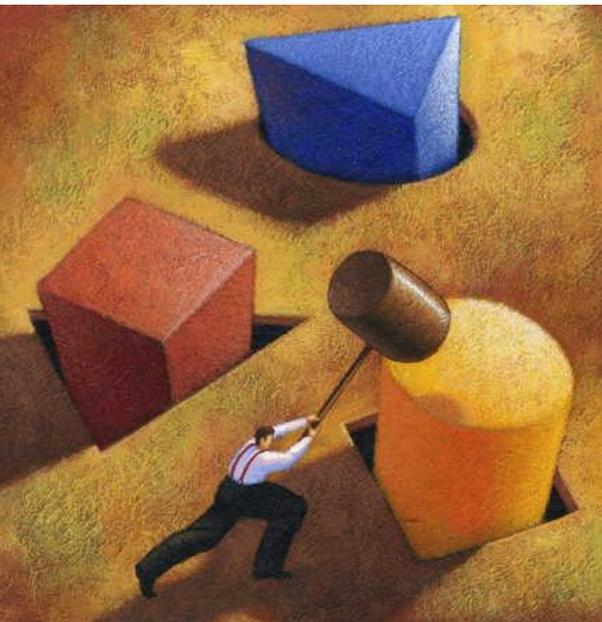


Panel Discussion: Maturing a sense of leadership identity for tertiary education managers

Heather Davis, Sabina Robertson
and Carroll Graham

...we've got 21st century technology and speed colliding head-on with 20th and 19th century institutions, rules and cultures...



Amory Lovins,
Physicist, Environmentalist and
Chairman of the Rocky Mountain Institute

2012 TED Talk:
[Amory Lovins and His Unified Plan to Revolutionize Energy](#)

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

Source of graphic and synthesis: Gray, A. 2016. *The 10 skills you need to thrive in the fourth Industrial Revolution, Davos 2016 [Blog 19 January]*. Switzerland, World Economic Forum. <http://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution>

Higher Education Workforce of the Future



The key findings of this 2016 report include:

- An urgent need for change and differentiation to stay competitive, and for the sector as a whole to remain globally competitive.
- The diversity of universities will increase in the future and be strongly influenced by how they choose to respond to external drivers of change.
- Universities need to adopt business models that fit their future needs - there is no 'one size fits all' approach.
- All universities will need a flexible, agile workforces in the future. Workplace reform will be driven by need to be sufficiently flexible, specialised and self-renewing and responsive to changing stakeholder expectations.

<http://www.aheia.edu.au/news/higher-education-workforce-of-the-future-167>



And so leadership development concerned with ...

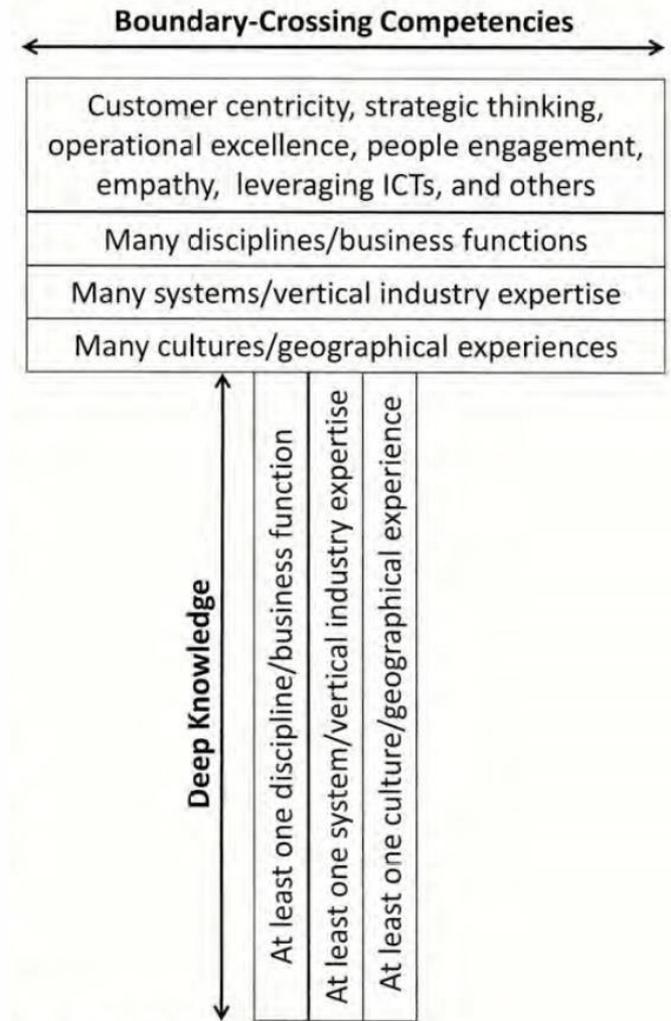
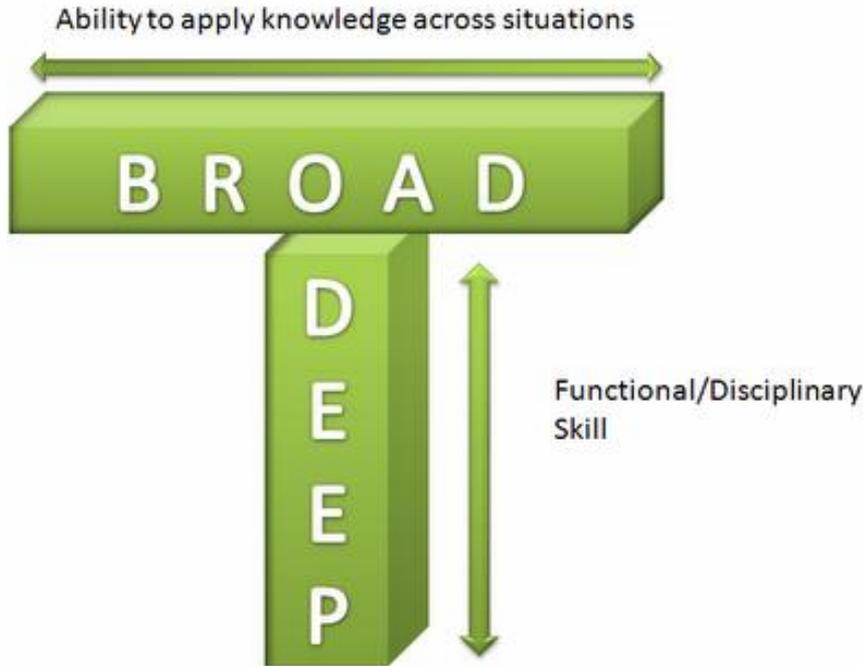
building capacities that encourage and value a ‘shared and mature sense of leadership identity’* for ALL who contribute to knowledge-intensive enterprises...

