

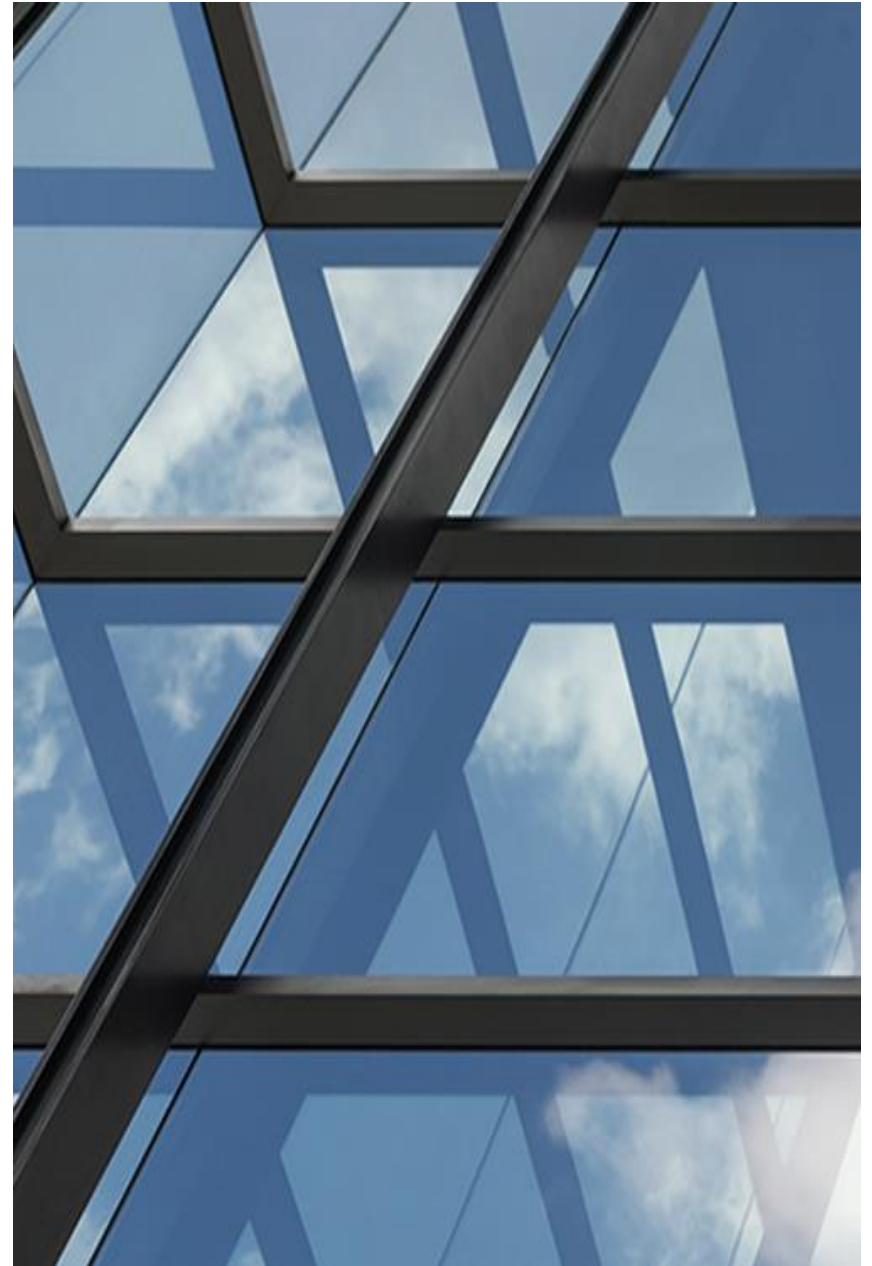
***Leading Self and Engaging  
Others through Strategy  
and Change - hindsight  
gives you 360° degree  
vision***

