program Director-Awards at the LH Martin Institute for Tertiary Education Leadership and Management since July 2012. She holds a BBus (RMIT), Master of Professional Education and Training (Deakin) and PhD (School of Management RMIT).

Heather's background is in research management, knowledge work, adult education, librarianship and professional development. Her research interests include university leadership and management, collective leadership, qualitative inquiry, social complexity theories and e-learning.

Heather teaches in the Institute's Master of Tertiary Education Management and Graduate Certificate programs. She is also Program Manager for the Emerging Leaders and Managers Program (eLAMP)

The Emerging Leadership and Managers Program (eLAMP) was launched at TEMC 2012 in Adelaide following a 12 month scoping project sponsored by the LH Martin Institute and ATEM to scope out the needs of the sector and ascertain how best to provide relevant and engaging leadership and management development programs for those who work in tertiary education management. So far, between September 2012 and February 2015, 525 individuals from 81 institutions and six countries have enrolled in one or more of the online modules of eLAMP. In addition, 12 institutions have sponsored eLAMP guided cohorts, mainly as part of multi-institution regional cohorts. The eLAMP curriculum is offered online and is scalable with the intent to develop leadership and management capacities for tertiary education managers at a time when the sector is facing upheaval and uncertainty. The program can be taken as professional development, or with further attention to assessment and learning consolidation face to face workshops can be taken 'for credit' into the LH Martin Institute's graduate certificate programs.

The overarching program aims of eLAMP are to enable participants to: gain a grasp of the breadth and depth of the tertiary education landscape in Australia, New Zealand and in the global context; develop an understanding of the complex internal and external drivers influencing the tertiary sector and learn how to respond appropriately to these drivers; gain insight into the different roles and styles leaders and managers need to adopt to be successful in their roles and develop flexibility across these styles and roles; and grasp the nuances of policy and learn how it aligns with strategic intention and how it influences the development of organisational culture.

These program aims are reinforced by the learning outcomes across the four modules, examples of which include the ability of participants to:

- recognise, describe and apply levels of critical reflection within their own professional practice and personal development;
- evaluate and critically analyse the impact of a range of inter-personal intelligence attributes on the quality of work outcomes, workplace environment and workplace relationships;
- demonstrate a broad understanding of the skills required to successfully navigate the transition from team member to team leader or manager;
- identify key inter-personal skills and capabilities that will enhance their leadership style and performance as a leader;
- gain a deeper appreciation of how to better navigate the volatile, uncertain, complex and ambiguous (VUCA) environment faced by tertiary education managers and workers;
- be able to recognise and describe the basic themes and issues that have influenced the development of tertiary education;
- be able to identify the main environmental drives shaping the future in tertiary education
- have gained a deeper appreciation of the complex policy environment that shapes tertiary education;
- have the means to systematically analyse and reflect on their role as tertiary education managers.

This paper presents findings from a research project about the evaluation of the first guided and sponsored eLAMP institutional cohort sponsored by one institution—Curtin University. In this project, an organisational development lens was applied to the long running program which had previously been evaluated only from a participant learning and development standpoint. Data collected from the pre and post eLAMP evaluations provided by the 25 Curtin staff that were part of this cohort in 2014 will be evaluated and analysed, and findings shared at TEMC 2015. The refereed paper will go into more detail about the data, analysis and findings of the research project concerned with the ongoing evaluation study of Curtin University's eLAMP experience. In particular, the findings and discussion will address the following questions:

- Does the program address the current leadership needs at Curtin?
- To what extent are participants and their line managers satisfied with the design and delivery of the program?
- Do the benefits of completing the program outweigh the 'costs' of participation?
- What changes in the professional practice of participants can be traced to their involvement in the program?
- How might future programs be improved?

Tertiary Education leaders and organisational developers responsible for developing leadership and management capacities for people working in knowledge-intensive environments; in times of turbulence and complexity; and increasingly, in global competition for staff who can work with these realities will find that the results from this study informative.