




THE UNIVERSITY  
of ADELAIDE

# Leading at Adelaide

World-class leadership for a world-class University

[adelaide.edu.au](http://adelaide.edu.au)

*seek* LIGHT

A bronze statue of Sir Thomas Elder stands on a stone pedestal. The statue is a full-length figure of a man in a long coat, standing with one hand on his hip. The pedestal is a multi-tiered stone structure with a plaque on the front that reads "SIR THOMAS ELDER C.C.M.C. 1817-1887". The background features a large, ornate building with a gabled roof and a spire, silhouetted against a sunset sky with soft, orange and pink clouds. Trees are visible on the left and right sides of the building.

# Leading at the University of Adelaide

*Leading at Adelaide* is the leadership development framework that supports the development of world-class leaders across the University.

The framework is comprised of seven critical leadership capabilities that apply to each of five leadership groups and is engaged through an integrated program of leadership development.



## Who is involved?

*Leading at Adelaide* involves all levels of leadership at the University of Adelaide. Five leadership groups have been identified, so that leadership capabilities and development are defined for:

- > Frontline leaders who work directly with our teaching, research and professional staff
- > Research and teaching leaders who uphold and build on our high academic standards, delivering research and teaching excellence
- > Professional staff leaders who ensure we have the people resources, processes and systems to enable excellent staff performance and research achievements
- > Senior leaders who shape the direction and set the standards for leaders in research, teaching and professional services nationally and internationally
- > Executive leaders who position the University for world-class status, set the standards for the desired culture and lead senior leaders in making change happen.



# Leadership capabilities

All University or internally-offered leadership development is designed with a primary focus on seven critical leadership capabilities. Identified by a diverse group of senior University leaders, these capabilities represent the essence of the leadership the University needs today and will require into the future. When our leaders are fully developed in these capabilities they will be able to deliver the quality of leadership necessary to meet our future challenges, and they will be able to fully engage with and get the most out of their leadership role.

**In summary, the critical leadership capabilities are:**

## Strategic thinking and acting

Focusing externally and internally on the things that matter most and considering them from multiple perspectives. Bringing insight and innovation to identifying a desirable future strategic position. Stimulating progress by communicating the underlying need and purpose for change; implementing an integrated plan to bring about desired changes.

## Responsiveness in decision making

In the face of ambiguity, making swift decisions in the best interests of the University. Clearly communicating the decision, its rationale and reasoning and implementing it with a bias for action.

## Leading change toward higher performance

Stimulating and guiding deliberate progress toward a clear and engaging goal. Supporting people as they and their work groups transition to the new reality. Anticipating and removing barriers to progress and maintaining momentum toward success.

## Thinking and acting as one team

Identifying with the whole of the University as much as with one's own area. Thinking 'one-team', collaborating across boundaries and promoting cohesion with others.

## Communicating with influence and impact

Influencing others' thinking, attitude and action through convincing dialogue based on profound knowledge and credible reasoning. Telling a great story with conviction. Handling sensitive information and delicate situations diplomatically.

## Fostering excellence in learning and inquiry

Actively seeking emergent and leading opinion and considering multiple viewpoints. Promoting team and organisational learning by encouraging and guiding reflection on work practices to nourish the wisdom of experience and transform knowledge into know-how.

## Exemplifying personal drive and integrity

Embodying the University's values, being a model of ethical conduct and guiding and supporting others to do the same. Constantly aspiring to standards of excellence. Persisting through barriers towards goal achievement.

# Leadership capabilities in more detail

Five sets of 'capability cards' are provided throughout this handbook. They describe how each of the seven leadership capabilities look when practiced by leaders in each leadership group.

The critical capabilities are used to design leadership development programs, as summarised on the next page. However there are many other applications for them at the University, such as:

> **Giving performance related feedback:** as a way to define and understand what leadership behaviours are expected of people and what leadership looks like in practice.

- > **Conversations relating to leadership career pathways:** assisting to define the behaviours needed to excel in future roles.
- > **Recruiting leaders:** describing what essential behaviours are required for performance success.

It should be noted that the cards describe the most essential leadership capabilities: they are not intended to define the totality of expected capabilities required for each role.



# Leadership development

The design and approach of all leadership development programs is based on the University's integrated leadership development model.



## Where do I go for more information?

*Leading at Adelaide* is overseen by the Learning and Development team within the Human Resources branch.

For more information please visit our website: [www.adelaide.edu.au/hr/development](http://www.adelaide.edu.au/hr/development)

# Executive Leader

# Executive Leader

## Strategic thinking and acting

### *“Taking a ‘balcony view’ of things ...”*

**Summary:** Focusing externally and internally on the things that matter most and considering them from multiple perspectives. Bringing insight and innovation to identifying a desirable future strategic position.

Stimulating progress by communicating the underlying need and purpose for change; implementing an integrated plan to bring about desired changes.

#### What it looks like at the University:

- > Engaging in high level critical thinking and drawing on wide sources of global trend data and leading research to identify key strategic opportunities and consequences impacting on the University.
- > Being a champion of the University’s vision and goals by defining a 10 year vision that balances academic and commercial imperatives.
- > Developing University-wide strategic options and making clear the priorities for change.
- > Being clear about what must change to achieve the 10 year vision.
- > Including the perspectives and input from peers and industry thought leaders in determining major future priorities.
- > Communicating convincingly the need and purpose for strategic change and approving a program of projects to deliver the strategic goals.

#### What it doesn’t look like at the University:

- > A business plan with a two year focus attending largely to operational, continuous improvement activities.
- > A status quo strategic plan with “more of the same” in it.
- > A solely developed plan – no input from Executive peers and thought leaders.
- > Using a narrow input of data/research when considering future needs.





# Executive Leader

## Exemplifying personal drive and integrity



*“When your integrity and values are clear to you, making tough decisions is easier.”*

**Summary:** Embodying the University’s values, being a model of ethical conduct and guiding and supporting others to do the same. Constantly aspiring to standards of excellence. Persisting through barriers towards goal achievement.

### What it looks like at the University:

- > Acting as a role model by demonstrating and promoting the University’s values in all interactions and adhering to organisational, legal and public policy guidelines.
- > Treating people fairly and equitably and being transparent in dealings with them. Holding others to high standards of ethical conduct.
- > Not being consumed with day to day activities but being persistent towards whole of University goal achievement.
- > Recovering quickly from set-backs and viewing them as an opportunity to grow. Rallying self and other leaders to constructively move forward. Being resilient.
- > Staying in control when under pressure, holding a balanced level of emotional expression, remaining relaxed, composed and focused during a crisis.
- > Sustaining energy and productivity regardless of conditions and encouraging leaders to do the same.
- > Recognising examples of where people have displayed the desired behaviours that have contributed to elevated performance.

### What it doesn’t look like at the University:

- > Taking a long time to recover from set-backs after receiving critical feedback.
- > Showing favouritism toward individuals and avoiding being readily available to certain leaders.
- > Losing control of emotions when under pressure.
- > Getting caught up in day to day issues, allowing this to distract from focusing on the key strategic priorities.
- > Making allowances for ethical lapses of others where there is a strong personal relationship.
- > Withholding commendation and recognition as unnecessary or believing it could create complacency or arrogance.

# Executive Leader

## Fostering excellence in learning and inquiry

*“To take your expertise from where it is to where it has never been before ...”*

**Summary:** Actively seeking emergent and leading opinion and considering multiple viewpoints. Promoting team and organisational learning by encouraging and guiding reflection on work practices to nourish the wisdom of experience and transform knowledge into know-how.

### What it looks like at the University:

- > Modelling an open, curious and non-judgmental attitude to differences of opinion and influencing other leaders to do the same.
- > Drawing from a variety of international sources of information/ research to grow in area of expertise.
- > Engaging in systematic, self-directed learning and development activities aligned with the strategic needs of the University.
- > Seeking new insights and innovative ways to address challenges. Creating wisdom from insights to turn knowledge into know-how.
- > Applying personal learning and insight to the Executive debate.
- > Striving for continual learning and identifying new challenges to extend experience.
- > Driving a culture of achievement by actively supporting senior leaders to learn and be stretched.
- > Acknowledging others when they contribute innovative ideas, unique insights and a different perspective.

### What it doesn't look like at the University:

- > Being satisfied with own and senior leaders' current level of knowledge in chosen field.
- > Dismissing viewpoints of University senior leaders and industry peers because they are different.
- > Referring to historical methods/approaches as sound reason for maintaining current knowledge and practices.
- > Going through the motions of seeking opinion from others but with little or no intention to learn from inquiry.
- > Ignoring the lessons of experience.
- > Waiting for own senior leaders to determine their learning direction.
- > Discouraging others' learning efforts due to 'cost constraints', when funds are available.
- > Rejecting or ignoring new ideas because they challenge the current approach and mindset.

# Executive Leader

## Thinking and acting as one team



*“The needs of the many outweigh the needs of the few.”*

~ Spock

**Summary:** Identifying with the whole of the University as much as with one’s own area. Thinking ‘one-team’, collaborating across boundaries and promoting cohesion with others.

### What it looks like at the University:

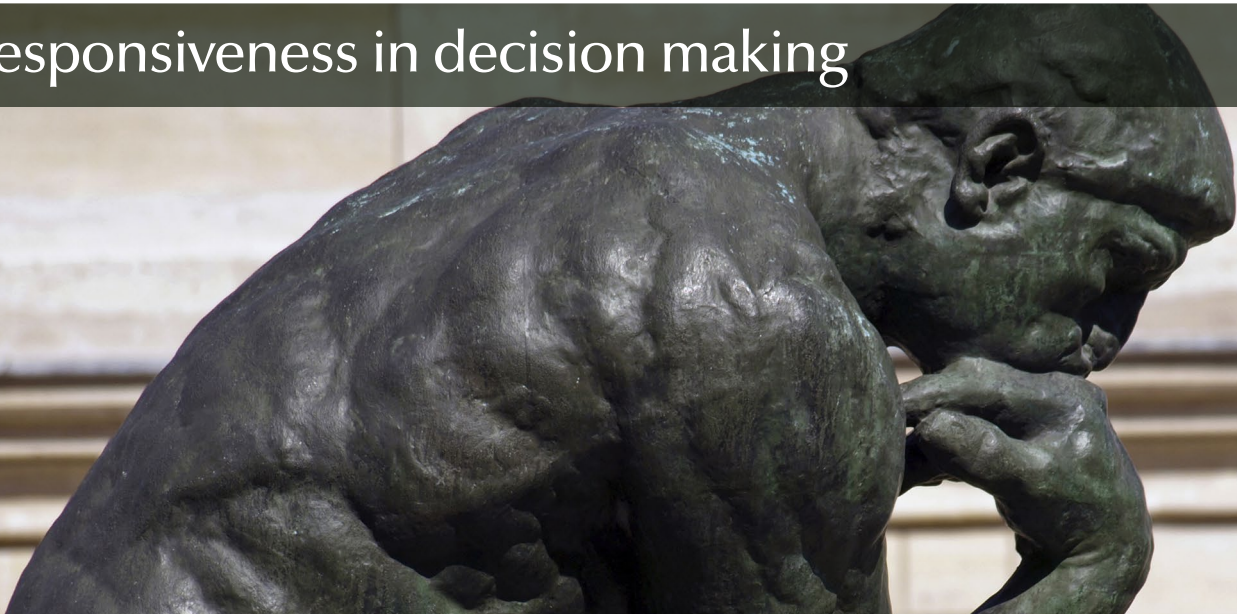
- > Strongly influencing contributions to key projects and making decisions that reflect collaborative and cross functional input.
- > Building a sense of shared purpose and direction to promote alignment to support whole of University projects.
- > Assessing the impacts of own decisions across the entire University and addressing these impacts with key Executive team members.
- > Sacrificing own resources, time and energy to meet the overall University needs.
- > Strongly influencing those who want to do their “own thing” to align with the University goals.

