

A report on the 'Leading Excellence –
Application of the Engaging Leadership Framework (ELF)
to new higher education sites and contexts' project

Leading Excellence



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The process used in this project (Engaging Leadership Framework) is a good example of the embedding stage of dissemination. People involved in the new sites are ‘second-generation innovators’ taking the learning from the first project and then modifying and adapting to accommodate its implementation in a new context.

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Abbreviations

ADT	Associate Dean Teaching
ALTC	Australian Learning and Teaching Council
APC	Academic Progress Committee
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ARIES	Australian Research Institute for Environment and Sustainability
ASK	Academic Skills and Knowledge
BEPP	School of Business, Economics and Public Policy
BusEco	Business and Economics
CADAD	Council of Australian Directors of Academic Development
CALT	The Centre for Advancement of Learning and Teaching
CC	Course Coordinators
CLD	Centre for Learning and Development
CLIPP	Centre for Learning Innovation and Professional Practice
DVC	Deputy Vice-Chancellor
ECU	Edith Cowan University
ELF	Engaging Leadership Framework
ESRI	Electron Science Research Institute
FSD	Financial Services Directorate
GFC	Global Financial Crisis
GSB	Graduate School of Business
HE	Higher Education
HRS	Human Resource Services
IPOl	Institute for Professional and Organisational Learning
L&T	Learning and Teaching
LMS	Learning Management System
LTD	Learning and Teaching Development
MBA	Master of Business Administration

Executive summary

The 'Leading Excellence – Application of the Engaging Leadership Framework (ELF) to new higher education sites and contexts' project builds on an earlier Leading Excellence project '*Leadership for implementing improvements in the Learning and Teaching Quality Cycle*', which informed the development of a leadership tool, the Engaging Leadership Framework (ELF).

The ELF is a simple, yet sophisticated model which promotes and supports an holistic approach to leading change. It is based on a trilogy of excellence: 'excellence in scholarship', 'excellence in engagement' and 'excellence in management'. It incorporates a quality cycle positioned to commence with consideration of evidence, culture and context. Also, the framework advocates that leadership is most effective when it is inclusive, shared and respects those in formal and informal leadership roles.

The purpose of the project was to assess the ELF's robustness and potential to support effective leadership of change and improvement across the higher education sector. Four sites were selected to trial the ELF. These sites included a multicampus, dual-sector university in regional Victoria (University of Ballarat), a single-campus regional university in New South Wales (University of New England), a large multi-campus metropolitan university in Western Australia (Edith Cowan University) and an offshore campus in South Africa, owned by Australia's biggest university (Monash South Africa).

The project leader collaborated with partner leaders on each of these sites to roll out the ELF. The proposed deliverables were:

1. pre-and post-test comparisons on applying the ELF to facilitate change and improvement;
2. feedback on the impact of the ELF to build leadership capacity;
3. case study reports on the ELF 'in practice';
4. development of the ELF and integration into professional and leadership development programs;
5. dissemination of the outcomes of this project across the sector.

Participants on each site identified issues of concern and used the ELF to guide planning and implementation of their intervention strategies. The issues that were, and in most cases are still being addressed include:

- revitalising the MBA;
- academic leadership;
- financial services;
- workforce planning;
- student learning support;
- learning and teaching fellowships;
- program and course coordinators' feedback;
- establishing learning networks;
- building research capacity;
- investigating how Gen Y students learn;
- sustainable work practices;
- student retention; and,
- academic progress.

The experiences of the participants are recorded in case studies which describe the impact of using the ELF to facilitate change and improvement. The case studies and reflections of the participants and their supervisors also provide feedback on the ELF's potential to build leadership capacity.

In addition to the ELF workshops, participants had access to resources such as videos and templates to assist them with their projects and, to varying degrees, the partner leader on each site also provided ongoing mentoring and support.

As the site projects unfolded, it became clear that participants would benefit from further practice in using the ELF to scaffold their learning. As a result of this observation, a series of artefacts consisting of games, activities and templates were progressively developed to stimulate ideas and to help build expertise and confidence in using the ELF. The report describes how the ELF inspired-artefacts can be integrated into an 'A⁵ Leadership and Professional Development Model' as a way of providing an integrated, systematic and sequential approach to dissemination and leadership capacity building for change and improvement.

While most participants described their activities as 'works-in-progress', the overall reaction to the ELF and its value as a leadership tool was very positive. The site projects provide a number of insights into the challenge of strengthening leadership and building capacity to lead change for the further enhancement of learning and teaching in Australian higher education.

Common insights include:

- application of the ELF assists the change process;
- reviewing performance and feedback data is a useful starting point;
- investigating context and expectations is important;
- collaborative and senior executive engagement should be encouraged;
- sustained change requires clarity of institutional vision;
- staff benefit from working with colleagues from across the organisation;
- improvement is most effective when integrated into team work plans;
- utilising leadership tools such as the ELF are enhanced when supplemented with mentoring and resources;
- leadership and professional development programs which draw on active learning and authentic scenarios provide opportunities for participants to 'practise' leadership.

The 'ELF-in-practice' case studies described in this report clearly demonstrate that the ELF can be customised successfully and applied to a variety of learning and teaching contexts and sites to stimulate and lead change. The observations and reflections from a number of the participants and their supervisors reinforce the potential of the ELF to build leadership capacity, especially when it is linked to active-learning and authentic change situations and is reinforced and embedded in systematic and developmental approaches to leadership and professional development.

The ELF leadership project is particularly notable for the ways in which it is engaging and motivating staff across a number of teaching sites and institutions, including Monash South Africa, and for the production of deliverables that help both academic and professional staff to reflect upon their contexts, muster their skills and develop new ones to introduce changes at different institutional levels.

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Introduction

The impact of current global, national and local factors means that the need for effective leadership in tertiary education has never been so important. Leaders and their teams across the sector need to be informed, strategic, flexible, responsive and astute. They need to understand the effect of global economic, environmental, technological and ideological trends on the mobility and study preferences of international and domestic students and on existing and potential collaborators and partners. They also need to be conversant with national and state political agendas and understand the implications for learning and teaching of major drivers, such as: demand-driven funding models; social inclusion targets; and the frameworks and compliance requirements of quality and standards agencies.

A common message from many Australian Learning and Teaching Council Leadership (ALTC) projects is that leadership is very demanding. The complexity and diversity of the contemporary tertiary sector has resulted in at least four decades of constant change and restructuring; some may argue even longer. This change has created enormous challenges for leaders but also opportunities. The underlying question relevant to this project is:

How do we build leadership capacity across the higher education sector which will enable leaders to work effectively with complexity and change and take advantage of new opportunities to achieve our ultimate goal of providing quality learning and teaching experiences for our students?

The 'Leading Excellence – Application of the Engaging Leadership Framework to new higher education sites and contexts' project explores the potential of the Engaging Leadership Framework (ELF) to support leaders to work effectively with complexity and change and take advantage of new opportunities. The project builds on an earlier Leading Excellence project 'Leadership for implementing improvements in the Learning and Teaching Quality Cycle' (Monash 2008), which informed and shaped the development of the ELF leadership tool.

Four sites were selected to trial the ELF. These sites included a multi-campus, dual-sector university in regional Victoria, a single-campus regional university in New South Wales, a large multi-campus metropolitan university in Western Australia and an offshore campus in South Africa, owned by Australia's biggest university.

The project leader collaborated with partner leaders on each of these sites to roll out the ELF. The approach used was informed by features of social constructivism, particularly, active-learning and interactive theory. Initially workshops were conducted at each site which utilised group activities, team games and problem solving scenarios to engage the participants and to familiarise them with the ELF. Working from data sources and evidence, participants on each site identified issues of concern and established project teams to address them. The ELF was used to guide the planning and implementation of their intervention strategies. In addition to the workshops, participants had access to resources such as videos and templates to assist them and, to varying degrees, the leader on each site also provided ongoing mentoring and support.

The progress and impact of the site projects are reported in Part three of this report. Part four provides details of the main lessons for leading change and improvement which were identified from the roll out and application of the ELF at the various sites. This section also introduces some of the ELF artefacts developed to date, and provides brief details on their potential application to leadership and professional development. A leadership and professional development model A⁵, which was inspired by the lessons from this project and the 'play' orientation of the ELF artefacts, is proposed in Part five as a way of effectively embedding the ELF and building leadership capacity within an institution. Finally, Part six 'Leading futures' provides some thoughts on the shape of leadership in higher education in the future.

The Appendices contain prototypes of the ELF artefacts, site project case study notes and insights from the various site projects.



The Engaging Leadership Framework (ELF) supports a context and cultural approach to leadership. We focus on the activity of leading rather than the traits of an individual leader and strive to build teams not heroes.

We are interested in better understanding institution-wide leadership that will provide a nurturing learning environment for students and enable them to become engaged and lifelong learners.

We want to determine how best to assist those with leadership roles in learning and teaching to link such evidence as student feedback and performance data, employer and industry perceptions and national and international sector and discipline standards and benchmarks with improvement strategies and actions.

Through the ELF we encourage building relationships and networks and teach teams to initiate and implement sustainable change to improve the student experience.

EDITION 1, 2010 ALTC COMMUNIQUE



Leading question

1.1 Background

This project builds on earlier development work on building leadership capacity funded by the Australian Learning and Teaching Council (ALTC) during 2006-2008. The main outcomes of this project are documented in *Leading Excellence*, the report on the 'Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle' project (LE613) (ALTC, 2008).

The purpose of the earlier project was to develop a tangible leadership tool which identified and brought together in a practical way key elements which underpin effective leadership of change and improvement. The project was coordinated by the Centre for the Advancement of Learning and Teaching at Monash University. It involved extensive study, development, consultation, testing and evolution of an emerging leadership framework which was initially conceived by reflecting on earlier efforts to lead change within the Faculty of Education at Monash.

Leadership through teams, not heroes. 'The ELF provides a framework to lead and navigate change by promoting a culture within higher education where improvements in learning and teaching are systematically accepted and practised.'

EDITION 1, 2010 ALTC COMMUNIQUE



The **Engaging Leadership Framework (ELF)** is the leadership tool which grew out of the earlier project and is described in the *Leading Excellence* report referred to above.

Figure 1.1

The proposition expressed in this framework is that leaders need to pay attention to and demonstrate high levels of competence in all three elements of the ‘trilogy of excellence’ if they hope to achieve quality outcomes and change.

The Engaging Leadership Framework is elegant in its simplicity. It brings together complex but interrelated leadership and quality assurance concepts into a powerful and easy to interpret visual model. This model provides a conceptual structure to assist leaders examine and assess their institution’s context, culture and readiness for change. It provides a systematic evidence-driven process to guide actions for improvement and it also supports leadership capacity building within individuals and teams throughout the organisation.

The ELF consists of three dimensions:

1. A VISION – expressed as the ‘trilogy of excellence’ (the pursuit of excellence in *scholarship*, *engagement* and *management*);
2. A PROCESS – the incorporation of an evidence-driven *quality cycle*; and
3. PARTICIPANTS – acknowledging the benefits and impact of diverse leadership perspectives, inputs and roles.

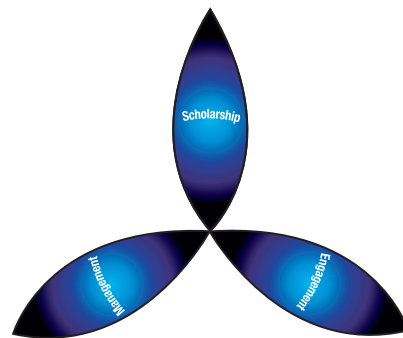


Fig 1.2

The blue propeller blades of the model depict the ‘trilogy of excellence’: excellence in *scholarship*, *engagement* and *management*.

One of the main challenges for contemporary leaders is how to maintain excellence in learning and teaching while responding to the changing context, culture and stakeholder needs.

Scholarship involves the pursuit of academic excellence within contemporary education contexts. It encompasses consideration of the vision, aspirations, values, priorities and standards of the institution. It encourages dialogue on the implications of government priorities such as demand-driven funding models and social inclusion targets on the provision of quality learning and teaching in higher education.

A focus on ‘excellence in *scholarship*’ is designed to initiate conversations on various factors which impact on how students learn, how teaching is approached and what curriculum needs to be covered in contemporary societies. Such factors include increased mobility, the rapid adoption of digital technologies and the expansion of web-based information and concern for sustainability and ethical practices. ‘Excellence in *scholarship*’ also raises discussion on the diversification of the student profile and the role and nature of assessment. It introduces such concepts as ‘assessment for performance’, ‘assessment for learning’ and ‘learning through assessment’.

Engagement recognises the importance of relationship building and communication for effective leadership. The pursuit of ‘excellence in *engagement*’ prompts leaders to identify and listen to all relevant stakeholders when contemplating change. Stakeholders may include students, colleagues, employers, relevant professions, the tertiary sector, the public, governments, and international education agencies. It reminds leaders of the importance of developing and implementing fit for purpose communication plans. Ongoing engagement ensures that regular feedback and progress reports are provided to the relevant parties.

The need to establish and maintain collegial relationships and networks was reinforced in many of the projects.

The value of establishing strong networks, sometimes referred to as ‘network capital’, should not be underestimated when trying to motivate and engage participants in change. The focus on *engagement* is directly linked to clarity of purpose, loyalty, commitment and sustainability which are all key aspects of effective change *management* practice.

Management is concerned with facilitating effective leadership of learning and teaching by ensuring appropriate plans, systems, policies, procedures and infrastructure are in place to support quality outcomes.

The pursuit of ‘excellence in *management*’ is about alignment of policies and resources with the vision and priorities of the organisation. Effective improvements in learning and teaching, such as greater use of digital technologies to enhance learning or the introduction of student mobility programs to provide an international experience during the course, can only be achieved if resources are made available to facilitate these initiatives. Assessment policies also need to be reshaped to enable students to obtain credit for these experiences.

Embedded in ‘excellence in management’ is the notion that an institution’s operations and practices need to be informed and shaped by the overall vision and goals of the organisation. Leaders need to ensure that management practices do not define and drive the learning and teaching possibilities.

The Quality Cycle is the ‘engine’ of the framework. It provides leaders with a process to systematically address change and improvement. The ELF draws on the usual elements in a quality assurance model but strongly promotes an evidence-based planning and decision making approach to quality improvement by starting with ‘*evaluate*’, followed by ‘*improve*’, ‘*plan*’ and ‘*act*’ (see figure 1.3).

At ‘*evaluate*’ leaders are advised to begin their conversations about quality improvement by analysing stakeholder data on performance and satisfaction levels to identify what needs to change as well as what is working well. This usually consists of evaluating student unit (subject) and course (program) feedback collected by surveys, drawing on student performance data such as progress, retention and completion rates, and grade distributions. Less commonly, leaders sometimes seek feedback from employers, analyse graduate destination surveys, implement staff workplace climate surveys and utilise a range of other evaluation tools such as focus groups, suggestion boxes and informal testimonies from colleagues and students.



Fig 1.3

In the '*evaluate*' phase leaders ask the question 'what does the data say about our performance and how we are perceived by our stakeholders?'

The '*improve*' phase focuses on 'what needs to change?' Generally the data analysis will identify a number of 'hot spots'. The challenge is to prioritise the areas that need attention by referring back to the institution's vision and targets. Often several areas for improvement will be evident and decisions on what to improve need to be framed by conversations about: what interventions could be easily implemented; what is the probability that the intervention will be successful; what is the availability of staff and resources; and, what will be the impact if nothing changes? Initially, leaders are encouraged to tackle the changes that can be achieved relatively easily and to develop long-term plans for the more complex problems.

The '*plan*' phase asks leaders the question 'how will you get there?' It requires the development of an action plan which identifies: what is to be achieved (targets); timelines; resources; team members; responsibilities; work loads; methodology and strategies. The plan needs to identify the strategies and resources that will be required to implement and sustain the change. Contingency plans are also important as things rarely advance as expected.

Implementation of the plan happens in the '*act*' phase of the *quality cycle*. Generally the outcomes of this phase are largely dependent on the detail that is contained in the plan. While the activities involve implementation of the plan, leaders need to stay engaged with the process and enact contingency plans if and when the situation changes. Leaders are encouraged to be flexible and nimble to adjust to unexpected events. It is inevitable that staff will move on, new priorities will encroach on plans and unexpected obstacles will impact on workloads.

Completion of the 'act' phase signifies the end of one circuit of the *quality cycle*. On the next visit to the 'evaluate' phase leaders can assess the impact of their actions on improving the initial problem and either move onto a new issue or adjust their strategy to try another intervention approach to address the earlier concern.

Over the past decade survey systems for collecting student feedback have been introduced to almost all higher education institutions across Australia as part of the quality assurance agenda. Though the academic literature has consistently shown the value of student voice in the quality forum, examples of systematic and strategic processes for analysing and responding to the growing data files and student comments are not so evident.

There is an expectation from students that the feedback that is collected is used for improvement though this is lacking in many parts of the sector. The ELF fills this gap. It is an ideal tool for leading improvement and for closing the loop in the *quality cycle*. I encourage leaders across the sector to explore ways it can be integrated into quality assurance systems in their institutions.

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The band of **three diagonal stripes** on the ELF model (Figure 1.4) represent an inclusive and shared approach to leadership. This concept draws on distributed and dispersed leadership theory and is articulated in this project by the view that effective leadership of sustainable change is best achieved 'through teams not heroes'.

This framework contends that leadership is not only positional but occurs at multiple levels in a university and in various roles performed by both academic and general staff. However, in some cases staff who are performing quite significant informal leadership roles, particularly at the operational level within universities, do not perceive themselves as leaders and there is little acknowledgement of the leadership responsibilities they undertake. This observation influenced the inclusion of the 'stripes' in the ELF visual model. It is included as a reminder to recognise and support the viewpoint that leadership is distributed throughout an organisation and is a shared responsibility.



Fig 1.4

Within the higher education sector the levels of leadership identified in this framework are:

- the operational level, where many of the roles are informal and almost 'invisible'. Ironically these leaders, who typically include learning and teaching staff, have the most frequent and direct contact with students and yet have limited access to the institution's planning and decision making processes. This level includes: course (program) and unit (subject) leaders, and academic and student support managers/coordinators;
- the institutional or organisational level, where the leaders are deans, heads of school and departments, directors, faculty managers, pro vice-chancellors, deputy vice-chancellors and vice-chancellors; and
- the external level which is made up of stakeholder leaders such as employers, industry groups, professional associations and government departments and funding bodies.

It is interesting to hear about the developments in the ELF since my initial involvement with the emerging leadership framework in early 2006. At that time I stressed the need for collaborative networks and strong relationships and I am even more convinced of this in my current leadership role within the university.

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1.2 The framework in practice – new sites and contexts

In the initial project, which was undertaken in 2007–2008, the ELF evolved from work which sought to develop and test an emerging leadership framework and identify critical factors of leadership of quality improvement measured by unit evaluation student satisfaction data. The outcome of the earlier project was a framework which provides a holistic, strategic and practical approach to leading change and improvement – the Engaging Leadership Framework.

The purpose of this project was to apply the ELF to other sites and contexts in order to disseminate the framework and evaluate its effectiveness to: build leadership capacity across other issues and institutional contexts; and to achieve sustainable change.

Four partner sites were identified. These were the University of New England, the University of Ballarat, Edith Cowan University and Monash South Africa. Initially each partner identified a local concern which was impacting on the quality of learning and teaching on their campus. The intention was to workshop the ELF on the nominated sites, customising resources and strategies that already exist and developing others in order to explore and address identified issues and build relevant leadership capacity. While the initial plan was that each site would apply the ELF to one issue, the introductory workshops stimulated such interest that each of the sites chose to form multiple teams to explore a range of issues.

The progress of these teams is reported in overviews of the case studies in Part three of the report. The appendices contain case study notes, reflections and artefacts where available. The intention of the participants was to capture perceptions, impressions and learnings not to prepare polished reports.

1.3 Project outcomes and deliverables

The outcomes and deliverables identified in the original proposal were:

1. Pre- and post-test comparisons as a result of applying the ELF to facilitate change and improvement.
2. Feedback on the impact of the ELF to build leadership capacity among the participants.
3. Case study reports from each site which report on the activities of the ELF 'in practice'.
4. Refinements and developments of the ELF and integration into professional and leadership development programs.
5. Dissemination of the outcomes of this project across the sector through websites, journal articles and other avenues.



Parts three and four of the report address the first three outcomes and deliverables through case study summaries, reflections and feedback.

Part five of the report addresses the refinement and development of the ELF and integration into professional leadership development programs. The dissemination of the outcomes of this project across the sector through websites, journal articles and other avenues is covered in Parts four and five.

Since I began working with the ELF I have been impressed by its flexibility. At the University of Ballarat we have been able to utilise the framework in a range of settings and in a number of ways which initially we did not foresee. It helped frame the projects in our learning and teaching fellowship program. We used it in our program and course coordinators capacity building retreat and we are intending to incorporate it into our refreshed graduate certificate program for tertiary educators.

Because life doesn't always turn out the way some more rigid models expect, we have found that the ability to 'dip into' the ELF has also been an advantage. I believe that one of the real strengths of the ELF is that its component parts make sense and can stand alone. By that I mean the ELF lends itself to being disaggregated and 'played' with—you are able to take the bits that are relevant to the work that you are doing at any given time and customise them to your needs.

As a leader of another ALTC leadership project, I am currently looking at ways of drawing on the ELF and the project artefacts to support leadership capacity building within our project cohort and to inform our outcomes. We also hope to host a combined dissemination event to present the outcomes of both of our projects to heads of learning and teaching centres or those engaged in the development of course coordinators or academic developers.

I strongly recommend the application of the ELF across the sector.

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Leading the way

2.1 Applying the ELF

The overall plan for applying the ELF followed a process inspired by the ELF itself. Participants at each site were introduced to the ELF model and were encouraged to draw on evidence and data to identify specific local concerns which impact on their institution's ability to provide quality learning and teaching. The project proposal document described a broad-based issue which each partner had identified. These issues were refined during the initial workshop. In addition most sites decided to form two or three extra teams to address other issues which arose in the workshops. These issues are reported in Part three.

Each of the teams used the ELF as a tool to guide the construction of project plans for locally-appropriate intervention strategies to address their concerns. The observations and reflections contained in the case studies (Part three), demonstrate the 'evaluate' (monitor and review) phase of the *quality cycle* embedded in the ELF.

2.2 Approach

The approach to disseminating, customising and applying the ELF to the local issues was heavily influenced by various strands of active learning, social constructivism and collaborative learning theories. In particular, the influence of Vygotsky (1978) 'learning through collaboration' and Bruner (1960) 'learning through reflection' have contributed to this approach to learning. The activities provided in each of the roll out phases were mindful that the participants were colleagues (partners) and would respond better to adult learning strategies.

The learning environment created in this project emphasised:

- **consideration of context and culture;**
- **working with authentic tasks informed by evidence;**
- **ownership of the project by the participants;**
- **collaboration and respect for all the participants regardless of status;**
- **knowledge construction instead of knowledge reproduction;**
- **value of thoughtful reflection on progress.**

A generic scaffold for learning was provided by participation in games, problem solving activities and discussions. However, each team was required to take responsibility for the development and implementation of their specific project plan. Teams had access to a local mentor, who was the partner leader on each of the partner sites. Most partner leaders regularly engaged with their teams. Additional resources were also available on the ELF website.

2.3 Project phases

The project proposal nominated three developmental phases. A summary of achievements and progress against each of the phases is contained in the following tables.

2.3.1 Phase 1 Planning and contextualizing the ELF

Proposed Outputs	Feedback
Action plans in place on each site within four months	Achieved. Ethics statement prepared and approved.
Agreement on timeframe to implement action plans.	Site visits were scheduled for late 2009 and early 2010.
Workshop resources and materials developed.	Workshop activities developed. (appendix 1.1) ELF 'chatter box' designed and printed (appendix 2.1). Leadership three minute animated video produced (http://opvcit.monash.edu.au/calt/leadership/index.php).
Resources and website developed (updated).	Monash ELF website was updated. (http://opvcit.monash.edu.au/calt/leadership/index.php). ELF site was created on ALTC Exchange (partner access only at this stage).

2.3.2 Phase 2 Application of ELF to local project

Proposed Outputs	Feedback
Workshops conducted on each site	Achieved by end of January 2010. 30 participants at UNE. 35 participants at ECU. In addition a presentation and workshop on the ELF were given at the Learning and Teaching Forum in Western Australia. 18 participants at MSA. 15 participants at UB.
Projects implemented	Each site elected to undertake more projects than initially anticipated. The progress of some projects was quite slow. In some cases the planning phase required more time for consultation. The membership of some teams changed which also created delays. In three of the four sites the partner leader remained in place. In 2010 a new leader took over at UB.

2.3.3 Phase 3 Embedding the ELF

Proposed Outputs	Feedback
Case study reports	Teams provided feedback on the progress of the projects at two key workshops: (i) A workshop with the UNE teams at Armidale in August 2010. (ii) A workshop with teams from ECU, MSA and UB in Perth in September 2010. Each team leader prepared case study updates based on an ELF template (appendix 3.1). Summaries of the case studies were prepared for inclusion in Part three of the final project report. Completed case study templates and relevant artefacts are included in the appendices where available.
ELF resource material on web	ELF resources were placed on the ALTC Exchange website for use by the partner participants as they were developed. In addition a range of artefacts were developed to support implementation of the ELF throughout the project. Feedback on the various ELF leadership and professional development artefacts was sought from the participants and also from other groups of professional and academic staff across the sector. This feedback and input informed modifications to the various tools and games.
Strategies for embedding ELF into policy and practice	One of the key learnings from this project is that embedding of the ELF is best achieved through strategies which enable participants to engage with authentic activities relevant to their role and work. The ELF artefacts that were developed to support the application of the ELF on the various sites inspired the development of a proposed 'A⁵ Leadership and Professional Development Model' based on play and active learning. This model is described in Part five of the report.
Report for ALTC	Submitted on the due date.
Draft collaborative conference papers and journal articles	Part six of the report touches on 'leading futures' and sets an agenda for the preparation of conference papers and journal articles inspired by the project.



Universities of today find themselves immersed in a new agenda: The Quality Agenda. A single national regulator characterised by transparency, accountability and a standards based approach has the potential to change the tertiary education quality landscape. The top down approach to quality assurance is fast becoming a whole of institution approach, with program coordinators the new guardians of quality at a local level. This shift in thinking will see our front line leaders, program coordinators, redefine and re-characterise their roles to accommodate this new level of recognition.

The University of Ballarat is proud to be involved with the Engaging Leadership Framework. One of our approaches has been to use the ELF's innovative methods to further develop program coordinators as engaged leaders within the university. By customising resources and strategies that already exist and by developing new resources, such as program coordinators' position descriptions, the university hopes to address quality issues and to build leadership capacity in dealing with the emerging quality agenda.

By all measures, the Engaging Leadership Framework is a successful program that through innovative practice takes a localised approach to dealing with sector wide concerns.

UB is proud to be involved with a project that takes a fresh approach to dealing with contemporary issues affecting the tertiary education sector.

PROFESSOR TODD WALKER

PRO VICE-CHANCELLOR
(LEARNING AND QUALITY)
UNIVERSITY OF BALLARAT



Leading lessons

3.1 Case study outcomes

This section reports on the projects that are being undertaken at each of the partner sites. The site projects follow an active learning approach which encourages participants to apply the ELF to authentic issues or situations which impact on learning and teaching at their campus. Initially it was proposed that each site would apply the ELF to one area for improvement. However, as the project unfolded, sites identified new issues they wished to explore and these were added to the schedule. Occasionally new members joined project teams and other projects lost members as work priorities intruded on participants' time. Not all teams progressed at the same rate and some projects are still very much works in progress. At one site the ELF was also used as a planning tool for writing project applications and on another occasion the ELF games and activities were tested at an institution-wide program and course coordinators' retreat, which was conducted as part of another ALTC leadership project.

