

Leadership, Energy Management and Motivation as a Lens for Understanding Tertiary Education Management Practice

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The LH Martin Institute for Tertiary Education Leadership and Management was established in 2007 with a mission to improve management and leadership in the tertiary education sector in Australia by providing an integrated set of education, training and bespoke programs informed by research.

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<http://www.lhmartininstitute.edu.au/documents/publications/lfhespboldenfinal.pdf>

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Context, context, context...or leadership for what?

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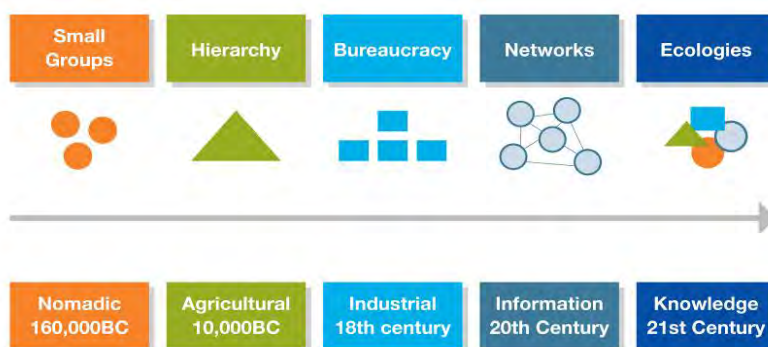
Supercomplexity: Where fundamental frameworks for understanding our world are multiplying and often in conflict

- We now live in a world of infinite interpretability, increasingly characterised by supercomplexity;
- Professional life in universities is not just a matter of handling overwhelming data and theories *within* a given frame of reference (a situation of complexity) but also of handling multiple frames of understanding, of action, of self-identity;
- Working out its consequences for operational, cognitive and pedagogical implications for the university constitute much of the challenge ahead.

Ronald Barnett, 2000. *Realizing the university in an age of supercomplexity*.
Buckingham, Society for Research into Higher Education, pp. 6-7.

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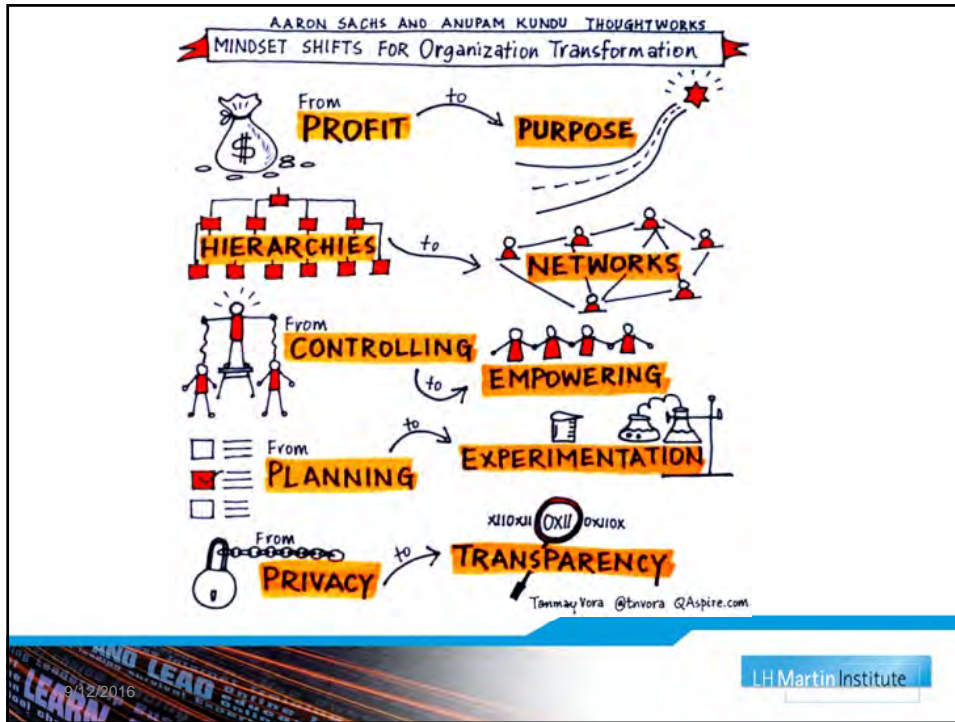

Future Directions: Looking Back to the Future



Adapted from Cooperrider, 2004

Source: Staron, M. et al 2006. *Life based learning: a strength based approach for capability development in vocational and technical education: a report on the research project "Designing professional development for the knowledge era"*. Sydney, TAFE NSW ICVET, p. 23.