### What it doesn’t look like at the University:

- > Advocating senior leaders do what they wish when it does not fit the overall University priorities.
- > Silo thinking, ignoring the needs of other teams or not making self or team available to support broader University needs.
- > Consistently using language like “my” and “they” to describe organisational actions.
- > Seeking to discredit other areas and talking up own area’s achievements.
- > Avoiding participating in cross-functional or collaborative initiatives Looking to blame other areas for issues that impact on own area.

# Executive Leader

## Responsiveness in decision making



*“Good, respected decisions made with speed ... not haste.”*

**Summary:** In the face of ambiguity, making swift decisions in the best interests of the University. Clearly communicating the decision, its rationale and reasoning and implementing it with a bias for action.

### What it looks like at the University:

- > Overcoming ambiguity by proceeding with incomplete information. Gathering sufficient data to assess the macro risk and opportunities to form a “go/no go” decision in a timely manner.
- > Seeking sufficient stakeholder input to make a balanced decision.
- > Making clear the rationale for a decision and communicating this with conviction, even in the face of conflicting opinion.
- > Acting decisively to ensure decisions made are put into action across the University. Tackling the issues that get in the way of achieving a result.
- > Only modifying decisions where subsequent argument or experience is compelling.
- > Taking ownership for decisions and accepting responsibility when things go wrong. Learning from mistakes.

### What it doesn't look like at the University:

- > Consistently changing decisions, based on individual or spurious opinions.
- > Shying away from making difficult decisions. Resigning oneself and the Executive team to the status quo.
- > Making continual excuses for why a decision cannot be reached. Blaming others for not making a decision.
- > Consulting so broadly that, with little or no regard for urgency, decisions are put off.
- > Looking toward the Vice-Chancellor or other executives to act before making a key decision. Justifying indecision on waiting for the Vice-Chancellor to respond.

# Executive Leader

## Leading change toward higher performance



*“The greatest danger in times of change is not the change; it is leaders’ fixation with yesterday’s logic.”*

**Summary:** Stimulating and guiding deliberate progress toward a clear and engaging goal. Supporting people as they and their work groups transition to the new reality. Anticipating and removing barriers to progress and maintaining momentum toward success.

### What it looks like at the University:

- > Using knowledge of what it takes to lead change across the University to create and communicate meaning around the change, so that leaders are excited about what lies ahead.
- > Approaching change in a positive way by seeking out opportunities and responding to ambiguity in a constructive manner. Staying energised.
- > Securing a “coalition” of support for change from senior leaders.
- > Modifying own leadership style to meet different needs of senior leaders.
- > Driving the change agenda by supporting leaders as they transition through the change and maintaining own resolve to lead the change through to successful completion.
- > Ensuring change benefits are realised by developing clear performance expectations and by not tolerating under-performance.
- > Building leaders’ ability to make change happen without the Executive present.
- > Recognising and commending teams and individuals that embrace change early.

### What it doesn’t look like at the University:

- > Not being able to clearly describe the need or rationale for change.
- > Making change without a clear analysis of readiness or impact.
- > Accepting and promoting status quo when a need for change is evident.
- > Not considering the University’s culture when determining how to implement a change.
- > Not engaging resistance in a constructive way – ignoring or dismissing it. Not tackling failure to meet new performance expectations.
- > Losing own resolve and buckling when early resistance questions the need or desirability for change.
- > Predominantly focusing attention on those who resist change, and neglecting to commend the early adopters of change.

# Executive Leader

## Communicating with influence and impact



*“Only requires one go to make a favourable first impression ...”*

**Summary:** Influencing others’ thinking, attitude and action through convincing dialogue based on profound knowledge and credible reasoning. Telling a great story with conviction. Handling sensitive information and delicate situations diplomatically.

### What it looks like at the University:

- > Boldly and succinctly articulating a compelling University wide “picture” in all communications and demonstrating it has been well thought through.
- > Making sure influential stakeholders are listened to and included so a mutually understood position is achieved.
- > Influencing people across the University to revise their views, change their thinking and responding as needed.
- > Keeping relevant senior leaders updated on changes and status against original communications.
- > Promoting the positive message of shared purpose and possibility and generating energy and enthusiasm for what lies ahead.
- > Presenting message confidently and selecting the appropriate medium for maximum effect.
- > Increasing impact by maintaining consistency in messages.
- > Calling out and celebrating success stories and recognising the teams and individuals that contribute to them.

### What it doesn’t look like at the University:

- > Being loud and perceived as ‘abrasive’ in working to get what you want.
- > Speaking in a ‘wooden’ or unanimated way or in a superior manner.
- > Intimidating others toward a particular point of view (i.e. manipulating others). Demanding respect.
- > Ignoring key stakeholders in favour of those where a more preferred relationship exists.
- > Ignoring or not allowing the views of others to be expressed; not acknowledging people or demonstrating they have been heard.
- > Becoming negative and withdrawn when message is not supported.
- > Predominantly focusing attention on those who resist change, and neglecting to commend the early adopters of change.

# Senior Leader

# Senior Leader

## Strategic thinking and acting

### *“Taking a ‘balcony view’ of things ...”*

**Summary:** Focusing externally and internally on the things that matter most and considering them from multiple perspectives. Bringing insight and innovation to identifying a desirable future strategic position.

Stimulating progress by communicating the underlying need and purpose for change; implementing an integrated plan to bring about desired changes.

#### What it looks like at the University:

- > Scanning and drawing on wide sources of trend data and researched information to identify imperatives for faculty/branch change and strategic options.
- > Translating the University strategy into realisable goals for own area.
- > Defining a 5 year compelling vision that balances academic and commercial imperatives.
- > Being clear about what must change and/or be strengthened in moving toward that goal.
- > Including the perspectives and input from key colleagues and staff to assist in deciding the major future priorities.
- > Communicating convincingly the needs and purpose for change.
- > Setting priorities for turning strategy into action and coordinating the necessary resources to implement the plan.

#### What it doesn't look like at the University:

- > A 12 month plan with a focus on continuous improvement needs.
- > A status quo short term plan with “more of the same” in it.
- > A solely developed plan – no input from leaders of own team.
- > Using a narrow input of data/research when considering future needs.





# Senior Leader

## Exemplifying personal drive and integrity



*“When your integrity and values are clear to you, making tough decisions is easier.”*

**Summary:** Embodying the University’s values, being a model of ethical conduct and guiding and supporting others to do the same. Constantly aspiring to standards of excellence. Persisting through barriers towards goal achievement.

### What it looks like at the University:

- > Demonstrating and promoting the University values in all interactions and consistently applying organisational, legal and public policy guidelines.
- > Treating people fairly and equitably and being transparent in dealings with them. Holding others to high standards of ethical conduct.
- > Not being consumed with day to day activities but being persistent towards whole of faculty/branch goal achievement.
- > Viewing set-backs as an opportunity to learn and grow and rallying self and leaders to constructively move forward. Being resilient.
- > Holding a balanced level of emotional expression when under pressure.
- > Sustaining energy and productivity regardless of conditions and encouraging leaders to do the same.
- > Recognising examples of where people have displayed the desired behaviours that have contributed to elevated performance.

### What it doesn’t look like at the University:

- > Taking a long time to recover from set-backs after receiving critical feedback.
- > Showing favouritism toward individuals and avoiding being readily available to certain leaders.
- > Losing control of emotions when under pressure.
- > Getting caught up in the day to day issues and allowing this to distract from focusing on the key priorities.
- > Making allowances for ethical lapses of others where there is a strong personal relationship.
- > Withholding commendation and recognition as unnecessary or believing it could create complacency or arrogance. Ignoring poor behaviour in those who are seen as “stars” in their area of expertise.

# Senior Leader

## Fostering excellence in learning and inquiry



*“To take your expertise from where it is to where it has never been before ...”*

**Summary:** Actively seeking emergent and leading opinion and considering multiple viewpoints. Promoting team and organisational learning by encouraging and guiding reflection on work practices to nourish the wisdom of experience and transform knowledge into know-how.

### What it looks like at the University:

- > Displaying an open, curious and non-judgmental attitude to differences of opinion.
- > Drawing from a variety of national and international sources of information/research to grow in area of expertise.
- > Engaging in systematic, self-directed learning and development activities aligned with the strategic direction of the faculty/branch.
- > Seeking new insights and innovative ways to address challenges. Creating wisdom from insights to turn knowledge into know-how.
- > Applying learned principles to the workplace to make a positive impact.
- > Strongly promoting, encouraging and stimulating excellence in learning through inquiry in faculty/branch.
- > Actively supporting leaders to learn and be stretched through valuable learning forums (e.g. conferences) and experiences (e.g. study tours).
- > Acknowledging others when they contribute innovative ideas, unique insights and a different perspective.

### What it doesn't look like at the University:

- > Being satisfied with own and leaders' current level of knowledge in chosen field(s).
- > Dismissing viewpoints of leaders because they are different.
- > Referring to historical methods/approaches as sound reason for maintaining current knowledge and practices.
- > Going through the motions of seeking opinion from others but with little or no intention to learn from inquiry.
- > Ignoring the lessons of experience.
- > Waiting for own leaders to determine their learning direction.
- > Discouraging others' learning efforts due to 'cost constraints', when funds are available.
- > Rejecting or ignoring new ideas because they challenge the current approach and mindset.



# Senior Leader

## Thinking and acting as one team



*“The needs of the many outweigh the needs of the few.”*

~ Spock

**Summary:** Identifying with the whole of the University as much as with one’s own area. Thinking ‘one-team’, collaborating across boundaries and promoting cohesion with others.