An overview of all the projects undertaken at each of the sites is provided in this section along with reflections from the participants. Each team was encouraged to document their progress and impressions on the value of using the ELF on a prepared template. Where available, these records and reflections have been included in the appendices along with other artefacts that have been provided by the project leaders.

The site case study notes, reflections and artefacts provide a valuable account of how the various partners are applying the ELF for improvement, and are recommended as a source of discussion and inspiration for leadership and professional development programs.

3.1.1 University of New England

Context

The University of New England (UNE) is a regional university situated in the hinterland of New South Wales. The university has around 17,000 students with more than two-thirds of the cohort undertaking studies via the internet. The majority of first year on-campus students choose to live in on-campus residences which provide academic, social and pastoral support and networks designed to enhance the student experience. The UNE Flexible and Online project supports the university's distance education students and is a cornerstone of the university's domestic and international reach strategy.

Like all regional universities, UNE is endeavouring to grow and sustain its significance as a leading institution within the local community and surrounding region while at the same time maintaining its viability in an increasingly competitive national tertiary education environment. One benefit that may accrue to UNE as a result of external drivers is the Federal Government's 'Evocities Campaign' launched in September 2010, which aims to encourage metropolitan dwellers to relocate to identified Australian regional cities of which Armidale is one. UNE needs to be ready to meet these opportunities.

The four projects that were undertaken at UNE as part of the ELF roll out reflect curriculum renewal, workload and staffing priorities of the university. The MBA revitalisation project is examining ways to redesign the MBA to align with the United Nations Principles for Responsible Management Education (PRME) to which UNE is a signatory. The Academic leadership program is using the ELF as a lens through which course coordinators can reflect on issues they face in their role, and in building leadership capacity. The Financial Services Directorate (FSD) saw this project as an opportunity to create significant culture change within the FSD. They want to reposition themselves from being viewed as a service centre with a focus on data processing and reporting to being viewed as a business partner providing high level financial solutions and advice to key UNE stakeholders. The Workforce planning project aims to apply the ELF to develop a framework to guide recruitment, development and retention of the experience and skills necessary to support and deliver the strategic goals of the university, both currently and in the future.

For some years now I have been interested in developing leadership in learning and teaching. I am also interested in promoting systemic (rather than ad hoc) approaches to change especially through the ubiquitous application of quality improvement cycles. Also, many change agendas fail, not because they are wrong, but because of internal political interests.

The ELF emphasises the importance of combining the necessary inputs and the *quality cycle* while attending to key stakeholder groups – in other words, bringing together the various factors that can impact on change but which are often left disconnected. Having been in at the very beginning of ELF at Monash, I am now pleased to see that four groups at UNE are applying the ELF in a variety of contexts, including academic and administrative. I look forward to evaluations of these projects and other projects and the continuing evolution of ELF to help support leadership and change in this under-theorised and under-researched aspect of every university's core mission.

PROFESSOR GRAHAM WEBB
SENIOR DEPUTY VICE-CHANCELLOR AND
DEPUTY VICE-CHANCELLOR (ACADEMIC)
UNIVERSITY OF NEW ENGLAND

Thinking about UNE and how we approach things here (often due to time pressures via a top-down directive prior to widespread consultation and planning) the ELF has considerable potential to assist us to communicate more effectively about how the vision came to be and then more powerfully engage critical stakeholders. This would be very helpful to project leaders who can feel like they are firmly sandwiched between a 'rock and a hard place'.

VALERIE DALTON, GSB PROGRAM DIRECTOR
UNIVERSITY OF NEW ENGLAND



Revitalising the MBA

The aim of the project is to redesign the MBA to align with the United Nations Principles for Responsible Management Education (PRME) and to provide a rich learning experience that will graduate thoughtful and responsible managers who are better equipped to meet the challenges faced by the people of the world. This is in keeping with UNE and Australia-wide initiatives for sustainable development, and it is hoped that the redesigned MBA will be more attractive to potential students and contribute to a 'learning commons' of students and alumni who will be empowered to meet the challenges of building sustainable futures.

Not only does a leader need the requisite skills but also the endorsement to act.

The MBA project is led by the Graduate School of Business (GSB) program director. The team comprises the unit coordinators, especially those of the eight core units which need to be ready first, and other interested staff. Most meetings were not attended by all stakeholders and the composition of the group varied at each meeting; and this meant that the discussion often focused on divergent views and revisited old conversations. The goal to have the first four units ready for trimester one 2011 put additional pressure on those unit coordinators who also needed to learn new technical skills to deliver content fully online.

The project team debated the concept of sustainability and how best to embed sustainability throughout the program. Early in the project the group abandoned trying to reach consensus on a definition of sustainability in favour of a set of principles which would guide thinking and planning for each of the units. The application of the ELF to this project focused in particular on aspects of *scholarship* and *engagement* and how to encourage staff to see that embedding sustainability into the program is more about the development of responsible attitudes and ways of thinking and doing, than it is about altering the existing content.

Consideration of the applications of the ELF were applied mid-cycle to the MBA Project and this restricted the full implementation of the ELF across all group members. Progress to date has provided some helpful insights for the GSB program director especially with regard to the dimensions of '*Scholarship/Vision*' and '*Engagement*' and she said that she would continue to use the ELF to inform her thinking about the project as it progressed. In particular, the ELF illuminated the skills required to articulate the vision and engage others. However, the GSB program director also reported that her authority to lead was not necessarily supported by the organisational culture which tended to look to a higher authority rather than embrace a more distributed leadership approach.

More details on this case study are available in appendix 4.2.

Academic leadership

A priority focus for UNE, since the publication of the *Strategic Plan 2007–2010* (UNE, 2006), has been on building leadership capacity. The original proposal for this project intended to apply the ELF to develop leadership capacity specifically for heads of school. It proved to be too challenging to work around the various competing priorities for this particular group and the ELF was instead applied in the Academic Leadership Program. This program targets course coordinators, whose role is perceived to be critical to ensuring quality in teaching and learning (Ladyschewsky and Jones, 2007). Course coordinators are also a group of people who usually work in relative isolation so the program presented an opportunity to share practice, to engage in peer coaching and to recognise that what they are doing is a valuable leadership activity.

The program proved valuable in assisting course coordinators to develop leadership strategies, and gain confidence in implementing them to resolve issues that they face on a regular basis. The process of regular discussion groups provided valuable networking opportunities that empowered participants to engage in leadership behaviours and strategies.

It is clear that the ELF supports a distributed model of leadership. However, the often bureaucratic structure and culture of universities in general creates tension between the call for 'distributed leadership' and what actually occurs. Debate around the realities of building leadership capacity within higher education signals the importance of using the ELF as a model to frame much of what we do in the higher education sector. Our discussion revealed that perceptions that many people in leadership roles and positions do more management than they do visioning or engagement.

More details on this case study are available in appendix 5.1

The ELF is potentially a very useful tool to assist anyone in a leadership role to maintain a broader perspective which encompasses all critical aspects of successful leadership activity.

It is too early to say if there have been significant changes as a result of using the ELF to inform thinking about building leadership capacity, however I feel that we now have a tool that can be used across a wide range of applications such as developing/rejuvenating elements of workplace procedures through to focusing participant discussions in the Academic Leadership Program.

MELANIE FLEMING

LEAD COORDINATOR OF THE ACADEMIC LEADERSHIP PROGRAM



Financial Services Directorate (FSD)

The FSD management group formed this team. The director was originally motivated to apply the ELF to the performance planning and review process within the FSD and the management team met early in 2010 to discuss this. When they considered the 'trilogy of excellence'—excellence in *scholarship*, excellence in *engagement* and excellence in *management*—they found it easier to change the '*scholarship*' dimension to '*vision*', and to think in terms of what the team aspires to achieve in line with the strategic vision of the university.

The physical environment of the FSD was scheduled for renovation between March and August 2010. This acted as a catalyst for us to focus on our preferred work culture. The ELF model captured my imagination as a very real way for my team to engage in this conversation. The work we did with the ELF challenged us to really think deeply about our vision and how to achieve it. Most of all it focussed our attention on the critical skills required to succeed at engaging our staff and our clients in a joint conversation about the future of FSD. This is a work in progress and we need to ensure we make the time to continue to develop our culture.

BILL COLLESS DIRECTOR,
FINANCIAL SERVICES DIRECTORATE

The process of getting people on board with new ways of doing things always has to compete with what has to be done right now. Creating the space for reflection and discussion was seen to be a luxury, no matter how desirable, by the FSD managers. If it hadn't been for the ELF project it is unlikely that this level of discussion would have occurred about their vision and the necessary engagement strategies. This project has been highly worthwhile for creating this opportunity alone.

KAY HEMPSALL, UNE PARTNER
TEAM LEADER

Once the ELF had been modified, the FSD team commenced regular meetings to discuss the application of each of the elements in the ELF to their business practices. They were concerned that feedback from academic staff across the university indicated that their service was generally viewed as being overly bureaucratic and obstructive with an undue focus on compliance and filling out forms. The team wants to change this perception to a culture whereby their staff are seen as business partners and financial advisors working side-by-side with academic staff to achieve effective and efficient outcomes for all.

In the last five years, Financial Services (like Human Resources) has moved many of their processes such as travel bookings and purchasing to an online Employee Self Service approach. The intention was to both speed up the processing time (to provide a better service) and free up the teams from data processing to more high level provision of advice and reporting. However, these changes have met with some resistance from academic staff who see this as transferring yet another job to them. The FSD team now recognises that the introduction of the system needs to be accompanied by more intensive and

sophisticated modes of engagement and communication to help ‘sell’ the benefits of the changes to academic staff. By applying the ELF to build the vision for their new culture they explored in more detail strategies for engagement and how these in turn impact on their processes and policies.

The team spent several weeks discussing their vision for what the desired FSD culture would look like and what strategies they, as managers, would need to use to effectively communicate their vision and engage staff in adopting it as part of their day-to-day practice. Considerable time was spent understanding how different management styles and preferences would impact on this project. A few of the managers commenced discussions with their staff and reported back that while there was interest in the idea of the vision their team members were struggling with how that would play out in practice.

More details on this case study are available in appendix 6.1.

The delivery of financial services in our unique environment hinges on realising a vision and one that is encapsulated in all aspects of service. The ELF model has given Finance an effective hub-and-spoke model; providing the team with an opportunity to embrace a core vision and realise the journey to it, not by standing still but by making contact with the road; that is, via constant engagement.

PAUL PACKHAM, DEPUTY DIRECTOR, FSD

Following the publication of *Leading Excellence* in 2008, which first introduced the ELF model, I saw the potential for using the ELF as a tool to build leadership capacity. I was, therefore, delighted when UNE was selected as a partner site in a second ALTC funded project to further explore the possible contributions of this model. While other large, UNE-wide projects have meant that I could not personally be involved I am pleased to see the ELF being applied to a diverse set of case studies involving staff from both academic and administrative areas of UNE. The early findings support the view that the ELF provides a valuable scaffold to facilitate leadership capacity building at UNE and enhance project outcomes.

PROFESSOR BELINDA TYNAN, ACADEMIC DIRECTOR,
FACULTY OF THE PROFESSIONS,
DE HUB DIRECTOR AND ACADEMIC LEAD
FOR UNE FLEXIBLE AND ONLINE



Workforce planning

The Workforce Planning Project (WPP) is part of the much larger UNE Flexible and Online project which is designed to prepare UNE for its longer term future as well as to address the shorter term potential impacts of the Federal

Government funding changes that will come into force in 2012.

This project focuses on the vision and new direction of the university's niche strategy, particularly with respect to the renewed focus on enhancing its reputation as a distance education provider.

The WPP aims to develop a guiding framework to recruit, develop and retain the experience and skills necessary to support and deliver the strategic goals of the university, both currently and in the future. It is a mission-critical project in the light of both internal and external drivers. These drivers include: an ageing workforce common across the higher education sector; determining the right skills/competencies mix; meeting the varying expectations of the different generational groups; and, expanding Australia's ability to provide higher education by distance internationally. All of these drivers create challenges and opportunities for the higher education sector across Australia (Salt, 2010).

This project is in its very early stages. The Deputy-Director Human Resource Services (HRS) has carriage of the project and has identified several opportunities for the application of the ELF to the WPP.

The thinking is that:

- the ELF will be useful to facilitate engagement in early discussions with stakeholder groups to (1) identify the attributes required of UNE staff, (2) influence the culture through clear articulation of the vision, and (3) identify possible impediments to the success of the WPP;
- the possibility exists for the ELF to facilitate the conceptualisation of leadership capacity building and succession planning that UNE needs to effect cultural change; and
- the ELF will assist the determination of key drivers which will inform UNE's recruitment, development, up-skilling, and retraining that will flavour every aspect of what kind of organisation UNE is and wants to be in order to attract staff who will support that culture.

More details on this case study are available in appendix 7.1.

I envision generating a Workforce Planning Toolkit for managers and supervisors at UNE which could include the ELF to provide a clearly defined pathway to follow. The objective would be to help individuals think strategically about how to proceed, aligned to the longer term workforce planning agenda and taking account of the need for flexible and adaptive responses to workforce concerns.

BRONWYN PEARSON,
DEPUTY-DIRECTOR, HUMAN
RESOURCE SERVICES

3.1.2 University of Ballarat

Context

The University of Ballarat (UB) is a dual sector, multi-campus regionally-headquartered university with a student population of around 25,000. It is the only university in regional Australia to have both a TAFE and higher education focus and also to offer secondary schooling through UBTec.

UB has a number of distinguishing features which include: strong links to the local community and industries; co-location with a significant business and government enterprise precinct which includes a Technology Park; a substantial international student cohort, primarily taught through partner arrangements; and, a reputation for excellent teaching and applied research.

Like many smaller universities, UB is experiencing severe financial pressures and with the introduction of demand-driven enrolment from 2012, it is imperative that UB undergoes significant cultural and structural change. Accordingly, an extensive curriculum renewal consultation process was implemented in early-2010 and a recently tabled UB Blueprint Consultation Paper proposes major restructuring of the university. Where possible, the ELF activities at UB have been adapted and expanded to capture the changes being proposed in the Blueprint.

The initial proposal was to use the ELF as a leadership tool to address an issue of concern at UB and in the process, to extend the leadership capacity of emerging women leaders within the university. Progress on this project is reported in the following case study. In addition, utilisation of the ELF as a project management tool to support a learning and teaching fellowship program is also described along with the application and trialing of many of the ELF artefacts with program and course coordinators. Neither of these projects were included in the original proposal but were implemented as a result of, among other factors, discussions and recommendations emanating from the curriculum renewal process.

Student Learning Support

A project within the area of Student Learning Support (SLS) was initially selected to test the ELF. It was anticipated that this project would provide an opportunity to build leadership capacity and confidence in emerging women leaders.

The project commenced by collating and analysing data on service-use by staff and students. This information was presented in a paper to help inform the university's restructure.



The message from this exercise, and from other consultation feedback on student learning support, was that UB could ‘do better’ in this area. This viewpoint is addressed in the UB Blueprint which proposes the establishment of a new integrated entity, the Centre for Learning Innovation and Professional Practice (CLIPP), to lead, coordinate and support learning and teaching activities for schools, staff and students across the university. Among other activities this centre would lead and oversee Academic Skills and Knowledge (ASK) programs and services specifically designed to assist students to begin to develop the essential skills required for independent learning and success at university.

The types of programs and services that are envisaged within ASK are the best of UB’s current programs as well as examples of best-practice from across the sector. These include: the introduction of a new preparation program for pre-commencement students to be known as UBReady: the current transition programs; aspects of orientation week activities; individual and group academic skills diagnostic and development programs; informal writing circles; discipline discussion forums; and similar initiatives.

While initially the ELF was overtly used to source data and evidence of the impact of existing SLS programs and practices at UB (the ‘*Evaluate*’ phase of the ELF *quality cycle*), its application to the subsequent activities has been less deliberate. However, it is possible to map the Blueprint consultation phase to the ‘*Improve*’ and ‘*Plan*’ phases of the ELF, even if the ELF was not used as the main driver. The concept of shared and inclusive leadership inherent in the ELF is also evident in the extensive communication processes that characterise the consultation phase of the Blueprint paper.

This case study is an example of how the ‘*Evaluate*’ component of the ELF was applied in the early stages of a change initiative at a local level which fed into a larger, institutional-wide change agenda.

The opportunity to use the ELF to build leadership capacity among emerging women leaders was not explored in this project beyond initial discussions. However, the learning and teaching fellowship and the program and course coordinator programs, described next, did pick up this aspiration.

Learning and Teaching Fellowships

Another area at UB where the ELF was applied was in the development of project plans for learning and teaching fellows. Applicants were asked to submit expressions of interest to work on mini-projects relevant to the five curriculum renewal themes of:

- learning and teaching strategies;
- student experience;
- graduate attributes and graduate outcomes;
- curriculum design and assessment; and
- student feedback and evaluation.

My engagement with the production team on all aspects of this project has been one of the most exciting things that I have been involved with at UB. I have been able to contribute my extensive learning and teaching background and knowledge to our discussions on the preparation of the script through to the creation of the visual images and concepts. It has been really interesting working with pedagogical and technological parameters to achieve a worthwhile outcome – the production of a communication tool which will be used to support student feedback and evaluation systems across the university.

As the project nears completion I am delighted to say I have met all the milestones I initially identified in the project proposal template.

ROBYN BRANDENBURG
SCHOOL OF EDUCATION
IPOL FELLOW – VALUING VOICE PROJECT LEADER

From over 18 expressions of interest, eight applicants were invited to submit project plans in a template informed by the ELF. A copy of the project plan template is included in appendix 8.1.

The projects that were approved include:

- exploration of the potential of E-portfolios for recording, storing and tracking student attainment of graduate attributes;
- testing a tool for mapping graduate attributes in a generalist degree;
- identification and trialing student evaluation tools accessible through Moodle;
- preparation of an animated video on Valuing Voice: capturing student feedback as a means of learning about quality teaching;
- recognising tertiary students learning through their authentic experiences in a professional setting – three case studies;
- developing a framework for delivery of flexible learning and teaching; and
- recording vignettes of good teaching practice on video.

The projects are still all works in progress. Participants are due to present a poster of their project outcomes at the university's Learning and Teaching Week (29 November to 2 December 2010). In the meantime the participants have received mentoring and support on the ELF through individual meetings and group sessions.

Program and course coordinator feedback

Another group to be exposed to the ELF at UB were program and course coordinators. A number of the artefacts and games that have been developed for the ELF were trialled at a two-day coordinators' retreat to assess their value as leadership and professional development tools.

The program and course coordinators' Retreat held at UB in September 2010 was an initiative of another ALTC project 'Embedding and sustaining leadership development for course coordinators through tailored support during curriculum review'. The retreat provided an opportunity to share learning from the two projects and to further disseminate and test some of the ELF artefacts with a key leadership target group.

Earlier, the curriculum renewal deliberations identified the roles of program and course coordinators as being pivotal to the provision of quality learning and teaching outcomes across the university. Despite the significance of these roles, a survey revealed that there was significant ambiguity about the responsibilities of these roles and concern that they are not generally acknowledged as formal leadership positions within the organisation. A cursory analysis of position descriptions, where they did exist, indicated that the functions differed greatly across discipline areas and campuses.

In an activity designed to prepare exemplar position descriptions for program and course coordinators to be presented to the DVC (Academic), a template based on the Team ELF artefact was used to stimulate groups to record, discuss and synthesise their ideas on what the ideal position descriptions for program and course coordinators should look like. (See appendix 9.1).

The retreat participants also provided feedback on other ELF artefacts including the ELF picture cards, PROMPT, the ELF game and the ELF chatter box. This feedback was used to inform the A⁵ Leadership and Professional Development Model outlined in Part six of the report.

It confirmed the complexity of our roles and highlighted the valuable contribution we make to our programs. A lot of what we do goes unnoticed and certainly is not recognised as good leadership.

I felt my voice was heard, acknowledged and potentially may impact on the long-term professional activities for the role.

I feel more confident about my role and boundaries and (in future) will consult with members of this group.

ANONYMOUS FEEDBACK FROM COORDINATORS'
RETREAT PARTICIPANTS

3.1.3 Edith Cowan University

Context

Edith Cowan University (ECU) has two metropolitan campuses in Perth, Western Australia and a campus located 200 kms south of Perth, which serves the south-west region of Western Australia. ECU has more than 20,000 students at both undergraduate and postgraduate levels of whom approximately 4,000 are international students originating from over 90 countries.

The university is proud of its reputation for innovative and practical courses across four disciplines and its commitment to breaking down barriers to education. This is particularly evident in the way it has pioneered alternative entry pathways to enable more Western Australians to access higher education and reach their potential. The university is also proud of its vibrant research culture and continues to attract and foster quality researchers and research partnerships, many noted for their innovation and global significance.

The ELF projects undertaken at ECU have been framed by the ECU 2012 Undergraduate Curriculum Framework Project which includes references to graduate attributes related to lifelong learning. ECU staff initiated four projects. The first project explored the establishment of a Learning Network at ECU. The team was keen to develop a sense of shared vision and purpose through a 'community of learners' interested in disseminating and adopting strategies and practices which promote life-long learning attitudes and skills in students. The second project addressed concerns about the impact of a 'silo' approach to university planning and operations. The project introduced a 60 Second Information Series to encourage academic and general staff across all disciplines to come together over lunch to share some aspect of their current work. The development of a cohort of quality research-active postgraduate students was the focus of the third project at ECU. In the fourth project the team explored how Gen Y students learn and the implications for learning and teaching in higher education.

As the sponsor of the rollout of ELF at ECU it has been reaffirming to see how the various groups have applied the tool to local issues. There are noticeable improvements already in some of the areas and others are well into positive conversations and initiatives.

This is the only project I have ever been involved in that truly changes the way people think and work. The implementation strategy not only involved the usual practice of informing and workshoping, but also enabled participants to develop their own mini projects thus embedding the strategies and new knowledge into daily practice.

PROFESSOR SUSAN STONEY
DIRECTOR, CENTRE FOR LEARNING
AND DEVELOPMENT
EDITH COWAN UNIVERSITY

Establishing a Learning Network

The ECU 2012 Undergraduate Curriculum Framework Project identifies the attainment of skills and the desire to participate in 'lifelong learning' as a key outcome of ECU's programs and courses. The strategies promoted to achieve lifelong learning include:

- self-directed and peer assisted learning;
- experiential and real-world learning;
- resource-based and problem-based learning;
- reflective practice and critical self-awareness; and
- open learning and alternative modes of delivery.

The project team identified that these strategies had significant implications for practice. The Centre for Learning and Development (CLD) at ECU needed to develop a more systematic approach to consolidating these strategies across the university so that examples of excellent practice across the university could be acknowledged and shared.

The establishment of a Learning Network was decided upon as a collegial way to promote a shared vision, language and practice for the facilitation of lifelong learning skills in students. The Network provides opportunities for face-to-face meeting as well as online discussions through a mailing list of staff across the campuses. The online discussions enable staff to share strategies, alert CLD staff to areas of need and to identify and support staff who are willing to test out lifelong learning strategies. One of the notable features of the Network is its collaborative nature and the feeling of shared ownership and trust that is inherent in the way it operates. The mailing list provides an avenue for new topics to be raised by any member of the network and for discussions to be led by a range of people with diverse skills enriched by the contributions of all.

The application of the ELF significantly altered the way in which the Learning Network was set up and early signs indicate that the Learning Network is far more likely to achieve its goals than may have been the case if the ELF had not been applied. In particular the elements of '*Engagement*' and '*Distributed Leadership*' were drawn upon in establishing the communication and relationship protocols followed by the participants.

It is still early days but the signs are that the Network is working. Opportunities for engaging other members from the Learning Precinct are being explored and already trainers from the adjoining Police Academy have expressed an interest in joining the Network.

More details on this case study are available in appendix 10.1.

The Learning Network is still in its infancy, with a current membership of 63, but is already bearing fruit. Members report that they have made connections across faculties with people they would not have met in the normal course of their work. They have shared experiences and developed collaborative approaches to teaching, learning and assessment issues which have been of benefit to staff and students alike.

If the ELF had not been used, the emphasis on distributed leadership may well have been missed, and the resulting network may have been driven by the views of one or two leaders rather than embracing the views of all. Shared ownership has facilitated engagement and provides ongoing opportunities for support and collaboration during the implementation of the ECU 2012 Undergraduate Curriculum Framework.

One of the identified issues was the lack of shared vision and common understanding among educators within the Joondalup Learning Precinct related to development of lifelong learning skills and dispositions in our students. The ELF enabled us to set up a structure for the Learning Network which facilitated shared ownership. This is demonstrated by the fact that the mailing list is unmoderated, with each member having the freedom to post their own messages, and taking responsibility for those messages. No member is more important than any other member.

GROUP FEEDBACK FROM NETWORK PARTICIPANTS

Breaking down 'silos'

The purpose of this project was to identify ways to break down the 'silos' between academic and general staff and among the faculties and service and research centres across the university. The concern was that by taking a narrow view of the university's operations, staff were missing opportunities for collaboration and sharing of ideas and most importantly of developing a sense of belonging to a university-wide community. In addition the 'silo' mentality appears to create barriers to encouraging exploration of cross-disciplinary and double degree programs which are a feature of many contemporary universities.

The ELF was used as a brainstorming and planning tool to address this issue. In particular the planning group focused on the '*Engagement*' blade of the ELF, and strategies for improved communication and cross-university engagement and interaction. The leader of the project reported that she found the ELF helpful as a structure to follow to keep the project moving forward but she did not always find it logical.

The outcome of the project was the introduction of a 60 Second Information Series. For sample of promotional material, refer to appendix 11.2. At the first program 16 staff members from different business units across the university (academic, research and general staff) made a 60 second presentation about some aspect of their current work. The program was held on campus, with lunch supplied, to encourage as many attendees as possible. It was a successful event with 57 staff members in attendance. Staff enjoyed the opportunity to share their work and to hear about what is happening around the university. A list of people interested in talking at future sessions has already started to grow. Feedback was very positive and included comments such as:

This is a fantastic idea and should be held on all campuses at least once a semester!

Look forward to the next one and have it on my team meeting agenda to see if we can do some input in future.

Really enjoyable.

I thought the session was very good, a really fun lunchtime event and a valuable way to learn more about those working here at ECU. I'd happily support more events like these!

All of the evidence pointed towards the event being a success so it would be beneficial for ECU to continue offering these sessions. The Centre for Learning and Development has taken this task on and has decided to offer it at least twice a year.

More details on this case study are available in appendix 11.1.

Overall, the tool is useful when applied to projects that you already have to work on.

There were people in the group who had to discontinue on the project because they did not have the time to help. Working on the project was in addition to current workload, not instead of. The project would have been even more successful, or would have been on a larger scale if there were more management support to participate in the project.

FEEDBACK FROM TEAM PARTICIPANTS

Building research capacity

A senior researcher in the Electron Science Research Institute (ESRI), with a strong focus on research into nanophotonics, observed that to realise the potential of the institute and to become a world-class research group at ECU, they need to attract, nurture and retain researchers from all over the world. His aim is to build a culture and cohort of quality postgraduate research students. As part of their research and project management training, postgraduate students are encouraged to draw upon and practise applying the ELF to support their learning and to build their research capacity.