*Paul Gentle. 2014. *Engaging leaders: the challenge of inspiring collective commitment in universities*. London: Routledge, p. 25.

**There is nothing so practical
as a good theory!**

**Self-Determination Theory and the
T-shaped TE professional**

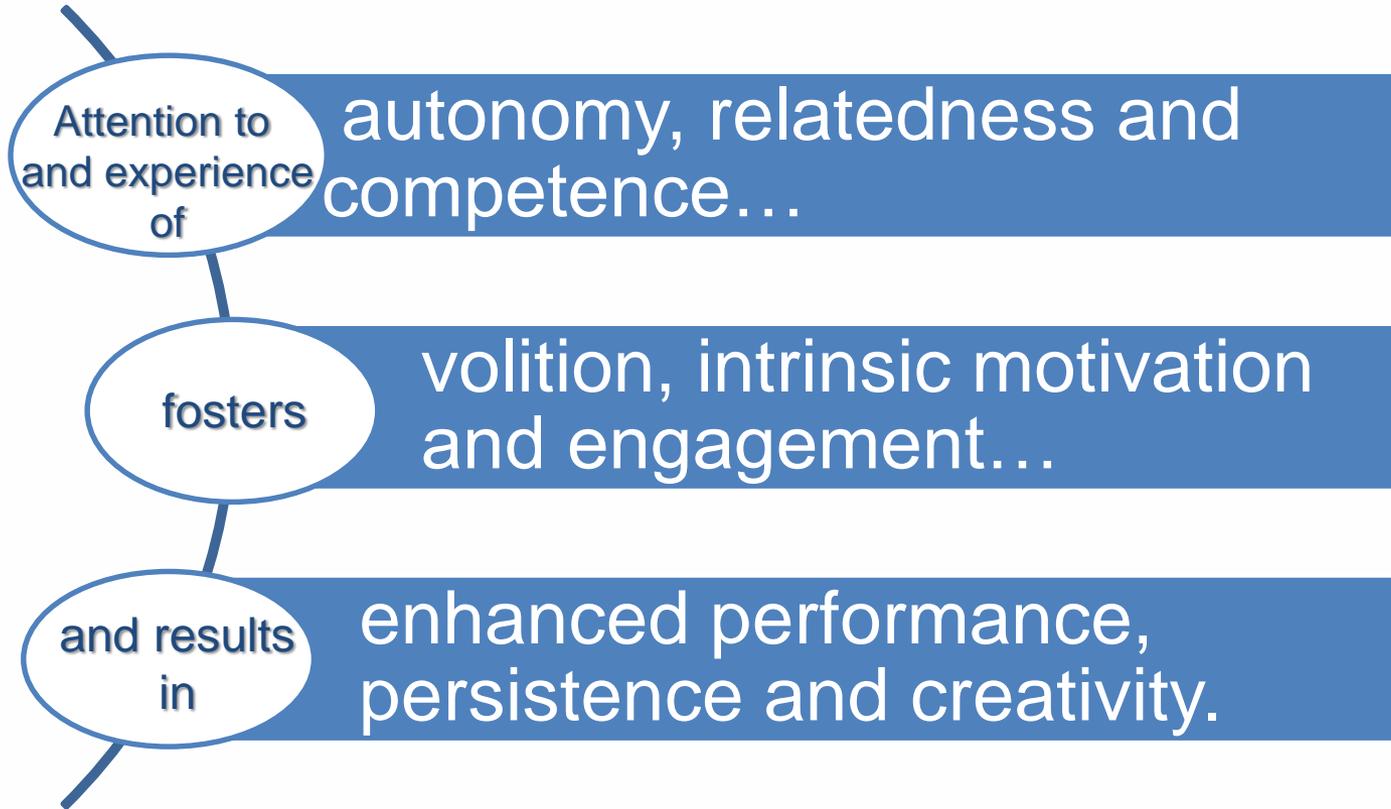
The T-Shaped Professional



Demirkan, H., & Spohrer, J. (2015). T-Shaped Innovators: Identifying the Right Talent to Support Service Innovation. *Research-Technology Management*, 58(5), 12-15.

Self-Determination Theory (SDT)

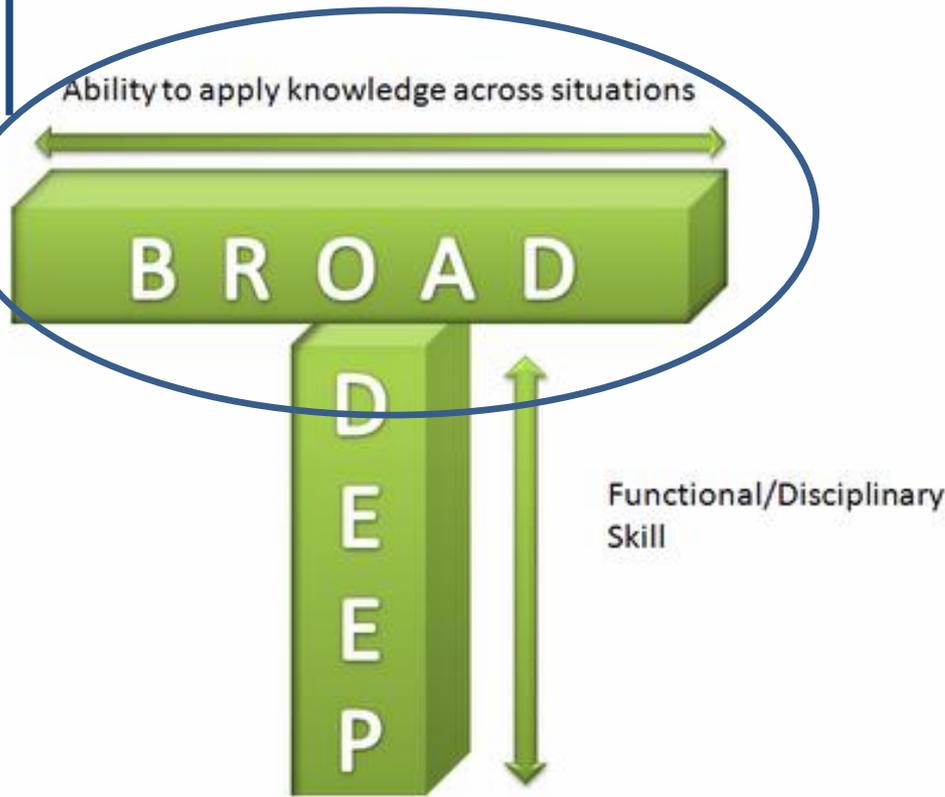
is a well regarded theory of motivation



RYAN, R. M. & DECI, E. L. 2000. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, pp. 68-78.

Autonomy:

experiencing choice and feeling like the initiator of one's own actions



- People tend to be autonomously motivated when a task is either interesting (intrinsic motivation) or personally important (autonomously extrinsically motivated)
- When the work climate supports autonomy then conditions are likely to lead to a positive performance–satisfaction relation.

Paraphrased from: Gagné & Deci. 2005. Self-determination theory and work motivation. *Journal of Organizational Behavior* 26 (4): pp. 331-362.