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Volatility yields to *vision*

Uncertainty yields to *understanding*

Complexity yields to *clarity*

Ambiguity yields to *agility*

Source: Johansen, B. (2009) *Leaders make the future: 10 new leadership skills for an uncertain world*, San Francisco, Berrett-Koehler.

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Working with VUCA

The world's private and public sector leaders believe that a rapid escalation of 'complexity' is the biggest challenge confronting them. They expect it to continue, indeed, to accelerate in the coming years and they;

- are equally clear that their enterprises today are not equipped to cope effectively with this complexity in the global environment; and
- identify 'creativity' as the single most important leadership quality for enterprises seeking a path through this complexity.

Source: Berman, S. & Korsten, P. 2010. *Capitalizing on complexity: Insights from the Global Chief Executive Officer (CEO) Study*. Portsmouth, UK, IBM Institute for Business Value.

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SAL Study of Australian Leadership

Future challenges

When asked to identify the future challenges facing their organisation over the next five years, Australia's senior leaders said:

- Market and competitive pressures
- Operational challenges
- Government and regulation
- Human resource challenges
- Technological disruption
- Economic volatility and uncertainty

Gahan, P., Adamovic, M., Bevitt, A., Harley, B., Healy, J., Olsen, J. E., & Theilacker, M. (2016). *Leadership at work: Do Australian leaders have what it takes?* <http://www.sal.workplaceleadership.com.au/>

SAL Study of Australian Leadership


THE UNIVERSITY OF MELBOURNE

STATE GOVERNMENT LEADERSHIP

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The Australian Higher Education Industrial Association

Higher Education Workforce of the Future

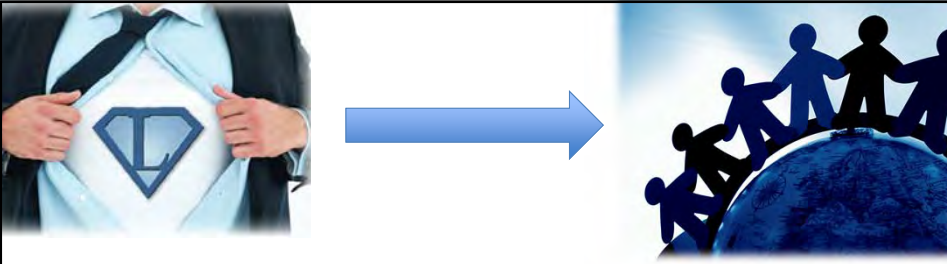


The key findings of this 2016 report include:

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

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

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Leadingful Approaches to leadership pay attention to:

- **Leadership as practice: shared and distributed**
- **Leadership as social process: interactions**
- **Leadership as learning: outcomes**

Fletcher, J. 2004. The paradox of postheroic leadership: an essay on gender, power and transformational change. *Leadership Quarterly*, 15, pp. 647-661.