The ELF posters have been laminated and are on display in the research office so that they are readily available to students when they come to the office. The intention is to draw on the fundamentals of the ELF to help students clarify and refine their research questions and research project plans, especially during initial meetings. Further mentoring and resources to support the application of the ELF are provided by the supervisor in subsequent sessions.

A progressive improvement strategy, similar to the ELF *quality cycle*, is used to scaffold student learning. Students are encouraged to regularly write progress reports on their research. The writing provides a platform for discussion and also provides evidence of the level of student understanding and where they need further assistance. Armed with this information, the supervisor is able to provide constructive feedback on ways students can improve their writing and their research.

The writing regime also helps students to stay on task, meet deadlines and develop productive research and reporting habits. The progressive reports become the basis for a conference paper which, with further work, can be turned into a journal article.

In this project the ELF is also being promoted as a valuable project management tool for postgraduate students who often have trouble 'managing' their research.

More details on this case study are available in appendix 12.1

When I started applying the ELF the students thought that I was evaluating and identifying them as a low level student. I needed to tell them that actually, I did this to understand the level of different students so I can support them as required to reach their goal.

It was helpful to work in groups/teams. I think it is beneficial to provide more opportunities for student engagement in their studies. I observed that different students progressed at different rates.

I also applied the ELF to improve my leadership capacity.

I find the ELF helps me to manage my research capacity building project.

DR NAROTTAM DAS
RESEARCH FELLOW
ELECTRON SCIENCE RESEARCH
INSTITUTE, ECU



Investigating how Gen Y students learn

The purpose of this project was to identify ways to improve teaching methods to cater for Gen Y and Millennium student learning. The group identified a disparity between how Gen Y students want to learn and how lecturers want to teach.

In keeping with ECU's commitment to an inclusive curriculum that responds to the diversity of the student population, this project was framed by two strategy priorities:

- providing programs to meet the needs of our communities in a supportive and stimulating learning environment; and,
- developing research focus, depth and impact.

The academics involved in the cross-discipline, cross-campus team were from Business at the regional campus, Computer Security at Joondalup campus and the Centre for Learning and Development at the main campus. These three academics found it helpful to work in a team and continued this partnership because of their common interest in improving student learning, common undertaking to work together and openness to admit vulnerabilities of teaching. The ELF project provided the stimulus and guided the process.

The project involved staff from across three campuses. They set out to investigate the disconnect between teaching methods and how students want to learn and their learning methods. They focused on students of the younger generation currently in classes who seem to bring new values and expectations.

A key benefit anticipated from this project is a more informed view of students' perceptions about the impact of various teaching and learning methods on their own learning. Already the project has fostered much discussion and a conference paper which explores the helpfulness of the ELF to address this situation.

More details on this case study are available in appendix 13.1.

3.1.4 Monash South Africa

Context

Monash University opened a campus in South Africa in 2001 as part of its internationalisation agenda. Fundamental to this initiative was a long-term commitment to the sustainable development of South and Sub-Saharan Africa through the provision of education. The campus has grown from an initial enrolment of 50 students to close to 3,120 students from approximately 51 countries in 2010. Around 31% of the students are from South Africa. The total student enrolment is expected to increase to around 5,000 students in the next few years as Health Sciences, Arts and Business Economics programs are introduced along with the Monash African Centre.

The establishment of a new campus and the introduction of new programs present numerous challenges for both academic and professional staff as policies, procedures, systems, infrastructure and curricula are put in place. In 2010 Monash South Africa (MSA) employs close to 250 staff (including part-time staff). In terms of full-time staff there are: 82 academics, 87 professional staff, and 52 facilities staff.

For some time, feedback from staff has reported perceptions of unrealistic workloads among academic and professional staff. The issue of 'sustainable work practices' was identified as a priority area for a team of professional staff who volunteered to be part of the ELF project. The team used the ELF to develop a long-term plan to introduce more sustainable workloads at MSA. The outcomes of this project to date are described in this report.

The other two ELF projects being implemented at MSA relate to concerns about student progress and the desire to identify and provide support for 'at-risk students' soon after identifying the problem in their course. This issue is particularly complex at MSA as many of the students come from diverse cultural, social, linguistic and educational backgrounds and systems. These two projects align with a larger MSA initiative which was a result of the MSA Summit on academic strengthening and service and campus enhancement held in 2010. The summit focused on ongoing improvement of the quality of the campus and among other things, academics were tasked to adequately identify and support at-risk students.

The case study projects address two distinct student cohorts and programs. One project applied the ELF to the Monash South Africa Foundation Programme (MSAFP) and the other set out to improve the measuring of academic progress in the School of Business and Economics.

The following case study overviews provide a summary of each project and reflections from the participants. More details are contained in the case study notes and reflections located in appendices 14.1, 15.1, 16.1 and 16.2.



Case study overviews at MSA

Sustainable work practices

The professional staff team involved in this project consisted of staff from the research directorate, student development, residences, finance and staff

development departments. The team reported staff were under stress and that, in their view, their work practices were unsustainable. Typical concerns were the lack of support and contingency measures and the need to regularly work long hours, including weekends, to complete their work.

It was agreed that, if quality service was to continue to be provided to schools, departments and students, more sustainable work practices needed to be put into place. The ELF provided an opportunity to creatively re-think strategies, to engage in dialogue with other staff and team members and to find solutions to:

- changing the mindsets of staff;
- managing time more effectively;
- finding ways to work smarter; and,
- developing back-up support for senior managers.

This project is a work in progress. The ELF has provided a structure and processes to plan and implement improvement strategically. Interventions that the ELF team have started to roll out will continue to be introduced in 2011. This will include strategic alignment of staff training on campus with organisational needs, thereby also developing leadership capacity across all levels. Linking individual staff development needs and aspirations with scarce and critical skill needs of the organisation is another key intervention which will be supported and monitored through individual performance development plans to ensure commitment and compliance.

The team is also investigating, developing and implementing a holistic approach to staff wellness to ensure a culture which supports work/life balance. Sourcing a business intelligence tool for heads of schools and departments to enable them to extract staff and student data from various databases such as the student database, human resources, payroll and accounting systems are other priority areas for the team. They believe this will enable managers to run their own departmental reports when they need them and to update and create self-help business processes.

Working on this project I became more aware of the importance of interaction between key stakeholders across all levels, as change cannot be successful if implemented in isolation. I also learnt that evaluation, change and improvement are ongoing processes throughout a person's career.

The ELF provided me with the opportunity to think creatively and demonstrate leadership in leading the professional team. I would like to roll out the ELF concept to other areas where improvement is needed and have the concept linked to staff performance plans in the development of leadership qualities. I think the ELF games and artefacts will be a great tool to implement during induction of new academic and sessional staff, as the game is a fun way of asking questions and promotes discussion around teaching and learning principles.

CHRISTINE MARITZ
SKILLS DEVELOPMENT
FACILITATOR

It is anticipated that these initiatives will also reduce the need to call on professional staff for routine information and enable them to concentrate on providing more high level advice and support. The development of staff to be leaders of change and improvement within their teams will be part of the training plan and will also be linked to performance development.

The planning phase of this project has taken more time than anticipated. It was necessary to undertake extensive consultation to obtain support for these initiatives across the campus, which was not achieved at all levels due to various reasons. The team has been very mindful of the shared leadership aspect of the ELF and the need to engage with staff and leaders at all levels of the institution in order to create an environment conducive to change.

More details on this case study are available in appendix 14.1.

My initial impression during the presentation of ELF was that it is just another 'something for academics' and that it will not be applicable to the activities of support staff. But after reading a bit more about it on the website I realised that although it is a tool which is applied in the teaching and learning environment, we, the admin staff, can also use it in our day-to-day activities to make some changes in the way we do things, to work smarter and not harder. We tend to be so busy with our daily routines and administrative duties that we forget the *quality cycle*, to take a step back, *evaluate* what we are doing, why we are doing it, to *plan* how we can change things to deliver an improved service and also to *act* and implement the necessary changes. It also made me realise that we should not be working in silos — Finance is delivering a service to the rest of the departments in the organisation, we should be getting feedback from them on what they expect from us and then act on that to make sure we deliver what is expected. Yes it will be a challenge to make time for this but MSA is now, after nine years of operations, at a stage where we need to take time out to re-look at the way we are doing things and adapt it for the phase of development we are in. A tool like ELF gives us a framework to work within and will help us to navigate this change.

MANDA SMIT
DIRECTOR: FINANCE

Student retention

The ALTC award winning Monash South Africa Foundation Program (MSAFP) is designed to provide intensive, on-campus academic strengthening for students from a range of neighbouring countries who have not yet reached the standard

for direct entry into an undergraduate degree program at MSA. While this is a successful program, trends reveal that there is a noticeable drop-out rate of students in their third semester of study largely due to lack of academic progress.

The cohort of MSAFP students who are staying in residence on the campus were identified as a relevant target group. Previously tutors provided academic development support through limited (as tutors are only allowed to tutor for a maximum of two hours per week) classroom-based tutorial programs. In this project, the role of tutors is reconfigured to provide more accessible and customised support.

The new approach involves moving the delivery of the tutor service into student residences and adjusting the times of the service to align with student needs. This enables students to get assistance when and where they are studying. A related aim is to create a more conducive environment within the residences to learning and good study practices.

To support this initiative, guidelines for the recruitment and selection of tutors were introduced and new tutor training programs and resource materials were developed to build the capacity of the tutors to work in these new settings. While it is too early to measure any substantial change in student drop-out rates as a result of this new residence-based tutorial approach, students feel that they are being listened to and are appreciative of the new initiatives. The tutors working on the program also report that the system is more flexible in that it allows them to work after lectures have ended. The overall support of the PVC has been important for the roll out of this project as it has enabled staff to work together in creating a learning environment for students in the residences.

More details on this case study are available in appendix 15.1.

The ELF structure has empowered me to take the lead as I am able to work optimally within a structure. It was useful in allowing me to reflect at different stages of the project. It afforded a springboard in propelling me forward in order to take the plunge. This tool has challenged and changed the manner in which I look at projects at my workplace and the practical tips will allow me to make use of it in my everyday life. The ELF has helped to mould me into a somewhat more confident leader.

KAYSHREE PRITHIPAUL
STUDENT SUPPORT OFFICER
MSAFP

Academic progress

The School of Business and Economics at MSA currently has an enrolment of close to 800 students. The Academic Progress Committee (ACP) has responsibility for identifying and supporting 'at-risk students'. A review of January 2010 APC records identified that around 50 students appeared before the APC, many for a second time. Staff were concerned that the strategies for supporting at-risk students were not effective. A team within BusEco decided to draw on the ELF to provide leadership to see how they could improve the implementation of the current APC process.

The team identified nine aspects within the APC process that warranted improvement and set about devising strategies to address these challenges. An important step in the planning process was the decision to engage with other APCs across the campus and elicit support from staff in Student Services.

The team put in place a communication strategy which involved the preparation of a policy document and a dissemination strategy for BusEco academic staff and members of the APC. The underlying aim of the new initiatives was to identify 'at risk' students early in the year and direct them to academic skill development programs as quickly as possible, rather than waiting for a full year before offering any intervention support.

It is too early to demonstrate if the changes to the APC process will result in an annual reduction in at-risk students. The new ongoing monitoring of student progress system introduced at the recommendation of the team has enabled staff to identify students in need of support much earlier. Students already report a much greater awareness of the APC process and welcome advice on where to get support.

More details on this case study are available in appendices 16.1 and 16.2.

I discovered the following leadership characteristics within myself:

- **That I am extremely capable to manage a project in a structured manner;**
- **It is possible for me to keep people motivated in order to accomplish set objectives; and**
- **I am able to realise when it is appropriate to stand back as a leader and become a follower.**

In realising this about myself, I have gained confidence as a project manager.

Furthermore, after the implementation of the improvements, I was asked to take over the chair of the APC within BusEco.

MICHEL KOEKEMOER
LECTURER
SCHOOL OF BUSINESS AND
ECONOMICS
MONASH SOUTH AFRICA



Leading reflections

4.1 Lessons from the site projects

Overall the project provided a number of insights into, and reflections on, the challenge of strengthening leadership and building capacity to lead change for the future enhancement of learning and teaching in Australian higher education.

The 'ELF-in-practice' site case studies described in this report clearly demonstrate that the ELF can be customised successfully and applied to a variety of learning and teaching contexts and sites to stimulate and lead change. In addition the observations and reflections from a number of the participants and their supervisors reinforce the potential of the ELF to build leadership capacity, especially when it is applied to active-learning and authentic change experiences.

Some of the key lessons from the project are:

1. **making improvements to learning and teaching which result in positive outcomes for students and staff can sometimes be achieved through surprisingly simple interventions;**

ECU's 'Breaking down silos' and the 'Learning Network' projects and the MSA 'Academic Progress Process' initiative are three examples which achieved positive outcomes in a short period of time through strategic planning and action.

2. **reviewing quantitative and qualitative performance and feedback data is an important starting point for identifying priority areas for improvement;**

All the projects were encouraged to draw on performance and feedback data to inform their improvement strategies. The UB 'Student Learning Support' project is one example where considerable time was initially spent on data analysis and interpretation. The ECU 'Gen Y' project also spent time investigating how this cohort of students learn and what that means for teaching practice.

3. extensive conversation and consultation are often required before any intervention strategies can be implemented;

Initial conversation and consultation were hallmarks of the UNE 'Financial Services' project and the MSA 'Sustainable work practices' project. Both projects involved a considerable shift in mind-set.

4. an understanding of context and expectations is important when considering change;

The need to understand context and expectations was particularly evident in the UNE 'MBA revitalisation' project which was responding to a global initiative of sustainability and responsible practice. The MSA 'Student retention' project also required careful consideration of the culture and expectations of the international student cohort.

5. effective leadership is best achieved by working through collaborative teams not individuals;

This message was a common learning from the site projects. In the projects that are working across campuses and discipline areas such as the ECU project on 'Establishing a Learning Network, and the 'Gen Y' project, the benefits of collaboration are particularly evident.

6. the ability to implement change and improvement is strengthened if the senior executive endorse, support and better still, become engaged in the process;

All of the sites and projects had senior management sponsorship and support. Some project feedback indicates that more senior involvement would have been helpful. In the future more thought will be given to ways of obtaining greater senior management engagement. However, this needs to be balanced against the need to encourage and allow teams to take ownership and responsibility for their projects.

7. some changes require a significant shift in mind-set and culture and take longer to achieve, consequently expectations and targets need to reflect this time lag;

Some of the projects have only recently completed the planning phase of their project and intend to implement the changes in 2011. This reflects the substantial work often involved in achieving policy and procedural changes needed to introduce new work practices. Two examples of this are the MSA 'Sustainable work practices' project and the UNE 'Workforce' project.

8. implementation of sustained change requires clarity of institutional vision, consistency and persistence;

The partner leader at UNE spent considerable time with the 'Financial services' project team clarifying and revisiting the institution's vision and values. This was deemed essential to ensure that the changes in procedure and practice that were being proposed were aligned with the university's direction.

9. staff benefit from working with colleagues from across the organisation as they gain new insights and perspectives;

Not only was this benefit commented upon by teams working across campuses and discipline areas such as in the ECU Learning Networks project and the Gen Y project but when staff from three of the universities came together to share their experiences of working with the ELF, the insights and learnings of this synergy were heightened even more.

10. leadership tools, such as the ELF, contribute to building and strengthening leadership capacity and effectiveness;

A number of the personal reflections and comments from the partner and team leaders and participants contained in this report demonstrate the impact and contribution of the ELF to building and strengthening leadership capacity and effectiveness. It would be interesting to track the career paths of the participants and to capture their views longitudinally.

11. the impact of utilising leadership tools is enhanced if their use is coordinated and facilitated through a mentoring arrangement;

It is evident that some of the project teams would have benefited from further mentoring and support at the local level. In retrospect, it is remarkable how well the participants did with minimal coaching and face-to-face guidance.

12. disseminating and embedding leadership tools are best integrated into strategic, sequential leadership and professional development programs linked to individual and team performance plans;

This observation was the result of extensive feedback from several of the participants who indicated that it was difficult to maintain momentum and commitment to a project when it was not seen as mainstream work. This point also picks up the observation that developing expertise in applying the ELF is best acquired through incremental learning approached in a systematic way.

13. participants enjoy opportunities to be actively engaged and to 'play' with ideas;

In the early workshops and ELF presentation it was noted that participants enjoyed engaging with some of the artefacts such as the ELF pinwheel and chatter box. Feedback on the other games as they were developed reinforces the value of allowing participants to 'play' with the ideas.

This speaks poignantly to the continual tensions between the need for operational effectiveness and the need for long term strategic planning: often insufficient time is made for the latter (which) ...exacerbates the feeling that 'one is perpetually chasing one's tail'.

QUOTE FROM UNE PARTICIPANT.



14. leadership and professional development programs which draw on active-learning and play theory based on authentic scenarios provide opportunities for participants to 'practise' leadership;

Participants reported that they liked the opportunity to 'practise' applying the ELF to authentic issues by addressing the scenarios described in the ELF game cards. The coordinators who attended the leadership retreat were keen to write their own scenarios and this idea is being explored in conjunction with another ALTC leadership project.

4.2 Dissemination and embedding achievements and challenges

The model of active-learning implemented through the site projects involved both academic and professional staff at all of the sites. In addition to the direct involvement of the participants in their projects there is evidence from most universities that senior management were aware of the ELF projects and showed interest in their progress.

One interesting dissemination and collaboration activity that was undertaken in this project involved a joint activity with another ALTC leadership project – 'Embedding and sustaining leadership development for course coordinators through tailored support during curriculum review' (LE8-816).

The centrepiece of this collaboration was a retreat for program and course coordinators at the University of Ballarat. Several of the ELF artefacts were trialled at the retreat and the coordinators provided valuable feedback on their potential to build leadership capacity.

One of the artefacts tested at the retreat was the ELF Game. This game consists of a series of scenario cards and an additional set of ELF cards called 'boosts' 'barriers' and 'blunders' which are designed to reinforce best practice but also acknowledge the reality of the workplace. As part of the feedback exercise coordinators were asked to write their own scenario cards based on their experience in the role. The intention is to develop a set of scenario cards for coordinators which will be tested at a workshop (January 2011) of participants from all the partner universities involved in the 'Embedding' project. If the reaction is favourable these cards will be produced and included as an artefact in that project.

Taken as a whole, the work undertaken in this consolidation project supports the view that dissemination and embedding of change practices and behaviours are best achieved by integrating them into leadership and professional development programs within the mainstream operations of the institution and linked to performance and career planning.

Part five of the report provides an example of a leadership and professional development model which is strategic, systematic, sequential and integrated.

The approach draws heavily on activity and play-theory and illustrates how the ELF tools and artefacts can be utilised to provide incremental learning.

The 'ELF user's guide' (appendix 17.1) is an example of an ELF artefact that has been developed to support the dissemination and embedding of the ELF. The user's guide contains a series of critical questions and guidelines central to the application of each of the elements in the ELF. These provide an important link between the theory inherent in the ELF and its application to leading change. This gap or disconnect was identified as a limitation in some of the projects undertaken on each of the sites. The questions are designed to delve more deeply into the layers of the ELF and the guidelines provide more details on how it might be applied to various change and improvement contexts.

The ideas have primarily been developed by the project coordinator in consultation with project participants in order to provide practical advice and tactics on applying the ELF. The overall approach was informed by problem-based and active-learning methodologies.

As the project coordinator, I observed that although the teams were generally excited about using the ELF and understood it in principle, some teams struggled when they began to apply it to their specific issue and context.

In retrospect, I realised that another layer of detail on the ELF would have been helpful. I decided to draw on my substantial years of teaching and academic staff development to create a resource to assist teams to further interpret the ELF.

I thought about what questions and tips might support their learning and practice. For example, I felt it would be helpful for teams to discuss and consider what 'Excellence in Scholarship' might look like within their context. I felt it would be helpful for teams to identify the various sources of data and information they can draw on to inform their decision-making within the *quality cycle* process. This realisation led to the development of the 'ELF user's guide'.

CATHERINE BARRATT
PROJECT COORDINATOR
TEACHING AND LEARNING DEVELOPMENT MANAGER
FACULTY OF BUSINESS AND ECONOMICS
MONASH UNIVERSITY



4.3 ELF artefacts

The need for tangible resources and activities to support the dissemination and embedding of the ELF into leadership of learning and teaching practice was identified early in this project. The following table provides details of the various artefacts that have been developed and tested to date. Most of these have been developed to the prototype stage for testing. It is anticipated that in 2011 many of these items will be produced for distribution.

Artefact	Description	Status
ELF logo poster	Illustration and explanation of Engaging Leadership Framework	Appendix 18.1
ELF in Practice poster	Explanation of how to apply framework	Appendix 19.1
ELF documentation poster phase 1	Draft example of way to track use of ELF	Appendix 20.1
Project 1 artefact	ELF – stages of development.	Appendix 21.1
Project 1 artefact	Report I and sample artefacts	Appendix 22.1
ELF 'user's guide'	A series of questions and guides to facilitate application of the ELF	Appendix 17.1
ELF project planning template	Guidelines for planning project using ELF	Appendix 23.1
ELF case study template	Guidelines for telling their story	Appendix 3.1
ELF chatter box and activities sheet	Versatile origami activity designed to introduce and reinforce ELF concepts	Appendix 2.1 and 2.2
ELF animation video	Visual 'flash' demonstration of ELF	http://opvclt.monash.edu.au/calt/leadership/index.php CD version being explored
ELF leadership video	Video designed to stimulate discussion on leadership concepts	http://opvclt.monash.edu.au/calt/leadership/index.php CD version being explored
ELF mentor and models video	Exemplars of good practice	Proposed 2011
ELF website – Monash	Repository for ELF project I and project II materials	http://opvclt.monash.edu.au/calt/leadership/index.php
ELF website – ALTC Exchange	Online space for participants in ELF project II	Not public until 2011
ELF pinwheel	Promotional tool with some explanation value	Appendix 24.1
ELF bookmark I	Promotional item with website details	Appendix 25.1
ELF bookmark II	Under development	2011
Team ELF daisy chain	Tool for workshop and discussions on leadership of teams	Appendix 26.1

Artefact	Description	Status
ELF board game	Major artefact from project II – source for introducing and reinforcing ELF concepts	Prototype Appendix 27.1
ELF leadership picture cards	Designed to be used as an ice breaker – focus on individual leadership style/attributes Prototype	Appendix 28.1
The change compass	An artefact to help understand and lead change within a team	Prototype Appendix 29.1
ELF jig-saw puzzle	Puzzle based on ELF logo	Prototype Appendix 30.1
PROMPT	A game designed to reinforce a common language and discourse around learning and teaching	Prototype Appendix 31.1
ELF CUBE	Promotional tool reinforcing ELF concepts	2011
ELF sticker	Promotional tool to be used on packaging and for disseminating ELF project	2011
ELF report I	Report on the initial ALTC funded project from which the ELF was developed.	http://opvclt.monash.edu.au/calt/leadership/index.php
ELF report II	Report on dissemination and embedding aspects of second ALTC funded project	2011
ELF One page flyer project I	Outlines key aspects of ELF	Appendix 32.1
ELF One page flyer project II	The ELF in action	Appendix 33.1
ELF One page flyer 'Play On'	The ELF inspired Leadership and Professional Development model based on play and active-learning	Appendix 34.1
ALTC Commique publication	Article on ELF projects	http://www.altc.edu.au/june-2010-leadership-through-teams-not-heroes
ELF power point presentation	Designed for initial ELF workshop	http://opvclt.monash.edu.au/calt/leadership/index.php
ELF online artefacts	Exploring potential of developing an electronic version of the 'change compass'	2011
ELF conference presentations	Collaborative presentations under development	2011-2012
ELF journal articles and publications	Collaborative articles under development	2011-2012

4.4 Links with other ALTC projects

As discussed previously in this report the 'Leading Excellence – Application of the Engaging Leadership Framework (ELF) to new higher education sites and contexts' project (LE9-1215) builds on an earlier Leading Excellence project. The initial project '*Leadership for implementing improvements in the Learning and Teaching Quality Cycle*' (LE-613), informed the development of a leadership tool, the Engaging Leadership Framework (ELF). A full copy of this report is available at <http://www.altc.edu.au/resource-leadership-implementing-improvements-quality-monash-2008>



Additional resources are also available on a Monash University website <http://opvclt.monash.edu.au/educational-excellence/leadership/index.php>

The second ELF project was funded through the consolidation, dissemination and embedding strand of the ALTC Leadership for Excellence Program. The underlying purpose of this project is to assess the robustness and potential of the ELF tool to support effective leadership of change and improvement. Four sites, which had limited previous exposure to the ELF, were selected for the trial.

In the first ELF project, links were established with a number of ALTC projects which subsequently informed and influenced the work undertaken in both the ELF projects. The 'Learning leaders in times of change' (LE6-01) is one such project. A copy of this report is available at <http://www.altc.edu.au/resource-learning-leaders-change-uws-2008>. The authors reported that the extent, to which people can exercise leadership, is dependent on organisational conditions allowing for that to happen. Participants reported a similar finding in the second ELF project. They noted firstly, that effective change requires endorsement and better still engagement from senior management. Secondly, they noted that proposed change needs to align with the vision and priorities of the organisation and thirdly, that to achieve the maximum commitment and impact, improvement interventions need to be seen as part of work plans.

Another ALTC project which informed the ELF projects is 'Caught between a rock and several hard places': Cultivating the roles of the Associate Dean (Teaching and Learning) and the Course Coordinator (LE5-19), available at <http://www.altc.edu.au/resource-cultivating-the-roles-of-the-associate-dean-qut-2008>. This report discusses three enabling conditions for effective curriculum leadership development: strongly supportive organisational culture and conditions; comprehensive induction to, and mentoring in, the role of curriculum leader; and planned curriculum leadership development. The 'A⁵ Leadership and Professional Development Model' proposed in the second ELF report can be seen as a partial response to these findings.

The 360° leadership tool utilised in the project 'Academic leadership development within the university sector by dissemination of a web-based 360° feedback process and related professional development workshops' (LE8-805) available at <http://www.altc.edu.au/project-academic-leadership-development-within-unisa-2007> has also been drawn on in the ELF application project. Participants from at least one of the ELF sites concurrently used the 360° tool as part of their professional development.

The main linkage with the ELF and other ALTC projects has been the ongoing collaboration with the project 'Embedding and sustaining leadership development for course coordinators through tailored support during curriculum review' (LE8-816), <http://www.altc.edu.au/project-embedding-sustaining-leadership-utas-2008>. This project is exploring capacity building of middle managers and academic developers to lead curriculum renewal. Many of the ELF artifacts and games that are being developed to support leadership capacity building have been tested on program and course coordinators. The intention is to build on the links with project LE8-816 and to customise some of the ELF artifacts specifically for academic developers and program and course coordinators.

Academic directors from the Council of Australian Directors of Academic Development (CADAD) have also received a presentation on the ELF artefacts. Many of these participants are also involved in ALTC projects and commented on the potential application of the ELF artefacts in their work.



