



## **2017 Leadership Development for Women Project**

### **‘Top-down leadership at CSU?’**

#### **Project team**

Ruth Crawford: Discipline Leader, Nutrition & Dietetics  
School of Dentistry & Health Science

Wendy Harris: Educational Designer, Learning Design Unit  
Division of Learning & Teaching

Luzia Rast: Lecturer in Ruminant (Sheep) Health and Production  
School of Animal & Veterinary Sciences

Michelle Wilkinson: Educational Designer, Learning Design Unit  
Division of Learning & Teaching

**November 2017**



## Table of Contents

Executive Summary.....	3
1. Introduction .....	5
1.1 Purpose.....	5
1.2 Background .....	5
1.3 Scope .....	6
1.4 Leadership Models.....	6
1.5 Leadership at CSU .....	7
2. Method .....	11
Project stages.....	11
2.1 Communication Model .....	11
2.2 What we already know .....	11
2.3 Appreciative Inquiry.....	11
2.4 Thematic analysis.....	12
3. Results & Discussion .....	13
3.1 Model.....	13
3.2 Thematic Analysis .....	14
3.3 Alignment with CSU values .....	16
3.4 Enabling and inhibitory factors for success.....	16
3.5 Limitations .....	17
4. Recommendations .....	18
Postcards for Success at CSU .....	18
5. Conclusion.....	19
6. References .....	20
7. Appendices .....	21
<b>7.1 Summary of Leadership Models or Styles .....</b>	<b>22</b>
<b>7.2 CSU Organisational Structure .....</b>	<b>25</b>
<b>7.3 Your Voice Survey Results .....</b>	<b>26</b>
<b>7.4 Interview questions .....</b>	<b>29</b>
<b>7.5 Themes arising from interviews .....</b>	<b>30</b>
<b>7.6 Alignment with CSU values.....</b>	<b>33</b>
<b>7.7 CSU Postcards for Success .....</b>	<b>36</b>
<b>7.8 Project team member's Reflections .....</b>	<b>39</b>

## Executive Summary

The purpose of this project was to investigate leadership at Charles Sturt University and to explore the impact on staff's ability to work towards achieving CSU's strategic goals and student success.

This project was informed in a number of different ways. Data from the CSU Your Voice surveys provided insights into the overall perception of staff towards CSU leadership; the 2015 Leadership for Women (LDW) projects provided recommendations about what comprised effective leadership; and an appreciative enquiry through face to face interviews with staff identified as having success (our case studies) were thematically analysed using the CSU values as a framework to identify enablers and barriers for staff to have an impact. The outcomes of this project identified characteristics of an environment which enabled success at CSU.

The CSU organisational structure represents a traditional top-down hierarchy which is triangular in shape with fewer senior leaders at the top and a wide base of many staff below the leadership. It is important to acknowledge that a university can be a very different workplace than others which staff have come from so it can take longer for new staff to adapt and adjust to the systems and processes of a university. This suggests that an effective induction process is vital and that opportunities to revisit induction materials are encouraged.

We found there is a perceived difference between leadership (the vision) and management (the systems and processes to achieve the vision) and we suspect that some of the challenges expressed by staff relating to CSU 'leadership' are more pertinent to CSU 'management'.

Despite negative comments about the impact of the CSU 'top down' hierarchy there was some acknowledgement that there are issues where staff expect *"people to make decisions and then just let us get on with doing our work"*. This was an interesting paradox that potentially creates some tension between leaders and staff. Staff might express disliking the 'top-down' leadership yet want the hard decisions to be made for them. But of course they also want to be fully consulted in all the decision making processes!

CSU staff perceive that the university has top-down leadership making it more difficult to achieve CSU's strategic goals and student success. Our case studies provided examples where despite frustrations and barriers, staff were able to take a 'bottom up' approach and self-initiate projects resulting in successful outcomes.

Key findings from the case studies indicated that the main factors required to create an environment for success were:

1. *Time (it takes a lot of time to make things happen)*
2. *People skills and networks (being trusted, listened to, given constructive feedback plus having good mentors)*
3. *'Big Picture' knowledge of the organisation, especially the decision making processes at CSU (knowing who to ask and how to get things done)*
4. *Personal characteristics (courage and commitment)*

*"It is very much about relationships and trust. That is one of the challenges we have at the moment because we don't often have the capacity to build those relationships and trust with people". (Participant Quote)*

Our recommendations are that staff are provided with a work environment and the opportunities that enable success. Staff who are living the CSU values and having an impact need to be celebrated. Leaders, managers and staff need to work together to identify key barriers and enablers of success in their areas. And importantly the difference between leadership and management needs to be understood. CSU 'Postcards for Success' is an idea for how to spread the word on these issues.

Emphasis should be placed on:

1. *Setting realistic timeframes plus time for staff to pause and reflect (time for personal mindfulness).*
2. *Recognising the time and value of personal interactions between CSU staff.*
3. *Improved induction and education opportunities for staff regarding university structure and governance.*
4. *Leading us more and managing us less - reframing focus onto outcomes rather than all the tasks and processes to get a job done. Lead us mindfully and "trust us to do our jobs" (participant quote).*

*"Leaders aren't aware of the privilege that they have, and the concern and worry and stress that they evoke within the staff and staffs inability to respond in a meaningful way to the decisions that are being made for them". (Participant Quote)*

# 1. Introduction

## 1.1 Purpose

The purpose of this project was to investigate leadership at Charles Sturt University and to explore the impact on staff's ability to work towards achieving CSU's strategic goals. We felt it was important to investigate how individual staff were able to have success within a 'top down' environment by using a 'bottom up' approach. We identified the barriers and challenges they had to overcome in order to have an impact. The report makes recommendations about the work environment and opportunities that CSU leaders need to provide to staff to enable success. Staff also need to be ready to embrace the opportunities provided.

## 1.2 Background

At the initial 2017 Leadership Development for Women Program workshop common challenges for staff at CSU were identified through group discussion. A group of these challenges focused around the organisational structure and leadership style (perceived or real) and how it impacted staff. Our project group identified the following issues for further investigation around Charles Sturt University leadership:

- Staff lacked knowledge and ability on how to communicate and contribute with the organisation's leadership. This seemed to be more pronounced if staff were appointed at lower levels or relative new employees (<5 years) possibly leading to a sense of feeling 'disempowered' amongst these people.
- That there were leadership and management levels at CSU with different roles, responsibilities and impact; resulting in staff being managed by people who are not their 'leaders'.
- That there were differences between perception and reality.
- We were still uncertain if CSU really has a 'top down' leadership style and how we deal with this topic in a constructive manner.
- Staff making a difference are working 'outside' and beyond organisation constraints. Staff have created their own specialised networks and methodologies for achieving goals.
- What enables staff to do this is often their own attitude and beliefs (they are being leaders at every level). Do they achieve these goals on their own or do they need support?( we found that often they need someone at a higher level to champion their cause)
- Your attitudes and beliefs mean you belong to a certain 'tribe' and makes a difference to the messages you hear from our leaders and how you respond to change.

### 1.3 Scope

Therefore the scope of our project evolved to:

1. Investigate what type of leadership exists at CSU;
2. How this leadership style impacts on staff,
3. How leadership and success aligns with the CSU values and influences people within CSU to 'perceive and live' the values ; and
4. How CSU's leadership style influences the achievement of CSU strategies/goals and vision.

### 1.4 Leadership Models

Literature on leadership models is vast and evolving as leadership has become a valued and sought after 'commodity' for individuals and organisations. There is a wide variety of different theoretical approaches to explain the complexity of leadership. Scholars and practitioners have attempted to define leadership for more than a century and not achieved a universal consensus, which reflects the complexity and many dimensions leadership involves.

Joseph Rost (1991) reviewed the leadership literature from 1910 to 1990 and found that over 60% of authors did not provide a definition in their work pointing out that there are many ways to define leadership and management that the differentiation can almost become meaningless. There is an overlap between the two and it is often impossible to define where one begins or stops. A general understanding that has emerged is that leadership is more concerned about the future and change i.e. doing the right things and managing is more concerned about doing things the right way now.