Professor Ann Brewer

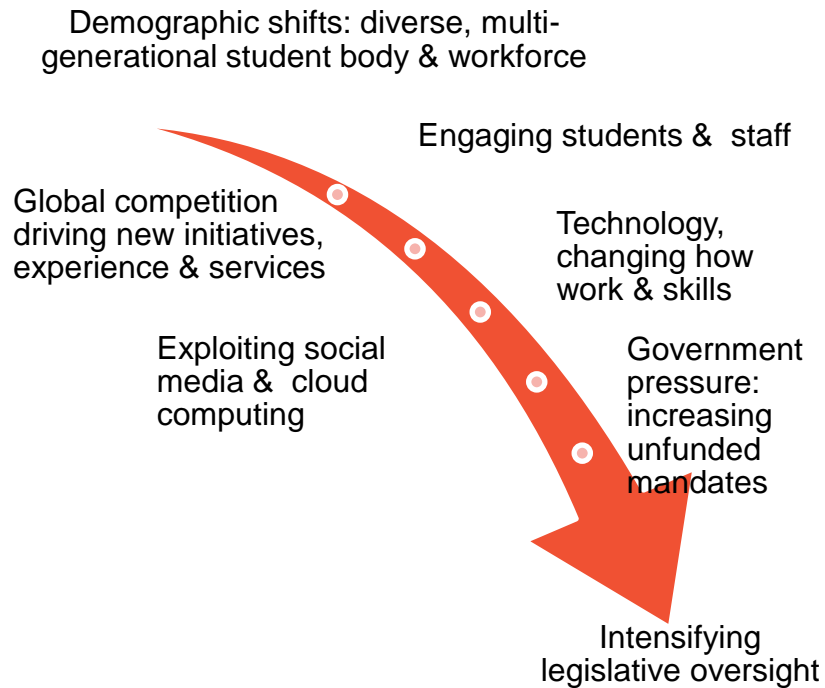


## Presentation Outline

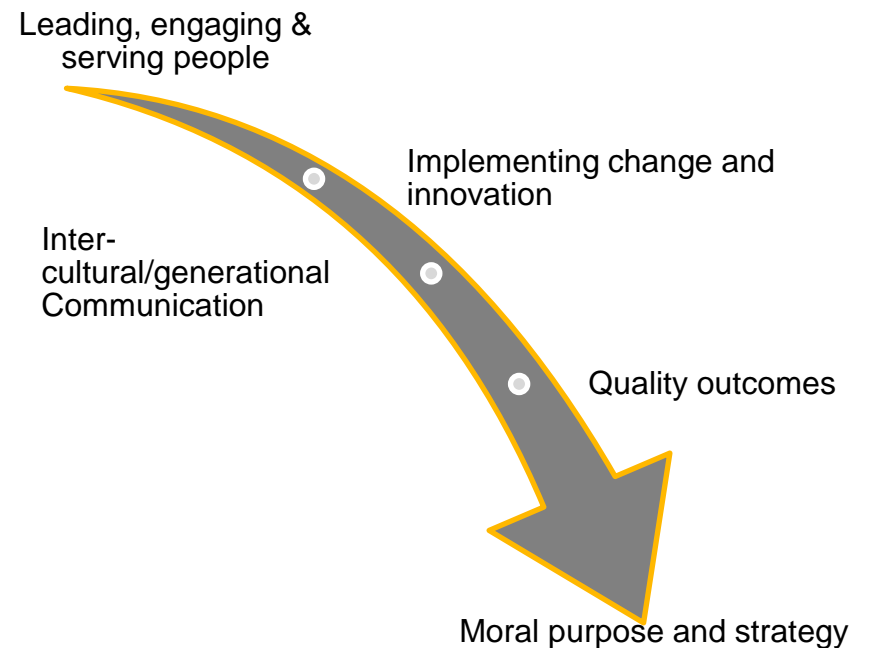
- a) University priorities
- b) Blue Sky Thinking
  - I. Universities of the Future: is it about leaders or about leadership?
  - II. Purpose, people and potential