Leading cultural change

5.1 Approaches to cultural change

One of the initial drivers for developing a leadership framework was the desire to create a tool which could assist tertiary education leaders approach change and improvement through building capacity within teams. The ELF is designed to guide teams through review and clarification of their vision and aspirations. It provides insights into standards and strategies to achieve excellence in *scholarship*, *engagement* and *management*. It advocates a quality process that draws on data and evidence to prioritise, plan, implement, monitor and reflect upon improvement. Finally, it reinforces a shared approach to leadership which recognises that for effective change, leadership must be fostered and supported at all levels of the organisation.

In the site projects described in this report, the aim was to disseminate the ELF as a leadership and change-management tool and to test whether it could be successfully customised and applied to issues other than unit evaluation and to other contexts within the higher education sector.

One of the main observations from this project, which is confirmed in many other ALTC leadership projects, is that leading change is very demanding, especially if the change involves a significant cultural shift and realignment in the way people think about and approach their work and engage with each other.

The challenges involved in leading and managing change, including cultural change, are not new. Scholars, organisational consultants and authors have been wrestling with the theory and practice of change management for a number of decades.

For me, the ability to depersonalise leadership issues so as to analyse them from a more holistic perspective within an institution is a valuable contribution of the ELF. It is a way of moving on from critique of leadership issues to a conversation on how to move forward.

MELANIE FLEMING
UNE

In this project two aspects of cultural change are particularly evident. They are:

- that it is important to acknowledge and accept that cultural change is a slow process and often requires several intervention cycles and extensive dissemination; and,
- that leaders charged with responsibility for change benefit greatly if they have an understanding of the change process and can recognise the phases of change. Being equipped with knowledge of what to expect to see and hear from their teams as they move through the change process, enables leaders to be better prepared to develop and implement strategies and practices around effective improvement. As a result of this observation a 'change compass' tool (appendix 29.1) has been developed as one of the ELF artefacts to assist leaders to understand the phases of change better and to work with teams undergoing change.

The participants in this project provided many insights into the various factors that need to be in place to enable effective leadership of change. These insights also provided some new perspectives on ways to disseminate and embed the ELF and to build leadership capacity in learning and teaching across an organisation.

(play) allows us to both discover our most essential selves and enlarge our world. We are designed to find fulfillment and creative growth through play.

STUART BROWN

PLAY: HOW IT SHAPES THE BRAIN,
OPENS THE IMAGINATION, AND
INVIGORATES THE SOUL

One of the outcomes of these ponderings is the A⁵ Leadership and Professional Development Model introduced in this report. The model incorporates an 'active-learning play theory' perspective to learning and leadership capacity-building. The introduction of a play-approach as a mode of learning and development was influenced by the work undertaken in the project which highlighted the value of learning through play. The decision to pursue this approach was also influenced by the writings of Huizinga (1950) 'Homo Ludens a study of the play-element in culture', Dewey (1938) – learning by doing, Piaget (1945) – play as learning, Vygotsky (1978) – social constructivism, Bruner (1960) – learning through reflection and more recent work by Stuart Brown (2009) who heads The National Institute for Play in the USA. The Institute talks about unlocking 'human potential through play' and in its vision statement envisions 'a future in which public and private sector leaders have used play practices to reform organizational policies and create organizations capable of producing innovative products and services' (The National Institute for Play, 2009).

5.2 Evaluation

Each of the site projects undertaken in this project provided opportunities to practise using the ELF to lead improvement and change. Regular feedback and observations from the participants, such as the comments captured and recorded throughout this report, are examples of the formative feedback that has been collected.

This feedback has been an important source of information for the participants and the partner leaders as it helped guide the progress of their projects. The feedback has also been the catalyst for the development of many of the ELF artefact prototypes which are designed to further assist the application of the ELF in the various change scenarios. The intention is to use the participants' feedback to refine further the prototypes so that they can be produced and distributed in the next wave of ELF projects.

5.3 A⁵ leadership and professional development model based on play theory

The A⁵ model is based on five incremental phases which are designed to build leadership capacity through developmental active learning. Each learning outcome builds on previous knowledge and skill. The phases of development are set out below.

The recommendation is that participants start with '**Aspirational**' activities which focus on clarification of aims, drawing on what is known about the mission and values of the organisation. Reference to stakeholder feedback and performance data is an important feature of this stage, as is information about context. This stage aligns with the '**Evaluate**' phase of the ELF's *quality cycle*.

The second stage of the leadership and professional development model deals with raising '**Awareness**'. In this stage activities evolve around developing an understanding of the culture and context of the organisation. Activities which establish a common language and discourse, and activities which build relationships and networks would be introduced in this stage. The elements of the ELF mainly in play would be consideration of excellence in '**Scholarship**', '**Engagement**' and '**Management**'.

The focus in the third stage of the model is on developing positive '**Attitudes**' to change, and on seeing opportunities in adversity. Case study scenarios could be introduced in this stage, as well as 'can do' team building activities. In terms of the ELF, the phases of '**Improve and Plan**' would be prominent. This would involve looking for positive opportunities and feeling good about the change.

The '**Action**' stage of the model promotes active-learning. It provides opportunities for participants to work in teams on authentic issues. Participants would be encouraged to apply frameworks and theories to action plans for implementation. The '**Plan**' and '**Act**' phases of the ELF would be particularly helpful here.



‘**Actualisation**’ activities are characterised by reflection and review. An opportunity to measure and report on performance and progress against goals, and to set new challenges, are typical of the activities undertaken in this phase of the model. This stage would draw on monitor and review aspects of the ELF’s ‘**Evaluate**’ phase.

Promoting the value of a shared and inclusive approach to leadership and professional development, inherent in the ELF, would be in play across all of the stages of the model.

The A ⁵ Leadership and Professional Development Model					
					A ⁵
Leadership and professional development phases				A ⁴	Actualisation
			A ³	Actions	achieving goals, reflecting on progress and reporting performance
	A ¹	A ²	Attitudes		
	Aspirations	Awareness			
	clarifying vision and aims, using evidence-based planning gathering data relevant to context	understanding context, concepts, establishing a common language and discourse	developing positive attitudes to change, seeing opportunities practice at problem-based learning through scenarios	application of ideas, theories frameworks to authentic workplace issues provision of mentoring and coaching support	
ELF leadership and professional development tools	Role clarification activities	ELF picture cards	ELF Game – scenarios	New ELF projects	Performance appraisals
	TEAM ELF profiles	PROMPT	ELF case study scenarios	Learning and Teaching Fellowship Projects	Conference presentations
	Institutional planning and performance documents	Change compass	Program and course coordinator retreats	Graduate Certificate Tertiary Teaching programs	Journal publications
		ELF animation video	Team and individual performance plans	Explore links with other ALTC leadership project and outcomes e.g. Vilkinas’s values framework and 360 degree tools (LE8-805).	
		ELF Leadership video			
		ELF posters			
		ELF chatter box – conversation starter			
		ELF jigsaw			
		ELF project reports			
Stages mapped to ELF	Evaluate	Pursuit of excellence in ‘scholarship’, ‘engagement’ and ‘management’	Improve and Plan	Act	Monitor and review elements of Evaluate
Shared and inclusive leadership in play across all stages of the model					

Figure 5.2.1

The 'A⁵ Leadership and Professional Development' model supports leadership and professional development that:

1. draws on play and active learning theory;
2. is strategic and aligns with organisational aspirations and goals;
3. is integrated into individual performance plans and organisational targets;
4. provides sequential and developmental activities which build on prior knowledge and learning;
5. engages collaboration with colleagues across the organisation;
6. links theory through practice and activity;
7. has a strong focus on project work;
8. seeks and values reflection and feedback from stakeholders;
9. engages more actively with issues and provides opportunities to collaborate;
10. recognises that staff gain new insights and perspectives by working with staff from across the organisation;
11. acknowledges that it is difficult to maintain motivation and commitment to projects that are not integrated into routine work patterns;
12. reinforces the lesson that senior management interest and response in a project have a significant impact on the way staff approach project participation;
13. demonstrates that participants enjoy opportunities to be active and to play with ideas and test out theories;
14. identifies that implementation of change is difficult and time consuming;
15. recognises that participants do better when they are given time and space in which to practise and reflect on their ideas;
16. encourages new and complex change processes to be broken down into stages of learning and development; and
17. is authentic project-based work and resonates favorably with staff.

I look forward to using some of the ELF artefacts and games in our department's professional development program. I particularly like the ELF Game with its scenario cards and will encourage staff to write their own scenarios as a way of tabling and addressing issues and concerns in a collaborative and non-threatening environment.

Whilst I can see that these artefacts have great application for professional development in learning and teaching, I also recognise that to get the maximum benefit from their potential depends on the expertise of the facilitator. I would really be interested in participating in a 'train-the-trainer' type program to build my capacity to lead their application in my school.

CRYSTAL BELL
MONASH GRADUATE
ASSISTANT HEAD OF MUSIC
BALLARAT GRAMMAR SCHOOL



Leading futures

6.1 What next?

Tertiary education is a dynamic and finely balanced sector and future leaders will, more than ever, need access to effective diagnostic, planning and implementation strategies and tools to assist them to navigate these turbulent waters.

At the beginning of this report the following question was raised:

“How do we build leadership capacity across the higher education sector which will enable leaders to work effectively with complexity and change and take advantage of new opportunities to achieve the ultimate goal of providing a quality learning and teaching experience for our students?”

The case studies described in this report provide many instances of positive change and improvement in practices which impact on learning and teaching outcomes. Many of the comments and observations from the participants referred to the benefits of using the ELF to provide a structure and process for implementing change. They also reported an increase in capacity and confidence to take on leadership roles as a result of participating in this project.

Perhaps one of the most significant contributions of the participants' stories is that consideration of 'context' comes through as being central to the way leaders respond to issues and work with their teams. This is an important observation, one that future leaders in the tertiary education sector can ill afford to ignore.

Future leaders need to be conversant with the international context. The Global Financial Crisis (GFC), the exponential growth of the 'Internet University', and issues of sustainability and security have already started to impact on the shape and direction of tertiary education in Australia, and will continue to do so well into the coming decade.

“The truly great advances of this generation will be made by those who can make outrageous connections, and only a mind which knows how to play can do that.”

NAGLE JACKSON
QUOTED BY THE NATIONAL
INSTITUTE FOR PLAY.



In terms of local context, the impact of externally imposed factors will also be significant and wide-ranging. A recent University of Ballarat Blueprint Consultation Paper provides a window into what lies ahead for university leaders. These factors include:

- major structural reforms across TAFE and higher education;
- demand (market)-driven education;
- new and more stringent compliance and reporting requirements imposed by the creation of the Tertiary Education and Quality and Standards Agency (TEQSA) and the new vocational education and training regulator, which will be progressively incorporated into TEQSA;
- a new Australian Qualifications Framework (AQF); and,
- university and government compacts which will determine funding outcomes based on performance and achievement of government policy agendas.

One of the most pleasing aspects of this project was the enthusiasm generated by the activities undertaken across the universities. The ELF enabled this keenness to be harnessed, developed, applied and sustained in responsive, strategic, systematic and collaborative ways.

Participant feedback clearly demonstrates that the project provided opportunities for staff, at various levels, to learn to lead and grow in confidence and ability. The next challenge is to build on this momentum and encourage and support other teams to be proactive and contribute to creating a reputation for excellence in learning and teaching across the sector.

Tertiary education leaders, at all levels of the organisation, also need to work within internal university contexts which are usually inherent in the charter and mission of each individual university. These are often framed as values or aspirational graduate attributes such as: social responsibility and ethical behaviour; engaged citizens capable of living, working and contributing to global communities; life-long learners; and, independent thinkers.

It is clear that leadership of the tertiary education sector in the future is going to be even more complex and demanding. Leaders will need access to strategies and tools that will help them build effective and responsive leadership teams. The recommendation from this project is that the ELF is a powerful leadership tool for improvement and change and that it is likely to be most effective if it is integrated into an incremental, systematic and 'Play On' oriented leadership and professional development program, such as the A⁵ model, introduced in this report.

6.2 A personal reflection

Leading Futures – Reflections from a partner leader

For the past decade I have been very much involved in all aspects of the leadership development programs offered at UNE, including the design, delivery and coordination. Customised programs have been created for aspiring student leaders, appointed student leaders within the residential system, women academic and general staff members, and from time to time short, single-issue courses for some senior staff.

Throughout 2010, as the UNE partner leader for the ELF project, I have been supporting different teams across the university to apply the ELF to projects that will enhance the learning and teaching environment and student experiences at UNE. Also in 2010, as a recipient of a Peter Karmel International Travel Grant (funded by the Association for Tertiary Education Management), I spent five weeks in the USA and the UK interviewing senior people across a range of organisations with an interest in leadership development, either within the higher education sector or from independent research institutes. During most of these meetings I had the opportunity to share the preliminary findings of the UNE case studies applying the ELF as well as the findings of a smaller research project investigating perceptions of academic leadership at UNE.

In two recent publications Johansen (2008 and 2009) describes the need for leaders to be increasingly capable of leading and managing within an environment that he calls the 'VUCA world' – Volatile, Uncertain, Complex and Ambiguous. The increasing intensity of these features would indicate that meeting the challenges of the 21st century requires a different set of skills than in previous stages of human history; skills that focus on cooperation rather than competition in order to maximise the use of scarce resources.

A recurring theme, both within the UNE ELF case studies and during my recent international study tour, is the need to create learning commons (Johansen, 2009) in which groups of people come together to meet the challenges of complex problems, many of which do not have simple or permanent solutions and which will need to be revisited on a regular basis.

According to Johansen "Leadership is all about engagement... The most connected leaders will be the best leaders" (2009: 13). Leadership within this environment needs to be more fluid and collaborative, with no one individual having sufficient expertise or resources to be able to make critical decisions alone. Over a decade ago, Ramsden (1998) suggested universities needed to promote a more distributed view of leadership to address the challenges of the times. However, anecdotal conversations during the Academic Leadership Program at UNE indicate that individuals who are not in appointed leadership roles tend not to perceive themselves as leaders and this potentially influences what they contribute to the organisation and inhibits innovation.

The structure and the culture of the organisation influences the way people operate in their roles. In traditional bureaucratic hierarchies people at lower levels defer to the authority of those at higher levels unless the culture actively promotes and supports distributed leadership. Jones et al (2008) state that “There is a need to attend to the issues arising from the tension between traditional academic culture and work practices and the emerging ‘corporate management’ culture”. It could be argued that the increasing corporatisation of universities in the last decade has tended to promote the leader as ‘hero’. This frequently conflicts with the traditional academic culture of consultative collegiality, and may impede the establishment of a shared leadership model. *Engagement*, or lack of it, seems to be a critical factor and points to a greater contribution the ELF could make to increase quality outcomes and organisational capacity in the higher education sector.

Through my collaboration with the groups at UNE and through conversations with international colleagues about the practical application of ELF, the primary insight was that it was much easier generally for people to focus on the dimension of *management*, which is more tangible and measurable, than on the dimensions of *vision* and *engagement*, both of which seem to require skills that are more difficult to acquire and measure.

More than 20 years’ experience in providing professional development has taught me that people are generally more comfortable learning what are commonly referred to as ‘hard skills’ — technical, practical skills for which level of expertise can be easily measured — than they are learning the ‘soft skills’. Organisations also seem more willing to invest in developing ‘hard skills’ because the return on investment (ROI) is easier to measure and yields tangible results more quickly. In contrast, ‘soft skills’ (social skills, emotional intelligence, leadership, influencing skills) which are key to the dimensions of *vision* and *engagement* in the ELF take longer to master, are harder to evaluate, and their financial contribution to the organisation is more difficult to measure. In the desire to get down to the business end of a project and quickly ‘get some runs on the board’ it was observed that it was easy for groups to rapidly move on from the vision to focus on the details, skipping past engagement altogether. And because the vision had not been appropriately ‘sold’ to all stakeholders they therefore struggled with the dimension of engagement.

The ELF clearly is not a one-off planning tool but a tool for focussing ongoing critical reflection. Leaders in higher education would benefit from regularly using the ELF to inform their thinking about how each of their actions contributes to the achievement of their vision and whether their actions support or detract from engaging critical stakeholders.

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List of appendices

The appendices contain a collection of ELF artefacts which illustrate the type of activities that were undertaken on each of the sites. These range from ELF workshop activities, site case study journal notes and reflections, planning and evaluation templates, to ELF game prototypes.

The intention is to continue to develop and polish the game prototypes ready for printing and dissemination in 2011.

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Appendix 1.1 Workshop format

The initial workshop conducted on each site followed the following generic format.

Workshop		
- Icebreaker activity – ELF picture cards - ELF backgrounds and origins – 1st project - Project goals	Morning tea break - Explanation of ELF – video - Potential areas for improvement – data analysis	Lunch - Leadership considerations – video - Group work – areas for improvement - Next steps

Appendix 1.2 Teaching and learning workshop forum

55 minute workshop

Practical application of the Engaging Leadership Framework

TL Forum (2010). *Education for sustainability*. Proceedings of the 19th Annual Teaching Learning Forum, 28-29 January 2010. Perth: Edith Cowan University.

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Over the last decade universities around the world have begun to view quality assurance systems and programs as a high priority. This has largely been driven by increased government and public scrutiny, quality driven funding models and the emergence of external audit and quality agencies.

The challenge for university leaders is how to best respond to this changing landscape. All universities want to provide quality education and produce quality research. Indeed, their statements of purpose universally make this claim, but achieving systematic, strategic and sustainable improvement requires, among other things, targeted planning, enthusiastic implementation and monitoring and adequate resources. Fundamentally success turns on the quality of the leadership.

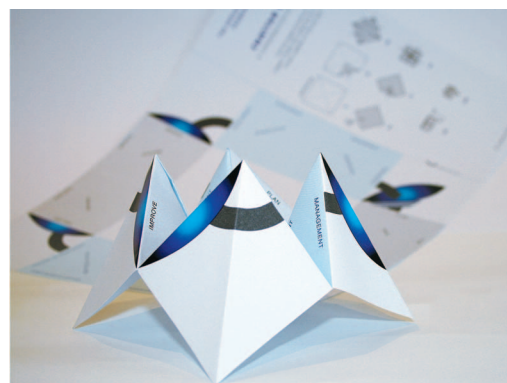
As a result of funding from the ALTC, a project was undertaken which set out to develop a tangible strategic leadership tool that could identify and bring together in a practical way key elements which underpin effective leadership of change and improvement. The result of the initial project was the Engaging Leadership Framework' (ELF) which has now moved into a roll-out and consolidation phase.

The ELF provides both a conceptual structure and systematic process to guide actions. It consists of three dimensions which bring together:

1. a vision – expressed as the 'trilogy of excellence' (the pursuit of excellence in *scholarship*, *engagement* and *management*);
2. a process – the incorporation of a *quality cycle*; and
3. participants – acknowledging diverse leadership perspectives, inputs and roles.

The purpose of this workshop is to illustrate how the ELF offers a systematic, strategic and sustainable approach to leading change in learning and teaching. Participants will be encouraged to apply the ELF to an area for improvement within their context and to explore its potential in building leadership capacity.

Appendix 2.1 ELF chatter box



Appendix 2.2 ELF chatter box activities

Step 1	Step 2
Solo activity: Locate the Scholarship, Engagement and Management – ‘Trilogy of Excellence’ triangles on the flat pattern. In the adjacent blue triangles provide the following information: • Scholarship – two aspirations for L&T at your university; • Engagement – two ideals for L&T at your university; • Management – two aims for L&T at your university.	Solo activity: Consider one of the aspirations from either Scholarship, Engagement or Management and in the grey triangles adjacent to Evaluate, Improve, Plan and Act triangles provide the following information: • Evaluate – two sources of evidence for one of your nominated aspirations; • Improve – two projected areas/issues for improvement; • Plan – two issues to consider in an ‘Action Plan’; • Act – two factors likely to impact on implementation of the plan.
Step 3	Discussion
Partner or group activity: Using your ‘preferred learning style’ make a chatter box as per the model. Once you have your chatter box constructed, compare your thoughts about what you wrote about the ELF concepts with others.	• What approach did you use to construct your chatter box? • What did you find out about your learning and leadership preferences and styles? • Did working with others help you to be more effective? • Were your responses to the ELF ‘prompts’ different or similar to others?

Appendix 3.1 ELF case study template

Application of the Engaging Leadership Framework (ELF) at <Insert Institution Name>

Overview (75-100 Words Max)

This case study describes how the ELF was applied to (identify the issue....)

Context

Include general information about the university, its mission statement/goals, priorities/direction/demographics etc which are relevant to the issue/area you have identified for improvement

Challenges/Issues

Describe the issue in some detail. In particular consider:

- why it is important to the university,
- what evidence there is that it is a concern (to whom, impact on learning and teaching outcomes etc);
- what benefits you anticipate/hoped to achieve through a concentrated improvement strategy.

Application of the ELF to address these issues

Describe how the ELF was applied at your particular institution – tell the story.

- How was the ELF applied?
- Were all aspects of the ELF considered?
- Was the process followed in a logical/cyclical way or did your group focus on some aspects more than others?

What impact did the ELF have on the identified issues?

Use this section to reflect on and capture the usefulness/effectiveness/impact of the ELF.

Consider such questions as:

- How did the participants react to applying the ELF?
- Did it provide a structure to follow?
- Was it helpful to work in groups/teams?
- How did the workshops help the process?
- What evidence is there of change?
- Do you have any pre/post test evidence?
- How did the ELF enhance leadership capacity?

Overall response to the ELF and suggestions for improvement

In this section record any thoughts, reflections views on how the ELF could be refined, clarified, improved for future applications

[illegible]

Overview

Challenges/Issues

The revitalised MBA will be offered fully online by 2012 in keeping with the university's strategic initiative 'Flexible and Online – regionally based – globally connected. Offering the technology, support and opportunities to connect with the best experiences and business practice the world has to offer' (UNE, 2010: online). The redesigned MBA aims to offer an up-to-date and relevant management education which enhances the ability of graduates to grapple with the critical issues facing them today and into the future.

The anticipated outcomes of this project are to:

- deliver relevant and meaningful content through flexible and online modes of delivery using innovative technologies which will enhance the educational experience;
- provide an MBA program that will be attractive to students; and
- create a community of learners (current students and alumni) who are well equipped and deeply committed to leading and managing for sustainability.

Through this project UNE seeks to enhance student satisfaction, increase enrolments and add to its reputation as a regional leader in environmental, social and cultural sustainability.

Application of the ELF to address these issues

The revitalisation of the MBA commenced prior to the introduction of the ELF project at UNE. Therefore considerations of possible applications of the ELF were employed in this project mid-cycle. This restricted the full adoption of the ELF in this project although it did provide some useful insights for the GSB program director who initiated the MBA project.

The MBA group engaged in a series of meetings at which the discussion focussed on how best to embed concepts and principles of sustainability within the curriculum, and in particular to discuss how to align the eight core units around the sustainability theme. At one of these meetings the UNE Partner Leader presented the ELF model for consideration as a tool to facilitate the group's discussions. The GSB program Director suggested that individual staff contact the UNE Partner Leader to further consider how the ELF could be applied to the development of individual units. Since most staff were juggling many competing priorities, this proved to be an ineffective strategy. When contacted individually staff indicated that they could see the potential of the ELF but it quickly became clear that it was seen as 'one extra thing to consider' which added to feelings of overwhelm, and that while it was perceived as 'interesting' it was not viewed as a critical tool for the project.

Nevertheless, since the UNE Partner Leader attended most of the group meetings as an interested party it was observed that over time all three dimensions of the ELF (*scholarship, engagement and management*) were considered and that there was considerable discussion regarding the impact on relevant stakeholders. At one of the meetings the possible application of the ELF to the project was discussed in more detail. The UNE Partner Leader retrospectively felt that more could have been done to engage this group in considering the ELF as a key tool in this project.

Most of the project meetings were not attended by all relevant staff and the composition of the group varied from meeting to meeting. One result of this was that the discussions often focussed on the divergent views and revisited old conversations, and therefore the group had difficulty coming to consensus. Since the project had some key milestones that were not negotiable this created tensions that were finally resolved by putting key items to a vote. On reflection this highlighted the critical importance of having a very clearly articulated and well understood vision in order to assist the engagement of all group members and points to the potential for ELF as a tool to facilitate this.

The MBA project is progressing and meeting critical milestones although certain external factors beyond the control of the project have delayed one of the planned outcomes. The original goal was to present the 2011 trimester one core units fully online from the new Learning Management System (LMS), Moodle, with subsequent units being rolled out each Trimester. However, since the adoption of Moodle at UNE has been delayed due to a later than planned release of the Moodle v2 these units will be presented in the existing LMS (Blackboard). Trimester two core MBA units are still on target to be offered via Moodle. Nonetheless, the unit coordinators for the trimester one core MBA units are well on target for

presenting their unit materials fully online. The response of the first cohort of students to these redesigned units or the pedagogical impact of the requirement for an increased level of student engagement and personal reflection will not be known until the end of trimester 1, 2011.

With regard to applying ELF to the MBA project the GSB program director believes that it is an iterative process and that there is wisdom in continuing to apply the model to this project. Key outcomes that have been achieved include the adoption of a set of seven principles of sustainability and the eight core MBA units being rewritten adhering to these broad principles and offered fully online, both of which ultimately required the strong support of the head of school to bring to fruition. This speaks to the need for clearly defined and articulated role definitions and authorities. The GSB program director wished that she had come to the ELF earlier in the project as it may have better informed her conversations with stakeholders; however, she also felt that she was dealing with issues of role legitimacy and whether she was perceived as having the authority to move the project forward. The GSB program director found the workshop she attended towards the conclusion of the ELF project at UNE to be useful in the sense that it provoked reflection on how she could have managed the communication of the vision more effectively to critical stakeholders. The workshop, co-facilitated by the project leader and project manager, also provided insight into how she might more successfully engage people in future projects.

Overall response to the ELF and suggestions for improvement

Reflecting on the process with the advantage of hindsight the GSB program director felt that the ELF could to some degree enhance leadership capacity in a structural sense but that the individual also requires the skills to be able to go out and lead effectively. The ELF could therefore illuminate those skills that could be further developed as an individual to enable the building of leadership capacity at UNE. A more comprehensive workshop on how to utilise the ELF model and more time to spend on considering the many and varied ways that ELF could be applied to the formulation, planning and execution stages of a project would be helpful.

Thinking about UNE and how we approach things here (often due to time pressures via a top-down directive prior to widespread consultation and planning) the ELF has considerable potential to assist us to communicate more effectively about how the vision came to be and then more powerfully engage critical stakeholders. This would be very helpful to project leaders who can feel like they are firmly sandwiched between a 'rock and a hard place'.

VALERIE DALTON, GSB PROGRAM DIRECTOR

Reference

UNE, 2010, UNE Flexible and Online <http://flexibleandonline.une.edu.au/>

Appendix 4.2 UNE Revitalising the MBA Artefact

The GSB staff agreed to use the following Principles for Sustainability to underpin the redesign of all GSB units that contribute to the MBA program.

Embedding educating for sustainability in BEPP units and awards

Statement of Intent: BEPP units and awards have at their core an aim to educate for sustainability.

