



Australian Vice-Chancellors' Committee
the council of Australia's university presidents

SUMMER 2006 *Bulletin*

Differentiation and Diversity Needed

The loss of diversity in Australian higher education resulting from the Dawkins reforms of the 1980s needs to be addressed, according to Deputy Vice-Chancellor (Academic) and Registrar of the University of NSW, Professor Robert King.

"We don't have enough diversity in the sector. When the Dawkins reforms came in and we called everything a university that brought with it community expectations of what a university education was and what sort of careers might ensue," said Professor King.

"I'm at a research intensive university, so perhaps my response is predictable, but I don't see a problem with re-differentiating universities.

"Students are going to school longer and more are going on to university – I think it's about 30 per cent now. If those people are all going to university you have to consider the consequences.

"I think there aren't anywhere near the number of opportunities there need to be for a very high quality technical training and education together. I do think we need to concentrate on what in some other countries are called technological high schools or polytechs - it's an area we need to recognise and increasingly value.

"Somebody needs to be educating to a high level those people who are going to be practical engineers and this applies to other trades as well. Because it's a trade you don't necessarily have to downgrade the level of education.

"It's not wrong and certainly not less, it's just different."

Professor King was appointed to his current position in 2004 after a distinguished career as Rector at the Australian Defence Force Academy (ADFA) – a campus of the University of NSW – and experienced some marked cultural differences in the move.

"The students at ADFA are a subset of Australian culture. They are committed to Defence, they are committed to a career in Defence and therefore I think they have a clearer focus sometimes on their studies.

"University is at one and the same time their study and their work. There are, of course, the more trivial differences such as all students wearing uniforms, and they are very formally polite to you. But the fact is they are fed, they're clothed, and they're housed and they don't need to work, in fact they can't work – they work for Defence – and given that's the case,



they can devote themselves entirely to study. They are a strongly committed group."

Professor King said a significant number of ADFA students came from a Defence background but the student body also differed from that at the Kensington campus of UNSW because they were from a range of different states, different educational backgrounds and many of them from rural communities.

"The bulk of students at UNSW come from the Sydney basin. We probably see a more affluent subsection of the community at UNSW in Sydney than you might see in other places."

Professor King's experience at UNSW@ADFA has influenced his views on universities with multiple campuses. He said one of the keys to successful integration in such institutions was to ensure that the university offered one quality degree with one label.

"You can clearly promote integration in a number of ways through human resources processes, through comparisons of standards, but most efficiently and transparently by ensuring transferability of students between courses at the different campuses. That is, being able to finish the degree started at one campus at another campus of the university.

"If you move students from city to city, country to country, that actually does something good for the flavour of the university."

Unlike the sector generally, Professor King said UNSW had felt little impact from the downturn in the number of international students.

"I think this is because we, along with Monash, were two universities back in the 60s and 70s which didn't put quotas on international students. If The University of Melbourne and The University of Sydney have advantages in their home states because they are the universities where the parents and grandparents went, UNSW and Monash are the universities where the parents and grandparents from south-east and southern Asia went.

"Someone at a recent graduation said 'this is my fifth grandchild through UNSW'. Our graduates feel connected.

"Also, we have received a lot of good press throughout south east Asia in relation to our development of UNSW Asia."

Professor King said the future would be challenging for all institutions marketing outside Australia.

"Everyone has a problem coming up. The Australian dollar is no longer in freefall as it was for a number of years and during that time it became cheaper to send people here.

"In addition, the markets are changing because some of the countries from which we've traditionally had students are actively contributing to the sector in their own countries and even beyond, and you can see that particularly with Thailand. Some other countries, for example Great Britain through the British Council, are doing a great job to promote themselves and making it relatively easy for people to come through the system."

To address these challenges, UNSW has developed a new relationship with IDP Education Australia, opened offices in several countries, and is conspicuously marketing for UNSW Asia (Singapore), Sydney and Canberra: 'one university, two countries, three cities'.

Professor King said one of the main challenges for institutions generally in the next five to 10 years would be finding high quality staff to replace those leaving.

"The demographics suggest that many staff are going to leave universities. Given the relativities of salaries, replacing them with high quality staff is going to be particularly difficult in some of the professional areas, especially as we change some of the workplace conditions."