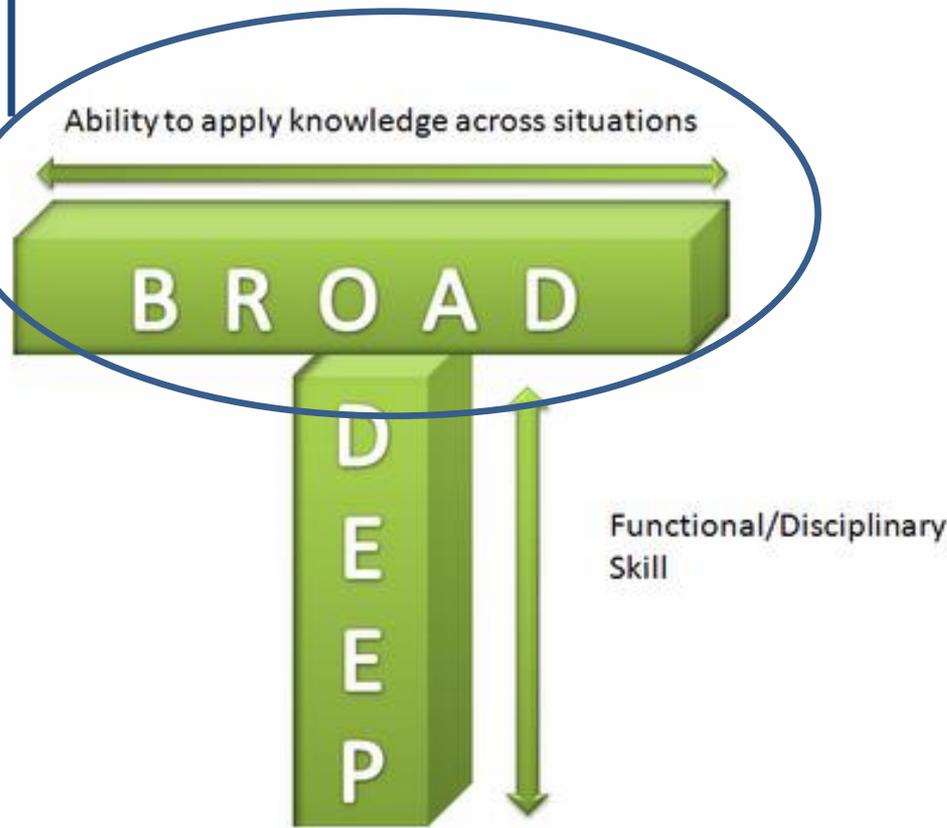
Relatedness:

establishing a sense of mutual respect and reliance with others

Conversations don't precede knowledge work, they ARE the work...

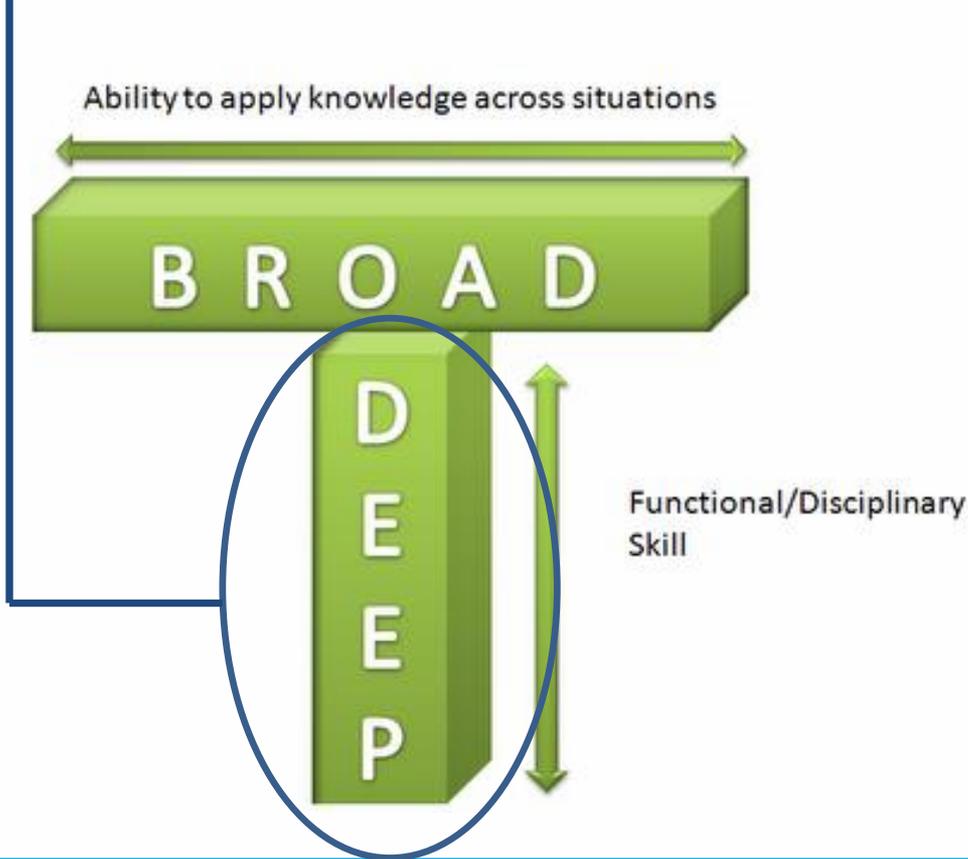
Relationships are both the building blocks and probably the most telling indicators of the new (participative) governance. In fact, the genetic code of the organization is embedded in thousands of interactions that occur every day between people everywhere in the organization (p. 33).

BOLDEN, R., JONES, S., DAVIS, H. & GENTLE, P. 2015. *Stimulus Paper: Developing and Sustaining Shared Leadership in Higher Education*, London, Leadership Foundation for Higher Education, <http://www.lhmartininstitute.edu.au/documents/publications/lfhes/pboldenfinal.pdf>.