### What it looks like at the University:

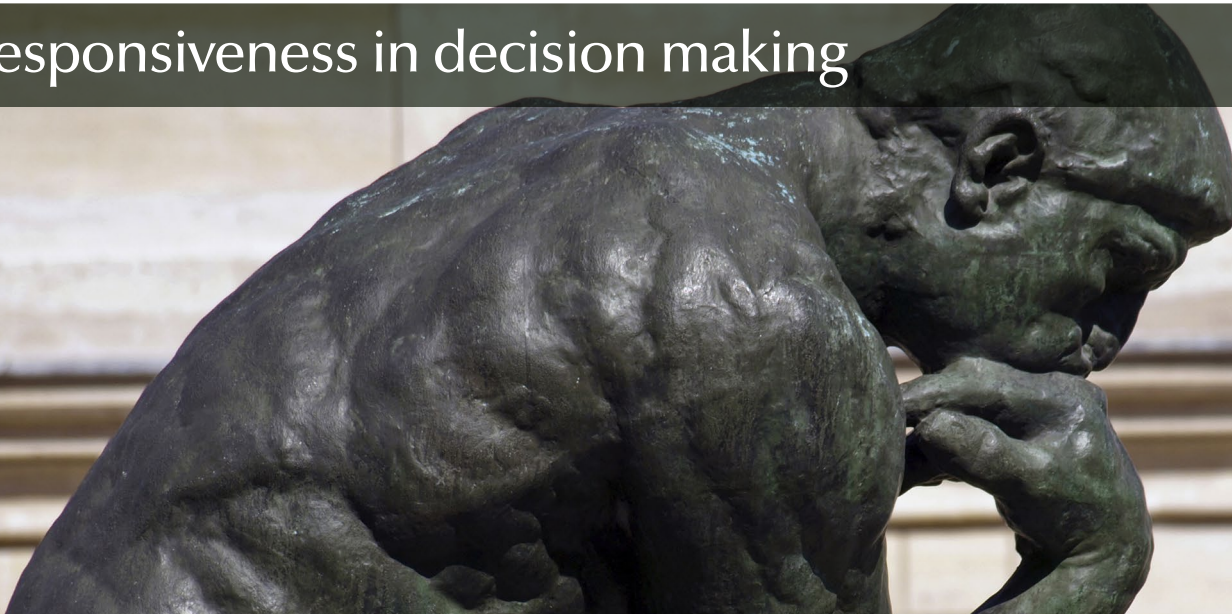
- > Making sure both faculty/branch needs, plus the University perspective, are considered in own area’s decision making.
- > Generating and promoting collaboration and cross functional projects/initiatives.
- > Consulting with peers and colleagues in key decisions to ensure alignment with University direction and relevant faculty/branch goals.
- > Assessing the impacts of own decisions on other teams/areas of the University and addressing them with those affected.
- > Sacrificing own resources, time and energy to meet the overall University needs.
- > Strongly influencing those who want to do their “own thing” to align with faculty/branch direction and priorities.

### What it doesn’t look like at the University:

- > Allowing leaders of own team to do what they wish when it does not fit the overall team priorities.
- > Silo thinking, ignoring the needs of other teams or not making yourself or team available to support broader University needs.
- > Consistently using language like “my” and “they” to describe organisational actions.
- > Seeking to discredit other areas and talking up own area’s achievements.
- > Avoiding participating in cross-functional or collaborative initiatives Looking to blame other areas for issues that impact on own area.

# Senior Leader

## Responsiveness in decision making



*“Good, respected decisions made with speed ... not haste.”*

**Summary:** In the face of ambiguity, making swift decisions in the best interests of the University. Clearly communicating the decision, its rationale and reasoning and implementing it with a bias for action.

### What it looks like at the University:

- > Overcoming ambiguity by proceeding with incomplete information. Gathering necessary data and assessing the macro risk and opportunities to form a “go”/“no go” decision in a timely manner.
- > Seeking sufficient stakeholder input to make a balanced decision.
- > Making clear the rationale for a decision and communicating this with conviction, even in the face of conflicting opinion.
- > Committing to action so that decisions made are translated into next steps. Tackling the issues that get in the way of achieving a result.
- > Modifying decisions only where subsequent argument or experience is compelling.
- > Holding self and others to account for their commitments.

### What it doesn't look like at the University:

- > Consistently changing decisions, based on individual or spurious opinions.
- > Shying away from making difficult decisions. Resigning oneself and the team to the status quo.
- > Making continual excuses for why a decision cannot be reached. Blaming others for not making a decision.
- > Consulting so broadly that, with little or no regard for urgency, decisions are put off.
- > Looking for others in more senior positions to act before making a key decision. Justifying indecision on waiting for Executive to respond.

# Senior Leader

## Leading change toward higher performance



*“The greatest danger in times of change is not the change; it is leaders’ fixation with yesterday’s logic.”*

**Summary:** Stimulating and guiding deliberate progress toward a clear and engaging goal. Supporting people as they and their work groups transition to the new reality. Anticipating and removing barriers to progress and maintaining momentum toward success.

### What it looks like at the University:

- > Using knowledge of what it takes to lead change within the faculty/branch to positively influence senior leaders.
- > Clarifying the need for and purpose of change to create relevant meaning so that faculty/branch leaders are excited about what lies ahead.
- > Approaching change in a positive way by seeking out opportunities and responding to ambiguity in a constructive manner. Staying energised.
- > Securing a “coalition” of support for change from leaders.
- > Modifying own leadership style to meet different readiness needs of leaders and staff.
- > Supporting leaders as they transition through the change and maintaining own resolve to lead the change through to successful completion.
- > Ensuring change benefits are realised by developing clear performance expectations and by not tolerating under-performance.
- > Building leaders’ ability to make change happen without their senior leader present.
- > Recognising and commending teams and individuals that embrace change early.

### What it doesn’t look like at the University:

- > Not being able to clearly describe the need or rationale for change.
- > Making change without a clear analysis of readiness or impact.
- > Not considering the faculty/branch culture when determining how to effect a change.
- > Accepting or promoting the status quo when a need for change is evident.
- > Not engaging resistance in a constructive way – ignoring or dismissing it. Not tackling failure to meet new performance expectations.
- > Losing own resolve and buckling when early resistance questions the need or desirability for change.
- > Predominantly focusing attention on those who resist change, and neglecting to commend the early adopters of change.

# Senior Leader

## Communicating with influence and impact



*“Only requires one go to make a favourable first impression ...”*

**Summary:** Influencing others’ thinking, attitude and action through convincing dialogue based on profound knowledge and credible reasoning. Telling a great story with conviction. Handling sensitive information and delicate situations diplomatically.

### What it looks like at the University:

- > Boldly and succinctly articulating a compelling “picture” of what is needed from senior leaders and demonstrating it has been well thought through.
- > Winning respect by making sure relevant stakeholders are listened to and included in communications so a mutually understood position is achieved.
- > Influencing people to revise their views, change their thinking and responding as needed.
- > Keeping relevant people updated on changes and status against original communications.
- > Promoting the positive message of shared purpose and possibility and generating energy and enthusiasm for what lies ahead.
- > Favouring face-to-face communication and being regularly present with colleagues and staff to enable more effective connections with them.
- > Increasing impact by maintaining consistency in messages.
- > Calling out and celebrating success stories and recognising the teams and individuals that contribute to them.

### What it doesn’t look like at the University:

- > Being loud and perceived as ‘abrasive’ in working to get what you want.
- > Speaking in a ‘wooden’ or unanimated way or in a superior manner.
- > Intimidating others toward a particular point of view (i.e. manipulating others). Demanding respect.
- > Ignoring key stakeholders in favour of those where a more preferred relationship exists.
- > Ignoring or not allowing the views of others to be expressed; not acknowledging people or demonstrating they have been heard.
- > Becoming negative and withdrawn when message is not supported.
- > Predominantly focusing attention on those who resist change, and neglecting to commend the early adopters of change.

# Research and Teaching Leader

# Research and Teaching Leader

## Strategic thinking and acting

### *“Taking a ‘balcony view’ of things ...”*

**Summary:** Focusing externally and internally on the things that matter most and considering them from multiple perspectives. Bringing insight and innovation to identifying a desirable future strategic position.

Stimulating progress by communicating the underlying need and purpose for change; implementing an integrated plan to bring about desired changes.

#### What it looks like at the University:

- > Scanning and drawing on wide sources of data, researched information and advice to identify key imperatives for the school’s research and teaching agenda.
- > Including the perspectives and input from key colleagues and staff to assist in deciding the major future priorities.
- > Supporting and promoting a longer term vision of the school/ faculty that synthesises research and teaching needs.
- > Crafting a viable implementation plan and coordinating the resources needed to implement it.
- > Communicating clearly the imperatives and purpose for what must change and/or be strengthened in moving toward that vision.
- > Coordinating the necessary resources to implement the plan.

#### What it doesn’t look like at the University:

- > A short-term (6 month) research and teaching plan with ‘more of the same’ in it.
- > A perspective of one aspect of academia only: say research, or teaching – not including and synthesising all.
- > A solely developed plan – no input from academic leaders/ colleagues from relevant disciplines.
- > Using a narrow input of data/research when considering future needs.



# Research and Teaching Leader

Exemplifying personal drive and integrity



*“When your integrity and values are clear to you, making tough decisions is easier.”*

**Summary:** Embodying the University’s values, being a model of ethical conduct and guiding and supporting others to do the same. Constantly aspiring to standards of excellence. Persisting through barriers towards goal achievement.

## What it looks like at the University:

- > Constantly aspiring to, promoting and supporting excellence in research and teaching while respecting organisational, legal and public policy guidelines.
- > Treating people fairly and equitably and being transparent in dealings with them. Holding others to high standards of ethical conduct.
- > Not “sweating the small stuff”. Being persistent towards research and teaching goal achievement.
- > Viewing set-backs as an opportunity to learn and grow.
- > Holding a balanced level of emotional expression when under pressure.
- > Achieving with sustained energy and productivity over time.
- > Recognising examples of where people have displayed the desired behaviours that have contributed to excellence in research and teaching.

## What it doesn’t look like at the University:

- > Taking a long time to recover from set-backs after receiving critical feedback.
- > Showing favouritism toward individuals and avoiding being readily available to certain colleagues and staff.
- > Losing control of emotions when under pressure.
- > Being distracted from focussing on the key research and teaching priorities.
- > Making allowances for ethical lapses of others where there is a strong personal relationship.
- > Withholding commendation and recognition as unnecessary or believing it could create complacency or arrogance.

# Research and Teaching Leader

Fostering excellence in learning and inquiry



*“To take your expertise from where it is to where it has never been before ...”*

**Summary:** Actively seeking emergent and leading opinion and considering multiple viewpoints. Promoting team and organisational learning by encouraging and guiding reflection on work practices to nourish the wisdom of experience and transform knowledge into know-how.