The following principles provide the foundation for embedding educating for sustainability into the design and delivery of BEPP units and awards:

1. Industry and community will be regularly encouraged to contribute to unit content.
2. Each unit will explicitly discuss the underlying assumptions of the management techniques and skills being taught, including how their application affects sustainability.
3. Provide opportunities for students to work on real problems in the community/ locally/ regionally/ globally, especially in relation to how the problem relates to sustainability and innovation.
4. In learning about best practice for implementing management skills and techniques, students will also learn that current best practice is evolving. Discussion regarding best practice will, therefore, include:
 - i. not only what the compliance requirements are; but also
 - ii. how non-idealised/real world contexts effect the application of best practice, and
 - iii. ideas for how the application of tools and techniques might be creatively modified and utilised to consider sustainability issues.
5. Provide students with opportunities to discuss links to other units in the program (and between other academic disciplines) to highlight the holistic nature of management.
6. Promote a supportive learning environment for all student groups including minority and disadvantaged groups.
7. Include at least one assessment item that tests students on sustainability issues (in other words, assessment items that test whether: the student is using systems thinking; reflecting critically on lessons in the unit; being creative in his/her solutions to problems – able to be flexible in his/her approach; and thinking in the long term (beyond five years) about the welfare of the organisation as well as society stakeholders and the environment.)

Appendix 5.1 UNE case study – Academic leadership



Application of The Engaging Leadership Framework at the University of New England

Overview

The lead coordinator of the Academic Leadership Program attended the first ELF workshop presented at UNE in December 2009. She immediately saw several possible applications of the ELF model because of its ability to provide an evidence-based approach to analysing any development program at UNE, and this type of approach is frequently more persuasive to academic staff than what is often perceived to be inspired by ‘management fads’. This interest evolved into the application of ELF within the Academic Leadership Program for course coordinators as a lens through which participants could reflect on issues they face in their role and in building leadership capacity. The ELF has proved to be useful in assisting participants to focus on steps they can take to move forward rather than getting stuck on the issues.

The Academic Leadership Program was first run at UNE in 2009 and the second iteration commenced mid 2010. It is based on 10 modules already developed and tested by Curtin University and the University of South Australia and developed as part of ALTC projects (Jones, 2006; Jones, Ladyshevsky, Oliver and Flavell, 2009; Vilkinas, Leask and Ladyshevsky, 2009).

Challenges/Issues/Outcomes

The UNE *Strategic Plan 2007 – 2010* identified five priority areas of which Priority A focused on leadership. The university has continued to build its leadership development programs over the last decade, although it is pertinent to note that these programs most frequently attract aspiring leaders rather than providing opportunities for enhancing leadership capacity for established and senior university leaders. While heads of school were identified as a key target group in the original ELF project submission competing priorities on their time have consistently limited participation by senior staff in professional development opportunities. It is a direct consequence of this that led to this case study changing its focus to course coordinators. The Academic Leadership Program is a very real opportunity to bring a group of people together who usually work in relative isolation to share practice, to engage in peer coaching and to recognise that what they are doing is a valuable leadership activity. It was also seen as an opportunity to raise the status of the role by acknowledging their work by focussing attention on the significant part they play in delivering quality learning and teaching outcomes at UNE.

Within the higher education sector generally and UNE in particular, the course coordinator role is challenging (Hill and Stephens, 2005) and is critical to ensuring quality in teaching and learning (Ladyshevsky and Jones, 2007). Although the role has little formal authority over

staff, course coordinators are required to manage the resources for an entire degree program through managing the curriculum and the contributions to teaching and learning quality by academics (and other discipline specialists). They also have a range of administrative duties relating to marketing, timetabling and student queries. Herbert, Hannam and Chalmers (2002) have also argued that they have a role in developing other staff. The role is made more problematic as there is often little training (course coordinators learn on the job) and there may be no accompanying support network as there is with more senior academic or professional staff positions. In part, this may be due to the discipline specific functions of the role, however on the job training and networking opportunities could be created by linking academic staff in these positions. The role also has the potential to significantly impact on the quality of the curriculum and therefore on the student learning experience. The need to develop the potential of course coordinators has been recognised across the higher education sector (Vilkinas, Leask and Rogers, 2007) and has been the subject of four ALTC Projects.

The Academic Leadership Program has proved a valuable forum to assist people to develop strategies, and gain confidence in implementing them, to resolve issues that they face on a regular basis. The process of regular discussion groups with an identified theme (following the course modules) provided valuable networking opportunities that empowered participants to engage in leadership behaviours and strategies. As an example of this, one of the course modules presented a method for course review. Since UNE had no universal template for this purpose the participants found this to be a valuable tool to develop a consistent approach to the review of courses.

It is clear that the ELF supports a distributed model of leadership (Ramsden, 1998) and this was used to inform discussion on the nature of leadership in higher education. However, the structure and culture of universities in general is perceived to be overly hierarchical and bureaucratic which creates an inherent tension between the call for distributed leadership and what often plays out in practice. This formed the basis of much debate around the realities of building of leadership capacity within higher education and signals the importance of using ELF as a model which frames much of what we do in the higher education sector. In practice, it was felt that many people in leadership roles and positions focus on the '*Management*' part of the ELF at the expense of the '*Scholarship/Vision*' and the '*Engagement*' components not in the least because the *Management* aspects are most visible, easier to measure and more demanding of immediate attention. The ELF is potentially a very useful tool to assist anyone in a leadership role to maintain a broader perspective which encompasses all critical aspects of successful leadership activity.

The ELF provided a clear structure for the program coordinators to facilitate the discussions during the Academic Leadership Program. The participants in general could see the potential of the ELF but at times their perceptions of the organisational hierarchy and culture together with the impact of workload limited its practical application. One observation is that there is a tension between different styles of management and the application of the ELF. Leaders who are more comfortable with a collaborative style more readily engage with the ELF. This could potentially inform future leadership development programs.

Across the program it is too early to say if there have been significant changes as a result of using the ELF to inform thinking about building leadership capacity, however, the lead coordinator of the Academic Leadership Program now feels that she has a tool that can be

used across a wide range of applications such as developing/rejuvenating elements of workplace procedures through to focusing participant discussions in the Academic Leadership Program.

The workshop held towards the end of the ELF project in August 2010 was helpful in clarifying the application and use of the ELF, and it seems that outcomes from a longer term strategy would be very successful. However the shorter time frame indicated by the ELF case study parameters (10-12 weeks) may have limited its real potential. The motivation exists to continue to consider the application of ELF. It would have been useful for a completed external case study to be presented at the workshop as an illustration of how to apply the ELF as a means to train those new to the model in its application.

For me, the ability to depersonalise leadership issues so as to analyse them from a more holistic perspective within an institution is a valuable contribution of the ELF. It is a way of moving on from a critique of leadership issues to a conversation of how to move forward

MELANIE FLEMING, PRINCIPAL COORDINATOR, ACADEMIC LEADERSHIP PROGRAM.

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Appendix 6.1 UNE case study – Financial Services Directorate



Application of The Engaging Leadership Framework at the University of New England

Overview

The Financial Services Directorate (FSD) is a critical component of UNE's business operations which influence the university's ability to provide an efficient, effective and supportive learning and teaching environment. The Director of FSD was at the first ELF workshop in December 2009 and he was immediately enthusiastic about the potential for applying the ELF model to core business practices within FSD to achieve improved outcomes. His enthusiasm initiated this case study. The first meeting with the FSD management team (the FSD group) focussed on using the ELF to assist the FSD to proceed more effectively with the Performance Planning and Review (PPR) process at UNE. To date the FSD has struggled to implement the PPR due to feeling very time pressured from having to regularly respond to various critical internal and external financial reporting cycles. With regard to the PPR they lagged behind all the other Directorates and Schools of UNE. It was the Director's view that the FSD staff needed a new way of reflecting on their business practices in order to change this cycle of events, and the ELF presented a timely opportunity to address this. At subsequent meetings the conversation evolved to one of seeing this as an opportunity to create significant culture change within the FSD—from one focussed on data processing and compiling reports to one focussed on knowledge creation and management through the provision of high level financial solutions and advice as business partners and advisors to all key UNE stakeholders.

Challenges/Issues

Many of the staff within the FSD, as in most areas within UNE, have worked in the same or similar roles for more than ten years and many instances for much longer. A culture has evolved of doing things in a particular way and is particularly resistant to change. Staff know their job and are comfortable doing things in their own way. However, over the last decade especially, technological innovations have seen the university's processes change to the extent that what were once paper-driven activities are now executed in the online environment, with some of the data processing formerly done by FSD staff migrated to the end user. Some examples of this are: the facility for heads of cost centre to access their financial statements from their desktop rather than waiting for a hard copy report from FSD; online reconciliation of credit card statements by the end user; and the online travel booking system. All of these changes required considerable consultation with and re-education of university staff who to varying degrees adopted or resisted the decentralisation of these administrative responsibilities. This kind of change in the way universities do business has become the norm in recent decades. However, the FSD, in common with other service

directorates, has frequently struggled with the transitions, in part because of its own culture. The FSD managers envisioned a team who were proactive business partners with UNE's stakeholders rather than a team who stayed in their offices waiting until someone requested help or advice which frequently occurred too late to prevent problems. To do this would require a significant shift in the way FSD staff perceived their jobs and how they communicated with their clients.

During 2010 the FSD offices were also completely renovated via an external development grant. It was therefore considered an opportune time to also revitalise and develop the culture of the FSD.

Application of the ELF to address these issues

The ELF model was first presented to the FSD group in January 2010 and at that time it became clear that the '*Scholarship*' dimension in the original format was creating conceptual difficulties for the group since they were not directly involved with learning and teaching and they perceived the term to be relevant only to academic staff. The deputy-director suggested that the word '*Vision*' could be substituted for '*Scholarship*' since this was clearly one of the meanings embedded within this dimension. The UNE partner leader then made a request to the project coordinator for this change to be made. The FSD felt that they needed to get the end of financial year reports completed before they could proceed with the project and suggested that no further meetings occur until May or early June. Regular meetings commenced in July 2010 with the UNE partner leader meeting in most instances weekly with the FSD group. This was made possible by allocating their scheduled two hour weekly 'managers meeting' to progress this project. When compared with the other UNE case studies it is clear that this regular commitment enabled the ELF to be more fully explored by the FSD group. Without the regular meetings it would have been difficult to run this case study. In total the group met eight times for at least one and in most cases two hours, however, not all managers were able to be present at all meetings which made it difficult for the same level of understanding to develop in all members. The deputy-director was present at the majority of meetings and was the principal driver of the project.

The FSD managers undertook to spend time outside of the meetings working through the ELF from the perspective of their own work team. Some managers made more progress with this than others. For the majority of the meetings the discussion focussed on the *Vision* and *Engagement* dimensions of the model although some managers wanted to spend more time on the *Management* dimension in order to be able to make the conversation more tangible. It was planned to work through the ELF in a cyclical way and progress has been made towards this end.

In September 2010 the UNE partner leader was absent from the university for five weeks and therefore not attending the weekly meetings. Any discussion focused on the ELF ceased due to operational priorities coming to the fore. This was summarised by the deputy-director as "Finance has effectively stalled on this project. '*Engagement*' is the key and without the priority of resources (time and effort) this type of event continues to fall into the 'nice to have' rather than 'operational imperative'. This is unfortunate." This speaks poignantly to the continual tensions between the need for operational effectiveness and the need for long term strategic planning: often insufficient time is made for the latter which in turn maintains the status quo

and exacerbates the feeling that 'one is perpetually chasing one's tail'. While it is acknowledged by the FSD group that the ELF provides a very useful framework for thinking about how to improve what they do, the more immediate priorities usually distract their attention away from this activity.

What impact did the ELF have on the identified issues?

The ELF did focus discussion and provided a useful framework to address the issue of culture change within the FSD. It also provided a framework to facilitate the implementation of the PPR. It was decided to approach the PPR from the perspective of what each individual member of the FSD could contribute to the realisation of the culture change envisioned in the first instance by the FSD managers. This will require the managers to clearly articulate the vision for cultural change and then effectively engage each member of the team to use this vision to guide what they will each do to achieve this. For some this will be more of a challenge than others because certain skills needed to facilitate engagement are less well developed.

The group did find it helpful working together each week and individually they commented on how they really enjoyed the discussion and wished that they had more time for this type of activity. To date there is little evidence of change; however, the project is a work in progress and will continue. There is anecdotal evidence that the focussed discussions during the meetings stimulated some individual reflection regarding leadership capacity, although it is too early to say whether this has been noticed by members of their teams.

At the final combined workshop it became clear that the FSD managers were less sure of what they had achieved and some were still struggling with conceptualising how the ELF could be made into a more tangible management tool: a 'step-by-step how-to' manual would make life easier, especially given the many competing priorities faced by all FSD, and indeed all UNE, managers.

The delivery of financial services in our unique environment hinges on realizing a vision and one that is encapsulated in all aspects of service. The ELF model has given Finance an effective hub-and-spoke model; providing the team with an opportunity to embrace a core vision and realize the journey to it, not by standing still but by making contact with the road; that is, via constant engagement.

PAUL PACKHAM, DEPUTY-DIRECTOR, FSD

The physical environment of the FSD was scheduled for renovation between March and August 2010. This acted as a catalyst for us to focus on our preferred work culture. The ELF model captured my imagination as a very real way for my team to engage in this conversation. The work we did with the ELF challenged us to really think deeply about our vision and how to achieve it. Most of all it focussed our attention on the critical skills required to succeed at engaging our staff and our clients in a joint conversation about the future of FSD. This is a work in progress and we need to ensure we make the time to continue to develop our culture.

BILL COLLESS, DIRECTOR, FSD

Appendix 7.1 UNE case study – Workforce planning



Application of The Engaging Leadership Framework at the University of New England

Overview

This project aims to develop a guiding framework to recruit, develop and retain the experience and skills necessary to support and deliver the strategic goals of the university, both currently and in the future. It is a mission-critical project in the light of both internal and external drivers.

A working group in 2009 identified that a comprehensive workforce plan was required to support the university in meeting workforce demands into the future. It is imperative the organisation engages in meaningful workforce planning to identify current demographic, social, economic, political and organisational trends and their consequences for future requirements around staffing profiles and numbers, core competencies, structure, job design and expertise. The planning process and its outcomes will be critical to ensuring the university is able to recruit, develop and retain appropriate staff to support student requirements and a distance education model. Comprehensive, integrated and coordinated support and infrastructure for staff to enable them to contribute to achieving the UNE Flexible and Online vision is required in all arenas – professional, technical, pedagogical and research. The UNE Flexible and Online project, which comprises a number of contributing projects of which one is the Workforce Planning Project (WPP), is designed to prepare UNE both for its longer term future as well as address the shorter term potential impacts of the Federal Government funding changes that will come into force in 2012.

It is also essential that staff have access to, and awareness of, effective support and development, opportunities and services. This will require close collaboration with all key areas of the university in order to deliver seamless and consistent services. Creation of a staff learning and development framework to guide the consistent delivery of development activities will contribute to aligning staff capabilities to support UNE Flexible and Online.

Challenges/Issues

The WPP is based on the planning assumption of both incremental and transformational change. UNE, as a small, regional university faces several, possibly unique, challenges and opportunities over the next five to ten years.

The internal drivers include:

- an ageing workforce common across the higher education sector; and
- determining the right skills/competencies mix; and workforce renewal rather than retention.

Unlike many other organisations retention is not a major issue at UNE. If every staff member who reached 65 in 10 years time retired (22% of the workforce or 31% if modelled on those reaching 60), a five year retrospective demographic analysis indicates that 25% of them would come back as casual staff, and in the 60–70 age group a substantial proportion of academics come back as honorary and adjunct staff and continue to contribute.

The external drivers include:

- an ageing workforce; government targets for graduates—will there be enough people to teach them?;
- the social demographics of Gen Y;
- a new trend in the over 50s age group—mirroring Gen Y needs—those who don't want to stop working but who do want more meaningful work and to be engaged 'on their terms' such as stopping full-time continuing positions in favour of part-time, casual or fixed term contracts; and
- the growth potential for Australia's role in providing higher education by distance learning internationally; and an imminent demand for school teachers to teach the 'baby bonus'¹ generation—early indications are that there will be a significant deficit of high school teachers in the next 10–15 years with a projected 25% of teachers retiring in this period.

All of these drivers create challenges and opportunities for the higher education sector across Australia². One benefit that may accrue to UNE as a result of these external drivers is the Federal Government's 'Evocities Campaign' launched on 22 September 2010 by the Hon. Simon Crean MP, Minister for Regional Australia, Regional Development and Local Government. The campaign aims to encourage metropolitan dwellers to relocate to identified Australian regional cities of which Armidale is one. This behoves UNE to be ready to meet these opportunities.

Clearly, the WPP is critical to the future wellbeing of UNE and it is a significant project that is necessary to ensure UNE has 'the right people, in the right place, at the right time'. The WPP is still in the early stages and plans to apply the ELF are still being formulated. The deputy-director of Human Resource Services (HRS) has responsibility for the carriage of the WPP and she has shown interest in how the ELF might be utilised in this project to enhance outcomes. To date the deputy-director HRS has attended one workshop (the final workshop presented by the project leader and project coordinator in August 2010) and engaged in preliminary discussions with the UNE team leader.

The deputy-director HRS identified several opportunities for the application of the ELF to the WPP:

- the ELF will be useful to facilitate engagement in early discussions with stakeholder groups to (1) identify the attributes UNE needs staff to have, (2) to influence the culture through clear articulation of the vision, and (3) to identify possible impediments to the success of the WPP;
- there exists the possibility for the ELF to facilitate the conceptualisation of leadership capacity building and succession planning that UNE has to do to effect cultural change; and
- ELF will assist the identification of the key drivers which will inform UNE's recruitment, development, up-skilling, and retraining which impact on the kind of organisation UNE is and wants to be.

While the workshop was interesting to the deputy-director HRS she felt that because it was more about concluding the current research into the applications of the ELF and how it might be best 'sold' to intending participants she did not leave feeling sufficiently confident to use the ELF without further guidance. What she would like to generate is a Workforce Planning toolkit for managers and supervisors at UNE which could include the ELF to provide a clearly defined pathway to follow. This could be used whenever a manager/supervisor has an emerging employment opportunity or an imminent threat to their team. The objective would be to help them to think strategically about how to proceed. Rather than simply taking the option to fill a position using an existing position description. The aim is to align recruitment to the long term workforce planning agenda taking account of the need for flexible and adaptive responses to workforce concerns.

UNE needs a framework that continually encourages managers/supervisors to keep thinking mindfully and strategically about the issues that they face and the ELF could be one of the things that underpins this. The ELF is a work in progress, it has a lot of potential, and I would like to see how it evolves once this project is completed.

BRONWYN PEARSON, DEPUTY-DIRECTOR HRS.

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- 1 The term applied to the children born as a result of the Federal Liberal-Coalition policy introduced in 2002 to encourage parents to have more children by paying a bonus for each child and famously promoted by Peter Costello as 'have one for Mum, one for Dad, and one for Australia'
 - 2 Keynote by Bernard Salt of KPMG: How Demographic Change Might Impact the Academic Workforce presented at the Universities' HR Benchmarking Conference 2010, QUT

Appendix 8.1 University of Ballarat case study – Learning and teaching fellowships project plan

Learning and Teaching Fellowship Proposal Plan

(We anticipate that at this stage the plan might still be quite sketchy. Fill in what you can; noting questions where you are unsure. IPOL staff will work with you to further develop the plan if your idea is accepted).

Project title

Include a brief statement describing the project

Evidence

What data can you draw on to show that this is an issue/concern/problem/needs improving?

In thinking about your issue and the evidence, circle the bold area or areas to which you think your issue relates.

Scholarship – the pursuit of academic excellence, the mission and values of the UB

Engagement – relationship building, communication, networking

Management – systems, infrastructure, policies and procedures

Improve

Identify from the evidence what you think needs to improve. You may like to suggest targets/measures. At this point you may list a number of things that you think need to improve but then identify and justify your priority for improvement.

Plan

Provide details of what you propose to do using the following table and questions as a guide. Dot points are fine.

What	How	Who	When	Where
What are your aims in this project? What are you hoping to achieve? How will you measure this? (evidence of success)	How will you implement your project? Discuss the methodology and proposed strategies.	What will be your role and who else will help you? Identify responsibilities for each of the strategies/tasks	When will things happen? Prepare timetable for each stage of the project	In which school, department, program or course will your project take place? You might like to mention its potential transferability across the university.

Prepare a snapshot of your project plan by completing the diagram below

Stages	Main activities and outcomes	Timetable
Stage 1 Development	Activity	Weeks
	Outcome	
Stage 2 Implementation	Activity	Weeks
	Outcome	
Stage 3 Reporting	Activity	Weeks
	Outcome	

Comments

Use this box to identify any concerns or challenges that you may face with this project.

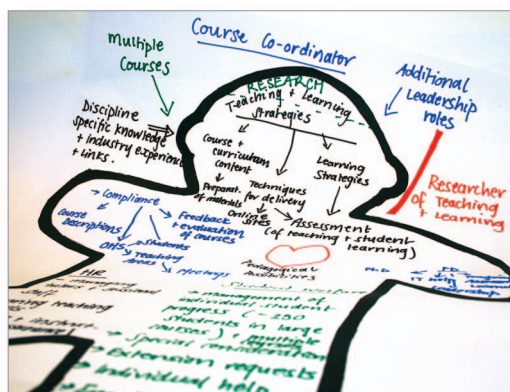
Project Budget

You may need some help preparing your budget but at this stage try and identify what funding you require from IPOL for this project and what in-kind support you will be able to access. For example, you or someone in your department may be able to prepare your poster but you may need to draw on the Fellowship budget to print your poster.

Item	In-kind funding	IPOL funding	Total
Staffing			
Project coordination			
Project implementation			
Administration			
Other personnel			
Sub total			
Non staffing items (examples)			
Materials (details)			
Graphic art work			
Filming			
Web design			
Poster preparation			
Printing			
Catering			
Communication			
Sub total			
Total			

Remember we are not looking for a highly polished plan at this stage, simply enough to demonstrate that you have evidence to support your project and have thought about a way to address the issue.

Appendix 9.1 University of Ballarat – Application of ELF tools



Participants at the program and course coordinators retreat used the ELF team profile tool to explore and document the duties and responsibilities of their role as either a program or course coordinator. Initially, this was approached as an individual activity. It then progressed to a group activity which was designed to consolidate information into a generic position description.

The ELF artefact above illustrates how the ELF tool was used to capture this information.



The ELF picture cards stimulated thinking and conversations around the nature of leadership inherent in the roles of program and course coordinator. Each participant selected a card and used the image as a catalyst for talking about how they saw themselves as leaders.

The ELF game PROMPT introduced the coordinators to terms and discourse relevant to their roles. Each participant was given 30 seconds to relate the word on the PROMPT card to their role. Examples of words on the cards were: 'internationalisation', 'graduate attributes' and 'assessment criteria'.

The participants also provided feedback on the ELF game and wrote their own scenario cards based on their experience as coordinators.



Appendix 10.1 Edith Cowan University case study – Establishing a Learning Network



Application of the Engaging Leadership Framework at Edith Cowan University

Overview

This case study describes how the ELF was applied to the establishment of a Learning Network at ECU. The purpose of the network was to develop a common vision and shared language among academics, both at ECU and across the broader Joondalup learning community, related to facilitating lifelong learning skills and dispositions in students, and to share strategies and practices that support this vision. The application of the ELF changed the way in which the Learning Network was set up and assisted in developing a sense of shared ownership of the network. Members appear to feel empowered, willing to contribute, and willing to lead and share.

Context

ECU is currently undertaking a review of undergraduate curriculum and developing a new framework: ECU 2012 Undergraduate Curriculum Framework Project. Principle 2.5 in the draft framework refers to Lifelong learning, and recognises that teaching and assessment approaches are a critical element in determining our success in relation to this.

Our role at ECU is to assist students to attain the necessary qualities to participate in lifelong learning. Our strategy is to adopt five teaching approaches that produce learning outcomes and, consequently, lifelong learning skills:

- self-directed and peer assisted learning;
- experiential and real-world learning;
- resource-based and problem-based learning;
- reflective practice and critical self-awareness; and
- open learning and alternative modes of delivery.

Implementation of these approaches has considerable implications for practice.

Challenges/Issues

The work of the Centre for Learning and Development (CLD) at ECU in recent times had revealed a vast array of teaching and assessment approaches, many of which were not congruent with those outlined above. Our goal of developing students as lifelong learners could not be attained with a patchwork approach. In order to ensure that we share a common vision and language related to facilitating lifelong learning, and in order to share strategies and practices that support this vision, it was important that we create a forum

where we could meet regularly and work collaboratively. Change always brings with it some uncertainty and discomfort. These can be ideal conditions for learning and growth, as long as the process is supported and supportive. The Learning Network was set up in such a way as to provide the collegial support which would encourage growth.

It was recognised that face-to-face meetings are often difficult for staff to attend, therefore we decided to supplement these meetings with an electronic mailing list. This would provide opportunities for online sharing and discussion of issues. It could be an avenue for alerting CLD staff to areas which needed further support such as specific group workshops or perhaps one-on-one meetings to support individuals who were willing to risk doing something a little different in order to promote lifelong learning.

Application of the ELF to address these issues

The *quality cycle* provided a clear process in relation to supporting the principle of facilitating lifelong learning. *Evaluation* of student approaches to learning indicated that many displayed characteristics of dependency and were extrinsically motivated in their studies. Most ECU students juggle work with studies and home life and are under such time pressure that they resort to a focus on 'learning for the test'. These factors are most likely to lead to a shallow approach to learning – the antithesis of the lifelong learning model we hope to promote.

A review of current teaching and assessment approaches revealed a great deal of diversity, with many entrenched practices more likely to lead to dependency than to lifelong learning.

In order to plan the next step in the process the *trilogy of excellence* provided useful direction. Scholarship at ECU according to the ECU 2012 Undergraduate Curriculum Framework, requires an environment which fosters lifelong learning, and learner-centred teaching (Feature three of the Framework) which is underpinned by the principles of Research and Professional informed learning (Principle 3.3) and Assessment for learning (Principle 3.4).

If these principles are to be effectively translated into practice, academics will require knowledge of assessment practices that enhance learning. They will need to implement inquiry-based, problem-based and authentic learning experiences into their teaching, and will need to collaborate with colleagues to ensure the teaching and assessment practices meet disciplinary, professional and community standards which encourage students to take responsibility for, and ownership of, their learning. The Learning Network would provide an excellent forum within which all this could occur.

The propeller blade of *Engagement* pointed to the importance of relationship building and communication for effective leadership. One of the design features of the Learning Network is the informal nature of the face-to-face lunchtime meetings, supported by a mailing list which encourages ongoing interaction between members of the network. It is hoped that this will facilitate relationship building at a less formal level, building trust between members – a critical precondition for collaborative learning.

Additional opportunities for engagement of the wider community within the Joondalup Learning Precinct will also be exploited through the Learning Network. Training facilitators at

the Police Academy have already indicated their willingness to participate, and other members of the Learning Precinct will be invited as the network expands.

Distributed leadership perspectives and inputs were obtained by inviting Executive Deans and Associate Deans (Teaching and Learning) to join the network. While it will not be possible for all to attend the launch meetings, their support is unequivocal. The regular meetings will have a broad focus or theme which will offer opportunities for those with more knowledge or experience in particular areas to take on a leadership role for those meetings. In addition the mailing list is an avenue for new topics to be raised by any member of the network for discussions to be led by a range of people with diverse skills, enriched by the contributions of all.

What impact did the ELF have on the identified issues?

The application of the ELF significantly altered the way in which the Learning Network was set up and early signs indicate that the Learning Network is far more likely to achieve its goals than may have been the case if the ELF had not been applied.

One of the identified issues was the lack of shared vision and common understanding among educators within the Joondalup Learning Precinct related to development of lifelong learning skills and dispositions in our students. The ELF enabled us to set up a structure for the Learning Network which facilitated shared ownership. This is demonstrated by the fact that the mailing list is unmoderated, with each member having the freedom to post their own messages, and taking responsibility for those messages. No member is more important than any other member.