Competence:

being able to attain desired outcomes and succeeding at challenging tasks



...a measurable pattern of knowledge, skills, abilities, behaviours, and other characteristics that an individual needs to perform work roles or occupational functions successfully

...**technical** competencies are tailored to the particular knowledge and skill requirements necessary for a specific job.

<http://www.opm.gov/policy-data-oversight/assessment-and-selection/job-analysis>

Case One:

The T-shaped professional within eLAMP

Heather Davis

Module 1: Developing and Managing Yourself

- About this Module
- Leading the Self
 - **The T-Shaped Professional**
 - Small 'I' Leadership
 - Shared Leadership
 - Exploring Further
- Developing Critical Reflective Practice
 - Why a Critical Reflective Practice?
 - Reflective Writing
 - Exploring Further
- Intra-Personal Intelligence
 - JoHari Window
 - Personal Profiling Tools
 - Locus of Control
 - Managing Negative Self-Talk
 - Time Management
 - Managing Stress
 - Exploring Further
- Reading List
- Self Assessment

Module 2: Managing and Developing Others

Module 3: Managing and

Emerging Leaders and Managers Program (eLAMP)



Module 1: Developing and Managing Yourself

Working towards t-shaped professionals in tertiary education management

The time has well passed, if indeed it ever existed, that knowledge workers, managers and leaders in the tertiary education sector can get by on technical ability alone. In other words, whilst technical abilities in your chosen profession or niche knowledge area are necessary they are not sufficient. What else is required may be called by many names, as

In other words, technical abilities in your chosen profession or niche knowledge area are *necessary*, but they are *not sufficient*...

we will discuss, but in essence these extra skills and behaviours rely heavily on knowing the self well. What we are addressing here are known by names such as soft skills, employment skills etc and you may well be surprised to find that many graduates attain the very skills we are talking about as needed by tertiary education managers today. For students these skills might be called graduate outcomes too.

And the world doesn't stand still in regards to context either, no sooner to we get a handle on current conditions they change. Now we have been alerted to what is called the 'fourth industrial revolution' where computers and machines will dominate in areas that used to be reserved for work, and much of this is white collar work too. Alex Gray (2016) reviewed the 2016 World Economic Forum's 'Future of Jobs' report and synthesised the following top skills for thriving in these conditions. One of the columns lists the skills required in 2015 and the other forecasts the kinds of skills necessary for work in 2020. As you can see just about all on the lists refer to soft skills such as critical thinking, team work, relational skills.

Case Two: SDT as an exploration lens

The efficacy of in-house staff development programs: a case study of the liaison librarian training program @ Deakin University

Sabina Robertson

Project Overview

The Project provided an opportunity to critically explore the value of the University Library's in-house development program for liaison librarians through the lens of Self-Determination Theory (SDT).

The Theory was used to examine:

1. The broader standards set by Australian and American library professional associations
2. Deakin University Library's liaison librarian training program.



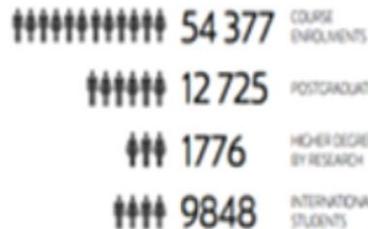
‘We aim to provide the skilled graduates our economy will need, developing the capacity of our students to thrive in a complex and rapidly changing world and ensuring they have both deep discipline knowledge, and the less tangible ‘soft’ skills associated with an entrepreneurial mindset’

Jane Den Hollander, AO, Vice Chancellor

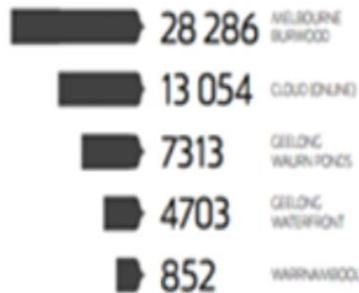
<http://www.deakin.edu.au/about-deakin/strategic-direction>

Deakin University

STUDENTS BY COURSE TYPE



COURSE ENROLMENTS BY CAMPUS



INTERNATIONAL STUDENTS

DEAKIN HOSTS STUDENTS FROM

121 COUNTRIES

TOP COUNTRIES OF ORIGIN



STAFF NUMBERS AT DEAKIN



A GROWING GLOBAL FOOTPRINT



2016 OPERATING INCOME

\$1.0 billion

RESEARCH INDICATORS - 2016



EXCELLENCE IN RESEARCH AUSTRALIA (ERA) - 2015

90% of Deakin research rated at or above world standard in the 2015 ERA ratings, a quality evaluation of all research produced in Australian universities.

Roles of Liaison Librarians through the lens of SDT

Liaison librarians are relationship and service providers. They strengthen the links between the Library and faculties

Examining the role of a liaison librarian through the lens of SDT revealed the essential ingredients for a high functioning professional are:

1. skills and knowledge (**competence**);
2. capacity to develop good relationships with academics, students and library colleagues (**relatedness**); and
3. capability to seek new opportunities for improving service and resource support (**autonomy**).