Another challenge for UNSW is being a university in one of the most expensive areas in one of the most expensive cities in the world.

"How do we provide education for more than just the rich? How do we provide cheap housing? How do we provide education for students from rural and isolated areas?"

"We are currently looking at major changes in student housing and a significant increase of around 1000 new beds. We also need accommodation for overseas students.

"I don't believe we can operate in an international market without providing a package deal – education and accommodation.

"We also need a public transport system that services the university.

"A combination of housing that allows people to live here and transport that gets them here is essential."

Professor King addressed the 2005 AVCC Student Administration Conference.



From the Director's Desk

2005 has been a very busy year for the AVCC Staff Development & Training Program.

The year started with a new, residential Senior Leadership Program that was conducted by a team from Melbourne Business School/Mt Eliza Centre for Executive Education. This is the first time that activity has been conducted and, due to the success of the initial program, the program will be run again in February 2006 at the Mt Eliza Centre for Executive Education on the Mornington Peninsula in Victoria.

This year also saw a number of new activities held during the year. A two-day change workshop was held in Sydney in June. Another two day workshop *Approaches to Effective leadership: Using Emotional Intelligence at Work* was held in Sydney on 30 June – 1 July and attracted 25 participants. The workshop was repeated in Adelaide in November, following the International Education Conference. A new residential program 'Leading Academics' was held in Brisbane in early December and facilitated by a team from QUT, using the 360 degree feedback instrument (QLP) developed by the university.

In 2005 the Staff Development & Training Program also developed a new relationship with ATEM. This resulted in a three-day activity based on the successful five day residential HEW 5-7 program being held in Darwin in August. The three-day non-residential course *Challenges for universities and individuals: a three day course for HEW Levels 5-7* was very successful and it is planned to offer a number of these programs in Western Australia, South Australia and Queensland in 2006.

As this is our last Bulletin for 2005 I close by wishing all our readers a happy and safe festive season. We look forward to your continued support in 2006.

Susan Scott, Director
National Staff Development & Training Program

TOUGH CHOICES NEEDED TO FACE MARKET FORCES

Universities need a competitive advantage that allows them to compete in the marketplace, according to business strategist Eric Louw.

A strategy consultant who has worked predominantly for large corporates, Mr Louw has also consulted in the higher education sector and taught as a visiting lecturer at the University of Cambridge (UK) and the University of Witwatersrand in South Africa.

"Having done a bit of work in sector, it is intriguing to me the impact market forces are having on higher education.

"Given that's happening, I am particularly interested in whether the tools and framework and generally the approach that managers and strategists in the commercial sector apply and find most useful are applicable in the higher education."

Mr Louw said the really important thing for people to look at and become familiar with using was the sort of strategy framework and thinking that specifically dealt with developing competitive advantage.

"Competitive advantage basically stems from developing either a cost advantage (for example the University of Phoenix has an interesting low cost delivery model) or from really differentiating yourself.

"You can do this in a number of dimensions surrounding how you deliver the product, or the quality of the product, the reputation of the product. There is a set of strategies you need focussed around essentially becoming the 'best in class' in a way that's relevant to the market.

"Very crucially, you need to understand where it is you want to create a differential in the market and then to step back and assess the implications of that.

"What is it that you need to do in terms of systems, in terms of your capabilities, in terms

of resources required and how you allocate them, in order to fulfil that vision you've got of achieving differentiation?"

Mr Louw said that was where the really tough choices came in for universities because inevitably there would be trade-offs.

"But that's the very essence of strategy - making trade-offs. In order to be really excellent at X you may decide not to do Y. If you have a pool of funds you make decide to deploy them with greater intensity in one area and not in other areas.

"However, thinking about how that applies to universities, I sense there's a reluctance to do that and to follow that logic through to its conclusion.

"The reluctance probably stems from the perception that there will be winners and losers, particularly in funding terms."

Mr Louw said many people he had spoken to in universities thought there were still aspects of the ways universities were managed that would seem a little quaint in the corporate environment which was more clinical in its resources allocation decisions.

"Perhaps because the goal in business is so clear – profit maximisation – in universities it is not as clear as that. There are multiple dimensions you need to work on -- reputation is very important, research performance is very important, funding faculty positions is very important, satisfaction of students is important, tradition can be a barrier for change. So there is quite a lot of scope for obfuscation.