*Management* is the first word suggested by the thesaurus as a synonym for *leadership*. "Maybe that word used to fit, but no longer" (Godin, 2008, p.12). "Management is about manipulating resources to get a known job done" whereas "leadership... is about creating change that you believe in" (Godin, 2008, p.12). "Managers manage a process they have seen before, and they react to the outside world, striving to make that process as fast and as cheap as possible" (Godin, 2008, p.12). Management is concerned with creating order and stability, whereas leadership is about adaption and change towards a common goal (Northouse, 2016, p. 17)

Approaches to studying and defining leadership included looking at and studying personal traits, skills, behaviours leaders had as well as looking at situations leaders were operating in. As none of these are static a general consensus is that leaders need to adapt and adopt different leadership styles depending on the situation to be effective.

A brief summary of leadership theory and models is presented in appendix 7.1.

## 1.5 Leadership at CSU

### 1.5.1 Organisational Structure

The CSU organisational structure represents a traditional top-down hierarchy which is triangular in shape with a few senior leaders at the top and a wide base of many staff below the leadership. The organisational structure of CSU (appendix 7.2) shows it to be a traditional hierarchical structure. CSU is made up of many offices (13), divisions (8), centres (5), schools (22), and faculties (3) with three deputy-vice chancellors, an executive officer human resources and a chief financial officer at the top and the vice chancellor and chancellor at the very top. Like all universities CSU has complex management and governance structures in place to meet the Tertiary Education Quality and Standards Agency (TEQSA) accreditation requirements. There is a vice-chancellors leadership group as well as a senior management group including Faculty Heads of School and Divisional Directors. So a university is different to an autocratic top-down structure where a leader has complete power, but it is still a very top heavy or top-down driven organisation.

We explored the tension between the strategic 'vision' being delivered from the top and the messages being received by staff. Overwhelmingly the messages being received by staff at the bottom were about processes and task completion (management issues) compared to the vision (leadership).

Staff need effective channels of communication and ways to contribute within a large top-down hierarchy if they are to feel valued. They also need to have the knowledge and understanding of the communication and contribution options available to them.

It is important to acknowledge that a university can be a very different workplace than others which staff have come from so it can take longer for new staff to adapt and adjust to the systems and processes of a university. This suggests that an effective induction process is vital and that opportunities to revisit induction materials are encouraged. This links well with the Induction Kit developed by the 2017 LDW group 'Connect 4 Connect More' and we would support the introduction of this as part of staff induction.

### 1.5.2 Perception and Reality

A question in the interviews of our appreciative inquiry was "What is your perception of the leadership style/approach at CSU?" The responses all identified a top down or hierarchical leadership with recognition that it varies across some schools. A word cloud of the responses is presented in Figure 1 below.

Figure 1: Word cloud of responses from face to face interview question “What is your perception of the leadership style/approach at CSU?”



Despite negative comments about the impact of the CSU ‘top down’ leadership there was some acknowledgement that there are issues where staff expect “*people to make decisions and then just let us get on with doing our work*” (Participant Quote). This was an interesting paradox that potentially creates some tension between leaders and staff. Staff might express disliking the ‘top-down’ leadership yet want the hard decisions to be made for them....but of course they also want to be fully consulted in all the decision making processes!

We found some interviewee comments identified ‘management’ issues when asked about ‘leadership’. We believe this is a common misunderstanding of the difference between leadership (the vision) and management (the systems and processes to achieve the vision). We suspect that some of the negative responses and challenges expressed by staff relating to CSU ‘leadership’ are more pertinent to CSU ‘management’.

Further evidence of a difference between perception and reality was found in the LDW 2015 report ‘*Bridging the divide between academic and professional staff*’ (refer to section 1.5.4).

### 1.5.3 CSU Your Voice Survey Results

Further insights into how CSU leadership is seen by staff is found in the CSU your voice Survey results which are available for 2013, 2015 and 2017. Full details of relevant Your Voice survey results are shown in appendix 7.3.

Overall the Voice Survey results are mixed – some are very positive whilst others are quite negative. Many results show little or no significant change since 2013.

Two-thirds of staff know where to find CSU policies/ procedures /guidelines (68%) and half of them rate them clear and useful (50% within CSU and 58% within work unit). These results have been improving. However reduced numbers of staff respond favourably that it is clear who had responsibility for what (39% in 2017 reducing from 43% in 2015 and 46% in 2013).

There has been no significant change in staff’s assessment of cross unit cooperation at CSU with overall favourable responses (steady at 32%) - made up from the following cross unit factors in 2017: good communication (28%), sharing knowledge and information (31%), cooperation (36%) and working collaboratively (35%).



The number of staff who feel they have sufficient time available to work on high priority projects is steady at 39% over the time of the surveys.

In 2017 staff felt less involved in everyday decision making (39% compared to 43% in 2013), only one third felt consulted (36%) and half felt encouraged to give feedback (57%). Unfortunately only about 40% of staff felt that feedback from employees is acted upon. Similarly only 40% of staff felt listened to by the Vice Chancellor (VC) Leadership team and Senior Management. There was a significant drop in the number of staff who felt the VC Leadership Team listened to staff from 2013 (40%) to 2015 (35%) which was regained in 2017 (40%).

Perhaps most telling is how staff feel about the VC Leadership Team and Senior Management. Less than half the staff feel they are good role models (47% and 44% respectively) and both are significantly lower than in 2013 (52% and 49% respectively).

Similarly confidence in the ability of VC Leadership Team and Senior Management has dropped (table 1).

*Table1: Voice survey results for 2013 and 2017 about confidence in leadership team and senior management question*

<b>Your Voice Results</b> I have confidence in the ability of...	<b>VC Leadership Team</b>	<b>Senior Management</b>
2013	59%	54%
2017	51% (↓8%)	47% (↓7%)

Staff are feeling better about how well the VC Leadership team are keeping them informed about what is going on: 54% (increase from 46% in 2013) whereas Senior Management are rated significantly lower than the VC Leadership team and are not increasing (43% in 2017 down from 46% in 2013).

The voice survey results indicate a need to build confidence in CSU leadership and senior management through increasing transparency and communication with staff, and create a process that allows staff to feel they are being heard. Across units little improvement has been made to remove the barriers to communication and cooperation between work units in the last three years. Improvements have been made in relation to locating CSU policies/ procedures /guidelines although a reduction in understanding of who is responsible for what has occurred in 2017.

#### **1.5.4 2015 LDW Project**

The 2015 Leadership for Women (LDW) project '*Bridging the divide between academic and professional staff*' found that "effective, inclusive leadership and communication" must underpin successful transformative processes at the university and that CSU leaders need three key communication skills:

1. Be active listeners;

2. Ensure two-way interactions;
3. Acknowledge different methods of communication that can be used and choose the most appropriate.

The aim of the 2015 project was to explore communication issues between professional and academic staff employed at CSU. One to one conversations explored staff perceptions of each other's roles and it was apparent that the problem of a perceived lack of effective communication was "not well founded", yet, in 2017 LDW participants clearly expressed the view that CSU had 'siloes' which negatively impacted on effective communication.

The 2015 project group sought to explain how to effectively manage change. Diagram 1 shows the relationships of an enabling and inhibiting organisation. In 2015 they noted that the improvement approach underlying the development of the Common Support Model (CSM) had features of a negative organising process. In 2017 we believe this approach also applies to creating an environment for success. When managers support staff learning and development this is enabling and positive and when managers monitor task completion and enforce rules this leads to a negative or inhibitory process. So it is vital to ensure that an enabling/positive organising process is facilitated by CSU leaders to create an environment for success.