ALIA: core knowledge, skills and attributes mapped against the innate needs of SDT. A snapshot

Employability skills & attributes	Competence	Relatedness	Autonomy
Demonstrate effective and appropriate research skills			
Professional ethical standards and social responsibility			
Ability to fulfil client needs/customer service			
Project management skills			
Critical, reflective and creative thinking			
Problem-solving skills			
Marketing			
Accounting			
Human resource skills			
Ability to build partnerships and alliances			

Liaison Librarians Accountabilities Mapped against SDT

	Competence	Relatedness	Autonomy
Accountability			
initiate and maintain strategic liaison with academic staff, researchers and students in the Faculty and School(s) to ensure Library responsiveness to client needs			
develop collections and identify free scholarly resources in collaboration with academic and research staff and liaison teams to enhance the achievement of teaching, learning, and research objectives of designated Faculties and Schools			
design, deliver and evaluate digital literacy programs to meet undergraduate and postgraduate students' needs to enhance cloud and campus learning experiences			
provide expert information assistance and faculty outreach to the Deakin University community that reflects a customer service ethos, to maximise the use of Library resources, services and facilities			



A Snapshot of the Liaison Librarians TNA Mapped against SDT

Question	Skills /knowledge	Competence	Relatedness	Autonomy
Research: Publishing & Scholarly Communication				
	Able to source information for academics and researchers on a range of common questions: copyright and IP (including author's rights and responsibilities) and Deakin's Open Access Policy.			
	Able to select and use appropriate tools to assist academics and researchers to evaluate and identify discipline-appropriate publishing options			
Research: Quality & Impact Assessment				
	Able to select and use discipline/context appropriate metrics to assess research outputs.			
	Able to advise academics in the use of appropriate tools to evaluate the impact and quality of scholarly publication			
	Able to advise academics of researcher profile management			

Another view: Pattern matching innate needs of SDT against the Liaison Librarian TNA

Skills/ Knowledge	Self-Determination Theory - three innate needs; Competence, Relatedness and Autonomy
Research: Quality & Impact Assessment	Competence
Research: Quality & Impact Assessment	Able to select and use discipline/context appropriate metrics to assess research outputs (C)
Research: Quality & Impact Assessment	Able to advise academics in the use of appropriate tools to evaluate the impact and quality of scholarly publication (C,R,A)
Research: Quality & Impact Assessment	Able to advise academics of researcher profile management (eg Google Scholar, Scopus and Web of Science). (C,R,A)
Research: Quality & Impact Assessment	Relatedness
Research: Quality & Impact Assessment	Able to advise academics in the use of appropriate tools to evaluate the impact and quality of scholarly publication (C,R,A)
Research: Quality & Impact Assessment	Able to advise academics of researcher profile management (C,R)
	Autonomy
Research: Quality & Impact Assessment	Able to advise academics in the use of appropriate tools to evaluate the impact and quality of scholarly publication (C,R,A)
Research: Quality & Impact Assessment	Able to advise academics of researcher profile management (C,R,A)