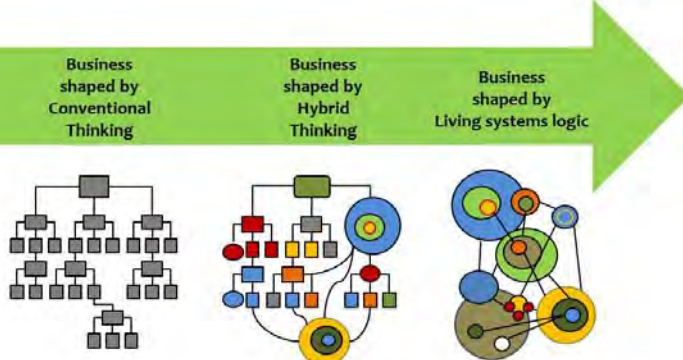
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Social Complexity

i.e. High tolerance for ambiguity and
Low expectations for certainty

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Business shaped by
Conventional
Thinking


Business shaped by
Hybrid
Thinking

Business shaped by
Living systems logic

The Iron Age did not end because humans ran out of iron...it ended because it was time for a rethink about *how* we live.

Richard Hames 2007. *The five literacies of global leadership: what authentic leaders know and you need to find out.* Jossey-Bass 2007, p. 282

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Learning Metabolism

The rate of learning for an organisation must be equal to, or greater than, the rate of change in its environment.

In other words, if the environment is changing faster than the rate the organisation can learn, it will become extinct.


The only resource capable of learning are people – how are you capturing and leveraging individual, team and institutional learnings?

Drawn from: Richard Hames 2007. *The five literacies of global leadership: what authentic leaders know and you need to find out.* Jossey-Bass 2007 and the earlier work of Reg Revans on action learning.



Energy management for human and ecological sustainability


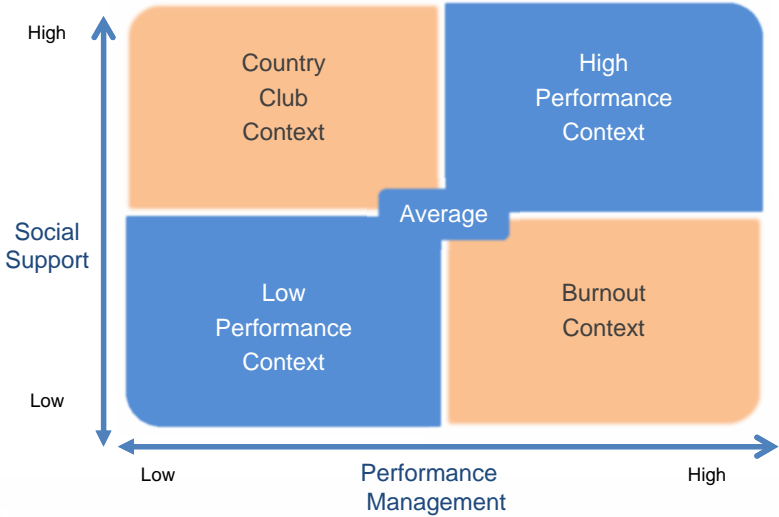





Leaders are in the business of energy management

Leaders are the stewards of organizational energy, where the skilful management of energy, individually and organizationally, makes full engagement possible.

Loehr, J. E. & Schwartz, T. 2003. *The Power of Full Engagement: Managing Energy, Not Time, Is the Key to High Performance and Personal Renewal*, Sydney: Allen & Unwin, pp. 3-18.

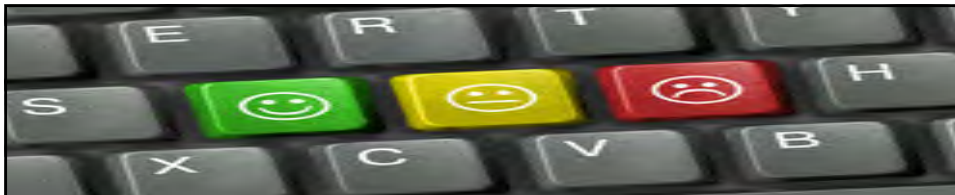



In, BIRKINSHAW, J. & GIBSON, C. 2004. Building Ambidexterity Into an Organization. *MIT Sloan Management Review*, 45, p. 51.