## What it looks like at the University:

- > Displaying an open, curious, non-judgmental attitude to differences of opinion.
- > Using a variety of academic resources to learn from. Seeking and encouraging broad academic input plus new and different thinking to tackle research and teaching challenges.
- > Consistently promoting and modelling systematic, self-directed learning and development in chosen field of expertise.
- > Strongly promoting, encouraging and stimulating excellence in learning through inquiry.
- > Stimulating and supporting innovation by constantly presenting creative insights in meeting forums, papers, workshops, conferences etc.
- > Guiding peers and team members to draw from highest quality research (e.g. internationally regarded literature, leading opinion makers and divergent authors).
- > Acknowledging others when they contribute innovative ideas, unique insights and a different perspective.

## What it doesn't look like at the University:

- > Being satisfied with current level of knowledge in chosen academic field.
- > Focusing on too esoteric topics to the detriment of more relevant learning.
- > Dismissing viewpoints of other discipline experts because they are different.
- > Referring to historical methods/approaches as sound reason for maintaining current knowledge and practices.
- > Going through the motions of seeking opinion from others but with little or no intention to learn from inquiry.
- > Ignoring the lessons of experience.
- > Discouraging others' learning efforts due to 'cost constraints', when funds are available.
- > Rejecting or ignoring new ideas because they challenge the current approach and mindset.

# Research and Teaching Leader

## Thinking and acting as one team



*“The needs of the many outweigh the needs of the few.”*

~ Spock

**Summary:** Identifying with the whole of the University as much as with one’s own area. Thinking ‘one-team’, collaborating across boundaries and promoting cohesion with others.

### What it looks like at the University:

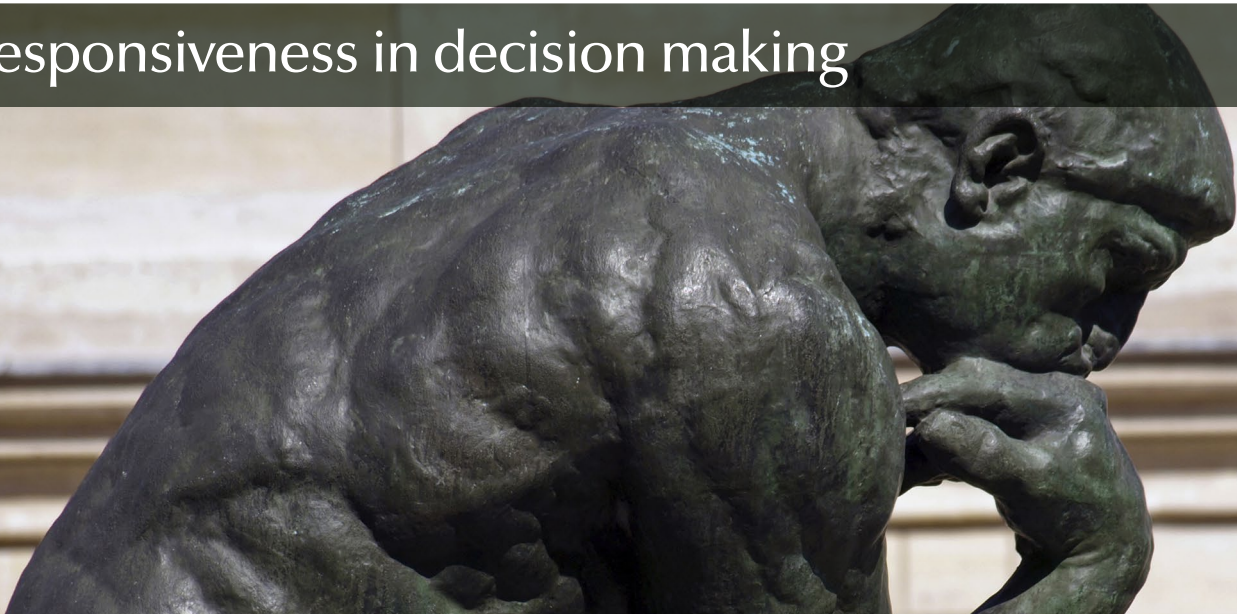
- > Considering the school’s needs plus the faculty’s and University perspectives in decision making.
- > Inviting, promoting and actively supporting research and teaching collaboration and cross-functional initiatives within the school and across the University.
- > Consulting peers and colleagues on key research and teaching decisions to ensure alignment with school and faculty direction.
- > Assessing the impacts of own decisions on other areas of the school/faculty and addressing them with those affected.
- > Sacrificing own resources, time and energy for University/faculty/ school/branch requirements.
- > Confronting silo behaviour and strongly influencing those who want to follow their own agenda to fit with the school’s/faculty’s direction and priorities.

### What it doesn’t look like at the University:

- > Allowing colleagues to do what they wish when it does not fit the overall faculty research and teaching agenda.
- > Silo thinking, ignoring the needs of other schools/faculties, not making self available nor promoting colleagues to support broader school/faculty needs.
- > Consistently using language like “my” and “they” to describe organisational actions.
- > Seeking to discredit other areas and talking up own or school’s achievements.
- > Looking to blame other areas for issues that impact on own area.

# Research and Teaching Leader

## Responsiveness in decision making



*“Good, respected decisions made with speed ... not haste.”*

**Summary:** In the face of ambiguity, making swift decisions in the best interests of the University. Clearly communicating the decision, its rationale and reasoning and implementing it with a bias for action.

### What it looks like at the University:

- > Clarifying each situation by gathering data and assessing risks and opportunities. Working with incomplete information to form a decision in a timely manner.
- > Seeking sufficient stakeholder input to make a balanced decision, taking into account research, teaching and organisational considerations.
- > Drawing sound conclusions, forming logical arguments and clearly explaining the rationale for a decision.
- > Committing decisions into action. Communicating this with conviction, even in the face of conflicting opinion.
- > Tackling the issues within or beyond the school/branch that get in the way of achieving the desired research and teaching results.
- > Only modifying decisions where subsequent argument or experience is compelling.
- > Holding self and, when relevant, others to account for their commitments.

### What it doesn't look like at the University:

- > Consistently changing decisions, based on individual or spurious opinions.
- > Shying away from making difficult decisions. Resigning oneself and others in the school to the status quo.
- > Making continual excuses for why a decision cannot be reached.
- > Blaming others for not making a decision.
- > Consulting so broadly that, with little or no regard for urgency, decisions are put off.
- > Looking for others in faculty leadership positions to act before making a key decision. Justifying indecision on waiting for others to respond.

# Research and Teaching Leader

Leading change toward higher performance



*“The greatest danger in times of change is not the change; it is leaders’ fixation with yesterday’s logic.”*

**Summary:** Stimulating and guiding deliberate progress toward a clear and engaging goal. Supporting people as they and their work groups transition to the new reality. Anticipating and removing barriers to progress and maintaining momentum toward success.

## What it looks like at the University:

- > Using knowledge of what it takes to lead change within the school to positively influence its development.
- > Clarifying the need for and purpose of change to create relevant meaning so that colleagues are excited about the research and teaching agenda ahead.
- > Approaching change in a positive way, responding to ambiguity in a constructive manner and seeking out opportunities for the school to grow.
- > Securing a “coalition” of support for change within or beyond the school.
- > Ensuring the change benefits are realised by defining clear performance expectations and by not tolerating under-performance.
- > Supporting colleagues’ transition while maintaining own resolve and personal energy to see things through.
- > Following up to ensure intended benefits are realised for the school, staff and students.
- > Recognising and commending those who embrace change early.

## What it doesn’t look like at the University:

- > Not being able to clearly describe the need or rationale for change.
- > Promoting change without a clear analysis of readiness or impact Not considering the faculty/school culture when determining how to effect a change.
- > Being quick to say “that won’t work”. Accepting and promoting status quo when a need for change is evident.
- > Not engaging resistance in a constructive way – ignoring or dismissing it. Not tackling failure to meet new performance expectations.
- > Losing own resolve and buckling when early resistance questions the need or desirability for change.
- > Predominantly focusing attention on those who resist change, and neglecting to commend the early adopters of change.

# Research and Teaching Leader

## Communicating with influence and impact



*“Only requires one go to make a favourable first impression ...”*

**Summary:** Influencing others’ thinking, attitude and action through convincing dialogue based on profound knowledge and credible reasoning. Telling a great story with conviction. Handling sensitive information and delicate situations diplomatically.

### What it looks like at the University:

- > Winning colleagues’ respect by confidently and succinctly articulating research and/or teaching messages that are well thought through.
- > Making sure relevant stakeholders are listened to and included in communications so a mutually understood position is achieved.
- > Influencing colleagues to revise their views, change their thinking and responding as needed.
- > Encouraging and supporting free academic expression while displaying and encouraging circumspection when appropriate.
- > Keeping relevant people updated on changes and status against original communications.
- > Conveying the positive message of shared purpose and possibility and generating energy and enthusiasm for what lies ahead.
- > Favouring face-to-face communication and being regularly present with colleagues, staff and students to enable more effective connections with them.
- > Calling out and celebrating success stories and recognising those who contribute to them.

### What it doesn’t look like at the University:

- > Being loud and perceived as ‘abrasive’ in working to get what you want.
- > Speaking down to an audience or dogmatically presenting a point of view without regard for audience knowledge. Demanding respect.
- > Ignoring key stakeholders in favour of those where a more preferred relationship exists.
- > Ignoring or not allowing the views of others to be expressed; not acknowledging people or demonstrating they have been heard.
- > Becoming negative and withdrawn when message is not supported.
- > Predominantly focusing attention on those who resist change, and neglecting to commend the early adopters of change.

# Professional Staff Leader

# Professional Staff Leader

## Strategic thinking and acting

### *“Taking a ‘balcony view’ of things ...”*

**Summary:** Focusing externally and internally on the things that matter most and considering them from multiple perspectives. Bringing insight and innovation to identifying a desirable future strategic position.

Stimulating progress by communicating the underlying need and purpose for change; implementing an integrated plan to bring about desired changes.

#### What it looks like at the University:

- > Scanning and drawing on selective sources of relevant trend data, researched information and advice to identify key imperatives for change and viable options.
- > Creating an engaging vision and translating the branch strategies and priorities into realisable goals for own area.
- > Including the perspectives and input from key colleagues and staff to decide priorities.
- > Communicating clearly the purpose and need for the strategy plus what must change and/or be strengthened in moving toward that vision.
- > Setting priorities for implementation and co-ordinating the necessary resources to make the plan happen.

#### What it doesn't look like at the University:

- > A short-term, 6 month plan with operational, continuous improvement activities.
- > A perspective of one area only.
- > A status quo plan with 'more of the same' in it.
- > A solely developed plan – no input from staff and related services areas.
- > Using a narrow input of data/research when considering the future needs.





# Professional Staff Leader

## Exemplifying personal drive and integrity



*“When your integrity and values are clear to you, making tough decisions is easier.”*

**Summary:** Embodying the University’s values, being a model of ethical conduct and guiding and supporting others to do the same. Constantly aspiring to standards of excellence. Persisting through barriers towards goal achievement.