"The urgency of some of these changes is not necessarily fully appreciated and it actually needs quite brave leadership to really follow these conclusions through."

Eric Louw was a presenter at the 2005 AVCC Senior Leadership Program at Mt Eliza.

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The Bulletin is published by the AVCC Staff Development and Training Program and provides information on the content of courses and the views of speakers and participants. The views expressed are not necessarily those of the Australian Vice-Chancellors' Committee.

Participant Profile

Catherine Karavias is the Executive Officer Student Services, Infotech, at Monash University. She attended the AVCC Change Workshop in Sydney in June led by Hilary Langford who facilitates the AVCC Women in Leadership Program

Catherine first heard about the program through the Monash Memo.

Her motivation for participating was directly related to current changes in the faculty.

"Our faculty is currently under strategic review. I felt this program

would be most beneficial for me to apply change management principles in a real time environment.

"As expected, the program was excellent and even exceeded my expectations."

Catherine said she found the program was well-structured and encouraged networking.

"This is always beneficial."

Catherine said she had been able to apply the principles she learnt at the workshop in both her work and home environments.

"I have been able to confidently recommend change management strategies to management who have receptively acknowledged and implemented some recommendations.

"I have been able to apply principles in my private life as well."

Catherine said she would recommend the program to others mainly due to the facilitator.

"It was a professional and well-structured workshop which encouraged networking between participants. Thank you!"

Ever get the feeling there is something that just isn't right about a situation, but you can't explain why you feel this way? Chances are that you are right in what you sense, and what you are experiencing is your professional intuition.

If you choose to develop this intuitive capability, it can become a strong professionally useful ability, according to psychologist Julie Warnock who is the course facilitator for the AVCC Leadership Program for Middle Managers and workshop leader for *Approaches to Effective Leadership: Using Emotional Intelligence at Work*.

A new program in 2005, *Approaches to Effective Leadership* was so successful a second workshop was conducted later in the year.

The term 'emotional intelligence' has been popularised by Daniel Goleman's book *Emotional Intelligence: Why it can matter more than IQ*.

"In the psychology I've practised I've discovered emotional intelligence can have tremendous applications for everyone. Unfortunately there has been a tendency to dismiss the discussion of the emotional aspects of our experiences as *being too emotional*," Julie says. "This made it more difficult to teach the skills and concepts of emotional intelligence, and therefore for people to optimize its usefulness in their leadership."

Goleman's book brought this quality into the popular arena at the very time that people were ready to understand and use the concepts.

"In the workshop, being emotionally intelligent has three aspects: knowing your own emotions, being able to work with your emotions, and being able to understand and work with other people's emotions."

"Emotional intelligence is about understanding and managing your emotions so they're really helpful to you."

Julie says it is now well documented that all thinking is an interaction of emotional response and cognition.

"Emotional intelligence is about being able to say 'if I have a feeling that's going to swamp me, I won't be able to cognitively think at all'."

"As a leader, if you have a sharp rise of emotion and that grows and starts to dominate, you may well end up saying something you regret later."

The first step in managing this is to recognize the actual change in feelings you are experiencing and then to ask yourself 'is this an overreaction?'

"If you believe your feelings are disproportionate to the present situation, it is your job to recognize this, and to then choose your words and actions with extra care. Later it is important to sort out the 'triggers' that led to your response, so you can take action to handle similar situations differently in the future."

"You have to be aware of yourself first, use yourself as your own tool, be aware of and be able to name your own emotions."

The second step is to work with your feelings – to be able to modify them when they are potentially going to be disadvantageous.

"For example, saying to yourself 'knowing myself, in this situation, my anxiety could get so high I won't be able to think straight, so how do I help myself not get so anxious? How do I actually influence my feelings?'"

The third thing is being attuned to, and able to work with, other people's feelings.

"Mainly it seems to be the defensive situations that cause the most confusion, misinterpretation and interpersonal problems in organisations. Part of my work is to help leaders to recognize and handle their own, and other people's defensive behaviours. These are important skills, to recognize controlling, sarcastic, or withdrawn actions as being defensive, and not to react to them. When we are defensive, we have stopped being calm and confident, and part of the skills are to be in tune internally and develop this as a guide to understanding of interactive situations."

The workshop aims to equip participants with a range of skills for complex interpersonal and group situations.