<b>Organising process:</b>		
	<b>Enabling/positive</b>	<b>Inhibitory/negative</b>
Improvement approach	Rapid problem solving conducted at the lowest possible level of the organisation	'Experts' formulate and implement large-scale improvement strategies
Relationships	Manager's support employees learning and development	Managers monitor task completion and enforce rules
Objective	Learning	Profitability

*Diagram 1: Enabling and Inhibiting Factors (adapted from Heynoski and Quinn (2012))*

### 1.5.5 CSU Values

As an organisation which is values driven, we are all responsible for exhibiting our values in our daily life at CSU to create 'yindamarra winhanganha', the wisdom of respectfully knowing how to live well in a world worth living in.

Our four values are: (1) Insightful; (2) Inclusive; (3) Impactful; and (4) Inspiring.

These values guide our behaviour and way of working. Staff success has an ongoing positive effect on their colleagues and students. The values provide an existing structure to organise or align the strategies that staff are currently using to succeed. We used the values to provide a framework for our thematic analysis to identify any correlation between what staff who were having an impact were doing and the CSU values.

## 2. Method

### Project stages

There were four key stages in this project:

1. Develop model of staff communication and contribution at CSU.
2. Find out what we already know by reviewing the literature, previous LDW projects and Voice survey results (2013-2017)
3. Appreciative enquiry using face to face semi structured interviews of individuals the project team identified as having been successful:
4. Thematic analysis using CSU values as a framework.

### 2.1 Communication Model

The model (figure 2) was developed by discussion amongst the project group to capture how leadership at CSU functioned in relation to communication and collaboration. Key elements identified for effective leadership and communication by the 2015 project '*Bridging the divide between academic and professional staff*' helped inform the groups thinking. The model demonstrates the existing routes for communication and contribution at CSU but also provided the opportunity to highlight possible obstructions to these processes.

### 2.2 What we already know

To find out what we already know about leadership and what CSU staff think of it we reviewed a number of sources of information.

- 1 Reviewed contemporary literature on leadership theory and models,
- 2 Consulted 2015 LDW projects and
- 3 Collated Voice survey results from 2013, 2015 & 2017.

### 2.3 Appreciative Inquiry

Appreciative inquiry (AI) was used to identify what was working well and to analyse why it worked well using one to one semi structured interviews. AI is a change-focused research approach that identifies what is working well, analysing why it is working well and then doing more of it. "More than ever, students and researchers seek to do more than report on what they see following a research study or project, but rather engage the research environment (participants, stakeholders) to promote change" (Reed 2006). The basic understanding of AI is that an organisation will grow in whichever direction that people in the organisation focus their attention. If all the attention is focused on problems, then identifying problems and dealing with them is what the organisation will do best. If all the attention is focused on strengths, however, then identifying strengths and building on those strengths is what the organisation will do best (Techtarget, 2010).

## Semi-structured interviews

The project team developed a questionnaire consisting of **Discover questions** (identification of processes in the organization that work well), **Imagine questions** (analysis of why a particular process works well) and **Deliver questions** (creation of criteria for success and a way to determine whether or not initiative was successful) (Techtarget, 2010, para 2). A copy of the questions are provided in Appendix 7.4.

### Interview participant selection

The project team identified individual staff members who they considered as having successfully achieved unique outcomes. These outcomes included initiatives that were conceived and implemented by them and also initiatives or projects they were tasked with as part of their role but which they achieved exceptionally well.

Eight CSU staff were invited to participate in the interviews and were each interviewed by two members of the project team. There was one male and seven females who represented a range of professional and academic staff. Interviewees' details are presented in Table 2

*Table 2: Employment details of Interviewees (n=8)*

Role	Employment	Years at CSU
Academic	Permanent Full time	5
Academic	Permanent Part time	4
Academic	Permanent Full time	8
Academic	Casual Full time	5
Professional	Casual Part time	3.5
Professional	Casual Part time	7
Professional	Permanent Part time	7
Professional	Permanent FT	5

## 2.4 Thematic analysis

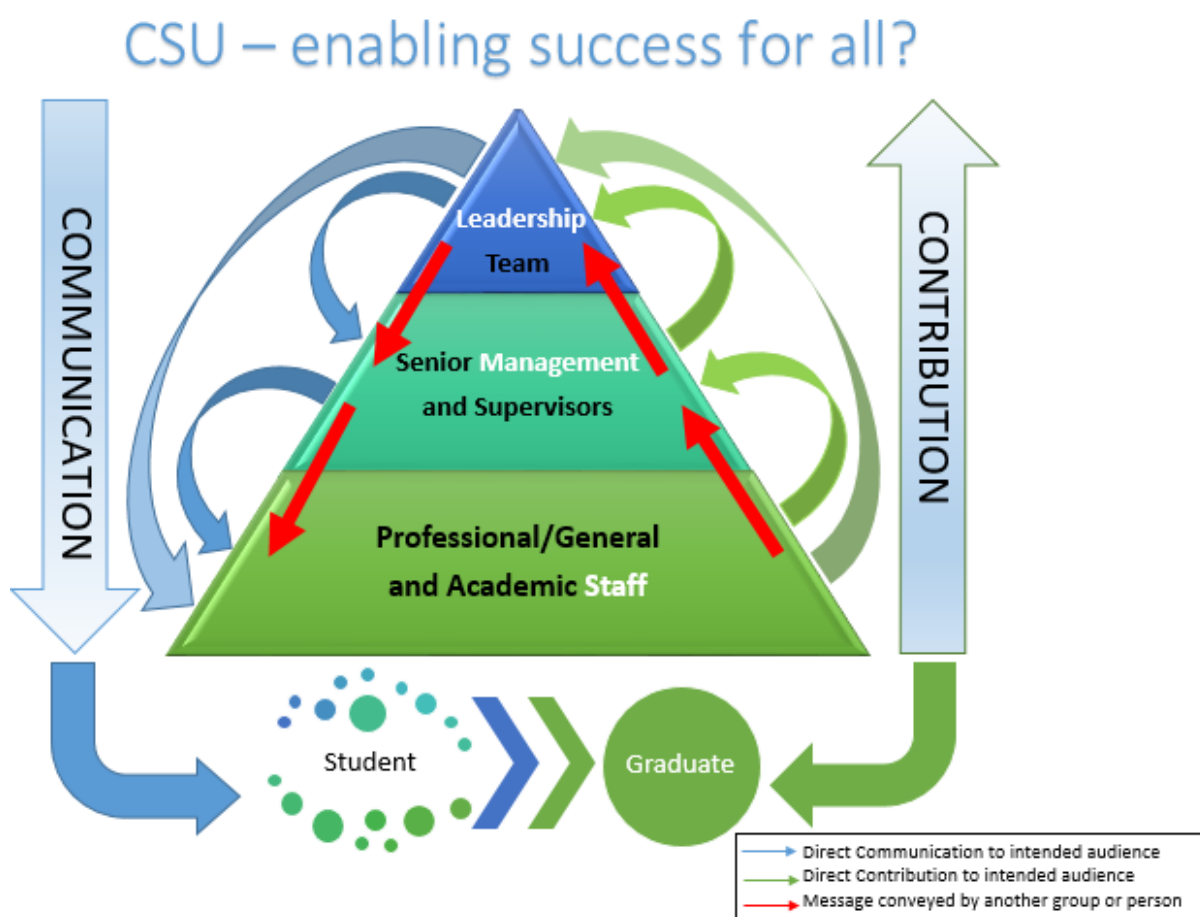
The interviews were recorded with a digital recorder and each team member completed a thematic analysis. A thematic analysis which can also be called an interpretative thematic analysis is described by Liamputtong (2013) as “a method for identifying, analysing and reporting patterns (themes) within the data”. Liamputtong (2013) describes two main steps to complete the thematic analysis – first you “read carefully through each transcript” and then you must “make sense of what is being said by the participants as a group”. You are searching across a data set to “find repeated patterns of meaning” (Liamputtong 2013).

The identified themes were then further analysed using the CSU values as a framework to identify where the interviewees were able to enact the values. The Framework Method is one way to approach a thematic analysis. The Framework Method identifies “commonalities and differences in qualitative data, before focusing on relationships between different parts of the data, thereby seeking to draw descriptive and/or explanatory conclusions clustered around themes” (Gale, N. K., Heath, G., Cameron, E., Rashid, S., & Redwood, S. 2013).