### What it looks like at the University:

- > Constantly aspiring to standards of excellence while respecting organisational, legal and public policy guidelines.
- > Treating people fairly and equitably and being transparent in dealings with them. Holding others to high standards of ethical conduct.
- > Not “sweating the small stuff”. Being persistent towards branch goal achievement.
- > Viewing set-backs as an opportunity to learn and grow. Rallying self and others to constructively move forward.
- > Holding a balanced level of emotional expression when under pressure.
- > Sustaining personal energy and productivity despite frustrations and encouraging team members to do the same.
- > Recognising examples of where people have displayed the desired behaviours that have contributed to elevated performance.

### What it doesn’t look like at the University:

- > Taking a long time to recover from set-backs after receiving critical feedback.
- > Showing favouritism toward individuals and avoiding being readily available to certain staff.
- > Losing control of emotions when under pressure.
- > Getting caught up in the “small stuff” and allowing this to distract from focusing on the team priorities.
- > Making allowances for ethical lapses of others where there is a strong personal relationship.
- > Withholding commendation and recognition as unnecessary or believing it could create complacency or arrogance. Ignoring poor behaviour in those who are seen as “stars” in their area of expertise.

# Professional Staff Leader

Fostering excellence in learning and inquiry



*“To take your expertise from where it is to where it has never been before ...”*

**Summary:** Actively seeking emergent and leading opinion and considering multiple viewpoints. Promoting team and organisational learning by encouraging and guiding reflection on work practices to nourish the wisdom of experience and transform knowledge into know-how.

## What it looks like at the University:

- > Displaying an open, curious, non-judgmental attitude to differences of opinion.
- > Drawing from quality industry research and publications to apply leading edge concepts to work practices.
- > Seeking systematic, self-directed learning and development activities aligned to the needs of the school/branch.
- > Undertaking and encouraging active learning through experimentation, inquiry, analysis and problem solving.
- > Stimulating and supporting innovation by constantly presenting creative insights in meetings, papers, workshops, conferences etc.
- > Stimulating staff member's thirst for learning, to gain wisdom from experience and to turn knowledge into practical know-how.
- > Stretching staff members to grow in chosen fields through learning forums (e.g. workshops, conferences, further studies).
- > Acknowledging others when they contribute innovative ideas, unique insights and a different perspective.

## What it doesn't look like at the University:

- > Ad-hoc attendance of development programs.
- > Dismissing viewpoints of industry experts and staff members because they are different.
- > Referring to historical methods/approaches as sound reason for maintaining current knowledge and practices.
- > Going through the motions of seeking opinion from others but with little or no intention to learn from inquiry.
- > Waiting for staff members to determine their own learning direction.
- > Discouraging others' learning efforts due to 'cost constraints', when funds are available.
- > Rejecting or ignoring new ideas because they challenge the current approach and mindset.

# Professional Staff Leader

## Thinking and acting as one team



*“The needs of the many outweigh the needs of the few.”*

~ Spock

**Summary:** Identifying with the whole of the University as much as with one’s own area. Thinking ‘one-team’, collaborating across boundaries and promoting cohesion with others.

### What it looks like at the University:

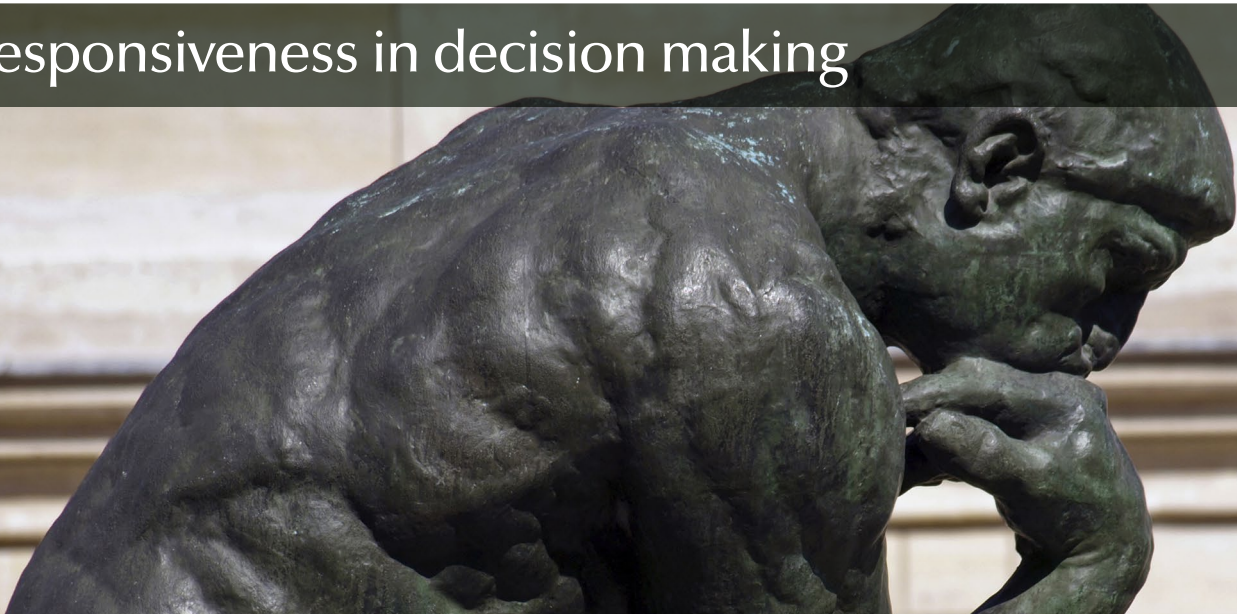
- > Considering the school/branch and University’s perspective in analysis, problem solving and decision making.
- > Promoting and supporting inter-branch collaboration and cross-functional projects/initiatives.
- > Consulting peers and colleagues on key decisions and planning to ensure alignment with school/branch and faculty/division goals.
- > Assessing the impacts of own decisions on other areas of the University and addressing any issues and concerns with them.
- > Sacrificing own resources, time and energy for school/branch/faculty/division requirements.
- > Influencing those who want to ‘do their own thing’ to fit with the school/branch direction and planned priorities.

### What it doesn’t look like at the University:

- > Allowing team members to do what they wish when it does not fit the overall branch priorities.
- > Silo thinking; ignoring the needs of other areas or not making self or team available to support broader school/branch/faculty/division needs.
- > Consistently using language like “my” and “they” to describe organisational actions.
- > Seeking to discredit other areas and talking up own area’s achievements.
- > Avoiding participating in cross-functional activities.
- > Looking to blame other areas for issues that impact on own area.

# Professional Staff Leader

## Responsiveness in decision making



*“Good, respected decisions made with speed ... not haste.”*

**Summary:** In the face of ambiguity, making swift decisions in the best interests of the University. Clearly communicating the decision, its rationale and reasoning and implementing it with a bias for action.

### What it looks like at the University:

- > Gathering data and assessing the risk and opportunity. Working with incomplete information to make a swift decision.
- > Seeking sufficient stakeholder input to make a balanced decision.
- > Confirming the rationale for a decision and communicating this with conviction, even in the face of conflicting opinion.
- > Committing decisions made into action through a well thought through implementation plan. Tackling the issues that get in the way of achieving a result.
- > Modifying decisions only where subsequent argument or experience is compelling.
- > Holding self and others to account for their commitments.

### What it doesn't look like at the University:

- > Consistently changing decisions, based on individual or spurious opinions.
- > Shying away from making difficult decisions. Resigning oneself and the team to the status quo.
- > Making continual excuses for why a decision cannot be reached.
- > Blaming others for not making a decision.
- > Consulting so broadly that, with little or no regard for urgency, decisions are put off.
- > Looking for others in more senior positions to act before making a key decision. Justifying indecision on waiting for leaders to respond.

# Professional Staff Leader

## Leading change toward higher performance



*“The greatest danger in times of change is not the change; it is leaders’ fixation with yesterday’s logic.”*

**Summary:** Stimulating and guiding deliberate progress toward a clear and engaging goal. Supporting people as they and their work groups transition to the new reality. Anticipating and removing barriers to progress and maintaining momentum toward success.

### What it looks like at the University:

- > Understanding what it takes to lead change within own area and the University generally.
- > Communicating the needs and purpose for a proposed change so that people are excited about what lies ahead.
- > Approaching change in a positive way by seeking out opportunities and responding to ambiguity in a constructive manner.
- > Securing a “coalition” of support for a change from staff.
- > Modifying own leadership style to meet different readiness levels of leaders and staff.
- > Supporting people’s transition while maintaining resolve and personal energy to see through the change.
- > Ensuring the change benefits are realised by defining clear performance expectations, based on critical success factors, and not tolerating under-performance.
- > Supporting school/branch leader’s ability to make changes happen without their leader present.
- > Recognising and commending those who embrace change early.

### What it doesn’t look like at the University:

- > Not being able to clearly describe the need or rationale for change.
- > Making change without a clear analysis of readiness or impact.
- > Not considering the school/branch culture in determining how to effect change.
- > Being quick to say “that won’t work”. Accepting and promoting status quo when a need for change is evident.
- > Not engaging resistance in a constructive way – ignoring or dismissing it. Not tackling failure to meet new performance expectations.
- > Losing own resolve and buckling when early resistance questions the need or desirability for change.
- > Predominantly focusing attention on those who resist change, and neglecting to commend the early adopters of change.

# Professional Staff Leader

## Communicating with influence and impact



*“Only requires one go to make a favourable first impression ...”*

**Summary:** Influencing others’ thinking, attitude and action through convincing dialogue based on profound knowledge and credible reasoning. Telling a great story with conviction. Handling sensitive information and delicate situations diplomatically.

### What it looks like at the University:

- > Confidently and succinctly articulating a compelling school/branch “picture” of what is needed from others. Demonstrating that ideas have been well thought through.
- > Influencing peers/team members to revise their views, change their thinking and responding as needed.
- > Earning respect by communicating influentially, in a way that matches the needs and interests of others.
- > Conveying the positive message of shared purpose and possibility and generating energy and enthusiasm for what lies ahead.
- > Making sure relevant stakeholders and influencers are listened to and included in communications so a mutually understood position is achieved.
- > Keeping relevant people updated on changes and status against original communications.
- > Favouring face-to-face communication and being regularly present with staff to enable more effective connections with them.
- > Calling out and celebrating success stories and recognising those who contribute to them.

### What it doesn’t look like at the University:

- > Being loud and perceived as ‘abrasive’ in working to get what you want.
- > Disjointed communications that make it difficult for the audience to get the sense of the message.
- > Intimidating others toward a particular point of view (i.e. manipulating others). Demanding respect.
- > Ignoring key stakeholders in favour of those where a more preferred relationship exists.
- > Ignoring or not allowing the views of others to be expressed; not acknowledging people or demonstrating they have been heard.
- > Becoming negative and withdrawn when message is not supported.
- > Predominantly focusing attention on those who resist change, and neglecting to commend the early adopters of change.