Conclusions

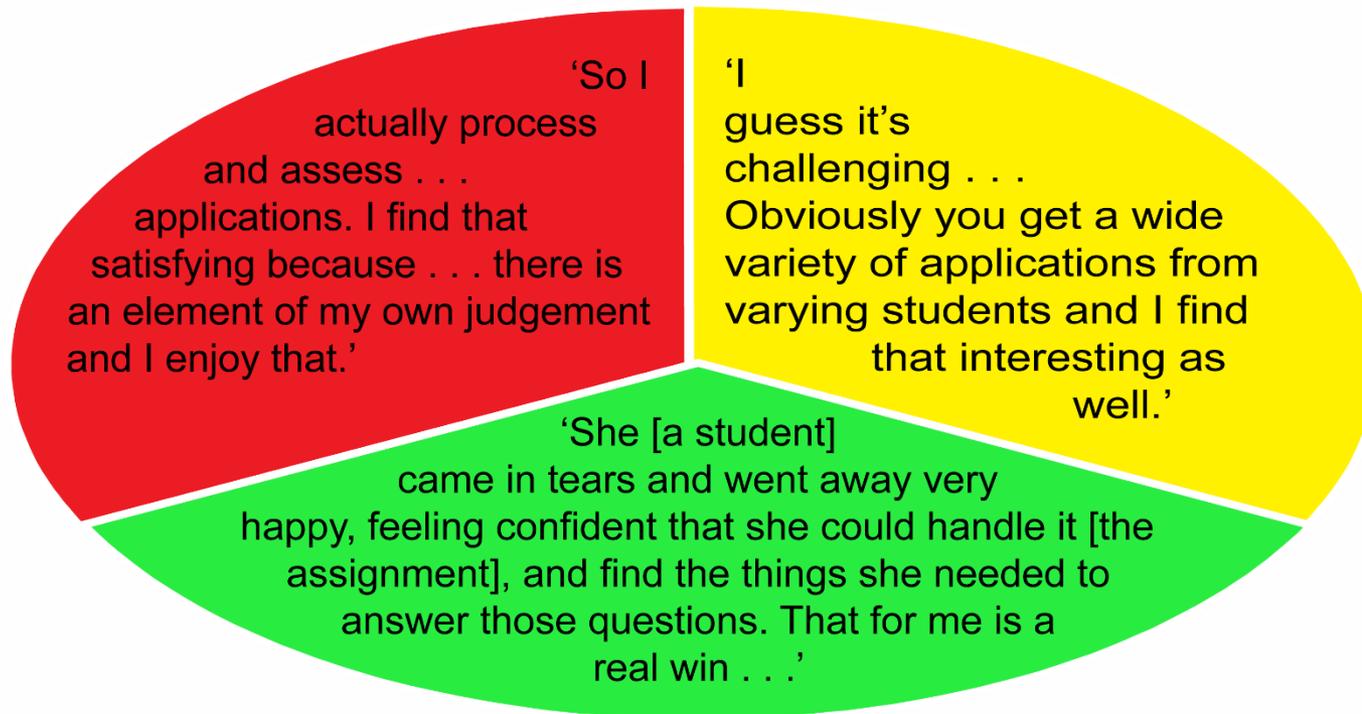
1. By using a SDT lens, the project identified gaps between current training practice and emerging trends in research and practice impacting the required discipline knowledge and skillsets required by liaison librarians;
2. Clustering of SDT innate needs and utilising pattern matching, enables a closer scrutiny of the content within the TNA;
3. The clustering reveals that questions aligned with more than one Self- Determination