### 3. Results & Discussion

#### 3.1 Model

The model demonstrates the flow of communication and contribution at CSU. It is shown as a top-down hierarchy reflecting the smaller number of senior staff working at higher levels and the larger number of staff at lower levels. Staff responded well to the model indicating they agreed with how interaction flowed at CSU. The model identifies opportunities to contribute but can also be used to highlight possible obstructions to these processes.



*Figure 2: Conceptual model of interaction of CSU hierarchy with regards to communication & contribution.*

Examples of formal communication and collaboration found were:

- Email
- What's new
- Social networks – Yammer, Facebook, Twitter, YouTube
- Roadshows, Forums, Retreats
- Meetings
- VC Blog
- Surveys – Your Voice

Critical to staffs sense of ownership and empowerment at all levels of the organisation is the provision of opportunities to have input to the loop of contribution (consultation) and communication (feedback). These processes must be transparent and accessible in order for employees to feel enabled and valued.

We found a tension between the vision that was being delivered from the top and the reality of how staff felt they were being managed at the bottom. Staff felt methods of communication could be improved. In particular there was a sense that much of the communication and contributions were not provided directly to or from the leadership team, but rather were ‘filtered’ through management (as shown by the red arrows on the diagram) and so staff were concerned that the original message might not be communicated but rather be provided in an edited version. This may heighten the sense of not being ‘heard’.

*“There’s very little listening to the people at the coal face. .... There is a lot of really good practitioners in lots of different fields who aren’t being listened to in anyway shape or form and I’m not sure that is sustainable either or the individual or for the institution.” (Participant Quote)*

### 3.2 Thematic Analysis

The thematic analysis of interviews identified four main themes that enabled staff to have success. Refer to appendix 7.5 for full analysis which were summarised into the following themes with corresponding sub-themes (participant quotes are in the boxes):

#### 1. Time:

- Provide realistic time frames for staff and leaders.
- Time to participate in reflective practice and mindful practice.
- Sufficient time to see a project established and consolidated with continuity/sustainability.
- We should be an outcomes focussed organisation rather than a task orientated organisation.
- Be proactive not reactive.

“I did it despite the fact that there was no time. I didn't get any time within my workload, I didn't get any positive comments for at least 18 months.” (Participant Quote)

“You can’t keep filling in potholes – eventually you need to build a new highway!” (Participant Quote)

#### 2. Networks and People Skills:

- Provide opportunities for face to face interactions for collaboration to make connections and networks. e.g. FoS forum, research (time for informal connections).

- Promotion of existing groups and resources.
- Personal face to face interactions are most impactful.
- Knowing who or what to ask in network.
- Generic phone number and person follows through.
- Build trust and relationship e.g. mentorship needs to be encouraged and consistently.
- Provided as a model across university as both academic and professional.

"Networking is really key. I try to know as many people as I can outside my own job so that I can provide the best support....." (Participant Quote)

"It is also about building trust I think by just by listening to people by talking to people and acknowledging their passion and their specialisation then channelling where you need it to go". (Participant Quote)

"Leadership doesn't always want to hear what the actually experience of the project is on the ground." (Participant Quote)

"It is very much about relationships and trust. That is one of the challenges we have at the moment because we don't often have the capacity to build those relationships and trust with people". (Participant Quote)

### 3. Big Picture Knowledge:

- Making it visible and accessible and short.
- Redesign website.
- Promotion of structure.
- Consider improved staff induction and understanding university governance
- Allowing time for introduction and revisit.
- 1 page description of committees and networks that is current in induction packages with contacts.
- Understand how university works.

"The real challenge at the moment is between the personal and the person and the institution or the unit within the institution." (Participant Quote)

### 4. Personal Characteristics (courage and commitment):

- Trust from both leaders and staff to do our roles/tasks
- Allow room for creativity and innovation
- Recognise the time and value for informal interactions
- How to allow these characteristics to flourish:
  - realistic time to complete work

- work/life balance
- develop systems to be smarter with admin

“I had not one person say ‘this is a great thing for you to be doing’, ‘well done’. It was all ‘well it’s not going to work because of this’, ‘I can’t make it because of that’, ‘why don’t you do this’, ‘why don’t you do that’. It was so negative”. (Participant Quote)

## 5. Staff frustrated with leadership

- Get balance between consultation with staff and making direct decisions correct.

CSM – “doesn’t seem to be a more personalised or individualised way of communicating across the university always unknown person or a generic email and you never know who you will get the next time. ....” (Participant Quote)

“Leadership somewhat disconnected from peoples hopes and aspirations in their roles.” (Participant Quote)

### 3.3 Alignment with CSU values

The CSU values aim to guide our behaviour and way of working to help us achieve our ethos of respectfully knowing how to live well in a world worth living in. Throughout the interview analysis it became apparent that employees who were having an impact were ‘living’ the CSU values. Detailed alignment between the CSU Values and the interview participant’s factors that enabled them to be successful is provided in appendix 7.6. The analysis demonstrates that those staff identified as having success were engaging in insightful, impactful, inspiring and impactful behaviours. These staff need to be celebrated.

### 3.4 Enabling and inhibitory factors for success

An important role of the leader and senior management of an organisation is to motivate, inspire and convey a strategic and universal vision in those who they lead. However, in some instances, employees at different levels of an organisation may perceive that this vision or purpose is being imposed upon them from top down management resulting in little buy in or reluctance to contribute to the mission. Is this because employees see the vision as being not a priority or unattainable? Often not. The underlying issue could be that the message is not being communicated in such a way that resonates with people at different levels of the organisation resulting in the message being diluted or misinterpreted.

As Logan et al (2008) propose we all belong to individual tribes whether they are social or work tribes and within those tribes we communicate uniquely often using different languages. The key to successfully communicating with these tribes is to find a specific



language for each group which resonates with them and clearly articulates the company's vision or initiative. These languages may use a variety of means whether they be technologies, information sessions, think tanks or road shows but all contribute to the message being conveyed succinctly and accurately. Leaders need to work out how to effectively communicate the same vision to different tribes within the organisation. Continuing to use the same language or methodology to communicate to all levels of an organisation could be a missed opportunity by top management to change employee's perception of an initiative or project with sometimes devastating effects.

The interviews highlighted the following points for consideration:

- How leadership decisions are managed - do they become a 'tick a box' process which restricts creativity and ability to explore new and varied options? Do they add to the 'busyness' and inhibit staff ability to have success?
- Find the means to create 'cross pollination' between faculty and divisions. Listen to those that are actually implementing the processes and initiatives, what would work for them; are there small changes that would make a big difference?
- Give people throughout the organisation the opportunity to contribute to decision making. Listen and appreciate that all levels of the organisation have the ability to contribute to leadership and decisions. How do staff know who to give feedback to in this 'big' university structure?
- Recognise the potential of those at all levels to contribute and add value to the process that they are implementing.

We suspect that people who have been successful have managed the change process and are not limited by perceptions – they have an open mind and are open to change.

Effective organisational processes focus more on 'supporting staff learning and development' and less on 'monitoring task completion and enforcing roles' (Heynoski and Quinn 2012). Staff indicated they feel inhibited by the focus on tasks rather than outcomes and they want to be trusted more to do their jobs.

### 3.5 Limitations

The small number of interview participants is a limitation of this project however we believe that what we found is consistent with the findings from the Your Voice survey and previous LDW projects so adds a richness to those previous findings.

## 4. Recommendations

### Postcards for Success at CSU

'Postcards for Success' is an idea for how to spread the word about how to create an environment for success at CSU. These post cards can distribute the message on how to enable success. In the future this idea can be expanded to include a series of messages on a number of themes. Refer to appendix 7.7 for details of both sides of the post card.



## ENABLING SUCCESS THROUGH LEADERSHIP @ CSU

### 1. Time

You need time to get the work done that can have great impact.