The ELF was also useful in drawing attention to the importance of building relationships across schools and faculties that were supportive and open. This led to the inclusion of informal face-to-face lunchtime meetings, complemented by the mailing list, which encouraged ongoing interaction between members of the network. There is already evidence of trust being built between members, with individuals willing to share both failures and successes, and to discuss problems and seek input from colleagues on how to solve these. A critical precondition for collaborative learning appears to have been established.

The Learning Network is still in its infancy, with a current membership of 63, but is already bearing fruit. Members report that they have made connections across faculties with people they would not have met in the normal course of their work, and have shared experiences and developed collaborative approaches to teaching, learning and assessment issues which have been of benefit to staff and students alike.

If the ELF had not been used the emphasis on distributed leadership may well have been missed, and the resulting network may have been driven by the views of one or two leaders rather than embracing the views of all. Shared ownership has facilitated engagement and provides ongoing opportunities for support and collaboration during the implementation of the ECU 2012 Undergraduate Curriculum Framework.

Appendix 11.1 Edith Cowan University case study – Breaking down ‘silos’



Application of the Engaging Leadership Framework at Edith Cowan University

Overview

This case study describes how the ELF was applied to help break down the ‘silos’ that exist across different areas and between general and academic staff at ECU. The intervention was designed to encourage staff to get to know each other and understand what different areas are working on across the university. The purpose is to engage staff within the ECU community and retain them, increasing organisational sustainability and increasing the opportunities for staff to network across the different Service Centres, Research Centres and Faculties.

The outcome of applying the ELF was a 60 Second Information Series. Sixteen staff members from different business units across the university, academic, research and general staff, came together and gave a very brief, 60 second talk about their current work. It was held on campus and over lunch (with lunch supplied) to encourage as many attendees as possible. Fifty-seven staff members attended and the feedback was very positive.

Context

The document *Engaging Minds; Engaging Communities. Towards 2020* (Edith Cowan University, 2009), provides a context for the ELF 60 second information series intervention.

Long-term goals:

- a university environment that provides leadership in our areas of excellence and models the values and behaviours which facilitate positive contributions to our communities by our students, graduates and staff; and
- the range and quality of our engagement activities which will be a point of differentiation for ECU, producing mutual benefits and productive relationships with the university's various communities; attracting and retaining high quality, committed staff.

Strategic Priority Areas:

- Engaging and serving our communities; and
- Building organisational sustainability.

Challenges/Issues

Currently, there is not enough communication across the different faculties, service centres and research centres and between the general and academic staff members of ECU.

Evidence for this assertion includes:

- There are very few double degrees that cross different schools or faculties and very few units that are shared between courses within schools and across the different faculties.
- The university has a finance model that does not promote cross-school or cross-faculty use of units (eg. It is cheaper, or better for funding if the School of Education creates and teaches its own computing unit when there are other possible units that could be used from the Faculty of Computing Health and Science).
- The majority of ECU social club members are general staff and it is very difficult to get academics staff to attend functions. This suggests that there is not enough communication or networking between general and academic staff members.

Increased communication is important to ECU because it could mean more collaboration for the creation of new courses or cross-discipline research projects and/or smoother flowing processes between faculties and centres. In addition to improved benefits to the students, the staff would also be happier because there would be more networking and socialising and it would hopefully increase staff retention.

Application of the ELF to address these issues

The ELF was applied to the issue identified by the team. In this case the issue was identified and the evidence sought to support it – a contextual variation to the ELF tool.

We then decided what we were going to do and how. The outcome of this planning was the 60-Second Information Session held on the 1 June 2010.

How was the ELF applied?

Our group focused on the '*Engagement*' blade of the ELF.

Beginning at the '*Evaluate*' step of the *quality cycle*, we gathered data to prove that there was an issue with communication between the faculties, administration centres and research centres of the university. Evidence gathered is listed under 'Challenges/Issues'.

Next, under the '*Improve*' step in the *quality cycle*, it was identified that the communication between faculties and centres needs to be encouraged and more opportunities need to be created to share ideas.

The group then met to discuss how communication can be improved at ECU. This was how we fulfilled the '*plan*' stage of the *quality cycle*. Time was a big issue for the group, so after generating a huge list of ideas (some on-going, some requiring many resources and some requiring more time) a very small scale project was decided on – the 60 Second Information Session:

- **What:** A series of 60 second talks from staff from different areas of the university, followed by lunch and the opportunity for more information and networking.
- **When:** The event was to be held at lunchtime, to make it accessible to as many staff as possible. An event held during mid-semester break was ideal as this is a less busy time for both Academic and General staff, yet they were still likely to be around. The 1 June 2010 fits this criteria.
- **Where:** It was decided that it would be held on the campus that had the most speakers participating. It would be in a room with an open plan, rather than a lecture theatre to make it more casual and 'network' friendly.
- **Catering:** The event would supply lunch as an added incentive for staff to come and it would also provide a reason for staff to stay back and 'network' after the talks.
- **How do people register:** Staff would be asked to RSVP to a staff member – just for catering numbers, rather than enroll through Staff Kiosk, as this would mean that staff were not 'put-off' attending at the prospect of filling out feedback forms and getting manager approval to attend an event in their own time.
- **Communication:** Advertising for speakers and the actual event would be done through various email lists and through ECU Matters (the ECU staff newsletter).
- **Handouts:** A handout with the names and contact details for each speaker and the name of their topic would be given out at the door so that attendees know where to go to get more information.
- **Management support:** The Vice-Chancellor would be invited to open the event so that it is seen as 'important'.

Then, it was time to 'Act', then 'Evaluate' again. The event on the day went very smoothly with more attendees than expected. Feedback received by email was very positive:

“This is a fantastic idea and should be held on all campuses at least once a semester!”

“Look forward to the next one and have it on my team meeting agenda to see if we can have some input in future.”

“Really enjoyable”

“I thought the session was very good, a really fun lunchtime event and a valuable way to learn more about those working here at ECU. I'd happily support more events like these!”

All of the evidence pointed towards the event being a success so it would be beneficial for ECU to continue offering these sessions. The Centre for Learning and Development have taken this task on and have decided to offer it biannually.

What impact did the ELF have on the identified issues?

Applying ELF to the project did help to make sure that we had not forgotten anything and encouraged us to find evidence of the issue which we may not have done previously. As the leader of the project, I found it helpful as a structure to follow so that the project kept moving forward. I did not always find it logical.

It was not overly helpful to work in a team past the point of brainstorming for ideas. The main issue behind this was that staff that were in attendance of the ELF Professional Development Session were not expecting to come away with a project and therefore did not have any spare time in their workload to be able to participate fully. Had people had the time, it would definitely have helped.

The final product of our project was a very successful afternoon of networking amongst staff. This was evident in the numerous emails that were received afterwards in support of this event continuing. Staff enjoyed the opportunity to share what they are working on but also to hear about what is happening around the university. A list of people interested in talking at future sessions has already started to grow.

The group is now able to put forward a recommendation that the 60-second lecture series continues to be run. Two to three times per year would be sufficient.

Overall response to the ELF and suggestions for improvement

While it is important to include the diagonal lines in the ELF visual model – the lines representing operational, institutional and external sources – perhaps they could be included some other way as their current placement can be misleading. The three lines appear to indicate a start or finish line to the process but this is not the case so it is a little confusing. The group did not really put an emphasis on this component of the model.

The 'trilogy of excellence' was taken into account – particularly *Engagement*. *Management* did not really come into the planning until we looked back and realised that if the 60-Second Lecture Series were to become a regular event, it could be considered a tool or procedure to begin building relationships. There was not enough time or resources to begin looking at ways to change policy or infrastructure, although many ideas came up during the group's initial brain storm.

There was not enough communication prior to the professional development session, which would have suggested an on-going commitment to a project. Therefore, there were people in the group who had to withdraw from the project because they did not have the time to help. Working on the project was in addition to current workload, not instead of. The project would have been even more successful, or could have been on a larger scale if there was more management support to participate. People need to know in advance that the introduction to the ELF will involve a project and have pre-approval from their managers to work on projects during work hours. It would also be good if reports emanating from the project were to be submitted to high-level management, so that there is more incentive for participation.

It is unlikely that if I were to pick up a picture of the ELF in a year's time that it would all make sense to me without re-reading the documents behind it. The model is not self-explanatory.

Overall, the concepts of the ELF tool is useful when applied to projects that you already have to work on. However when used in a more artificial, professional development environment, identified issues are not already 'approved' by management and therefore do not have support. It would have been an excellent way to learn the framework if it already had management support.

Reference

Edith Cowan University. (2009, July 14). *Engaging Minds; Engaging Communities. Towards 2020*. Retrieved May 31, 2010, from ECU:
<http://www.ecu.edu.au/about-ecu/welcome-to-ecu/mission-vision-values>.

Appendix 11.2 Edith Cowan University Breaking down 'silos' artefact

Edith Cowan University


60 Second Info Series

A speedy way to find out what everyone is working on around ECU...

Ever wonder what is going on in:
 Research at ECU?
 or Technology at ECU?
 or the Curriculum at ECU?
 or Student Services at ECU?
 or Facilities at ECU?

Come and hear about it ALL!!
 The best part is - each area can only talk for 60 seconds
 (and a light lunch will be provided...)!
 Suitable for ALL staff – General and Academic and
 everyone is encouraged to come along!

A great opportunity for networking and to hear about:

- New technologies for teaching
- Upcoming events for Cowan Crew Social Club – the ECU Staff Social Club
- The latest research in the Electron Science Research Institute, Kurongkurl Katitjin, Alzheimer's Research Centre, Vario Health Institute, the Curriculum 2012 Project governance and terrorist radicalisation and more...
- Library One Search
- Recruitment and careers at ECU
- PIBT
- ECU Sports Centre
- AND MORE!!!

When: Tuesday, 1 June 2010
 Time: 12:30-1:15
 Location: 21.201

Please register on Staff Kiosk <http://www.ecu.edu.au/staff-development/vcourses>
 Contact Rebecca Hayward r.hayward@ecu.edu.au for any further information or questions



Appendix 12.1 Edith Cowan University case study – Building research capacity



Application of the Engaging Leadership Framework at Edith Cowan University

Overview

In my research project, I used the core components of the *Engaging Leadership Framework* (ELF), such as *scholarship*, *engagement* and *management* to supervise and manage my research students' projects.

These projects followed an active learning approach which encouraged students to practise applying the ELF to authentic issues or situations which are impacting on their learning and teaching. It was anticipated that each student would work on a separate project and their experience would be recorded.

Context

I have been working with the Electron Science Research Institute (ESRI) since February 2009. The ESRI was established at ECU in 2003. It has rapidly established a reputation for excellence in fundamental and applied research. The focus is on the integration of microelectronics and photonics and to venture into related areas of nanotechnology to develop novel integrated intelligent structures. The Institute provides Micro-/Nano-Photonic fabrication technology and services in the ICT, Health, Agri-bio, Security, Sensing, Defence and Environment sectors. ESRI is a Level III Research Unit providing the overarching and guiding structure for the WA Centre of Excellence for Micro-Photonic Systems. ESRI's environment creates a dynamic frontier not only for postgraduate research but also provide access to state of the art facilities, attracting industry to participate and fund related external and industry based research contracts.

I want to promote ECU nationally and internationally by providing a top class teaching and research environment for students who are potential ambassadors for the university. University teaching performance and engagement will be evaluated by the students while academic research and innovation will be justified by the outcome of research publications in reputed peer-reviewed international conferences and journals, as well as by patents. To be a world-class research group at ECU, we need strongly motivated postgraduate students from all over the world to reach our goal and promote ECU internationally.

Challenges/Issues

I have considered the following issues for the improvement of my project:

- In university, it is important to evaluate the students' level and assist them to improve in order to reach set goals. For example, I asked my students to write a progress report about current tasks, they are performing. I provide constructive feedback on their reports and ask them to improve their current work to reach their goal (target). Therefore, this report writing is also a way of engaging them to complete their current task on time. This approach is proving successful. Finally, they combine their progress reports and summarise into a research report for a possible conference paper publication. With further work the paper can be published in a journal article.
- Evidence that this approach is working can be gauged by the number of publications that we have presented to peer-reviewed international conferences and journals. My publications in 2010 are listed in overleaf.
- I expect this concentrated improvement strategy will lead to the publication of more results nationally and internationally (conferences and journals) to promote ECU globally.

Application of the ELF to address these issues

The ELF was applied to my research project at ECU, WA.

- I obtained very fruitful results. I evaluated my students based on their submitted reports and discussions/ consultations. I improved their current level by engaging them and planning for future action.
- I used most of the components of the ELF for my project. For example, the concepts of *scholarship*, *engagement* and *management* and applied the *quality cycle evaluate, improve, plan* and *act*.
- Followed the process in a logical/cyclical way.

What impact did the ELF have on the identified issues?

For my research project, the usefulness/effectiveness impact of the ELF is as follows:

- When I applied the ELF concepts to the students, they thought that I was evaluating and identifying them as a low level student. Actually, I did this to understand differences in their levels in order to support them as required to reach their goal.
- The ELF provided a structure to follow.

- Yes, it was helpful to work in groups/teams in order to meet goals, because the ideas were coming from different directions and we could solve the problem quickly.
- Workshops helped to improve the level of student and engage them in their task.
- Using the ELF, I changed my students' motivation and obtained new results for publications. I have published 12 articles (one book chapter, two journal papers, nine high impact international conference papers) in this year).
- I also evaluated my students understanding by discussions/meetings or seminars.
- The ELF enhanced my leadership capacity, because, I understand the followings:
 1. The 'trilogy of excellence' which is *scholarship, engagement and management*.
 2. The '*quality cycle*', which is *evaluate, improve, plan, act*.
 3. 'Diverse leadership perspectives' – operational, institutional and external.

I applied these items and improved my leadership capacity.

Overall response to the ELF and suggestions for improvement

I think it is better to provide more opportunities for students' engagement in their studies or activities. I encourage them to enhance their knowledge and/or capacity to complete tasks to reach their goal.

Narottam Das, Electron Science Research Institute, Edith Cowan University, 270 Joondalup Dr, Joondalup, WA 6027, Australia

Publication lists (research outcomes of the current project in 2010)

Book Chapter:

1. N. K. Das, H. Kawaguchi and K. Alameh 'Book Chapter: Impact of Pump-Probe Time Delay on the Four-Wave Mixing Conversion Efficiency in SOAs' in 'Advances in Optical Amplifiers', INTECH Publisher, Vienna, Austria, ISBN 978-953-7619-X-X, 2010 (in press).

Journals:

2. S. R. Hosseini, M. Razaghi, and N. K. Das, 'Picosecond pulse shaping using input signal characteristics and medium effects of semiconductor optical amplifier,' Submitted to the Optical and Quantum Electronics (Springer Journal: Under Review), September 2010.
3. N. K. Das, A. Karar, M. Vasiliev, C. L. Tan, K. Alameh and Y. T. Lee, 'Analysis of nano-grating assisted light absorption enhancement in metal-semiconductor-metal photodetectors patterned using focused ion beam lithography,' Submitted to the Optics Communications (OSA Journal: Under Review), June 2010.

International Refereed Conferences:

4. S. R. Hosseini, M. Razaghi, and N. K. Das, 'Impact of nonlinear Kerr effects on four-wave mixing conversion efficiency in semiconductor optical amplifier,' To be submitted in an International Conference (in preparation).

5. S. R. Hosseini, M. Razaghi, and N. K. Das, 'Four-wave mixing signal shaping scheme using semiconductor optical amplifier for optical communication systems' Submitted to the 1st Intl. Conf. on Communications Engineering (ICComE2010), Dec. 22-24, 2010, University of Sistan and Baluchestan, Zahedan, Iran.
6. N. K. Das, A. Karar, C. L. Tan, K. Alameh and Y. T. Lee, 'Impact of metal nano-grating phase-shift on plasmonic MSM photodetectors,' The 7th International Symposium on 'High capacity Optical Networks and Enabling Technologies' HONET'10, Dec. 19-21, 2010, Cairo, Egypt. (Submitted).
7. A. Karar, N. K. Das, C. L. Tan, K. Alameh and Y. T. Lee, 'Design of high-sensitivity plasmonics-assisted GaAs metal-semiconductor-metal photodetectors,' The 7th International Symposium on 'High capacity Optical Networks and Enabling Technologies' HONET'10, Dec. 19-21, 2010, Cairo, Egypt. (Submitted).
8. N. K. Das, A. Karar, C. L. Tan, M. Vasiliev, K. Alameh and Y. T. Lee, 'MSM photodetectors with plasmonic nano-gratings,' Intl. Conf. Nanomaterials and Nanotechnology 'NANO 2010', Dec. 13-16, 2010, K.S.Rangasamy College of Technology, Tiruchengode, Namakkal-637215, Tamil Nadu, India. (Accepted).
9. S. R. Hosseini, M. Razaghi, and N. K. Das, 'Investigation of input pulsewidth, medium loss and gain effect on the output pulse characteristics of semiconductor optical amplifiers,' Proc. of the 10th Inter-national Conference on Numerical Simulation of Optoelectronic Devices 2010 '(NUSOD2010)', September 6-9, 2010, Georgia Institute of Technology, Atlanta, Georgia, USA. Session: TuB5. Pp. 43-44.
10. N. K. Das, A. Karar, M. Vasiliev, C. L. Tan, V. V. Lysak, K. Alameh and Y. T. Lee, 'Groove shape-dependent absorption enhancement in MSM photodetectors with nano-gratings,' The 2nd WCU Symposium on Nanobio Materials and Electronics '(WCU-02)', April 22-23, 2010, Oryong Hall, GIST, Gwangju, South Korea. Paper 24, pp. 259-270.
11. C. L. Tan, V. V. Lysak, N. K. Das, A. Karar, K. Alameh and Y. T. Lee, 'Absorption Enhancement of MSM Photodetector Structure with a Plasmonic Double Grating Structure,' Proc. of the 10th Intl. Conf. on Nanotechnology 'IEEE NANO 2010', Aug. 17-20, 2010, KNNTEXT, Seoul, South Korea.
12. N. K. Das, A. Karar, M. Vasiliev, C. L. Tan, K. Alameh and Y. T. Lee, 'Groove shape-dependent absorption enhancement of 850 nm MSM photodetectors with nano-gratings,' Proc. of the 10th Intl. Conf. on Nanotechnology 'IEEE NANO 2010', Aug. 17-20, 2010, KNNTEXT, Seoul, South Korea.

Appendix 13.1 Edith Cowan University case study – Investigating how Gen Y students learn



Application of the Engaging Leadership Framework at Edith Cowan University

Overview

The progress of this project has been reported in a paper entitled 'An Engaging Leadership Framework (ELF) Project investigating how Gen Y students learn.' by Rowena Scott, Patricia Williams and David Paine.

Excerpts from the paper are provided in this template.

Abstract

This paper describes a research project to improve teaching methods to cater for Gen Y and Millennium student learning. The project was initiated by participation in the ALTC Engaging Leadership Framework. It is designed to undertake research to inform teaching. Planned to take eighteen months, it aims to spawn parallel projects on improving teaching for current younger generation university students. The objective is to improve student engagement in their own learning whilst also improving the research group members' individual teaching approaches. Two academics from different disciplines identified a common concern that their teaching styles may not be meeting the needs of the current young cohort of students. The project design uses an action research methodology with several iterations of data collection, action and review. In the initial cycle existing data from student surveys was analysed to ascertain the current level of engagement and students' perceptions as to what was needed to improve their learning. In addition, a preliminary investigation of the literature on Gen Y learning indicated that technology and flexibility were significant factors in their learning style. The preliminary results suggest that students want increased interactivity, yet beyond this they have not reflected sufficiently on what may assist them. The impact of this research is that whilst the academics focus on their own professional practice, this in turn provides an opportunity to impact on student learning.

Application of the ELF

Applying the ELF was straightforward although it was not fully understood at the start of the project that you could enter the ELF process at any point, rather than having to create a project from scratch and collect new research data. The ELF can be used effectively sustainably building on current data and applying it to existing issues.

The ELF framework provided a good structure to follow that was not dissimilar to action learning (Norton, 2009), a research technique with which all group members are familiar.

It was helpful to work in a team which could provide support and motivation to one another to actually address the issue. The non-teaching team-member played a key role in motivating, organizing and ensuring that we followed the ELF in a logical, cyclical way. This was important as one of the major obstacles in undertaking any project is finding time to devote to the task in a busy semester for student focused academics.

The ELF model is assisting the group to learn leadership qualities through research-informed teaching and thus meet one of the project objectives to promote inclusion of other academics in similar educational goals. Further, it has encouraged the group members to initiate conversations with colleagues on how to improve their engagement with students and identify common teaching challenges. It has also prompted more engagement with students and reflecting on their own learning.

Scholarship, engagement and management as critical elements of the ELF tool and the *quality cycle* of the ELF provide the method for this project, facilitating evidence-based decision making. The team's aim to improve teaching and learning clearly relates to the goal of academic excellence (the *scholarship* component) of the ELF and encompasses the mission and values of the university. This project is inspired by building on the professional partnership developed between three academics to actively support each other in their pursuit of academic excellence. It involves a desire to pursue teaching methods appropriate to student needs; being concerned about individual differences between Gen Y and older students; being motivated by finding evidence from our students and colleagues to substantiate ways to improve our teaching; and to strive for students to achieve the best in our units.

Appendix 14.1 Monash South Africa – Sustainable work practices



Application of the Engaging Leadership Framework at Monash South Africa

Overview

A group of five professional staff members, along with academic staff, attended the ELF Workshop presented by Dr Lorraine Bennett on 9 March 2010. They felt that they wanted to focus this leadership project on the unsustainable work practices that exist within some operational departments due to difficulty coping with work pressure, time limits, working over weekends and sometimes until late in the afternoons. Using the ELF they identified problem areas and solutions to address those issues to ensure sustainable work practices, develop interventions to work smarter, change mindsets and create backup support for certain staff members.

Context

The Monash South Africa campus was officially opened in 2001, starting with 50 students. Staff and student numbers have consequently grown to about 3119 students (August 2010) and about 239 staff members. A full range of services needs to be offered to staff and students, although departments are still relatively small. This has caused the professional staff in certain units to take on a heavy workload and work longer hours.

The Monash South Africa Futures Summit on 'Service Enhancement', held in March 2010 helped to clarify a number of challenges for the campus.

Challenges/Issues

Issue: Through leadership, create sustainable work practices for professional staff that are currently not sustainable.

- **Why is it important to MSA?** To ensure that our professional staff have work/life balance, that MSA is seen as an employer concerned with their staff wellness, that MSA can retain quality staff and that work practices are sustainable.
- **What evidence is there that it is a concern?** In certain departments, staff are working over weekends and overtime during the week. Because some departments are still relatively small, one person has to do a wide range of tasks and the workload is getting heavier in the light of growing numbers.

- **What benefits do you anticipate to achieve through a concentrated improvement strategy?** Staff will be able to use more structured, streamlined work practices, business processes will be instituted to minimize telephone calls and in-person calling at departments; perhaps service level agreements will be introduced to ensure better communication and understanding between departments; and there will be improved commitment and cooperation.

Application of the ELF to address these issues

Describe how the ELF was applied to the identified issue at your particular institution – tell the story.

- **How was the ELF applied?** The ELF was applied firstly by focusing on what the problem issues were and what approach we would use to improve the situation. The first approach was to brainstorm and generate knowledge around the issue and then to put an action plan in place. Each participant was assigned a task to investigate and report back on. Meetings were planned to provide informal feedback and this was consolidated into a formal report which was circulated to all team members for comments for evaluation purposes.
- **Were all aspects of the ELF considered?** Yes, we applied two of the three drivers of ELF – the ‘*Evaluate*’ and ‘*Management*’ drivers. The ‘*Scholarship*’ driver will be implemented in the Training & Development Plan for 2011.
- **Was the process followed in a logical/cyclical way or did your team focus on some aspects more than others?** We tried to follow the process logically. The model assisted us to focus our thinking and efforts around the Monash Quality Cycle of *plan*, *act*, *evaluate* and *improve*. The ‘*Act*’ driver is linked closely to the *Scholarship* driver of the ELF and will be applied during 2011.

What impact did the ELF have on the identified issues?

Use this section to reflect on and capture the usefulness/effectiveness/impact of the ELF.

Consider such questions as:

- **How did the participants react to applying the ELF?** Some participants had no problem in applying the ELF, while some of the others did not participate. **Why?** Some of the team members were already working on a similar project. The ELF principles can be applied in most projects, but the timelines were not always feasible.
- **Did it provide a structure to follow?** Yes, the elements provided direction.
- **Was it helpful to work in groups/teams?** Yes, as others were able to contribute with ideas and issues that one person does not necessarily think about. It was good to share information and get to learn how others think. Diverse ideas bring a lot of creativity.

- **How did the workshops and ELF resources help the process?** The workshop explained the ELF process and the resources assisted the participants to refer back to it when they got stuck.
- **What evidence is there of change?** The intervention is still a work in progress and the evidence will only be available during 2011.
- **Do you have any pre/post test evidence?** There is no substantial data available, as this is still a work in progress..
- **How did the ELF enhance leadership capacity?** All participants had the opportunity to contribute to the project, come with ideas and think creatively. All had the opportunity to share their ideas and see it being implemented.

Overall response to the ELF and suggestions for improvement

Our only problem was the commitment of team members. We would like to suggest that Management be involved with such projects from the beginning to get their support and buy-in. It would have been helpful if a member of the management team had introduced the ELF in an opening statement at the workshop and had been involved in feedback sessions with the team members.

Appendix 15.1 Monash South Africa – Student retention



Application of the Engaging Leadership Framework at Monash South Africa

Context

As part of its policy of internationalisation, Monash University opened a campus in South Africa in 2001 as a long-term commitment to the sustainable development of South and Sub-Saharan Africa through the provision of education. Because many potential students lacked the academic skills required for direct entry, the Monash South Africa Foundation Programme (MSAFP) was conceived and implemented in the following year to provide access as an alternative pathway.

Apartheid in South Africa left a long shadow over the educational chances of thousands of South Africans. The majority of South African students have been disadvantaged by the school education system. As a result, thousands were denied access into higher education every year because they do not meet the requirements for entry. Many international students from countries in Africa also make up the student population, the majority being from Botswana and Zimbabwe.

MSAFP is an academic development programme that has operated since 2002 and is designed to provide an alternative entry path into higher education for students who show ability and potential but who do not meet the entry requirements. The outcomes of the MSAFP are outstanding. Pass rates are between 80-90 percent. MSAFP students who progress to a degree have first year average marks and average progress rates no different to those entering through direct entry. MSAFP students are clearly being well equipped for successful higher education. The Bradley Review of Australian Higher Education Final Report set a target of 20 percent of lower socio-economic undergraduate enrolments in higher education by 2020. The MSAFP, working with a far more disadvantaged cohort, is evidence that an alternative pathway can successfully provide opportunities for disadvantaged groups to succeed in higher education. The MSAFP received a commendation in the 2007 AUQA audit and a prestigious ALTC national award for Programs that Enhance Student Learning in 2009.

MSAFP is a '1 + 3 year' model which prepares students for the pace and depth of undergraduate study, as well as the social transition into higher education. Its tutor-mentor scheme is highly successful. Many strategies have been put in place to increase student engagement which include a generic focus in the curriculum and degree credit-bearing units. Other strategies include volunteering schemes which provide opportunities for participants to acquire values such as equity and service and these schemes enjoy high participation rates. The MSAFP has successfully broadened the beneficiaries from higher education and demonstrates its transformative potential to increase the capacity of developing countries to contribute to their own future.