# External Forces



# Internal Pressures



# Urgency vs. Readiness



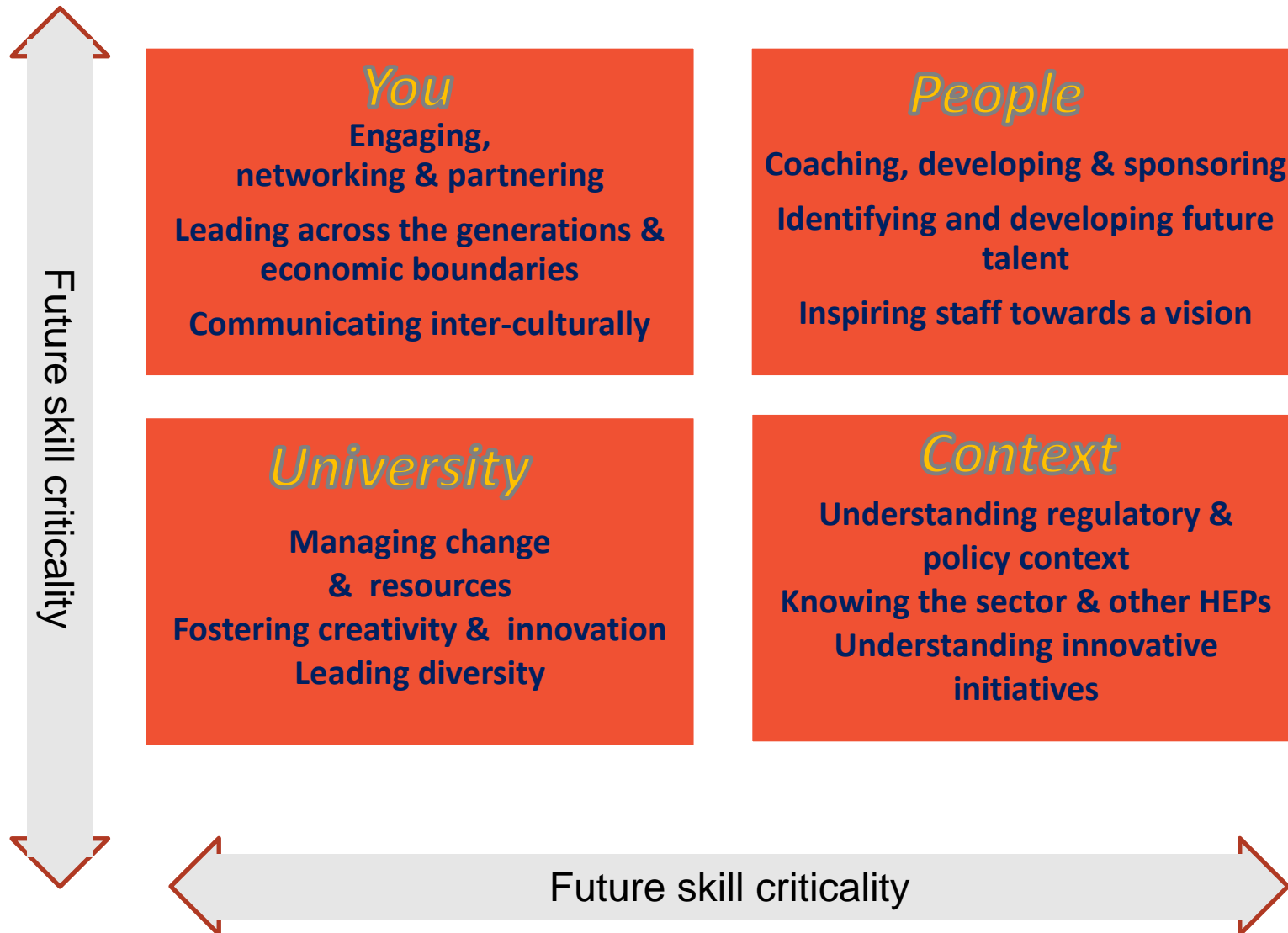
# Future *leaderful* skills categorised by urgency

| High Urgency                                   | Urgent  | Important  |
|--|---|--|
| Complexity: growth & diversification           | Innovation: implementing new ideas, services and experiences    | Managing the cost disease e.g. staff, services, face to face |
| Designing engaged learning: students & staff   | Sustainable evidence based outcomes: student, staff, university | Revenue & revenue streams                                    |
| Leading & engaging diversity: students & staff | Managing performance & standards to meet targets                | Debt & equity  |
| Transparency, ethics & equity                  | Project management skills                                       | Regulatory involvement                                       |
| University positioning                         | Blue sky thinking   |  |