# Frontline Leader

# Frontline Leader

## Strategic thinking and acting

### *“Taking a ‘balcony view’ of things ...”*

**Summary:** Focusing externally and internally on the things that matter most and considering them from multiple perspectives. Bringing insight and innovation to identifying a desirable future strategic position.

Stimulating progress by communicating the underlying need and purpose for change; implementing an integrated plan to bring about desired changes.

#### What it looks like at the University:

- > Seeking information and advice to identify key imperatives for own area.
- > Translating the school/branch plan into realisable goals for own team.
- > Consulting colleagues and team to assist in determining major priorities.
- > Being clear about what must change and/or be strengthened in delivering on priorities.
- > Communicating convincingly the needs and purpose for change and compelling reasons for doing so.
- > Coordinating the necessary resources to implement the plan.

#### What it doesn't look like at the University:

- > A task list.
- > A plan that reinforces the status quo rather than stimulates progress.
- > A solely developed plan – no input from staff members.
- > A particularly narrow perspective which only considers information from own area.



# Frontline Leader

## Exemplifying personal drive and integrity



*“When your integrity and values are clear to you, making tough decisions is easier.”*

**Summary:** Embodying the University’s values, being a model of ethical conduct and guiding and supporting others to do the same. Constantly aspiring to standards of excellence. Persisting through barriers towards goal achievement.

### What it looks like at the University:

- > Aspiring to standards of excellence while respecting organisational, legal and public policy guidelines.
- > Treating people fairly and equitably and being transparent in dealings with them. Holding others to high standards of ethical conduct.
- > Not being consumed with task level activities: being persistent towards achieving team goals.
- > Viewing set-backs as an opportunity to learn and grow.
- > Holding a balanced level of emotional expression when under pressure.
- > Sustaining personal energy and productivity despite frustrations and encouraging staff members to do the same.
- > Recognising individuals who display the desired behaviours that have contributed to elevated performance.

### What it doesn’t look like at the University:

- > Taking a long time to recover from set-backs after receiving critical feedback.
- > Showing favouritism toward individuals and avoiding being readily available to certain staff members.
- > Losing control of emotions when under pressure.
- > Getting caught up in the “small stuff”; allowing this to distract from focusing on the team priorities.
- > Making allowances for ethical lapses of others where there is a strong personal relationship.
- > Withholding commendation and recognition as unnecessary or believing it could create complacency or arrogance. Ignoring poor behaviour in those who are seen as “stars” in their area of expertise.

# Frontline Leader

## Fostering excellence in learning and inquiry



*“To take your expertise from where it is to where it has never been before ...”*

**Summary:** Actively seeking emergent and leading opinion and considering multiple viewpoints. Promoting team and organisational learning by encouraging and guiding reflection on work practices to nourish the wisdom of experience and transform knowledge into know-how.

### What it looks like at the University:

- > Displaying an open, curious and non-judgmental attitude to differences of opinion.
- > Seeking broad input from research and other’s opinions to develop know-how for tackling challenges.
- > Responding positively to feedback from others. Learning from experience and putting know-how into practice.
- > Engaging in systematic, self-directed learning and development activities aligned to the needs of the school/branch.
- > Encouraging and stimulating learning through inquiry. Seeking innovative ways to address challenges.
- > Actively supporting staff members to learn and be stretched through valuable and relevant learning opportunities.
- > Acknowledging others when they contribute innovative ideas, unique insights and a different perspective.

### What it doesn’t look like at the University:

- > Ad-hoc attendance of development programs.
- > Dismissing staff member’s viewpoints because they are different.
- > Referring to historical methods/approaches as sound reason for maintaining current knowledge and practices.
- > Going through the motions of seeking opinion from others but with little or no intention to learn from inquiry.
- > Ignoring the lessons of experience.
- > Waiting for staff members to determine their own learning direction.
- > Discouraging others’ learning efforts due to ‘cost constraints’, when funds are available.
- > Rejecting or ignoring new ideas because they challenge the current approach and mindset.

# Frontline Leader

## Thinking and acting as one team



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**Summary:** Identifying with the whole of the University as much as with one’s own area. Thinking ‘one-team’, collaborating across boundaries and promoting cohesion with others.

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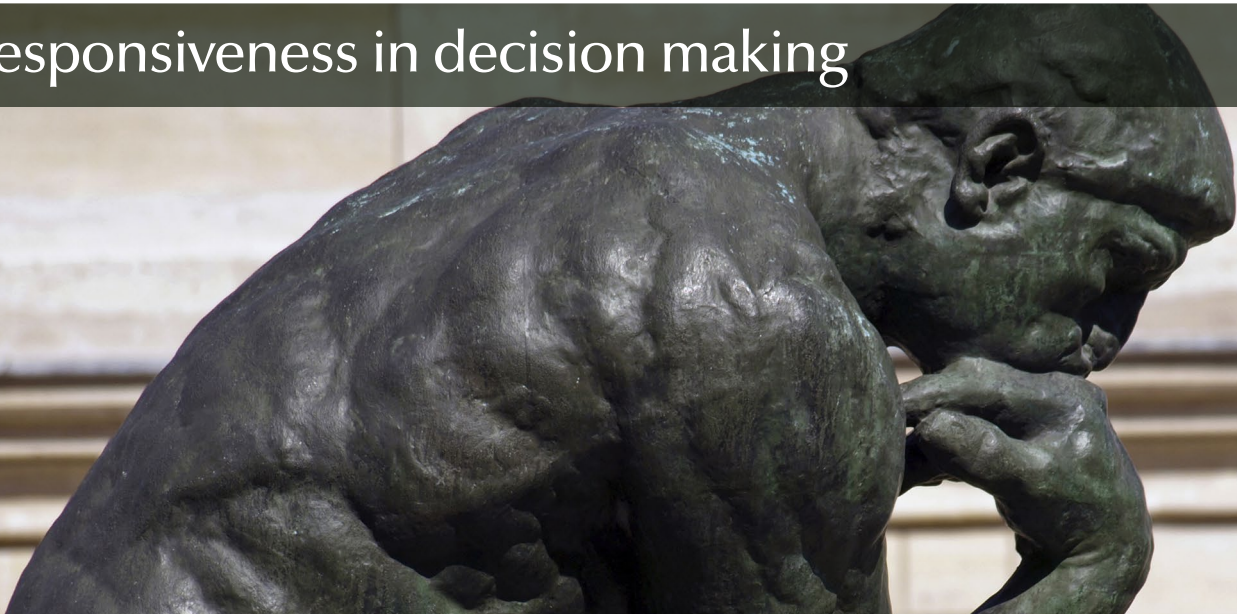
- > Making sure the needs of the school/branch are considered in own team’s analyses, problem solving and decision making.
- > Consulting peers on key decisions to ensure alignment with relevant school/branch goals.
- > Assessing the impacts of own decisions on other areas and addressing them with the affected people.
- > Collaborating with other teams to achieve optimal results.
- > Sacrificing own time and energy for the pressing needs of other areas or related areas.
- > Encouraging those who want to ‘do their own thing’ to fit with the team direction and priorities.

### What it doesn’t look like at the University:

- > Allowing team members to do their own thing when it does not fit the team priorities.
- > Silo thinking, ignoring the needs of other teams or not making self or team available to support broader needs.
- > Consistently using language like “my” and “they” to describe organisational actions.
- > Seeking to discredit other areas and talking up own team’s achievements.
- > Avoiding participating in cross-functional activities.
- > Looking to blame other areas for issues that impact on own area.

# Frontline Leader

## Responsiveness in decision making



*“Good, respected decisions made with speed ... not haste.”*

**Summary:** In the face of ambiguity, making swift decisions in the best interests of the University. Clearly communicating the decision, its rationale and reasoning and implementing it with a bias for action.

### What it looks like at the University:

- > Dealing with ambiguity by gathering necessary data and seeking advice on a “go”/“no go” decision.
- > Seeking sufficient stakeholder input to recommend and/or make a balanced decision.
- > Ensuring decisions are congruent with school/branch priorities and plan.
- > Clarifying the rationale for a decision and communicating this with conviction.
- > Ensuring decisions made are put into action.
- > Tackling the issues that get in the way of achieving a result.
- > Holding self and team to account for their commitments.

### What it doesn't look like at the University:

- > Consistently changing decisions, based on individual or spurious opinions.
- > Shying away from making difficult decisions. Resigning oneself and the team to the status quo.
- > Making continual excuses for why a decision cannot be reached. Blaming others for not making a decision.
- > Looking for others in more senior positions to act before making a key decision. Justifying indecision on waiting for management to respond.

# Frontline Leader

## Leading change toward higher performance



*“The greatest danger in times of change is not the change; it is leaders’ fixation with yesterday’s logic.”*

**Summary:** Stimulating and guiding deliberate progress toward a clear and engaging goal. Supporting people as they and their work groups transition to the new reality. Anticipating and removing barriers to progress and maintaining momentum toward success.

### What it looks like at the University:

- > Promoting the need for and purpose of change so staff members are engaged and enthused by what lies ahead.
- > Approaching change in a positive way by seeking out opportunities and responding to ambiguity in a constructive manner.
- > Identifying the factors critical to successful change and engendering support for the change.
- > Securing a “coalition” of support for change from team.
- > Modifying own leadership style to meet different readiness needs of staff members.
- > Supporting staff members’ transition and maintaining own resolve and energy to see things through.
- > Supporting staff members’ ability to make changes happen without their leader present.
- > Recognising and commending individuals who embrace change early.

### What it doesn’t look like at the University:

- > Not being able to clearly describe the need or rationale for change.
- > Recommending change without a clear analysis of readiness or impact.
- > Being quick to say “that won’t work”. Accepting and promoting status quo when a need for change is evident.
- > Not engaging resistance in a constructive way – ignoring or dismissing it. Not tackling failure to meet new performance expectations.
- > Losing own resolve and buckling when early resistance questions the need or desirability for change.
- > Predominantly focusing attention on those who resist change, and neglecting to commend the early adopters of change.

# Frontline Leader

## Communicating with influence and impact



*“Only requires one go to make a favourable first impression ...”*

**Summary:** Influencing others’ thinking, attitude and action through convincing dialogue based on profound knowledge and credible reasoning. Telling a great story with conviction. Handling sensitive information and delicate situations diplomatically.

### What it looks like at the University:

- > Describing clearly what is needed from the team to achieve success.
- > Making sure relevant stakeholders are listened to and included in communications so a mutually understood position is achieved.
- > Explaining background information and making messages interesting. Increasing impact by maintaining consistency in messages.
- > Influencing staff members to change their thinking and respond as needed.
- > Conveying the positive message of shared purpose and possibility and generating energy and enthusiasm for what lies ahead.
- > Favouring face-to-face communication with staff members.
- > Calling out and celebrating success stories and recognising those who contribute to them.