Challenges/Issues

Describe the issue in some detail. In particular consider:

- This initiative falls within the broader university strategy of 'Monash Futures' under the theme of 'Academic Strengthening'. Monash University stands or falls on how well it carries out its core missions of knowledge creation and transmission through research and education. An unstinting dedication to the highest levels of academic excellence is a prerequisite to attract the best students and the most outstanding academic staff and to create a vibrant intellectual community.

As a core part of its reform agenda, Monash University has embarked on a process of 'Academic Strengthening' in order to reinforce academic excellence across all campuses.

- Complaints have been received from students that the residence environment is not conducive to teaching and learning and this fact has been also been observed. Although the needs of students may be assumed the campus requires a more focused approach to providing a supportive environment for the academic project in residences. Through interviews with student focus groups we have learned that there is a need for students to tutor outside the specified timetabled hours for teaching during the day in specified venues for particular residences. This is where a focused approach of assisting 'at-risk' students became apparent as an effective tool to further the 'academic project' in the MSAFP as well as residences.

Application of the ELF to address these issues

Describe how the ELF was applied to the identified issue at your particular institution – tell the story.

- **How was the ELF applied?** The ELF was helpful in that it assisted in focusing our efforts. We are dealing with a smaller project (tutors and mentors) within a larger project 'Academic Strengthening'. At the time of the workshop we realised that we needed to assess the tutor mentor training and development of students. As the academic 'project' at MSA was defined, we realised that we could make a difference within this. So the project really began with an evaluation and review of our current system of training tutors, how they were utilised and selected.
- **Were all aspects of the ELF considered?** Yes, we realised that this was not a project that could be completed by two staff members alone. We gained feedback from staff on our current system and made some recommendations. However, we feel that staff was not all able to engage comprehensively with the changes that had been implemented. We considered the importance of the 'Academic Strengthening Project' at MSA. This project is work in progress at MSA with small working groups presenting to a larger staff group on progress on different projects to achieve the 'Monash Futures' desired outcomes. We also gained institutional data on our student pass rates per unit for semester one to determine where we needed to deploy more tutors. The purpose of the tutor/mentor project is to provide a second level of academic support to the student on one of the campus residences. This tutor/mentor project will also aim to empower more students and staff.

150 students attended training sessions which is a huge achievement given that we have about 700 MSAFP students. The aim is to make sufficient provision for all these students to qualify as tutors through face to face tutoring and a completion of a portfolio of evidence. Data from Unit Evaluations and Monquest to guide and improve tutors' work with their peers through guidance from the MSAFP teachers. Most importantly, focus group meetings with current residential students have been instrumental in guiding the 'change agenda' for us. In terms of relationship building external consultants, staff from the University of Stellenbosch, the MSA Community Engagement office, students and our own MSAFP staff were utilised. We hope to share our experiences with the MSA schools so that they too can replicate or adapt our new focus for their own students. At present there are no policies guiding us – we are mapping our own way and are being given the space to do this. There is a need for future literature reviews.

- **Was the process followed in a logical/cyclical way or did you team focus on some aspects more than others?** The process of *scholarship*, *engagement* and *management* were all considered, but not in a focused way. The model helped us to focus our thinking and efforts. The *quality cycle* was followed in a logical order having started with evaluation and review and drawing on institutional data to guide the 'change agenda'.

What impact did the ELF have on the identified issues?

How did the participants react to applying the ELF? Only two staff members in the MSAFP are aware that we are applying the ELF. To change how things have been done for the past eight years is too difficult for some staff members at the moment.

Did it provide a structure to follow? Most definitely, we will continue working with it. It would be great to transfer everything onto the ELF matrix as it would help us visually to focus our efforts. We cannot sufficiently utilise the pdf document on the ALTC website as it does not allow one to type on it. If this can be made available, perhaps other project teams could adopt this matrix as a way to guide their progress on other aspects of work being conducted regarding 'Monash Futures' at MSA.

Was it helpful to work in groups/teams? Yes, shared thinking by a larger group of people instead of one in the past has made a positive impact. People feel empowered in that their involvement is welcomed and needed.

What evidence is there of change? Students feel that they are being listened to, although it is still a work in progress. There are at least five groups of people involved in the 'tutor' project and 'creating a supportive environment at MSA residences for the academic project'. We are all thinking about what is important through the approach and strategy under the guidance of our PVC. The ELF is a valuable tool for us in the MSAFP to use for projects at this stage of development at the campus.

Do you have any pre/post test evidence? No, as it is a work in progress.

How did the ELF enhance leadership capacity? The Student Support Officer was encouraged to lead this process, with the manager of the MSAFP stepping back a bit. MSAFP staff were encouraged to become actively involved. The Community Engagement

office took a very real role to play in helping us to qualify tutors. Sometimes these tutors were invited to tutor in the Community Outreach Saturday School Programme for underprivileged school going children thus contributing to the Community Engagement goals of the campus). This is all done in conjunction with the Residence Manager at MSA. Many staff have the opportunity to lead in one way or another.

Overall response to the ELF and suggestions for improvement

Overall, the ELF is an effective tool to utilise in many different projects. This versatility renders it an asset to any leader. I foresee this model being used in order to guide prospective leaders into action. I was extremely pleased at the use of games during the sessions as this has allowed me to indulge the creative side of my personality and learning style and incorporate this into my newly found leadership style. The time constraints that were placed on the participants proved difficult as training was during teaching time and many staff are unable to commit to deadlines.

The ELF structure has empowered me to take the lead as I am able to work optimally within a structure. It was useful in allowing me to reflect on different stages of the project. It afforded a springboard in propelling me forward in order to take the plunge. This tool has challenged and changed the manner in which I look at projects at my workplace. The practical tips will allow me to make use of it in everyday life. The ELF has helped to mould me into a somewhat more confident leader.

KAYSHREE PRITHIPAUL

Student Support Officer MSAFP

Appendix 16.1 Monash South Africa – Academic progress



Application of the Engaging Leadership Framework at Monash South Africa

Overview

On the 9 March 2010, two members of the Academic Progress Committee ('the APC') within the School of Business and Economics ('BusEco') attended the ELF Workshop. We were experiencing certain difficulties within the APC and decided during the Workshop that we could address these difficulties by using the ELF.

Context

BusEco currently educates close to 800 students. Nominated staff members convene the APC for BusEco in January of each year. The APC identifies students who either failed 50% or more of the units in which they were enrolled during the academic year or failed one unit at least twice (hereinafter defined as 'at-risk students'). These students are invited to attend a formal APC hearing.

The APC derives its powers from the Monash University Statute and holds the authority to either exclude the student from attending lectures or allow the student to continue their studies, subject to conditions. The conditions include inter alia submitting all assessments to Student Services, requesting lecturers to sign monitoring forms after lectures, undergoing learning skills courses or attending counselling sessions.

The meeting held in January 2010 identified close to 50 students appearing before the APC, many for a second time. The APC process was clearly not satisfying the objectives of early identification and continuous monitoring of at-risk students.

We decided to use the ELF to address the issues.

Challenges/Issues

Issue: Through leadership, improve the application of the current APC process with specific reference to sub-issues identified.

- **Why is it important to MSA?** A university must maintain an adequate pass rate to uphold its status as a quality educator. In order to do so, it is necessary to identify at-risk students in order to provide appropriate and timely assistance.

- **What evidence is there that it is a concern?** Most of the students who attended the APC, were not appearing before the APC for the first time. Even if conditions were imposed during the previous APC, many students did not bother to comply with them as there seemed to be no consequence to non-compliance as compliance was not monitored by the APC. Furthermore, lecturers were complaining that some students were repeating units for a third time. We consulted with the current members of the APC regarding the process and realized they lacked detailed knowledge.
- **What benefits do you anticipate to achieve through a concentrated improvement strategy?** Students at-risk will be monitored accurately to ensure that they comply with the conditions imposed. Lecturers will be more aware of at-risk students to ensure that they monitor their progress and report issues to the APC. The failure rate within BusEco should decrease.

Application of the ELF to address these issues

- **How was the ELF applied?** We evaluated the APC process held during January 2010. We identified nine challenges to the APC process that warranted improvement. We consolidated these challenges on a spreadsheet. We included four additional columns in the spreadsheet which dealt with initial thoughts on resolving the challenges, comments given during meetings, feedback on task progress and improvement measures implemented (see appendix 16.2).

We realised that it would be beneficial to engage APC members from other schools and student services. We forwarded the spreadsheet to interested members and updated the spreadsheet after receiving their initial comments. We managed to include three participants in the working group. Subsequently we arranged two preparation meetings with these members, during which we completed the 'comments' section of our spreadsheet and stipulated deadlines for the tasks assigned to respective members. We arranged a final meeting to receive final feedback from the stakeholders and decide on the improvement measures to be implemented.

We determined that the members of the APC and lecturers required a brief introduction to the process and we decided to prepare a procedural framework.

We communicated the proposed changes to BusEco management, student services and lecturers within BusEco and implemented the improvements.

- **Were all aspects of the ELF considered?** Yes, but some to a lesser extent.
- **Was the process followed in a logical/cyclical way or did your team focus on some aspects more than others?** Initially the framework allowed us to focus our efforts. However, the focus on engagement with stakeholders was given higher priority. Furthermore, it is too early to evaluate the success of all the elements.

What impact did the ELF have on the identified issues?

- **How did the participants react to applying the ELF?** A few of the initial group members did not continue with the project.
- **Did it provide a structure to follow?** Yes. It ensured that we considered important elements in a structured manner.
- **Was it helpful to work in groups/teams?** Yes. However, this positive answer needs to be clarified. The project was eventually implemented by one member. The benefit from group interaction came from the engagement with APC members from other schools and student services.
- **How did the workshops and ELF resources help the process?** The Workshop explained the ELF process briefly, but participants could refer back to the material provided. However, it may have been beneficial to identify the issues before the Workshop to receive initial guidance on the application of the ELF to the specific issues.
- **What evidence is there of change?** The lecturers were aware of the at-risk students and reported non-compliance to the APC. We were able to already identify students who could appear at the APC in 2011 and send out early warning letters. During the APC held in January 2010, we imposed conditions upon twenty-nine students of which only three students failed one or more units. We convened meetings with these students and are monitoring their progress. We have also requested that all students who received early warning letters arrange meetings with the chair of the APC. There is definitely a higher awareness of the APC amongst students.
- **Do you have any pre/post test evidence?** Yes. Even though we obtained some evidence, more accurate evidence on the success will only be apparent during the APC process in 2011.
- **How did the ELF enhance leadership capacity?** It allowed the remaining member of the group to take up a leadership role in order to engage with other stakeholders within the MSA. This member was appointed as the new chair of the APC.

Overall response to the ELF and suggestions for improvement

We realised that many of the elements of the ELF were applied instinctively by the group.

We have the following suggestion on the future application of the ELF:

- That the objectives and time commitments must be communicated to participants even before the Workshop to ensure that the correct participants attend and that the issue identified can be resolved through the use of ELF, taking into consideration its nature and the timeframe required for resolving the issue; and
- In order to ensure accountability and involvement from staff, it is suggested that senior management be involved to a limited extent. MSA staff are self driven, but in order to ensure that staff address pressing issues on campus, it is suggested that senior management should be made aware of the issues identified and the deadlines proposed to resolve the issues.

Case study summary

The Academic Progress Committee within BusEco are tasked to pass a decision regarding at-risk students within the School. At-risk students include students that have either failed 50% or more of the enrolled units in an academic year or failed a unit more than once.

The process holds the potential to dramatically decrease the failure rate within BusEco, but did not live up to this potential in the past due to certain implementation challenges. The most apparent issues identified, includes:

1. The notice to attend the APC meeting is sent via the students' e-mail account. Many students may be encumbered and are not able to read e-mails in time to attend the APC meeting;
2. The students falling under the mid-year intake do not appear on the list obtained from Callista in January of each year;
3. The communication relating to the decisions passed at the APC is sent out too late, allowing students to appeal the decision very late in the semester;
4. The APC meeting is held too late in the semester. Students are allowed to appeal up until week four of the semester;
5. The students are not aware of consequences, for example, that they can be excluded by the APC;
6. Members of the APC do not have adequate knowledge of the process and expectations;
7. International students are not able to travel to South Africa in time to attend the APC meeting;
8. It is not clear if single-unit enrolment failures should also be dealt with by the APC; and
9. The data received from Callista in identifying the at-risk students is apparently not accurate.

We endeavoured to resolve the nine issues identified in order to improve the entire APC implementation process.

Personal growth through the application of ELF

I discovered the following leadership characteristics within myself:

- That I am extremely capable of managing a project in a structured manner;
- It is possible for me to keep people motivated in order to accomplish set objectives; and
- I am able to realise when it is appropriate to stand back as a leader and become a follower.

In realising this about myself, I have gained confidence as a project manager.

Furthermore, after the implementation of the improvements, I was asked to take over the chair of the APC within BusEco.

The ELF

Most individuals hold a natural ability to lead. However, this natural ability can be enhanced through the use of a structured framework. The ELF provides such a framework.

It can be adapted to suit different needs. It is useful during the initial planning phases of a project, but I found it added great value as a reflective tool.

Furthermore, the ELF acknowledged diverse leadership roles. I found that even though I prefer working individually, the ELF provided a structure for me to act individually to a certain extent and allow for group interaction beneficial to my individual objectives.

Appendix 16.2 Monash South Africa – Academic progress artefact

Issue	Initial suggestion	Comment after meeting
Notice to students of the APC meeting. Many students may be encumbered and they are not able to read e-mails	Send out the notices the same day the marks are released.	Many students may already be encumbered the day the marks appear. Only suggestion is to create awareness amongst students to update personal details. Also speak to Australia to see how they address the problem. Each School representative to speak to their colleagues in Australia.
The students that fails under the mid-year intake fall through the cracks	To schedule an informal APC in the middle of the year. If the students failed this semester, we can already send out warning letters after the June examinations	Schedule mid-year APC and exclude students who formed part of the initial APC who failed a unit. Send out warning letters to students failing the first semester. We just need to see what we are going to do with students that have paid for the full year already. Are we going to refund them? What if the Botswana Government paid?
The APC is held too late. Students are allowed to appeal in week four of the semester	The meeting can be held already in the second week as the students have received proper notice.	We need to see if it is not possible to shorten the time allowed for appeals to only five days. Michel to look at the policy.
Letters should go out on the day of the APC hearing	We have a laptop and printer in the meeting. We use templates, so it should be easy to give the letters to the students at the hearing. I suggest a member of the committee assist student services to send out the letters to students who did not attend the APC.	Agreed that we can send out the Global e-mail. The Chairperson of each APC must remind the lecturers that they need to discuss the APC with students in the final revision lecture.
Knowledge of the process	I will read the formal policy and prepare a diagram for easy use	Michel agreed to prepare a summary of the process. Portia to send the correspondence from Australia to Michel
Students are not able to travel to South Africa earlier to attend the hearing	We need to investigate the possibility of providing a Skype link.	Neil will speak to Bradley on the possibility of using Skype.
Single unit enrollment exclusion		To be dealt with by Chairperson of the APC. HOS to be informed of this.
The data is not correct. There are some students who the system does not pick up.		To compile the list for the APC after the marks are released and also the day before the APC. To also compare the Pre-BOE list with the final APC list.

Appendix 17.1 The ELF 'users' guide'

Trilogy of Excellence – Excellence in Scholarship, Excellence in Engagement and Excellence in Management

Excellence in Scholarship	
Questions for consideration	Suggested guidelines
Curriculum design	
1. Do you internationalise your course/unit/subject? In what ways?	Consider looking at your teaching methodology as well as course content
2. Do you demonstrate cultural sensitivity when designing unit content?	Think of ways to develop intercultural competence in both staff and students.
a. Do you respond to cultural diversity within the classroom?	Provide learning opportunities that recognise the level of diversity within the classroom. Investigate the resources that are available on campus (such as Teaching and Learning and Equity and Diversity units) to help facilitate this process.
3. Do you seek or incorporate input from professional bodies and employers when designing curricula?	Build and maintain relationships with employers and professional organisations to ensure that you are providing students with the relevant skills and knowledge required in the workplace.
4. Do your course objectives align with university (and faculty, if applicable) graduate attributes where possible?	Map your course/unit objectives and assessment tasks to ensure that they align with graduate attributes across the course.
Assessment	
5. How do you cater to diverse learning styles?	Offer a variety of assessment tasks and options to cater to different learning styles.
6. Do you design authentic assessment tasks?	Use examples of current materials, realia and experiential learning to make tasks relevant to students.
7. Are your assessment tasks and assessment rubrics clear and succinct?	Use plain English and avoid jargon where possible. Check with Teaching and Learning staff within your faculty or university if you require further assistance.
8. Do you evaluate the effectiveness of your assessment tasks?	Provide opportunities for colleague and student feedback
Teaching	
9. Do you understand the meaning of andragogical practice, how it differs from a pedagogical approach and how it can be applied in the classroom?	Use principles of andragogical best practice to guide how you shape your students' learning experiences. For example, take an active learning approach in the classroom. Create opportunities for social interaction within the classroom.
10. Do you use a variety of communication tools and technologies in your teaching?	Fully understand and utilise the range of features available on your university's Learning Management System. Blended learning mode could be used more widely. Students could work on collaborative online learning projects for some tasks for example. Consider the use of Web 2.0 technologies to enhance learning. Try using tools such as audience response systems (clickers) or PC tablets in your classes.
11. Do you use current research to inform your teaching practice?	Draw on international and national best practice to inform your teaching and learning.

Excellence in Engagement

Questions for consideration	Suggested guidelines
Relationship building/ building social capital	
1. How do you build and maintain successful professional relationships?	Identify your various stakeholders. Understand the needs and concerns of the main participants. Manage their expectations from the outset. Obtain feedback and seek input from those involved in consultation and decision making processes. Inform interested participants of progress and successes. Research and understand the issues and the viewpoints of participants. Develop a logical line of reasoning supported by evidence. Provide participants with accurate information in a timely manner. Handle objections and challenge points of view diplomatically.
General communication	
2. Do you customise your communication according to the target audience and purpose?	Tailor your communication to the recipient's needs and preferences. If necessary, ask which mode of communication they would prefer. Consider a variety of means of communication appropriate to the situation: face-to-face, video/teleconferencing, phone, email, messaging. Organise face-to-face meetings during priority or conflict issues if possible. Ascertain the level of information that is desired – 'big picture' or detailed? Use language appropriate to the audience. Adjust the level of language when dealing with either an audience of experts or non-experts.
Personal communication	
3. What makes an effective communicator?	An effective communicator: - is courteous, honest and shows respect. - uses clear, direct and open communication. - employs active listening strategies. - understands the other party's needs. - uses positive rather than hesitant language. - is aware of the power of their own and their interlocutor's non-verbal signals. - is clear and concise. - will attack the problem not the person. - does not confuse thoughts and feelings. - will regulate and monitor their own behaviour when faced with a challenging situation.

Excellence in Management

Questions for consideration	Suggested guidelines
IT Systems	
1a) How accessible are IT systems and tools 1b) How are students with specific needs accommodated?	Ensure that the systems are accessible to both staff and students at key times, such as the beginning of the semester. Systems should be user-friendly and supported by easily accessible IT resources. Systems must be reliable with appropriate resourcing available to address issues arising in a timely manner Changes should be supported by professional development resources, both online and face-to-face. For example, check that online materials and websites conform to suggested standards for visually impaired students.
Policy	
2. Are staff and students made aware of the location and contents of a policy bank? How is this communicated to them?	Ensure accessibility of policies to both staff and students Links to policies such as copyright, plagiarism, equity and diversity and academic progress should be easily available to students through unit guides, LMS and the university website. Ensure that staff are made aware of the policy bank location during their induction process. Provide links to key policies via university or faculty websites. Reduce the amount of 'clicks' to gain access to these sites.
Human resources	
3. Are staff provided with early access to training and resources? Are written procedures and policies concerning employment conditions and eligibility clear and unambiguous?	Ensure staff are inducted and IT access provided as soon as possible after appointment. Career development opportunities should be communicated widely and offered to both academic and professional staff. This includes conference attendance and opportunities for promotion. Provide staff with direction and assistance in using systems and forms linked to pay, leave and travel. Ensure that documentation is written using plain and unambiguous language in order to eliminate the possibility of misinterpretation.
Equity and diversity	
4. What support systems and programs are available to diverse cohorts of students to support their studies and their specific needs? Are systems in place to support the social inclusion strategy?	Offer both academic and social enculturation programs to all students. Suggest that academic programs are open to all – not just 'at risk' groups – in order to avoid a program being viewed as 'remedial'. 'At risk' students should be tracked for attendance however. Collate data to ascertain program effectiveness and level of student engagement. Report on data and communicate program successes regularly to stimulate and maintain student and staff interest.
Budgeting	
5. Have you taken into account 'inkind' contributions as well as anticipated expenditure?	Consider staffing costs and non-staffing costs Get assistance from your HR and finance staff Budget reports should be regular and easily accessible

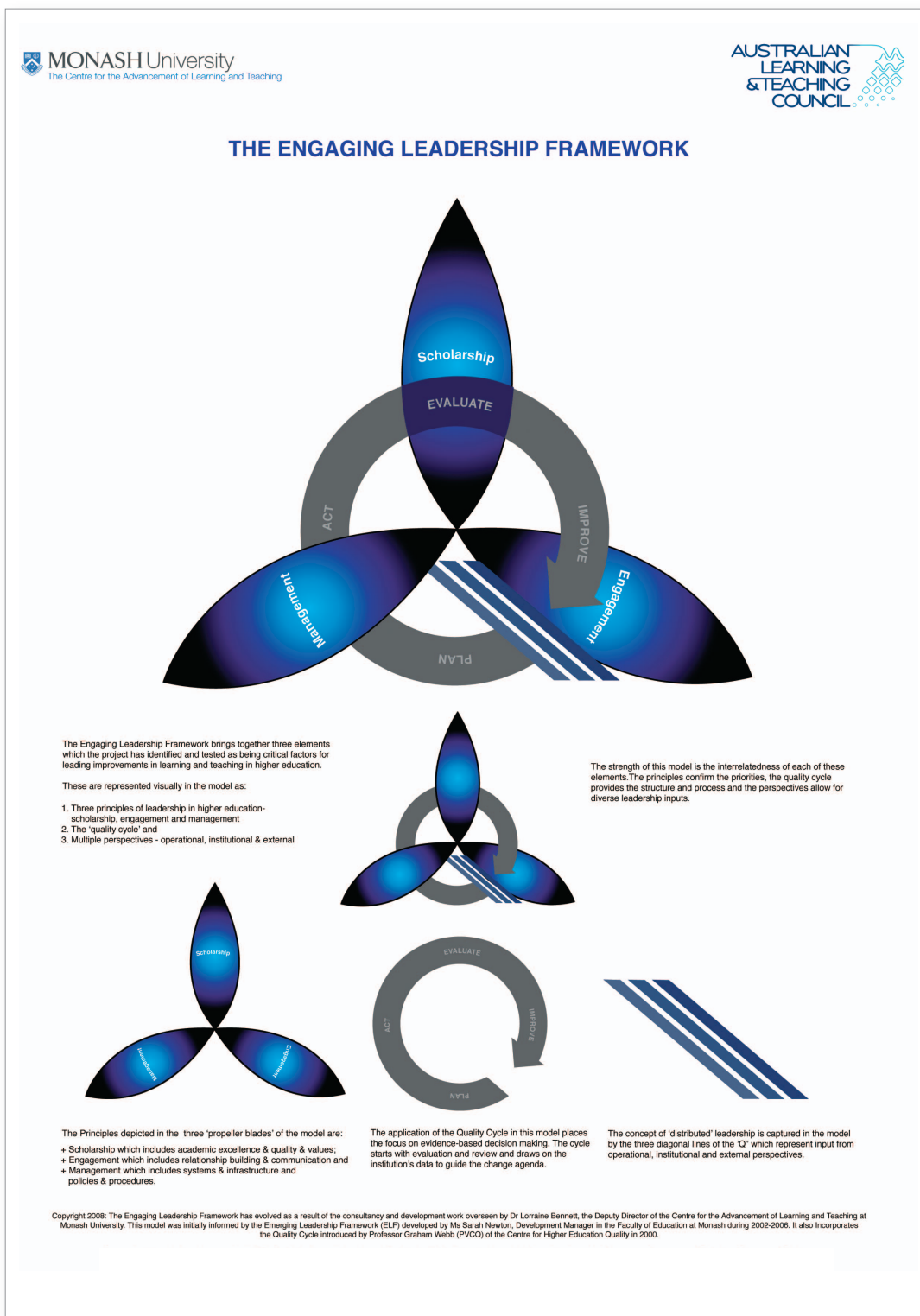
Applying the quality cycle in the ELF

Evaluate	
What does the data say?	Potential sources of data - Unit evaluations - Course experience evaluations - Informal student feedback - Peer feedback - Dean/ ADT/Head of Department/Course director feedback - Mentor feedback - Industry/employer feedback
Improve	
What needs to change?	The data and conversations should help you prioritise areas for improvement. Examples might be: - Course or unit design - Course/unit content - Course outline - Teaching and learning approach - Teaching materials - Assessment tasks - Assessment rubrics/criteria - Unit prerequisites - Use of technology - Effective application of LMS - Feedback to students - Timetabling of class - Level of academic expectation
Plan	
How will we get there?	Prepare a project plan. Consider who, what, where, how and when. Who – will be involved (responsibilities), who you need to consult What – you want to achieve-targets Where – you will undertake your work (resources) How – strategies e.g. workshops, mentoring, professional development, case studies, don't forget budget When – identify milestones, timelines
Act	
What will we do?	This section flows directly from your plan phase. It is the implementation of your project plan. You may need to consider potential challenges and relevant contingency plans if you don't meet milestones.

Inclusive and shared (distributed) leadership

Questions for consideration	Suggested guidelines
1. What is distributed leadership?	It is an attitude rather than an approach to management It is shared leadership rather than individual 'heroic' leadership It engages many people in leadership functions It allows leadership by formal (i.e. formally designated) or informal leaders It is individuals working in a collaborative manner to achieve a collective purpose It harnesses skills and knowledge across an organisation to contribute to decision making It allows some decisions to be made by individuals whilst others decisions are shared. It creates opportunities for individuals to fulfil different leadership functions at different times It builds capacity for development within an organisation
2. At what levels does distributed leadership occur in higher education?	Distributed leadership can be found at operational, institutional and external levels Operational level includes leaders in faculties, departments and central units where the majority of student interaction occurs. Institutional level includes council, vice-chancellors, deputy vice-chancellors, pro vice-chancellors, academic board members, deans and faculty managers who interface with internal key stakeholders. External level relates to leaders (or groups such as committees) who liaise and engage with government departments and agencies, business and employer groups, professional associations and the wider community.

Appendix 18.1 ELF logo poster



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ENGAGING LEADERSHIP FRAMEWORK IN PRACTICE

This illustration demonstrates the application of the model for the 'Scholarship' principle. The cycle needs to be repeated for the other two principles of 'Engagement' and 'Management'.

Segment 1: What does the data say?

Segment 2: What needs to change?

Segment 4: What will we do?