Motivational Drivers for Professional Staff in Universities: findings from two studies

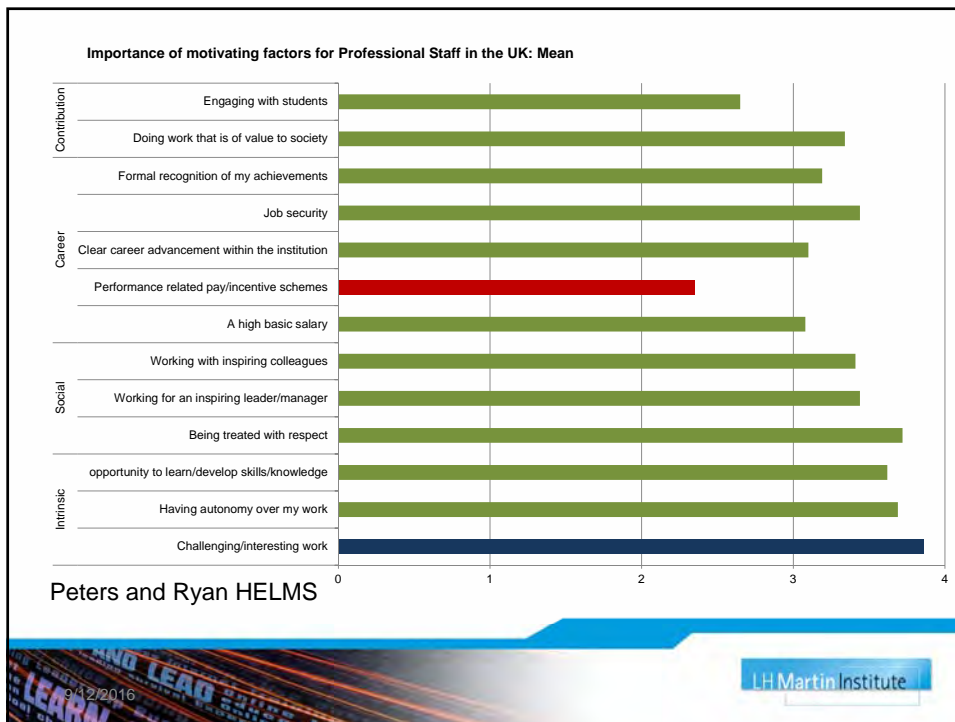
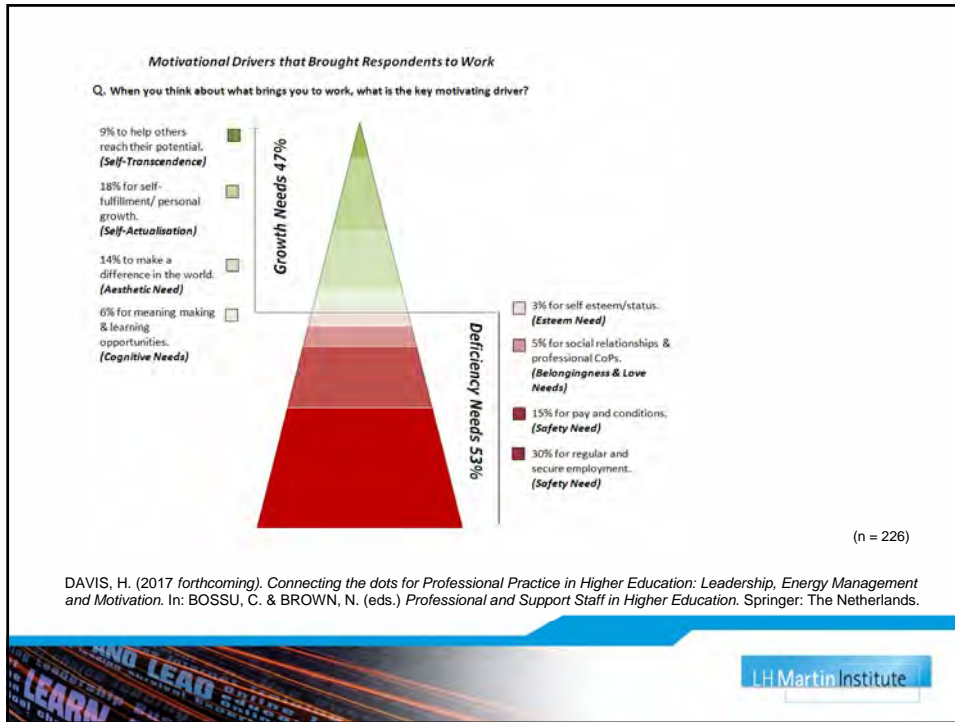
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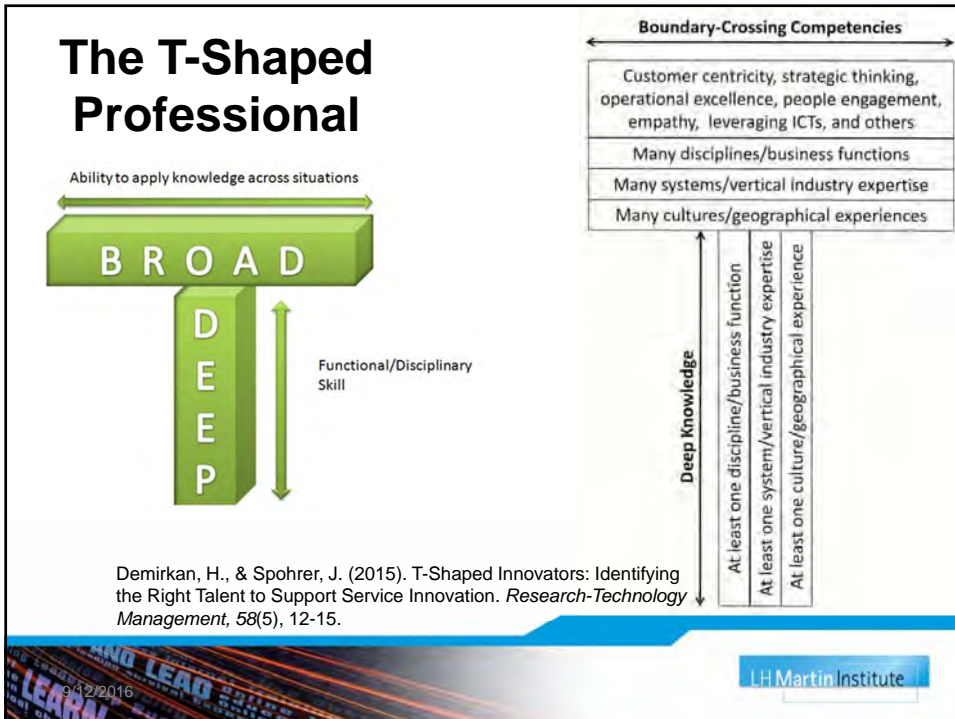


Energy comes from four main wellsprings in human beings: the body, emotions, mind, and spirit.

Schwartz, T. 2007. Manage Your Energy, Not Your Time. *Harvard Business Review* (October), pp. 63-71.

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Top 10 skills

in 2020

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


in 2015

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

Source: Future of Jobs Report, World Economic Forum

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

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KEY ELEMENTS OF COMPLEX REAL-WORLD PROBLEMS

- Connectivity with other problems
- Uncertainty and ambiguity
- Value conflicts and ideological, cultural, political, economic and other constraints
- Resistance to change and contradictory solutions

WHAT WE ARE GOOD AT

- Reductionist thinking
- Solving or ignoring unknowns
- Value-free and context-free approaches
- Controlling change and clear "perfect" solutions

WHAT WE NEED TO BOOST

- Systems thinking
- Accepting unknowns
- Dealing with contested values and context-dependent approaches
- Dealing with uncontrollable change and "best possible" or "least worst" solutions




Figure 1: A new approach Source: Gabriele Bammer

Bammer, G. 2013. Tackling grand challenges: boosting interdisciplinarity to embrace complexity, unknowns and imperfection. *The Academic Executive Brief*, 3 (2), p. 15.

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