### What it doesn’t look like at the University:

- > Being loud and perceived as ‘abrasive’ in working to get what you want.
- > Disjointed communications that make it difficult for the audience to get the sense of the message.
- > Pressuring team members toward a particular point of view.
- > Ignoring key stakeholders in favour of those where a more preferred relationship exists.
- > Ignoring or not allowing the views of others to be expressed and demonstrating they have been heard.
- > Becoming negative and withdrawn when message is not supported.
- > Predominantly focusing attention on those who resist change, and neglecting to commend the early adopters of change.

# Coaching at Adelaide

# What is coaching?

Coaching is a solutions focussed, results orientated, systematic process in which a coach facilitates the enhancement of work performance, and the self-directed learning and personal growth of the 'coachee'. It is based on the supportive relationship between a coach and an individual to increase their personal effectiveness through setting and achieving specific development objectives and goals.

## Differences between coaching and mentoring

There are many similarities between coaching and mentoring with the terms often used interchangeably. While there is commonly an overlap between the two there are also key differences, particularly for leadership coaching.

COACHING	MENTORING
> Coaches can be both internal and external to the organisation.	> Typically long term and/or ongoing.
> Typically has a problem solving focus.	> Often an informal agreement or understanding between the two parties.
> Results driven.	> Mentors are typically in the same organisation or field.
> Focus is on development/issues at work.	> Goals and objectives of mentoring session not usually defined.
> Development objectives are clearly defined specific to leadership coaching supported by an external coach.	> Mentors are typically more experienced and higher within the organisation.
> Occurs over an agreed period of time.	> Focus is on career and personal development.
> A formal agreement between the two parties.	
> Coaches are not always an expert in the field of the person they coach.	

## Coaching at the University of Adelaide

One on one coaching is an important part of how the University supports leaders to build sustainable professional and personal skills, better learn, overcome challenges, reach stretch goals and integrate leadership development.

## Types of coaching at the University

- > Coaching for me (Page 2).
- > Coaching my people (Page 6).



# Coaching for me

The University of Adelaide has established a panel of professional coaches to provide leadership coaching. The coaching is self directed and targeted towards developing leadership capability. Leadership coaching is a confidential process between the leader being coached (coachee) and the professional coach.

## Who is eligible?

Leadership coaching is available for all leaders at the University of Adelaide. Leadership coaching is funded by the faculty/division of the coachee. In some cases coaching will form an integral part of a Senior Leader program and will be funded by Performance and Development, HR Branch.

## How do I go about it?

<b>Step 1: IDENTIFY</b>	<ul style="list-style-type: none"><li>&gt; Development discussion with manager.</li><li>&gt; Identify development needs and coaching suitability.</li><li>&gt; Complete leadership coaching authorisation form (can be downloaded from website).</li></ul>
<b>Step 2: SELECT</b>	<ul style="list-style-type: none"><li>&gt; Review panel of coaches .</li><li>&gt; Discuss suitability of coaches with Performance and Development (P&amp;D), Human Resources.</li><li>&gt; Interview short listed coaches.</li><li>&gt; Select coach.</li></ul>
<b>Step 3: OBJECTIVES</b>	<ul style="list-style-type: none"><li>&gt; Establish key development objectives and goals with coach.</li><li>&gt; Identify performance measures.</li><li>&gt; Sign off coaching brief.</li></ul>
<b>Step 4: COACHING</b>	<ul style="list-style-type: none"><li>&gt; Regular coaching sessions with coach.</li><li>&gt; Check and review progress against objectives.</li></ul>
<b>Step 5: MEASURE</b>	<ul style="list-style-type: none"><li>&gt; Measure performance against development objectives and goals.</li><li>&gt; Evaluate effectiveness of coaching process and leadership coach.</li></ul>

## Step 1: IDENTIFY

### Identify coaching needs

#### Leadership coaching is for:

- > Strengthening leadership capabilities.
- > Increasing in responsibility or complexity.
- > Transitioning into a new role a desire to increase self, or team performance encouraging and challenging current mindset.
- > Building awareness of personal behaviours.
- > Identifying and changing ineffective behaviours increasing strategic thinking and decision making.
- > Following on from development programs.

#### Leadership coaching is not for:

- > Personal or career counselling.
- > Solving complicated technical business problems.
- > Insights into internal organisational politics.
- > Acquiring specific technical knowledge.

#### ACTIONS:

- > Review PDR.
- > Outline development objectives.
- > Discuss development objectives with manager.
- > Complete Leadership Coaching authorisation form.
- > Send authorisation form to P&D.

## Step 2: SELECT

### Select a professional coach

Not all coaches work for everyone. It is your responsibility to select a coach from the panel who will help you achieve your development objectives. P&D will help you shortlist the coaches.

#### Some considerations when choosing a coach:

- > What is their style? Will you be able to work with this style?
- > Will this coach challenge you in a way that will help you learn, grow and develop?
- > Will you feel comfortable to share your successes and failings with them?
- > What do you want to get out of the coaching experience? Which coach is mostly likely going to be able to help you achieve this?
- > Will they hold you accountable and challenge you to move out of your comfort zone?

#### Questions to consider asking a potential coach:

- > What approach do you take as a coach?
- > How do you facilitate change in your clients?
- > As the person being coached, what can I expect from each coaching session?
- > What do you believe are your key strengths as a coach?
- > How will you coach me in areas where you do not have direct experience?
- > How will you measure and evaluate my progress?
- > What happens if the coaching fails to achieve the outcomes we have agreed on?
- > What will we do if the relationship isn't working?

#### ACTIONS:

- > Discuss development goals with Learning and Development team to determine shortlist of coaches.
- > Review shortlisted coach biographies.
- > Interview prospective coaches.
- > Engage coaching.

## Step 3: OBJECTIVES

### Outline key goals and objectives

An integral component of the coaching process is the identification of development objectives and goals. In consultation with your manager, identify your development objectives. These objectives will stem from previous development discussions, current business needs and your own self-reflection.

### Smart objectives and/or goals

**Well defined objectives and goals should always be smart, that is:**

- Specific** Objectives must be specific. Objectives must express the action and results so it is clearly stated what is to be achieved, by when and according to the stated standards. Using verbs to state the outcome helps to clarify what is needed. for example: develop, introduce, publish, increase, etc.
- Measurable** All objectives must include some way of measuring and verifying whether the objective has been achieved and to what level. Measures may be qualitative (quality of work, satisfaction) or quantitative (numbers achieved, costs incurred, revenue achieved). Generally there are four ways to measure; quality, quantity, costs (or revenue) or time.
- Achievable** While objectives should provide challenge, development and motivation for the individual objectives must also be realistic and achievable. Consider the abilities of the individual and the availability of resources.
- Relevant** The objectives must be relevant to the level/role of the individual, the priorities and workload of their area and focussed on the results/ outcomes to be achieved. The objectives must also be consistent with, and contribute to University and Division/Branch goals.
- Time-framed** Objectives must have clear time lines attached. This may be particularly appropriate for researched based objectives. Time frames including milestones are set to monitor progress toward the objectives and to allow for interim adjustments.

#### ACTIONS:

- > Discuss development objectives with manager.
- > Clarify and document development objectives with coach.
- > Review Coaching Brief with manager.
- > Coaching brief is signed.

## Step 4: COACHING

### Engage in coaching

#### Length of the coaching engagement

- > Each leadership coaching engagement will vary due to the customised nature of coaching. It is expected most coaching engagements will consist of approximately six to 12 coaching sessions, including 'a chemistry check'; the initial interview with the coach.
- > Your coach will have outlined your coaching program in your coaching brief.
- > You will be responsible for setting up coaching sessions with your coach on a regular pre-determined basis.

#### Confidentiality

- > For an effective coaching relationship you must be able to open up and share information with the coach without fear that the information will be shared inappropriately or without your approval. Everything you discuss with your coach will remain confidential.
- > If the leadership coach believes that confidential information is being requested, the coach will communicate with the leader before openly sharing the information in question.
- > All leadership coaches have signed a contract which includes a confidentiality statement.

#### ACTIONS:

- > Schedule coaching sessions with coach.
- > Attend coaching sessions.
- > Complete any agreed actions.
- > Discuss any barriers with your manager.

## Step 5: MEASURE

### Measuring coaching effectiveness

#### Measure/review progress

Your leadership coach will work with you to review your progress against your development objectives and goals. A formalised process is in place for a midpoint and completion review which your coach will take you through. A high level overview of this information will be shared with your manager and P&D.

To maintain your confidentiality only key development themes will be provided to your manager and P&D. Your coach will discuss any information that is to be shared, and will require your approval before sharing any information.

#### Measure coaching effectiveness

On the completion of the coaching engagement, P&D will solicit feedback from you into the effectiveness of the external coach employed. This information will be used to review the ongoing effectiveness of the coaching process and the external coaches engaged to ensure the ongoing continuous improvement of the coaching framework.

#### ACTIONS:

- > With coach, review progress against development objectives and goals.
- > Evaluate coach and coaching process with P&D.

# Coaching my people

Manager led coaching sees the manager take the role of the coach and is typically focussed on particular areas of business need. For example,

- > Strategic Planning skills for business planning
- > Financial management skills
- > People skills.

Manager led coaching has clear goals and objectives, directly relating to the current demands of the position. Either the manager or the staff member being coached can identify the development area and basis of coaching.

## Key coaching skills

The skills required for coaching are the same skills required to conduct a successful planning, development and review discussion.

### Active listening

Active listening acknowledges the feelings of both the coachee and coach. It involves showing an interest and willingness to listen to the coachee.

### Suspending judgement

Suspending judgement is often very difficult, particularly when the coach becomes over-enthusiastic. It involves listening with an open mind to suggestions without immediately dismissing them as impractical or worthless.

### Giving and receiving feedback

Constructive feedback should be given in a balanced way. For example, the coach could ask 'What do you do well?' 'What could be done differently?' an effective coach would also ask the coachee to give feedback on the coach's performance.

### Recognising and expressing feelings

The successful coach understands the importance of feelings and how they may influence behaviour. The coach should be able to recognise how the coachee is feeling and to express empathy.

### Paraphrasing

Coaches should be able to repeat in their own words what they believe has just been said. This checks understanding and indicates how closely the coach has been listening.

### Drawing out

Drawing out enables the coachee to talk about problems, feelings and ideas. This involves using a questioning technique. Concentrate on open questions, for example "What", "Why", "How", etc.

### Silence

Remaining silent is an important part of the coach's role. It is very tempting to fill the silence but this is likely to be counterproductive and to interfere with the coachee's expression of feelings.