indicator, are repeated. This demonstrates that many of the professional capabilities cannot be neatly assigned to one innate need;
4. For liaison librarians to work efficaciously they need a program to focus upon all of the SDT indicators – competence, relatedness and autonomy.

Case Three: SDT as an analytic lens

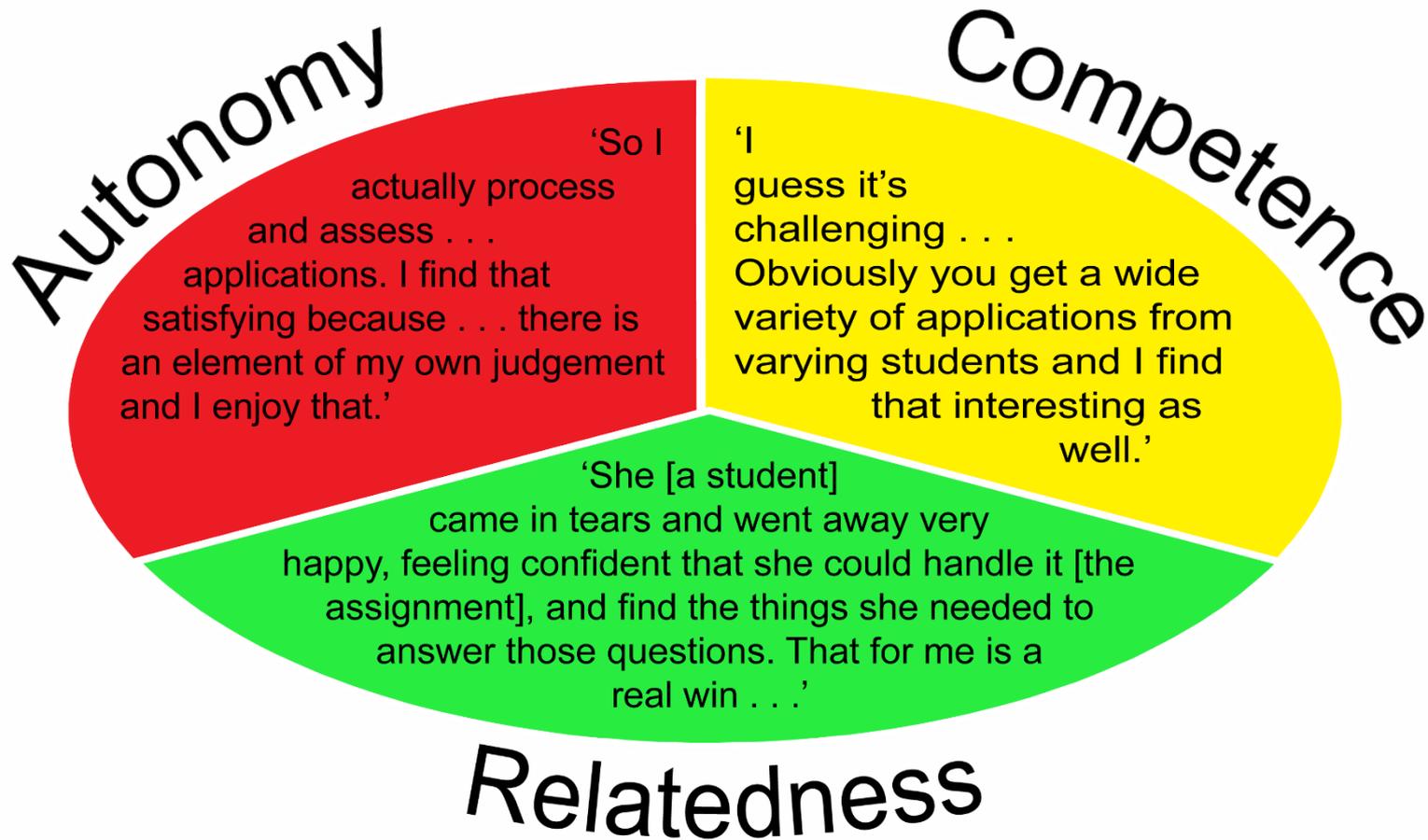
**Pedagogical partnerships and
professionalisation:
Changing work and identities of
professional staff at one
Australian university.**