### 2. People skills and networks

You need to feel trusted and listened to. You need mentors and supportive networks.

### 3. Big picture knowledge

You need organisation knowledge if you are to implement creative solutions.

### 4. Personal characteristics

You need to be courageous, committed and effective communicators.



To: All CSU Staff

Tips to create a culture that enables people to achieve.

From: LDW project

## 5. Conclusion

Key findings from the case studies indicated that the main factors required to create an environment for success were:

1. *Time (it takes a lot of time to make things happen)*
2. *People skills and networks (being trusted, listened to, given constructive feedback plus having good mentors)*
3. *'Big Picture' knowledge of the organisation, especially the decision making processes at CSU (knowing who to ask and how to get things done)*
4. *Personal characteristics (courage and commitment)*

*"It is very much about relationships and trust. That is one of the challenges we have at the moment because we don't often have the capacity to build those relationships and trust with people"* (Participant Quote).

Our recommendations are that staff are provided with a work environment and the opportunities that enable success. Staff who are living the CSU values and having an impact need to be celebrated. Leaders, managers and staff need to work together to identify key barriers and enablers of success in their areas. And importantly the difference between leadership and management needs to be understood. CSU 'Postcards for Success' is an idea for how to spread the word on these issues.

Emphasis should be placed on:

1. *Setting realistic timeframes plus time for staff to pause and reflect (time for personal mindfulness).*
2. *Recognising the time and value of personal interactions between CSU staff.*
3. *Improved induction and education opportunities for staff regarding university structure and governance.*
4. *Leading us more and managing us less - reframing focus onto outcomes rather than all the tasks and processes to get a job done. Lead us mindfully and "trust us to do our jobs"* (Participant Quote).

*"Leaders aren't aware of the privilege that they have, and the concern and worry and stress that they evoke within the staff and staffs inability to respond in a meaningful way to the decisions that are being made for them"* (Participant Quote).

## 6. References

- Bass, B.M. (1999). *Two Decades of Research and Development in Transformational Leadership*. *European Journal Of Work And Organizational Psychology* 8 (1)9–32.
- Bass, B.M. (1997). *Does the Transactional Transformational Leadership Paradigm Transcend Organizational and National Boundaries?* American Psychological Association. Vol. 52 (2), 130-139.
- Bass, B. M. (1985). *Leadership And Performance Beyond Expectations*. New York: Free Press.
- Brophy, J. R. (2010). *Leadership styles*. In *Leadership essentials for emergency medical services* (pp. 13-21). Sudbury, Mass Jones and Bartlett Publishers.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row
- Charles Sturt University (CSU). (2016). *CSU Values*. Retrieved from: <https://www.csu.edu.au/values>
- Gale, N. K., Heath, G., Cameron, E., Rashid, S., & Redwood, S. (2013). Using the framework method for the analysis of qualitative data in multi-disciplinary health research. *BMC medical research methodology*, 13, 117-117.
- Godin, S. (2008). *Tribes: We need you to lead us*. Penguin.
- Henderson, Amanda (2015) *Leadership and communication: what are the imperatives?* *Journal of Nursing Management* 23, 693–694 <https://doi.org/10.1111/jonm.12336>
- Heynoski, K., & Quinn, R. E. (2012). Seeing and realizing organizational potential: Activating conversations that challenge assumptions. *Organizational Dynamics*, 41(2), 118-125. <https://doi.org/10.1016/j.orgdyn.2012.01.00>
- Liamputtong, P. (2013). 3<sup>rd</sup> Ed. *Research methods in health: foundations for evidence-based practice*. Oxford
- Logan, D. C., King, J. P., & Fischer-Wright, H. (2008). *Tribal leadership: Leveraging natural groups to build a thriving organization*. Collins.
- Northouse, P. G. (2015) 7<sup>th</sup> Ed. *Leadership: Theory and practice*. Sage publications.
- Reed, J. (2006). *Appreciative inquiry: Research for change*. Sage.
- Techtarget. (2010). *Appreciative Inquiry*. Retrieved from: <http://whatis.techtarget.com/definition/Appreciative-inquiry-AI>

## 7. Appendices

7.1 Summary of Leadership Models or Styles

7.2 CSU Organisational Structure

7.3 Your Voice Survey Results

7.4 Interview questions

7.5 Themes arising from interviews

7.6 Alignment with CSU values

7.7 CSU Postcards for Success

7.8 Project team members Reflections

### 7.1 Summary of Leadership Models or Styles

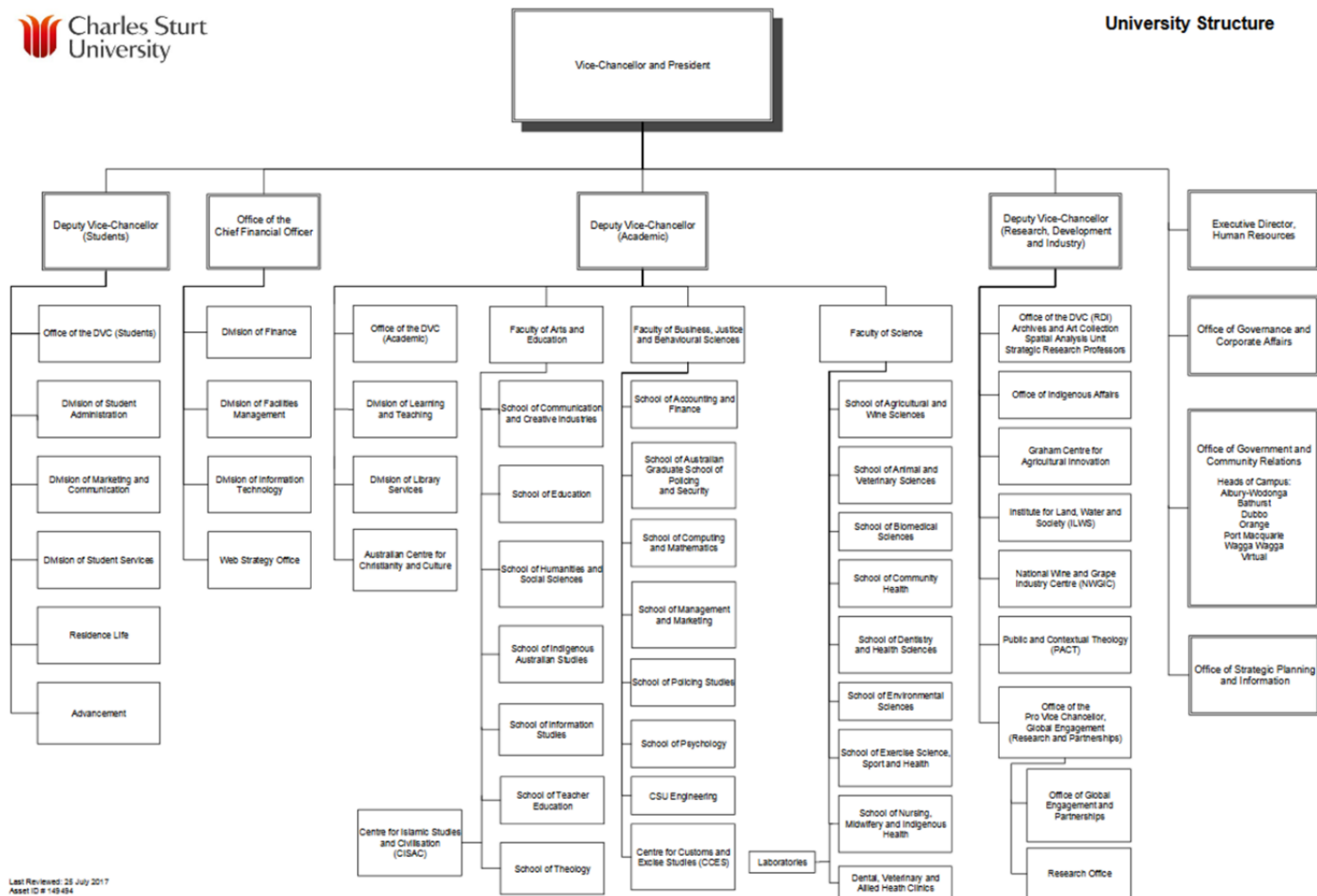
Leadership model	Descriptions,	Communication methods and characteristics of leader	Risks	Benefits
Transactional	Common model that focuses on the exchanges that occur between leader and followers.	Leaders exchange things of value (promotion, salary, punishment) with followers to advance their own and their followers, organisations agenda.	Un flexible; stifles creativity and problem solving and recognition of excellence. Very task oriented and esp. subordinates do not see significance of visions or goals of organisations.	Easy to implement and clear. Leaders do not need many skills
Autocratic Top down	Leader has complete power. Leadership style/model used in past and seen as negative or ineffective in most situations; organisations today.	Directives without seeking and expecting feedback or response.	Could lead to misunderstandings, poor morale, fear, absenteeism and high staff turnover.	Gets job done especially in emergencies or with inexperienced new staff
Bureaucratic	Multiple layers of hierarchy. Strong tradition of Top down directives. Focuses on following guidelines and policies	Leaders are empowered by the offices they hold and are held accountable to the next level in the hierarchy. to get an initiative approved	Lack of credible vision for future	Gets job done  Can works well in 'factory' situations that have large numbers of unskilled staff
Authentic	Emerged in response to leadership failures in public and private sector as a genuine trustworthy and good leadership that society demanded. It is transparent, morally grounded and responsive to people's needs as well as values.	Has intrapersonal aspects that focus on the leaders knowledge, self-regulation and self-concept but also interpersonal aspects that focus on collective processes created by leader and followers together	Not well researched and hence defined and understood and tested	Appeals to most
Transformational Charismatic	Concerned with values, emotions, ethics, standards and long term goals. This model of leadership is about processes that change people. It aims to move	Requires strong role models who are competent, articulate goals with moral content, have high expectations of self and others,	May lack conceptual clarity  Difficult to measure	Well researches; has intuitive appeal for most as it makes sense