"Often the key for calming a high level of feeling in a person is just recognising that the other person wants to feel heard. It's not about us - it's looking at skills that assist the other person to feel heard."

Julie says in the past people have unfortunately been taught to cut themselves off from their feelings.

"If you grew up in a society that says you shouldn't have strong feelings, whether that's high enthusiasm or loud anger, were told 'sshhh, be quiet!'. It's those kinds of messages that say 'you shouldn't be having that feeling now and having the feeling is somehow not right'."

Traumatic experiences throughout life can lead to very strongly and unconsciously held beliefs that can then motivate controlling (protective) behaviours.

"From these awful experiences we can form beliefs that are then often held at a level we are unaware of," Julie says.

"Once a person is able to see what their responses (for example overwhelming anger to particular situations) come from – a particular piece of their

history - it can be very liberating. Part of this workshop is about providing helpful techniques to assist change."

Julie says one of the cornerstones of emotional intelligence is coming to grips with the fact that you are not responsible for someone else's feelings. You are responsible for what you choose to say and for how you choose to treat people, but not for their history and their reactions.

"You can imagine how this can inhibit responsible leaders: the double whammy of being in authority as well as just being a thoughtful human being trying to say something difficult to someone else that they will probably find difficult to hear."

"If, as a leader, I know the other person is sensitive, and I know that they find critical feedback difficult, then I choose my words in the consideration of that knowledge; that's being emotionally intelligent and being responsible."

"What we do with leaders in the workshops is provide skills so they feel they can say difficult things responsibly, and be thoughtful of the person's reaction, and successfully take the issue through to resolution for both parties."

"Overall the workshop enhances the emotional strengths and style of leaders, and refines their understanding of themselves and other people, and provides practical, useful techniques that are preventative, as well as terrific for working with challenging situations."

Approaches to Effective Leadership: using Emotional Intelligence at Work Workshop, Melbourne, 17 – 18 July 2006

COURAGE AND COACHING NEEDED IN ORGANISATIONAL DEVELOPMENT

Universities often need to think differently about the way they see organisational development, according to Karen van Druten.

A consultant, facilitator, executive coach and academic, Ms van Druten has more than 20 years experience in executive management and senior human resources roles, including eight years specialising in change management, leadership effectiveness and developing high performance, values-based cultures.

“Organisational development often renders itself a support service under corporate services or business services or even under finance in many institutions, sometimes not even under HR. They’re separated, and they can therefore work separately in every sense, sometimes at even at cross-purposes,” she said.

“You will find in institutions wonderful programs and the quality is very high but they don’t always think about the business rationale for it. So they do it because it’s a good thing to do, rather than how it best serves the organisation other than in a cost or funding sense (and demonstrate that in a business-like fashion). They don’t necessarily announce the value and the organisational outcomes other than in an aspirational or implicit way.

“Institutions need to radically rethink the kind of programs they deliver, and have the ability to look at them objectively and be able to say, ‘if I had half the funding or twice the funding what could I do?’ instead of saying this is the funding I need.

“People in institutions also need to “die in a ditch” about programs that really are cutting edge and make a difference – ‘sorry, you’re not going to cut the funding to that program’. Have some courage around that.”

Ms van Druten said organisational developers should be more actively involved in the whole of their institution, including all the leadership and decision-makers across the board.

“Hear their mandate – what is the university literally trying to do overall. Understand the strategy and what it is doing and therefore what are some of the people initiatives that need to be delivered.

“Then, even if it’s not been the case before, work with HR (or whatever it’s called – anyone that has responsibility for centralised delivery of people initiatives that impact on leadership culture, employment climate, etc) to provide a seamless solution.

“Find ways to communicate in a less fractured way. Even if the departments are separate they need to communicate together both written and orally.

Ms van Druten said organisational developers should make it their business to be in and around decision-makers.

“Not on request but in a pro-active way. Also explain to them how you might help their agendas. For example, there is a lot of planning and strategy formulation that is never facilitated. It is woeful that they don’t even know or think about organisational development to help them.

“I would certainly have a consultancy arm where you would go out and provide consulting solutions and set up preferred supplier arrangements with external parties to get economies of scale because often you’ll get very disparate activities across the university where they’re spending money on outside facilitators. As a group you need to be seen to be the experts in facilitation, consulting, anything around team building – those sort of initiatives - and there’s a lot of need for that sort of service.