Carroll Graham

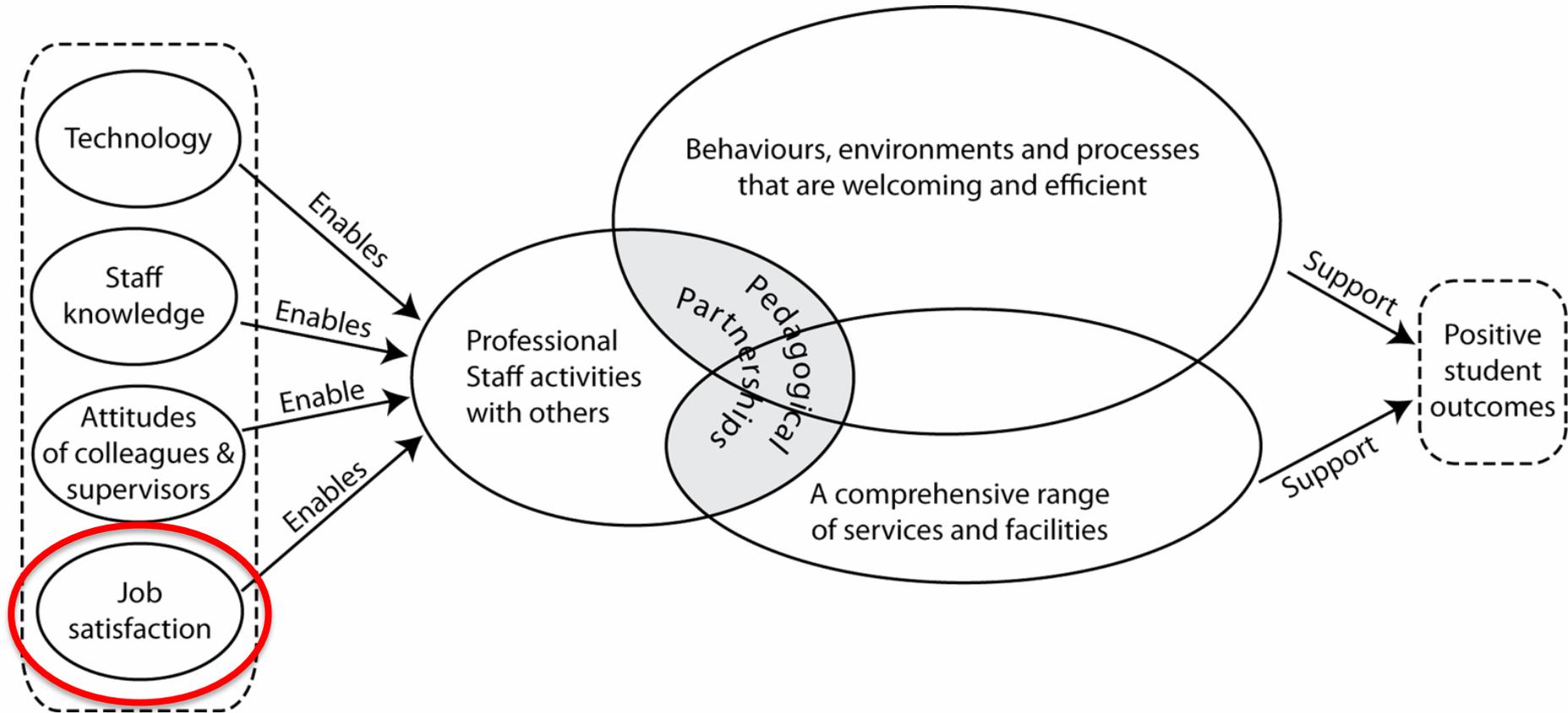
SDT as an analytic lens



SDT as an analytic lens



Pedagogical partnerships



A model of engaged and reflective professional practice



Adapted from Chaturvedi (2014),
*Role of Faculty in Reinventing Indian
Higher Education, A Vision for 2030.*

Q&A