Visionary	followers to accomplish more than what is usually expected from them and to engage all persons to create connections that raise the level of motivation and morality in both the leader and the follower in a positive way.	<p>have clear compelling visions and communicate them clearly.</p> <p>Vision however need to originate from all not just the leader.</p> <p>Leaders establish trust-by being reliable and predictable even in times of uncertainty.</p>	<p>Lack of evidence that transformational leaders do transform organisations or individuals</p> <p>Potential to be abused because processes on how leaders' visions are challenged are uncertain.</p> <p>Uncertainty</p>	<p>It is a process that occurs between leader and followers and leadership emerges from this interplay</p> <p>Needs of others are central to model and hence all gain a more prominent positions in the leadership process.</p> <p>Morally uplifting and positively related to better satisfaction, performance and motivation. Aligns organisational interests and member's requirements.</p>
Adaptive	Mobilizes people to tackle tough challenges and thrive (Heifetz, 2009, p. 17). Encourage learning creativity and adaptation to complex and challenging situations.	Leader does not solve problems instead rather encourages others to problem solve and to change and adjust to new situations	Little research to support the claims of this leadership model or style. The processes of adaptive leadership are still relatively poorly conceptualised. Wide ranging prescriptions of this leadership style makes it difficult to interpret them	<p>Takes a process approach to leadership. Interactional event between leader and followers in different situations; with both mutually effecting each other. Leader holds an environment where followers can adapt, learn and grow</p>
Team	Organisational groups (teams) of interdependent members who share common goal and work together to achieve these goals		<p>Might not cover all skills needed in a team; has shared leadership and hence every member needs team oriented and leadership skills</p> <p>Organisational culture needs to support member involvement</p> <p>And decision making of teams(lateral decision making)</p> <p>Shared leadership</p>	<p>Focus on real life organisational work groups and the LS needed within these groups</p> <p>Faster response capabilities; competitive edge though faster adaption to changes( and recognising future needs early</p> <p>Greater productivity; more effective use of resources; better decision making and problem solving, greater innovation and creativity)</p>

Participative	Invites input from employees on all company decisions. The staff is given pertinent information regarding company issues, and a majority vote determines the course of action the company will take.	Provides involvement	Ambiguous, unstructured, unclear. Slow decision making; dilutes expertise in decision making, create conflict	Policies and procedures/decision are accepted by staff. Staff feel liable for decisions and company-improved loyalty
Servant	Altruism is the central component i.e. it frames leadership around the principle of caring for others. Shares control and influence		Perception of being ineffective, whimsical.  Still much scholarly debate about definition hence validity of this model is not validated yet.	Provides a set of philosophies and behaviours that organisations and individuals within can learn and develop.
Eco-leadership	Connectivity, distributed leadership, ethics, sustainability and leading adaptive networked organizations are all core to the task of Eco-Leadership	Eco-Leaders reframe the form and the purpose of organizations.(Western 2007)		



## 7.2 CSU Organisational Structure



### 7.3 Your Voice Survey Results

<b>Voice Survey Summary</b>	<b>2017</b>	<b>2015</b>	<b>2013</b>
	<b>% Fav</b>		
<b>Process</b>	<b>53%</b>	<b>56%</b>	<b>49%</b>
In CSU it is clear who had responsibility for what	39%	43%	46%
CSU policies , procedures and guidelines are clear and provide helpful guidance	50%	54%	39%
Policies , procedures and guidelines in my work unit are clear and provide helpful guidance*	56%	58%	50%
I know how to find CSU policies and procedures when I need them	68%	70%	61%
<b>Cross unit cooperation</b>	<b>32%</b>	<b>33%</b>	<b>33%</b>
There is good communication across all units of CSU	28%	26%	28%
Knowledge and information are shared throughout CSU	31%	30%	32%
There is cooperation between different units in CSU	36%	39%	38%
Our willingness to work collaboratively with others makes CSU different	35%	37%	38%
<b>Involvement</b>	<b>44%</b>	<b>45%</b>	<b>46%</b>
I have input into everyday decision-making in CSU	39%	40%	43%
I am encouraged to give feedback about things that concern me	57%	57%	58%
I am consulted before decisions that affect me are made	36%	37%	37%
<b>Vice-Chancellors Leadership Team/Senior Executive Committee</b>	<b>48%</b>	<b>43%</b>	<b>49%</b>
I have confidence in the ability of the Vice-Chancellors Leadership Team/ Senior Executive Committee	51%	49%	59%
The Vice-Chancellor's Leadership Team/ Senior Executive Committee are good role models for staff	47%	47%	52%
The Vice-Chancellor's Leadership Team/ Senior Executive Committee keep people informed about what's going on	54%	41%	46%
The Vice-Chancellors Leadership Team/ Senior Executive Committee listened to other staff	40%	35%	40%
<b>Senior Management</b>	<b>43%</b>	<b>46%</b>	<b>48%</b>
I have confidence in the ability of senior management	47%	52%	54%
Senior management are good role models for staff	44%	48%	49%
Senior management keep people informed about what's going on	43%	44%	46%
Senior management listen to other staff	40%	41%	43%
<b>Colleagues</b>	<b>82%</b>	<b>81%</b>	<b>80%</b>
I have confidence in the ability of my colleagues	83%	81%	79%
My colleagues give me help and support	84%	81%	81%
My colleagues put in extra effort whenever necessary	81%	81%	81%
<b>Workload</b>	<b>44%</b>	<b>43%</b>	<b>39%</b>
There are enough staff employed to meet work demands in my work unit	41%	40%	36%
My workload is manageable	52%	50%	45%
Sufficient time is available to work on high priority project and activities	39%	39%	36%
<b>Survey Experience</b>	<b>54%</b>	<b>48%</b>	<b>44%</b>
Feedback from employees is acted upon in CSU	42%	36%	38%