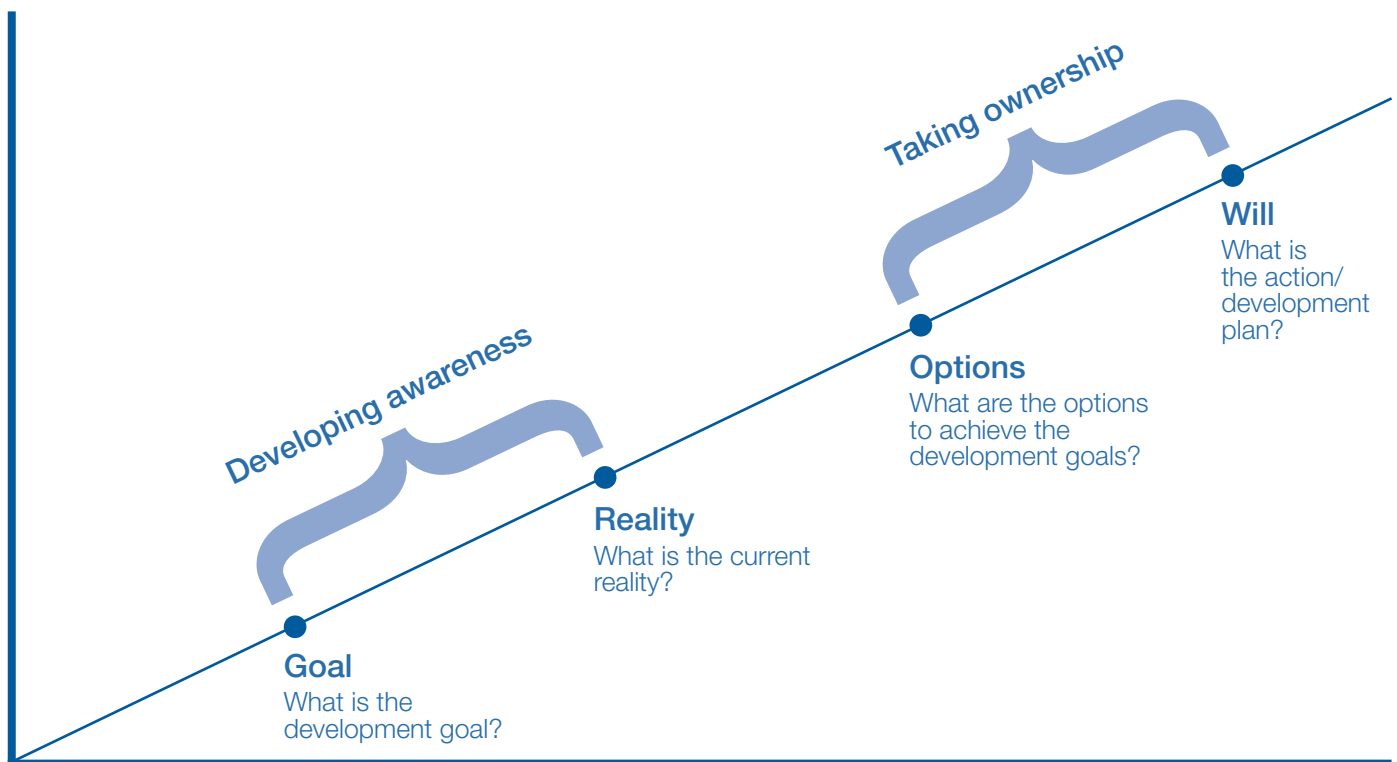
# Structuring coaching conversations

## Benefits of using a structured approach:

- > Focus on the issue they wish to address.
- > Raise their awareness of the reality of their current situation.
- > Narrow the focus of their awareness onto development areas and options for improvement.
- > Encourage direct report to take responsibility for action to improve their performance.

## GROW model for coaching

The GROW coaching model provides a tool to guide the coaching process. While this tool is primarily used to guide a conversation a leader would have with a direct report, it can also be used to assist self-reflection before engaging a leadership coach.



## Establish the goal

Define the goal or the desired outcome. Ensure the goal is specific, measurable, achievable, realistic and time-framed (SMART). To increase ownership encourage the coachee to be fully involved in identifying and defining goal.

- > What is the issue you would like to work on?
- > What outcome are you seeking by the end?
- > What does success look like?
- > How will you know you have achieved your goal?
- > How will you know the problem is solved?
- > What is your timeframe?

## Examine current reality

Review current situation, encourage the coachee to analyse any assumptions they have about their current situation. Identify what is currently happening, who is currently involved/affected and the impact it has.

- > What is the present situation in more detail?
- > What, who, when, how often?
- > What assumptions do you have?
- > What, and how great, is your concern?
- > What impact does it have?
- > How much influence do you have personally over the outcome?
- > What resources do you have?
- > What have you done so far? What stopped you doing more?
- > What is really the issue here, what is the bottom line?

## Explore the options

Once they have analysed their current situation, encourage the exploration of the options they have for solving the problem. Generate as many options as possible, then evaluate the different options. as the coach, focus on the process and let the coachees explore the content.

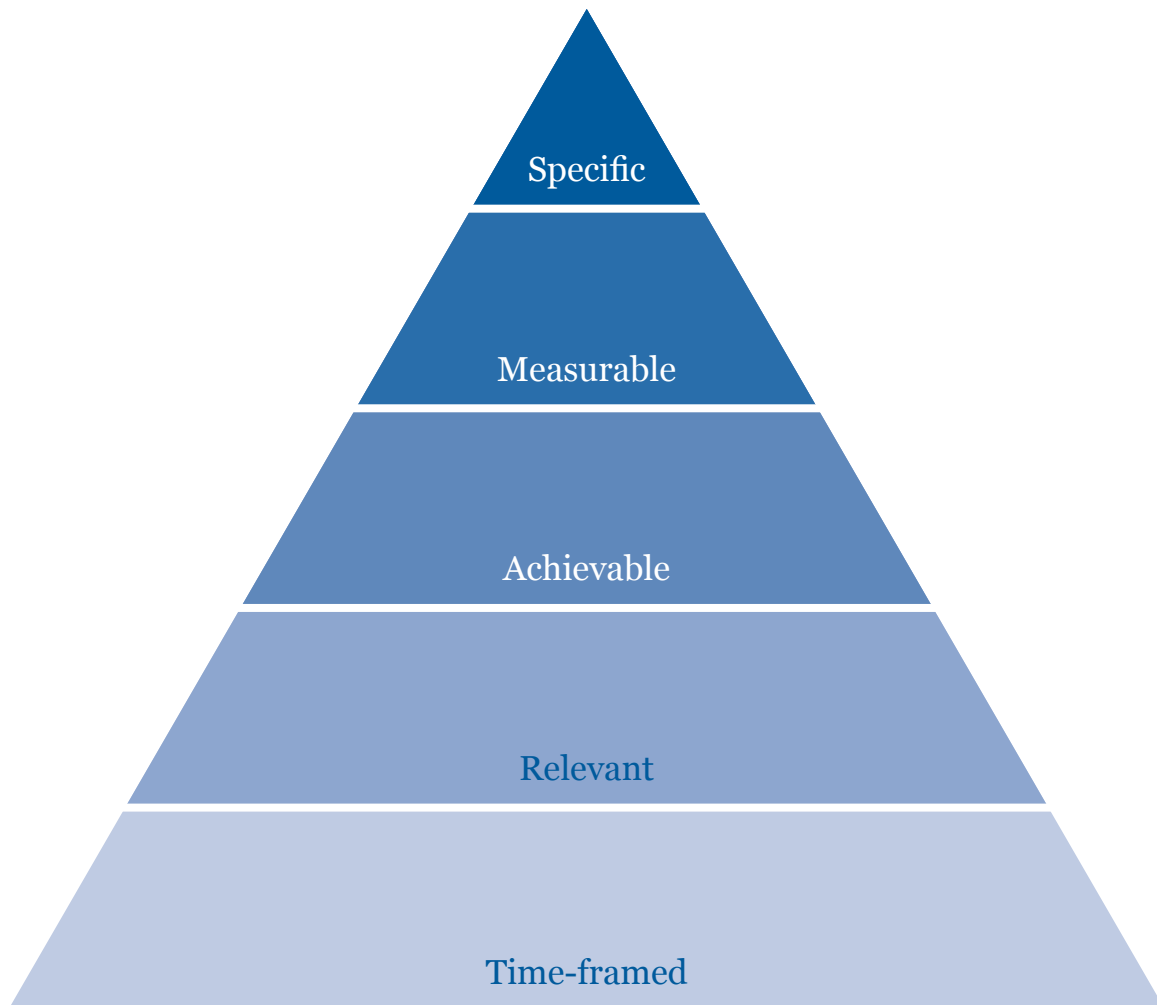
- > What are all the different ways in which you could approach this issue?
- > What are the options you have for resolving the issue?
- > What else might you do?
- > What are the advantages and disadvantages of each option?
- > What resources would you need?
- > Who might help you? how would they help you?
- > How will you evaluate the different options?
- > Which would give the best result?

## Establish the will

Now the coachee has evaluated their current reality and explored all their options, challenge them to identify the action they will take. Assist the coachee to determine the actions that will be required to achieve their new goal, chunking it down into achievable steps and short-term goals. It will be their responsibility to take forward their plans therefore they need to be committed to and own the actions they have identified.

- > Which option, or options, do you choose?
- > To what extent does this meet all your goals?
- > What are the key steps you will need to take to achieve your goal?
- > What barriers could arise that will prevent you from moving forward?
- > What are your criteria and measurements for success?
- > When precisely are you going to start and finish each step?
- > how will you overcome any barriers?
- > Who are the key stakeholders that need to be included?
- > What support do you currently have, and what support do you require?

# Conduct a goal-setting conversation



## Specific

Define expectations and explain the objectives avoid generalities and use action verbs as much as possible.

## Measurable

Define specific metrics for quantity, quality, timeliness, and cost that can be objectively measured.

## Achievable

Ensure that the goals are challenging, but within reason. While each individual goal may be achievable, do not assign the employee more goals than he/she could reasonably be expected to successfully complete.

## Relevant

Where appropriate, link the goal to a higher-level departmental or organisational goal, and ensure that the employee understands how their goal and actions contributes to the attainment of the higher level goal.

## Time-framed

Specify a date or elapsed amount of time when the goal needs to be completed contributes to the attainment of the higher level goal.



## Quick workplace coaching conversations

Leaders face many coaching opportunities every day. The challenge is often recognising and then embracing the coaching opportunity.

The 10 minute coaching development discussion simplifies the GROW model and guides leaders (coaches) through a quick on-the-job coaching discussion with coachees, whenever the opportunity arises. At each stage the leader will ask an open question, actively listen, encourage, then add suggestions if required.

### 1. Describe and understand the situation

- > What happened?
- > What specifically did you do?
- > What did others do?
- > What had you hoped would happen?
- > What factors led to the result?

### 2. Consider alternative approaches

- > What are some other ways to approach a situation like this?
- > What factors are crucial in considering what approach to take?
- > How can you develop skill and confidence in these alternative approaches?

### 3. Plan action

- > What will you do when you face a similar situation again?
- > What preparation might you make now in order to be ready for such situations in the future?
- > Who might be of help in such preparation?
- > How might your success be made more visible?

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