“There’s a whole new agenda around coaching and I think if I was in organisational development I would want to be coaching some of the senior heads and deans and providing that level of support around their leadership agendas, around people practices, whatever it was that would enhance their ability to get organisational outcomes.”

Ms van Druten said this was a radical departure from what normally happened.

“Coaching is normally programmed as a women’s initiative, or for academics – so that the practice of coaching becomes a program in and of itself. I think that not all cutting edge work is program-based. They also need to think about it more in terms of being an influencing-based activity. To what extent do they really support, enable, coach the key decision makers to help them drive the institution’s agendas?

“I work in and around universities enough to know this is not at all an easy strategy to implement.”

“If just one institution would do it, it would be at the vanguard of a very different contribution and others would certainly take note.”

Karen van Druten addressed the 2005 AVCC Staff Developers Conference in Brisbane.



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2006 Staff Development and Training Program

Details of all AVCC programs and the Nomination Form may be found on the website at http://www.avcc.edu.au/content.asp?page=/policies_programs/staff_dev/index.htm

DATE	ACTIVITY	VENUE	TARGET GROUP	PRICE
12 - 15 February	Senior Leadership 4 day residential	Mt Eliza, VIC	Senior leaders including Deputy and Pro Vice-Chancellors, Executive Deans and equivalent	\$5544 (\$5040 + \$504 GST) If paid on or before 13 January 2006
April	Leading Academics 3 day & preceding evening residential	Brisbane	Heads of Schools, Departments or Centres.	\$3050.30 (\$2773 + \$277.30 GST)
22 - 26 May	Leadership Program for Middle Managers (2 day workshop and 3 day course) 5 day residential	Deakin Management Centre, Geelong, VIC	General staff at HEW Level 8 and above leading teams or units or responsible for influencing the work of other staff or teams	\$3561.80 (\$3238 + \$323.80 GST) If paid on or before 31 March 2006
5 - 9 June	Women in Leadership (2 day workshop and 3 day course) 5 day residential	Deakin Management Centre, Geelong, VIC	Women in general staff positions	\$3510.10 (\$3191 + \$319.10 GST) If paid on or before 14 April 2006
22 - 23 June	Library Conference 2 day non-residential	Radisson Playford Hotel & Suites, Adelaide, SA	Staff at Deputy Level in university libraries	\$988.90 (\$899 + \$89.90 GST) If paid on or before 10 May
17 - 18 July	Workshop - Approaches to Effective Leadership 2 day non-residential	Novotel Melbourne on Collins, VIC	Staff at middle manager level interested in approaches to improving personal and interpersonal goals	\$1133 (\$1030 + \$103 GST) If paid on or before 2 June 2006
20 - 21 July	Student Administration Conference 2 day non-residential	Novotel Melbourne on Collins, VIC	Staff at HEW Level 7 and above in student administration roles	\$947.10 (\$861 + \$86.10 GST) If paid on or before 5 June 2006
14 - 15 August	Change Workshop 2 day non-residential	Stamford Plaza Brisbane, QLD	Staff at middle manager level interested in understanding change processes and successful change strategies	\$1133 (\$1030 + \$103 GST) If paid on or before 30 June 2006
28 August - 1 September	Leading the Academic or Administrative Unit 5 day residential	Novotel Northbeach Wollongong, NSW	Heads of Departments and Administrative Units	\$3909.40 (\$3554 + \$355.40 GST) If paid on or before 3 July 2006
September	Management & Organisation Development Conference 2 day non-residential	Sydney	Staff involved in leadership and management development, organisation development, and staff learning and development. (Not teaching and learning)	\$817.30 (\$743 + \$74.30 GST)
9 - 13 October	Leadership Program for HEW Levels 5-7 5 day residential	Deakin Management Centre, Geelong VIC	HEW Levels 5 to 7	\$3331.90 (\$3029 + \$302.90 GST) If paid on or before 21 August 2006
November	International Education Conference 2 day non-residential	Sydney	Staff in international offices and faculties with an interest in the conference theme	\$949.30 (\$863 + \$86.30 GST)
November	Workshop 2 day non-residential	Sydney	Staff at middle manager level interested in the workshop theme	\$1133 (\$1030 + \$103 GST)