#### Improvement D: SEC & Senior Management (11%)

- More support from senior management
- Senior managers should be positive role models
- Increased transparency from senior management
- Select senior management that are effective communicators and consult rather than push down and enact the CSU values
- Leaders (or heads) must be honest and fair.
- Senior management needs to begin the work of rebuilding the trust of their workforce by being accountable, by meaningfully communicating and listening to those who carry out the core work of the University
- Executive level management do not communicate effectively with staff
- Senior exec/managers seem to be disconnected from the rest of the university
- Senior Management need to improve and be more people orientated

---

#### Improvement C: Involvement (12%)

- Listen to staff and act on feedback even if it is not from management
- If you do have a chance to speak with your staff, take the time, don't just pass them by
- Consult relevant areas before introducing new systems
- Listen to people on the ground, such as the teachers, researchers, administrative staff and run CSU from the bottom up, rather than top-down
- Enable more input from those at the 'coal face' when making major changes would reduce frustration, and save time and money, and often produce better outcomes
- Don't discount expertise and observations from staff no matter their level. Change Evaluation committees are driven from top-down with little input from users
- CSU tends to implement a new strategy, then get feedback on the process. Maybe be a bit more consultative up front
- CSU/Department wide emails are fine but having your manager talk to you about changes and take questions would be a better approach

page 45

voice

#### Improvement A: Cross-Unit Cooperation (22%)

- Communication and collaboration between staff and management, and between different organisational units must be improved
- More cross-unit collaboration, less silos
- More communication between different areas – better understanding of what other areas do/challenges
- Better communication across faculties – sharing best practices, opportunities for growth
- Better communication channels
- CSU is a large organisation that is organised in silos. Break down the silos. Improve the organisational structure and where departments belong to. There needs to be more synergy and information sharing among departments
- Communication between units and within the unit
- Break down the barriers between divisions
- More open and improved communication across all sectors of the university

#### Strength E: Job Satisfaction (18%)

- I enjoy the work that I do
  - I have a lot of autonomy in my job
  - The work is interesting
  - I love that my job challenges me every day in different ways
  - Some of the work I do is challenging and exciting and provides a sense of purpose and accomplishment
  - Stimulating and varied work
  - I am never bored, there is always something to be done
  - I enjoy the nature of my work and the challenges and variety it provides
  - Meaningful work with real impact
  - Intellectually-challenging work
  - The creativity of my job
- 

#### Strength A: Colleagues (52%)

- Encountering passionate, kind people who work here as academics and support staff
  - The people I work with
  - My immediate colleagues are supportive and positive
  - Working with colleagues who all help one another
  - Collegiality
  - Interesting colleagues
  - Interaction and working together with colleagues from my and other areas
  - I really like the people that I work with and what we are all trying to achieve together as a team
  - Get to work with some amazing people who are so dedicated to making a difference in people's lives
  - Support from work colleagues
  - My colleagues make it a better place to work
-

#### 7.4 Interview questions

- a) Tell us about your work/project.
- b) What is it about you, and what you do, that's enabled you to be successful?
- c) Are there any particular strategies or techniques you used when implementing your project which helped you achieve your goals?
- d) How do you know when you've been successful or had an impact?
- e) What has worked well to facilitate your success within CSU?
- f) Have there been barriers or factors that might have inhibited your success and how did you overcome them?
- g) Do you perceive any problems or barriers with communication and collaboration between yourself and CSU managers and leaders?
- h) What is your perception of the leadership style/approach at CSU?
- i) What advice would you give to someone who is thinking about self-initiating a project at CSU?

## 7.5 Themes arising from interviews

Themes arising from interviews regarding how to be successful and style of leadership

Leadership	VOICE SURVEY			Quotes	Themes	Alignment with CSU Values
	2017	2015	2013			
Vice-Chancellors Leadership Team/Senior Executive Committee	48%	43%	49%	<p>“Not very personal definitely a top down approach.”</p> <p>“Where you are talking about the top down ..... top down style of management .., what that doesn't do very well is acknowledge that, ... .. we forget sometimes that we are dealing with people we focus sometimes too much on progress versus people.”</p>	<i>Time Investment</i>	Inspiring
Senior Management	43%	46%	48%	<p>“Institutional communication barrier that is causing problems at an individual performance level”</p> <p>“I think the approach we have got at the moment it’s very top down, it’s very autocratic, it’s very didactic. I equate it to the management styles of the 1980s and it wasn't the best time in the 1980's if you happened to work through those.”</p>	<i>People skills and networks</i>	Impactful
Involvement	44%	45%	46%			Inclusive
Survey Experience	54%	48%	44%	<p>“Leadership doesn't always want to hear what the actually experience of the project is on the ground”.</p> <p>“Leadership somewhat disconnected from peoples hopes and aspirations in their roles”.</p>	<i>Decision Making Processes at CSU</i>	Insightful

Success	VOICE SURVEY			Quotes	Themes	Alignment with CSU Values
	2017	2015	2013			
<b>Cross unit cooperation</b>	<b>32%</b>	<b>33%</b>	<b>33%</b>	<p>“networking is really key. I try to know as many people as I can outside my own job so that I can provide the best support.....”</p> <p>“CSM - doesn't seem to be a more personalised or individualised way of communicating across the university always unknown a generic email and you never know who you will get the next time. ....”</p>	<p><i>People skills and networks</i></p> <p><i>Personal characteristics</i></p>	Inclusive
<b>Colleagues</b>	<b>82%</b>	<b>81%</b>	<b>80%</b>	<p>“If I was doing it on my own it would have found it a lot more difficult”.</p> <p>“I did it despite the fact that there was no time. I didn't get any time within my workload, I didn't get any positive comments for at least 18 months. I had not one person say ‘this is a great thing for you to be doing’, ‘well done’. It was all ‘well it’s not going to work because of this’, I can’t make it because of that’, ‘why don't you do this’, ‘why don't you do that’. It was so negative”.</p>	<p><i>People skills and networks</i></p> <p><i>Personal characteristics</i></p>	Inclusive Insightful Impactful
<b>Workload</b>	44%	43%	39%	<p>“It is very much about relationships and trust. That is one of the challenges we have at the moment because</p>	<p><i>Time Investment</i></p> <p><i>People skills and networks</i></p> <p><i>Personal characteristics</i></p>	Impactful

<b>Process</b>	<b>53%</b>	<b>56%</b>	<b>49%</b>	we don't often have the capacity to build those relationships and trust with people”.	<i>People skills and networks</i>  <i>Big picture knowledge</i>	Insightful Impactful
----------------	------------	------------	------------	---	---	-------------------------



## 7.6 Alignment with CSU values

The table below lists the description of each CSU Value and summarises the corresponding findings from interview participants that they identified as enabling them to be successful.

### **CSU Value: Insightful**

In living the value of Insightful we act respectfully and perceptively to seek to understand why people think and behave in the ways that they do. Digging deep to understand the 'why' in addition to the 'what', we shift beyond taking words or actions at face value.

Through an open-minded approach we reveal people's underlying attitudes, beliefs and motivations. An insightful approach means we remove ambiguity, we are each clear and agreed about our goals and actions, and we better position ourselves for success."

Factors identified by staff that enabled success:

- Be aware of other initiatives that the university is running work and towards end goal together. Communicate upfront with others involved in the project or influencing the project
- Important to have knowledge of your role, expectations and area that you are working within.
- Understand what end goal is.
- Key strategy to get academics on board – Find out about person working with, consider student feedback, strengths and approach from this place to move forward.
- Understanding the team and the people you are working with and being responsive/ flexible.
- Appreciated being listened to and support, doing little things beyond the guidelines which sets up the good relationship.
- Need to have the right person for the job and know what makes that position effective and don't always get the right person for the job. Need clear understanding of what the functions are.
- Listen to what the academic is saying e.g. fear, disgruntled. Respond accordingly and tailor how we need to engage from that point on.
- Having a colleague that could work with, shared vision helped
- Staff very supportive and willing to be involved
- Head of School very supportive

### **CSU Value: Impactful**

Focusing on outcomes and behaving in a consistent and constructive manner enhances our impact on those around us. As a community of impactful professionals we are each thinking about how to best direct our efforts to secure results for our students and our communities.