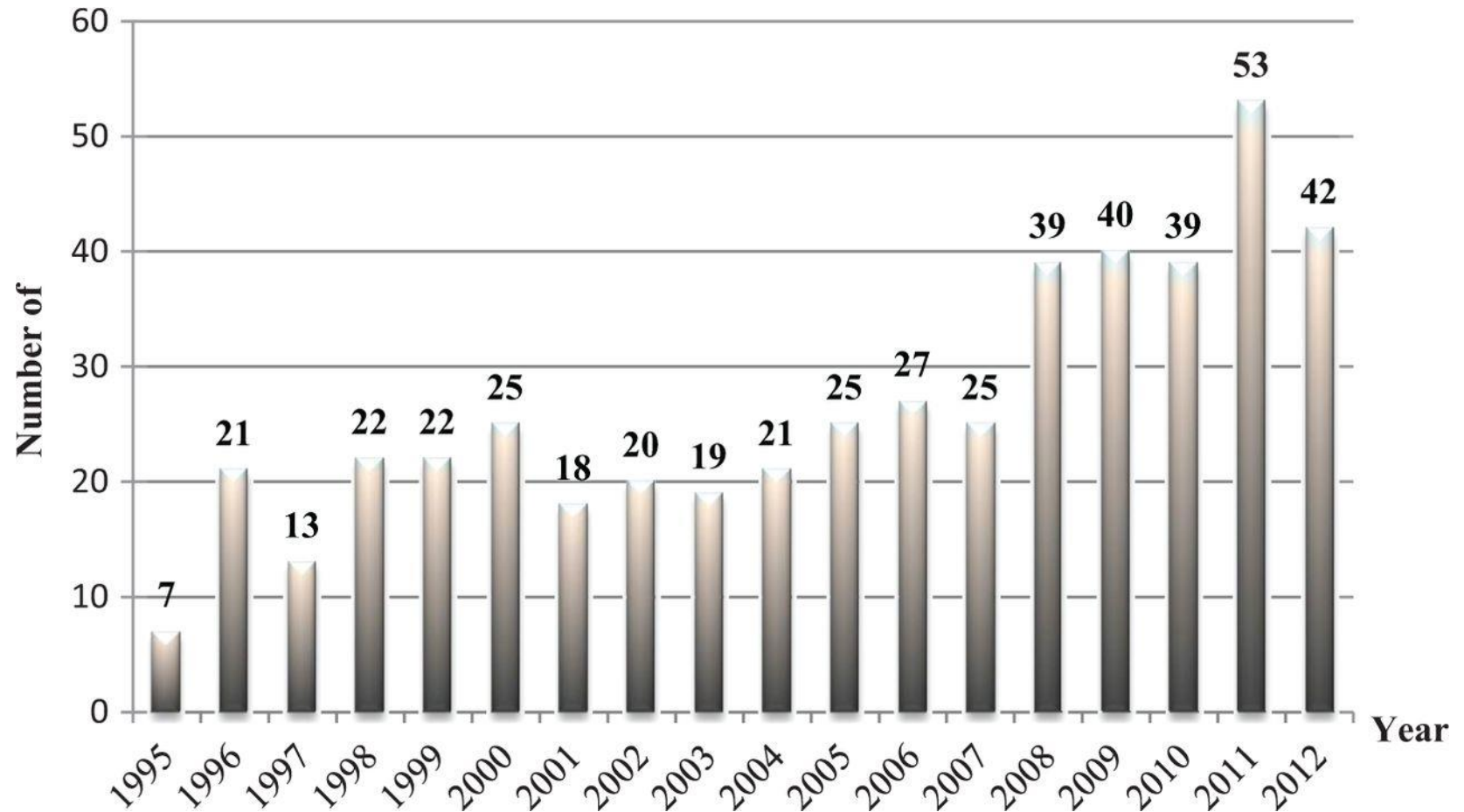
# Leading Self, Leading Others, Leading Within And Beyond Boundaries

1. Learning about the context in which you are leading and engaging
2. Learning the University in which you are leading, engaging and serving
3. Learning about the people you are engaging with and serving
4. Knowing the person *you are* and *can be* in leading, engaging and serving

# What are the critical skills that need to be brought into focus?



**Figure 1. Annual volume of Asian educational leadership and management articles published in selected journals, 1995–2012.**





# Upskilling Leaders for Leading & Leadership

- a) Higher learning has always been a 'distributed' activity
  - a) scholars and students have long networked globally,
  - b) free-flow of research and innovation helps develop economies and societies, and
  - c) universities engage with local and regional communities.
- b) Universities always participated in this chaotic flow, providing structure and resources to support innovation and development.
- c) Major, diverse changes follow from this ramped-up process – leading to a trend of de-institutionalisation.
- d) Escalating changes in roles, university practices, & the volatility of the higher education climate.
- e) New 'hybrid' business models emerging to ensure that universities preserve core business leading to new emphasis on project mgt skills, outsourcing/insourcing skills.
- f) Leadership is instrumental to resolution of collective action dilemmas, particularly in large, heterogeneous groups
- g) Collective and collaborative leadership = responsible leadership; each are different.
- h) Distributing leadership throughout network of stakeholders e.g. students, parents, and community agencies is critical for responsible leadership.
- i) Researchers & teachers collaborate across boundaries (e.g. disciplinary, institutional, national/economic) via multiple modes – requires leading diversity, diplomacy, negotiation, mediation skills.

# Upskilling Leaders for Leading & Distributed Leadership

- a) Nature of leading for middle-level leaders (e.g. Deans, HoS, discipline chairs) a combination of management and leadership skills.
- b) Importance of the middle-leader embraces the concept of distributed leadership.
- c) Vertical and horizontal leadership is essential for University success.
- d) Cultural engagement & aligning the leader's and aspiring leader's experience influences what and how they learn to lead and be *leaderful* - essential for engaging in leadership (collective & collaborative).
- e) Professional identity and knowledge of "self" is shaped by work-related experiences.)

# Purpose, people and potential

Design a comprehensive approach for developing talent and filling succession pipeline in critical university roles



# Pipeline effects & University Culture