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ENGAGING LEADER

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ENGAGING LEADERSHIP FRAMEWORK MATRIX

The Matrix template is one way of tracking application of the Engaging Leadership Framework for unit improvement. Alternatives might include checklists, mind maps or flowcharts. These methodology ideas will aid evaluation data ending evidence-based decision making. The matrix can provide a third approach to leading improvement or supplement existing improvement processes.

	SCHOLARSHIP	ENGAGEMENT	MANAGEMENT
QUALITY PHASE	The scholarship dimension of leadership focuses explicitly on: + equity + ethics + academic standards	The engagement dimension of leadership focuses explicitly related to: + institutional learning + communication	The management dimension of leadership focuses explicitly related to: + policy + procedures + culture & structures
Evaluate			
Improve Change Agents			
Plan plan do act repeat to lead improve unit!			
Act			
Monitor Review & Evaluation			

Operational level - from the perspective of those conducting & delivering the course (micro level)

Institutional level - from the perspective of those with oversight of department, faculty & university

External level - from the perspective of those external to the organisation e.g. government, employers, community groups (global level)

Learning & teaching programs (macro level)

GUIDELINES FOR USE

STEP 1 Identify underperforming units: Determine baseline e.g. bottom 10% - an overall general satisfaction question provides a useful reference point.
One target unit are identified:
+ examine selected unit data for comparing means for university-wide items and note areas below university mean;
+ look at faculty wide items for further insight into areas requiring improvement;
+ consider comments from open-ended questions for trends;
+ investigate previous semester data for performance history;
+ check free other entry in the course are tracking;
+ examine student profile and range of entry pathways;
+ review the Unit Guide and any other learning materials;
+ talk to lecturers and tutors about potential challenges in teaching the unit;
+ review survey response rate to low response rate should not be reported immediately but considered in light of other data).

STEP 2 Based on the Review and Evaluation Matrix to plot the major areas of concern identified from the initial examination of the data. It may be useful to note areas which are above the mean.

STEP 3 Based on the data from the evaluation phase use the Improvement Matrix to nominate areas for improvement - this process will help set the change agents. Examine dialogue among work colleagues may be essential so staff grapple with, not only the data, but context, structural and political issues.

STEP 4 Use the Plan Matrix to plan the improvements for implementation. Consideration will need to be given to the desired level of performance (targets), the strategies, resources and allocation of responsibilities. Prioritisation will be required to focus on what can be most effectively changed within a short time frame. Staff are encouraged to view the improvement phase and consider leadership from different perspectives - operational, institutional and external.

Close to Planning
Examination with this model suggests that the general level of satisfaction in a unit improves dramatically when learning objectives are clear and aligned with well crafted assessment tasks and when opportunities for self-directed engagement and feedback are increased.

STEP 5 Use the Review and Evaluation Matrix to monitor the impact of implemented activities against the targets and report on any change.

STEP 7 Drawing on the data from each semester, repeat process.

Courtesy of Dr. David Wray, Monash University. This document has been adapted as a result of research conducted and developed over several years by the Australian Learning & Teaching Council. The Quality Centre for Learning and Teaching was established by the Australian Government Department of Education, Science and Training. The Quality Centre for Learning and Teaching was established by the Australian Government Department of Education, Science and Training. The Quality Centre for Learning and Teaching was established by the Australian Government Department of Education, Science and Training.

Appendix 21.1 Project I artefact

ELF VERSION 1

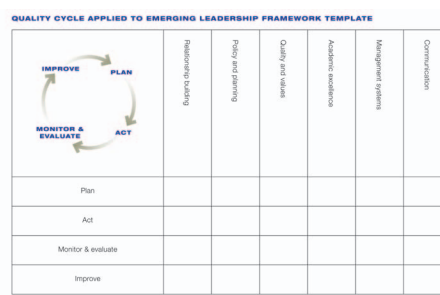
The initial version of the leadership framework originated in the Faculty of Education in 2006 and was known the Emerging Leadership Framework (ELF1). The framework proposed an integrated teaching and research framework and nominated six drivers crucial to effective leadership of improvement of learning and teaching. These were: relationship building, academic excellence, management systems, policy and planning, quality, and communication.

The framework also indicated that for change to be effective, the goals of leaders need to be aligned and support each other at three levels – the operational level, the institutional level and the external level.



ELF VERSION 2

The second discernible phase of the Engaging Leadership Framework (ELF2) overlaid the phases of the Monash University Quality Cycle — plan, act, evaluate and improve —into the framework. The aim was to underpin the framework structure with a clear and logical process for implementing improvement.



ELF VERSION 3

The next version of the framework moved away from the matrix format and tried to visually depict the drivers (enablers) and tools within a pyramid structure (ELF3). While this structure brought out the importance for effective leadership of the 'trilogy of excellence' — excellence in scholarship, engagement, and management — the power of the quality cycle became lost in the framework.



ELF VERSION 4

ELF4 was an attempt to recapture the quality cycle. By doing so the purpose of the cycle was clarified and a decision was taken to start the cycle with the data phase (evaluate the evidence). However, the framework then failed to capture the essence of leadership within the higher education sector.



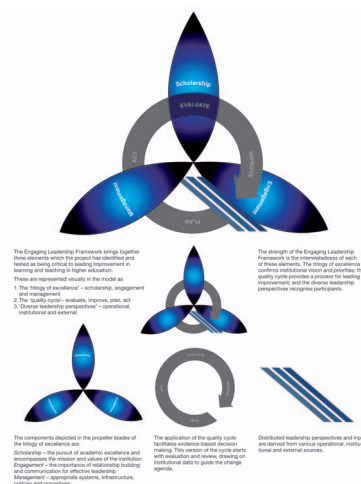
ELF VERSION 5

After further consultation, reflection and review ELF5 was created. This framework proposed a circular design where the Quality Cycle was shown as the fulcrum around which the dimensions of scholarship (combining the previous drivers of academic excellence and quality and values), engagement (combining relationship and communication) and infrastructure (combining policy and planning and management systems) turned. This captured the staged and systematic approach sought, however it was considered too complex to be a useful tool.



ELF VERSION 6

Finally, a professional graphic designer was briefed and after experimenting with a number of images and concepts, the Engaging Leadership Framework (ELF6), was created. ELF6 provides a simple, easy-to-follow visual solution to a number of complex concepts and principles that were identified through the course of the project as being essential to effective leadership of improvement in learning and teaching.



Appendix 22.1 Project I report and artefacts



Appendix 23.1 ELF project planning template

Application of the Engaging Leadership Framework to <Insert Project Name>

Project title

brief statement describing the project

Evidence

what data can you draw on to show that this is an issue/concern/problem/needs improving?

In thinking about your issue and the evidence, circle the bold area or areas to which you think your issue relates.

Scholarship – the pursuit of academic excellence, the mission and values of the UB

Engagement – relationship building, communication, networking

Management – systems, infrastructure, policies and procedures

Improve

Identify from the evidence what you think needs to improve. You may like to suggest targets/measures. At this point you may list a number of things that you think need to improve but then identify and justify your priority for improvement.

Plan

Provide details of what you propose to do using the following table and questions as a guide. Dot points are fine.

What	How	Who	When	Where
What are your aims in this project? What are you hoping to achieve? How will you measure this? (evidence of success)	How will you implement your project? Discuss the methodology and proposed strategies.	What will be your role and who else will help you? Identify responsibilities for each of the strategies/tasks	When will things happen? Prepare timetable for each stage of the project	In which school, department, program or course will your project take place? You might like to mention its potential transferability across the university.

Prepare a snapshot of your project plan by completing the diagram below

Stages	Main activities and outcomes	Timetable
Stage 1 Development	Activity Outcome	Weeks
Stage 2 Implementation	Activity Outcome	Weeks
Stage 3 Reporting	Activity Outcome	Weeks

Comments

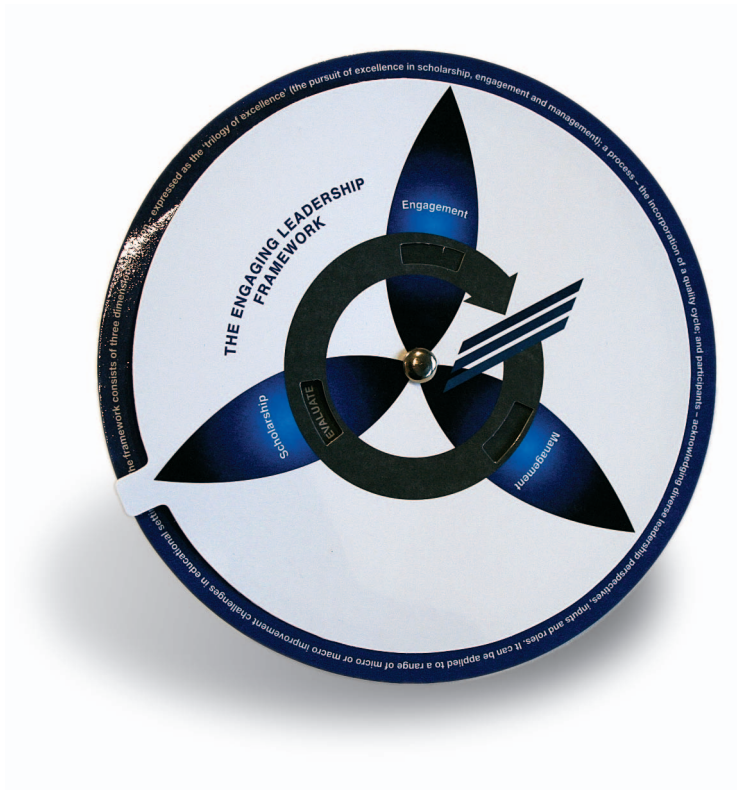
Use this box to identify any concerns or challenges that you may face with this project.

Project Budget

You may need some help preparing your budget but at this stage try and identify what funding you require and what in-kind support you will be able to access.

Item	In-kind funding	Direct project funding	Total
Staffing			
Project coordination			
Project implementation			
Administration			
Other personnel			
Sub total			
Non staffing items (examples)			
Materials (details)			
Graphic art work			
Filming			
Web design			
Poster preparation			
Printing			
Catering			
Communication			
Sub total			
Total			

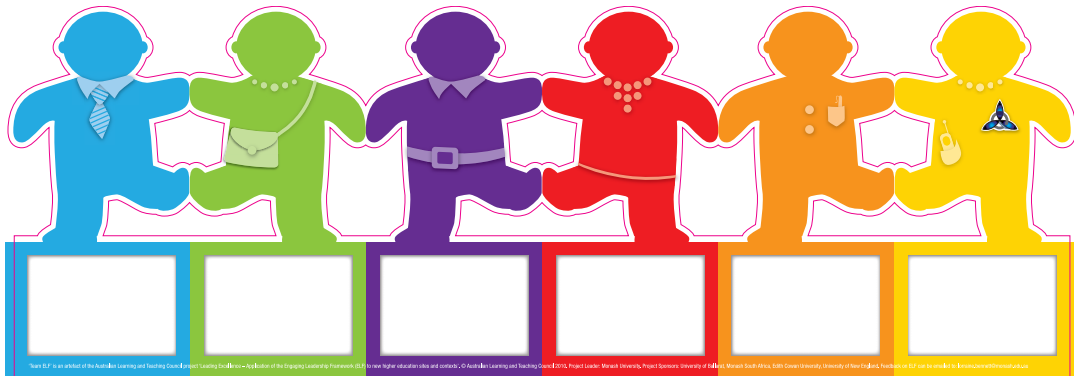
Appendix 24.1 ELF pinwheel



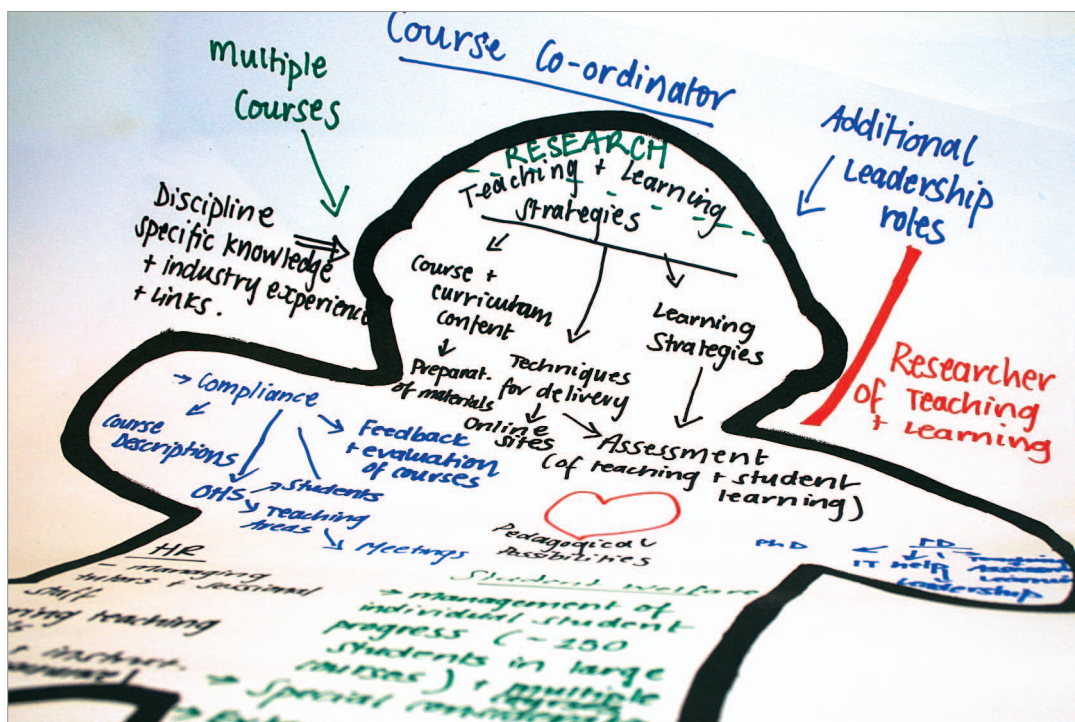
Appendix 25.1 ELF bookmark 1



Appendix 26.1 Team ELF artefact (daisy chain)



Appendix 26.2 Team ELF artefact



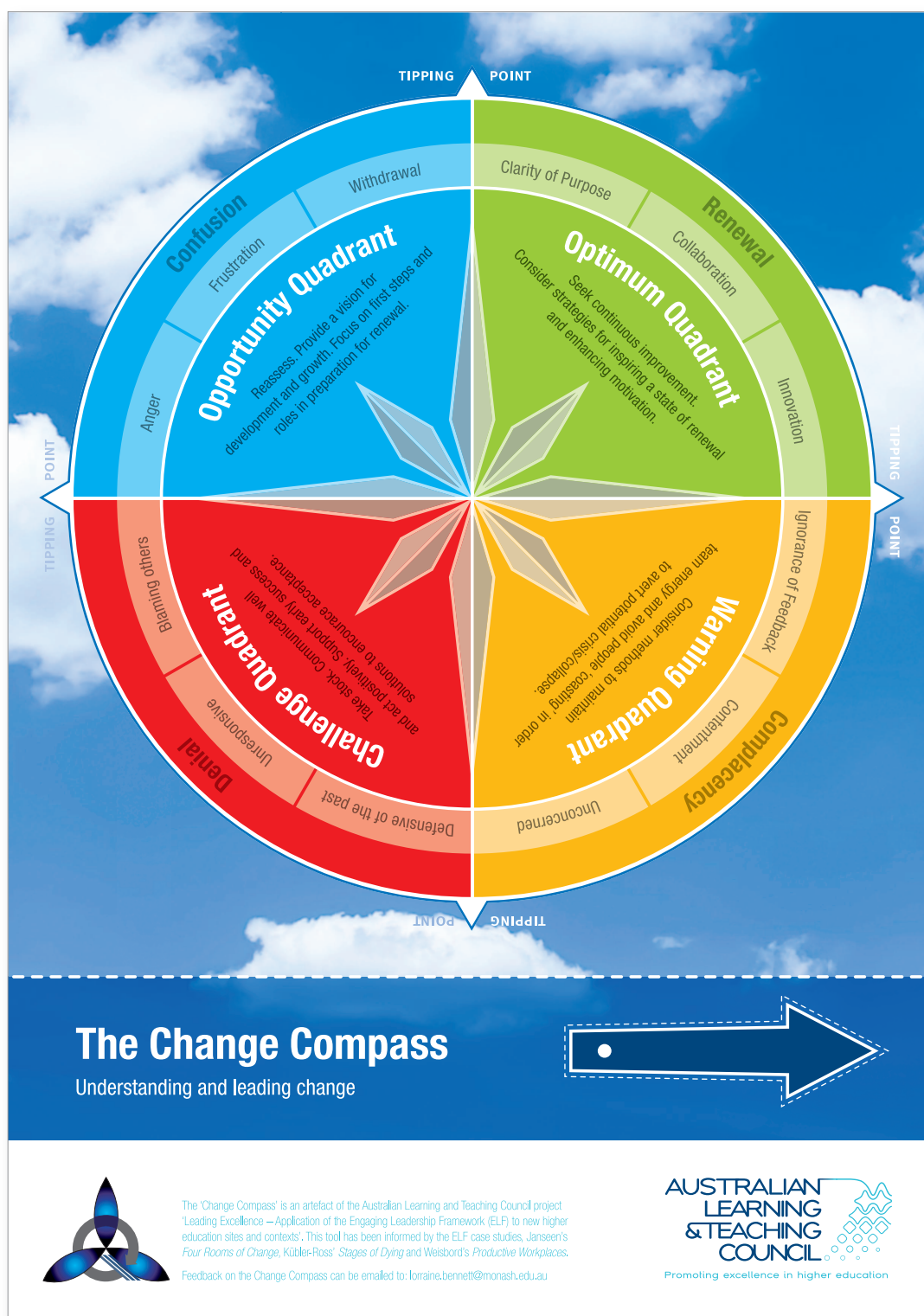
Appendix 27.1 ELF board game



Appendix 28.1 ELF Leadership picture cards



Appendix 29.1 The change compass



Appendix 30.1 ELF jig-saw puzzle



Appendix 31.1 PROMPT



Appendix 32.1 ELF one page flyer project I



The Centre for the Advancement of
Learning and Teaching

June 2008

The Engaging Leadership Framework Project (ELF)

University leaders need to demonstrate outstanding levels of scholarship. However, leadership also entails excellence in engagement and management in order to provide students with a quality educational experience.

This is one of the main messages emerging from an ALTC funded project on leadership in learning and teaching being undertaken at Monash University.

'Leading Excellence' Project

The *Leading Excellence* (Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle) project involves the development and testing of an 'Engaging Leadership Framework'. This framework is primarily driven by evidence-based planning and decision making, as part of a quality assurance and improvement process.

The Engaging Leadership Framework brings together a vision - the 'trilogy of excellence' (excellence in scholarship, engagement and management); a process - the incorporation of a quality cycle; and participants - acknowledging diverse leadership perspectives, inputs and roles.

The project leader Dr Lorraine Bennett said: "Universities are under increasing levels of scrutiny from government, business and public sectors, especially as costs and fees escalate. Today, more so than ever, there is a clear expectation and requirement on universities to demonstrate that they are providing high quality, relevant and efficient programs".

"The purpose of the Engaging Leadership Framework" she said, "is to promote institutional-wide change by assisting leaders who are responsible for overseeing, evaluating and implementing quality improvement strategies. The framework provides both a conceptual structure and systematic process to guide their actions".

Universities across the nation, indeed globally, are beginning to routinely collect feedback from students on their levels of satisfaction. They also track academic progress in terms of grades, retention rates and grievance records. However, systematic interrogation and acting upon this data to bring about improvement is often lacking.

"This was one of the key factors which inspired this project" said Dr Bennett. "The challenge was to see if we could come up with a leadership framework and tools to assist those charged with responsibility for leading improvement. At the same time we wanted to better understand who these leaders are and how they engage with the organisation".

The Framework

The Engaging Leadership Framework has evolved over a period of two years as a result of extensive internal and external consultation and development. The initial concept for the framework emerged from leadership work undertaken by the Faculty of Education, Monash University, during 2002-2006.

The framework specifies pursuit of excellence in three core areas: *scholarship*, *engagement* and *management*.

Scholarship involves the pursuit of academic excellence and encompasses the values and standards of the institution.

Engagement recognises the importance of relationship building and communication for effective leadership.

Management is concerned with facilitating effective leadership of learning and teaching by ensuring appropriate systems, policies, procedures and infrastructure are in place to support quality outcomes.



The strength of the Engaging Leadership Framework is the interrelatedness of the three areas of excellence, their location both within and beyond the quality cycle, and the potential for diverse leadership perspectives and inputs (operational, institutional and external).

The development of the Engaging Leadership Framework has been informed by a broad literature review; application in case study contexts (focusing on unit improvement); and extensive consultation with learning and teaching leaders both within and external to Monash University.

Future Directions

The key challenge in the short term is identification of practical strategies for embedding the framework into existing professional development, leadership programs and day-to-day operations of the university.

While the Engaging Leadership Framework has thus far been applied to leading improvement in units, there are opportunities for wider application. Because it provides a holistic, strategic and practical approach, the framework has the potential and capacity to help reshape the way we conceptualise leadership - not only in learning and teaching, but across the higher education sector.



Copyright 2008

Contact

For further information and enquires about the leadership project: 'Leading Excellence -Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle'
Email:
lorraine.bennett@cait.monash.edu.au

Support for this project has been provided by The Carrick Institute for Learning and Teaching in Higher Education Ltd, an initiative of the Australian Government Department of Education, Science and Training. The views expressed in this presentation do not necessarily reflect the views of The Carrick Institute for Learning and Teaching in Higher Education.

Appendix 33.1 ELF one page flyer project II



Proposed Roll Out of the 'Engaging Leadership Framework'



The Engaging Leadership Framework

The Engaging Leadership Framework' (ELF) is a product of an Australian Learning and Teaching Council funded project undertaken at Monash University during 2006-08.

The purpose of the project was to develop a tangible leadership tool which would identify and bring together in a practical way key elements which underpin effective leadership of change and improvement.

The project was coordinated out of the Centre for the Advancement of Learning and Teaching and involved extensive development, consultation, testing and evolution of an emerging leadership framework which was initially conceived during earlier work at the University.

The bold title of **Leading Excellence** was chosen for the final report on the 'Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle' project because it captures universal aspirations for learning and teaching in higher education.

Engagement was incorporated into the title of the framework because relationship building and communication (aspects of engagement) kept coming through as being fundamental for effective leadership.

The Engaging Leadership Framework provides both a conceptual structure and systematic process to guide actions. It consists of three dimensions which bring together:

1. **a vision** - expressed as the 'trilogy of excellence' (the pursuit of excellence in scholarship, engagement and management);
2. **a process** - the incorporation of a quality cycle; and
3. **participants** - acknowledging diverse leadership perspectives, inputs and roles.

Coming up with a visual representation of the theoretical framework was a significant aspect of the project. This process took several months of searching and reconfiguring ways to bring together complex but interrelated concepts into a powerful and yet simple visual model of the framework.

The blue propeller blades of the model depict the need for leaders to focus on the organisation's vision, expressed in terms of the 'trilogy of excellence'. Excellence in scholarship, engagement and management.



Scholarship involves the pursuit of academic excellence and encompasses the values and standards of the institution; **Engagement** recognises the importance of relationship building and communication for effective leadership; **Management** is concerned with facilitating effective leadership of learning and teaching by ensuring appropriate systems, policies, procedures and infrastructure are in place to support quality outcomes.



The Quality Cycle is the 'engine' of the framework. It provides leaders with a process to systematically address change and improvement from a base grounded in data and contextual information.



The three diagonal stripes confirm the importance of viewing leadership as a shared responsibility which occurs at many levels. The levels identified in this framework are the operational, the institutional or organisational and the external stakeholder levels.

Future Directions

The Engaging Leadership Framework is a framework which provides a holistic, strategic and practical approach to leading change and improvement. It has the potential and capacity to help reshape the way leadership is conceptualised not only in learning and teaching, but across the higher education sector.

The plan for the coming year is to disseminate, apply and see where and how we can embed the framework into professional development, leadership training and day-to-day operations at Monash and to offer to share and workshop the framework with other interested universities.

The ELF is designed so that based on their needs, leaders can dip into the model, customise it to suit their workplace and apply it to a range of micro or macro improvement challenges.

Contact

Universities interested in exploring the use of the framework are encouraged to contact Dr Lorraine Bennett, Program leader for further information on information sessions, professional development workshops and mentoring/collaborative support. The intention is to apply for ALTC consolidation funding in 2009.

Email:
lorraine.bennett@calt.monash.edu.au

January 2009

Appendix 34.2 ELF one page flyer Play ON



Play On

You can discover more about a person in an hour of play than in a year of conversation.... We should live out our lives playing.

Plato

We envision a longer term future in which the science of Human play enables individuals, parents, teachers, leaders and organizations to harness the power of play to create transformational differences ... a future in which public and private sector leaders have used play practices to reform organizational policies and create organizations capable of producing innovative products and services.

The National Institute for Play

The truly great advances of this generation will be made by those who can make outrageous connections, and only a mind which knows how to play can do that.

Nagle Jackson

We don't stop playing because we grow old; we grow old because we stop playing.

George Bernard Shaw

Play is a uniquely adaptive act, not subordinate to some other adaptive act, but with a special function of its own in human experience.

Huizinga

It is paradoxical that many educators and parents still differentiate between a time for learning and a time for play without seeing the vital connection between them.

Leo F. Buscaglia

Play On is an outcome of the Engaging Leadership Framework (ELF) consolidation project funded by the Australian Learning and Teaching Council (ALTC). Feedback from participants involved in implementing the ELF across the nominated campus sites indicates that while they understand the 'what' of the framework they need more assistance with the 'how'. Participants talk about the need for more explicit and illustrative assistance in using the framework. They describe this in terms of the difference between 'knowing' and 'doing'. They want to practise using and applying the ELF to authentic and challenging issues in non-threatening situations. As a consequence of this feedback a number of games and activities are being developed to allow participants to 'play' with the various elements of the ELF in order to build their skills and confidence in concepts implicit in leadership and the ELF framework. Some of the games that have been developed to date include:

The origami 'Chatter Box' is designed as a conversation starter but can be used for more complex activities. The suggested activities reinforce the elements in the ELF and challenge leaders to think about how people learn and work collaboratively to make a difference.

The ELF Game is based on a board game. It includes a set of scenario cards which require participants to respond to authentic leadership situations which have been informed by the ELF project case studies. The game also contains a series of ELF cards. There are 'boost' cards which reinforce examples of good practice, 'barrier' cards which acknowledge that leaders often face impediments to performance and thirdly 'blunder' cards which identify areas for improvement.

Team ELF (daisy chain) focuses on team leadership. The accompanying activities address issues on team building, team dynamics, engagement, collaboration, sharing and synergy.

The Change Compass is a tool informed by change theory and is designed to help leaders understand the phases of change. The accompanying activities relate to recognising behaviour patterns and learning to lead effectively change and improvement.

ELF picture cards use visual images to spark discussion and reflection on leadership.

'Prompt' is a game which addresses the importance of a common language and discourse around leadership in the academy. The activities encourage participants to 'play' by responding to various word prompts.

These games are being developed to support leadership and professional development and build leadership capacity through integrated, strategic and systematic development programs

October 2010

For further information contact: Project leader

lorraine.bennett@monash.edu or lorraine.bennett@ballarat.edu.au



MONASH University



MONASH South Africa
A campus of Monash University Australia



Support for this project is provided by The Australian Learning and Teaching Council Ltd an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this project do not necessarily reflect the views of The Australian

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