We have an accurate awareness of our own selves and of the situation around us and we value the individual roles of those around us in supporting our students and communities.

We take learnings from each of our experiences and have the gumption and tenacity to find a way past difficulties and obstructions.

Factors identified by staff that enabled success:

- Success assisted by networking – Try to know as many people as possible away from your role to provide as much support as needed.
- How to promote change and progress: Personal relationship –allow them to have a conversation.
- Build trust by listening to people and acknowledging their passion and their specialisation. Then targeted conversations with people allow them to express their passion and then steer it where it needs to go.
- Need to develop a track record which is shared with other academics so they can also promote the fact you can be trusted.
- Market your skills so they are at least open to the conversation.
- Breadth of knowledge and depth.
- Working across different divisions gives opportunity to knowing different people.

#### **CSU Value: Inclusive**

Involving others – being welcoming and accessible – enables us to be a stronger collective force. As a university, we aim to be easy, warm and welcoming. We want our students and our peers to know they are important to us. Education and research benefits everyone in our community and our University is stronger when we work together.

In behaving inclusively we work collaboratively to develop and deliver solutions – we value new perspectives. An inclusive approach influences the way we all relate to each other and helps us all achieve our full potential collectively.

Factors identified by staff that enabled success:

- Recognise the differences and customise a different approach to meet these differences e.g. leadership sometimes individual sometimes top down
- Relationship and rapport that build up as a team, shared focus.
- A shared vision will overcome challenges and doesn't allow road blocks to be stoppages.
- Students really supportive and keen
- Regular feedback in informal conversations.
- Positive student feedback.

#### **CSU Value: Inspiring**

Creative in our thinking, yet rigorous in our approach, we drive and lead change and evolution. Through living the value of “inspiring” we engage and motivate our students and communities to also proactively build innovation and capacity into their lives, careers and industries.


We challenge those around us to leave their comfort zones and support and foster their growth and evolution. We are champions of change with compelling visions and we engage those around us in shaping the journey. Living this important value creates engagement and commitment from those around us.

Factors identified by staff that enabled success:

- If starting a project that aligns with CSU strategy then find a champion at leadership level which will help move it forward.
- Ownership on academics to develop and own vision of where to get teaching and learning too.
- People relaxed, open to helping each other- culture of support.
- Be committed - do the work despite the fact there was no time, no positive comments and at times only negative feedback/criticism
- Really believed in the project and needed to do something. "Can't give up as no one else will do it".
- Enough freedom to do the things that you want to do. Issue is these 'extras' are not in your workload.
- People at the top – need to know when able to access them and if willing to listen.

## 7.7 CSU Postcards for Success

Each postcard has the same message on the back with four different images linked to one of CSU values. In the future it is suggested that a series of postcards could be developed with different messages on the back.

<h1>ENABLING SUCCESS THROUGH LEADERSHIP @ CSU</h1>	
<ol style="list-style-type: none"><li><b>1. Time</b> You need time to get the work done that can have great impact.</li><li><b>2. People skills and networks</b> You need to feel trusted and listened to. You need mentors and supportive networks.</li><li><b>3. Big picture knowledge</b> You need organisation knowledge if you are to implement creative solutions.</li><li><b>4. Personal characteristics</b> You need to be courageous, committed and effective communicators.</li></ol>	<p>To: All CSU Staff</p> <p>Tips to create a culture that enables people to achieve.</p> <p>From: LDW project</p>





Inclusive





## 7.8 Project team member's Reflections

### Wendy Harris

What a great opportunity to meet with and make both personal and professional friendships with women who I may not have otherwise had the pleasure of meeting. I really enjoyed catching up regularly with my mentor and chatting about everything which was important to me and getting an honest and different perspective. Making different networks and contacts has been invaluable and has led me to be involved in new projects and initiatives within the university. The LDW program has definitely given me the time and reason to focus on my own learning and development and I have valued the experience.

### Michelle Wilkinson

The Leadership Development for Women program presented a wonderful opportunity for the development of leadership and networking skills. The highlight for me has certainly been meeting and working with an amazing group of women from across the University; listening to the **insight** of others, the achievements they have made and the challenges faced was inspiring.

The varied workshops and on line sessions were a highlight. It has opened my eyes to the different challenges that other Divisions and Faculties face and has provided me with a deeper understanding of the wider University landscape. I also particularly enjoyed the activities designed to understanding my personality. It was fascinating to see how different personality types connect, think and operate in a professional environment.

The group program proved challenging as we struggled to find the direction we would take, this however did allow us to really discuss and develop our understanding of leadership. Our group worked well together and I was a pleasure to get to know the group members and benefiting from their varied viewpoints and experiences.

Overall I have enjoyed the experience and have gained a lot of knowledge including leadership skills and mindfulness practice.

### Luzia Rast

The LDW 2017 program gave me the opportunity to learn and improve my understanding of how CSU works as an organisation and how decision are made. But importantly it gave me ideas how we all can have an impact in our work environment irrelevant of where in the hierarchy we are.

Having a mentor 'allocated' worked very well. The importance of mentors was also raised by many other involved in the programs including all the people we interviewed for our group

project. This has made me appreciate the important role of mentors much more than I ever have before and am keen to step in more mentoring roles myself.

The opportunity to meet such a wide range of CSU employees as part of this program was excellent and is making me think about ways how I can continue to build on my professional network.

Being part of the group projects and seeing them come together over a relative short time and with everyone being very busy with other work was a highlight. I wish we could clone whatever made our project group work so well together.

I also liked the mindful practises throughout the program. Their benefits are obvious in our busy world and I am more committed now to keep them going.

This program has 'sown many seeds' in my thinking and work practises and I am quite certain that the learning from it will continue for me.

### **Ruth Crawford**

Leadership is something that did not sit comfortably with me before the LDW program. The understanding I gained from completing the program gives me more belief and confidence in my capacity to be a leader. I particularly enjoyed the group project and working with my mentor – what a wonderful bunch of leaders.

Most insightful was the understanding that leadership and management are very different and how leadership at all levels is indeed possible, and should be encouraged. Authority does not generate leadership and viewing only those in authority as leaders limits what people think is possible.

Equally significant was my increased knowledge of our university structure and governance – I feel you can't be as effective if you don't truly understand the landscape you're working in. I realise that my perception of what's happening compared to what actually happens (and why) was at times ill-informed. Having a better understanding of some of the 'why' has given me acceptance of certain situations.

Mindfulness has been part of my life for many years, but is a practice which I do not give enough attention too. I loved learning how leading mindfully was possible and found this reinvigorated my commitment to mindful practices. Mindful leadership could make our organisation a more productive, fulfilling and enjoyable place to be.

Finally gaining insights into human behaviour and how that impacts on the way we need to communicate (and therefore lead) has been fascinating. Humans naturally form tribes (20-150 people) so understanding the tribe you are in, what stage the tribes around you are at, and how to effectively communicate within and between tribes is vital. Anyone can lead a tribe – find the 'something' that connects people to 'something' greater than themselves.



Moving forward I would like to 'step up' as a leader in my 'tribe' (Nutrition & Dietetics). I plan to progress the tribes vision and aim to increase its reach at CSU.

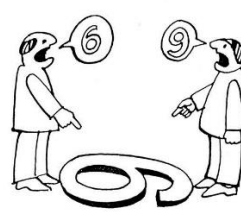
The LDW program has also been a fantastic opportunity to broaden my network at CSU which is invaluable in enabling me to be more effective in my role here.



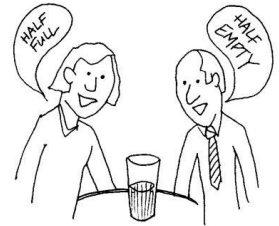
<https://goo.gl/images/AsE61M>



<https://goo.gl/images/pWkNZs>



<https://goo.gl/images/UVLXQy>



<https://goo.gl/images/JeyVCf>