



ANZSSA 2011

Leadership in student support and development services in Australian universities: exploring relationships between leadership orientation, effectiveness, and job satisfaction for senior and mid-level professional staff.

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*All functions in higher education must be properly managed,
including student affairs and services.*

UNESCO World Conference on Higher Education, Paris, France (2009)



Overview

who	<ul style="list-style-type: none"> • student support & devpt services • participants
what	<ul style="list-style-type: none"> • definitions • research questions
why	<ul style="list-style-type: none"> • rationale
whip around	<ul style="list-style-type: none"> • leadership theory
which	<ul style="list-style-type: none"> • theoretical perspective for this study
how	<ul style="list-style-type: none"> • research design
some findings	<ul style="list-style-type: none"> • and q&a



Who – Domain of interest

Student support and development services (hereafter ssds) in Australian universities.

These services support student engagement and success through:

- aspiration building
- supporting student well-being, resilience and persistence
- capacity and skills development

Examples of ssds:

- counselling
- careers and employment
- learning support
- financial and welfare support
- disability/equity support
- health and medical services



Who - Participants

Population

39 universities in Australia

- Senior ssds leaders – manage multiple services
- Mid-level leaders – manage one (or two) services

Exclusions

- services run by independent bodies eg Student Guild
- residential halls
- child care
- other eg information literacy support, recreation/sports...



What – Some definitions

Construct:

Leadership theorists contend the leadership is about influencing others towards a common goal. It implies followership (Vroom & Jago, 2007), and organisational improvement.

Like *scholarship*, *leadership* is a *process* and *shared condition* which is greater than a single organisational point or player.

Leadership:

- is related to but different from management. It focuses on relationships and positive change, creating other leaders, rather than followers (Peters, 2001).

Management :

- is concerned with maintenance of systems and processes, and about achieving stability in the face of imposed change (Leithwood & Levin, 2005).



What – Research questions

1. How do senior and mid-level leaders in ssds in Australian universities describe their leadership behaviours (orientation) and style?
 - senior leaders managing multiple services
 - mid-level leaders managing one or two services
2. How do they rate their managerial and their leadership effectiveness?
 - management reflecting operational focus
 - leadership reflecting strategic focus
 - sustainability in relation to leadership
3. How do they rate their job satisfaction?
 - extrinsic relating to external factors
 - intrinsic relating to internal factors
4. What, if any, relationships exists between these factors (1-3) and professional, personal, and interpersonal characteristics of people occupying these roles?
 - personal characteristics – gender, age
 - professional characteristics – qualifications, affiliations, experience...
 - interpersonal – length of association



Why – Worthy of Research?

- **We know a lot about leadership**
(Burns, 1978; Bass & Avolio, 2000; Senge, 1990; Greenleaf, 1977...)
- **We know quite a lot about leadership in education** – focus on schools
(Fullan, 2003; Hargreaves & Fink, 2006; Leithwood et al, 2007; Robinson, 2010...)
- There is a *growing literature* about **leadership in higher education** – focus on senior executives and academic leadership (faculty deans, centre directors)
(Knight & Trowler, 2000; Bryman, 2007; Collinson & Collinson, 2007; Bolden et al, 2007...)
- **Australian** research building in last two decades (government policies)
(Davis & Sharrock, 2009; Marginson, 2006, Scott, 2010...)
- We are *starting to explore leadership in professional and support units* in higher education (focus on libraries, administrative elements – transactional services)
(Conway, 2003; Chesterton et al 2008; Rosser, 2007; Szekeres, 2006; Whitchurch, 2007...)
- There is *considerable interest* in **leadership in ssds** – significant body of work in the US (Student Affairs), and some work elsewhere.
(Lovell & Kosten, 2007; Engstrom, 2003; Kezar, 2008...)

However...



Why – It matters...

There is very little empirical research about leadership in ssds in the Australian HE context.

and...

this is become increasingly important

- quality assurance
- institutional reputation
- funding indicators
- social inclusion agenda
- competition for staff...



Why – Worthy of research?

Inform

- current senior and mid-level leaders themselves about their cohort
- professional associations
- university managers

Compare

- nationally
- internationally
- with other university leaders – executive, academic, administrative

Improve

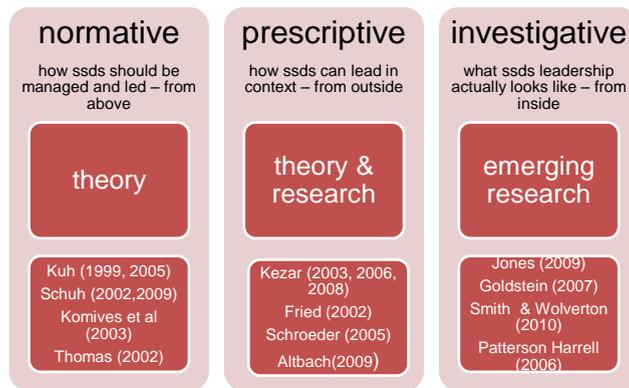
- learning at individual level
- learning at institutional level
- learning at sector level

Develop

- emerging senior level leaders
- aspiring mid-level leaders



Leadership in ssds...



Leadership theory...

Perspective	Features	Metaphor/Archetypes* (Baghai & Quigley, 2011)
Individualist (Galton, 1869)	leaders are born great personal traits and attributes power persuades followers	Hero General & Soldiers* Conductor & Orchestra*
Interactional (Fiedler, 1964; Golding, 2003; Bass, 1985)	interaction with context or situation (contingency theories) interaction with followers (transactional relationships)	Parent Landlords & Tenants* Captain & Sports Team*
Inspirational/inclusive (Burns, 1978; Avolio, 2006; Collins, 2001)	transformational relationships full range leadership servant leadership moral leadership	Visionary Producer & Creative Team*
Intersectional (Brown & Trevino, 2006; Smyth, 1989; Burke, 2006; Manning, 2001)	intersection of leadership theory with ethics, social learning theory etc, spiritual, authentic, leadership with "soul"	Messiah Senators & Citizens* Community Organiser & Volunteers*
Integrative (Kupers & Weibler, 2008; Phelan, 2005)	individualist, interactional, inspirational and intersectional approaches are all seen as legitimate and as appropriate for different types of leadership activities, across any and all stages of organisational development Multiple Frame Leadership *	Magician Architects & Builders*



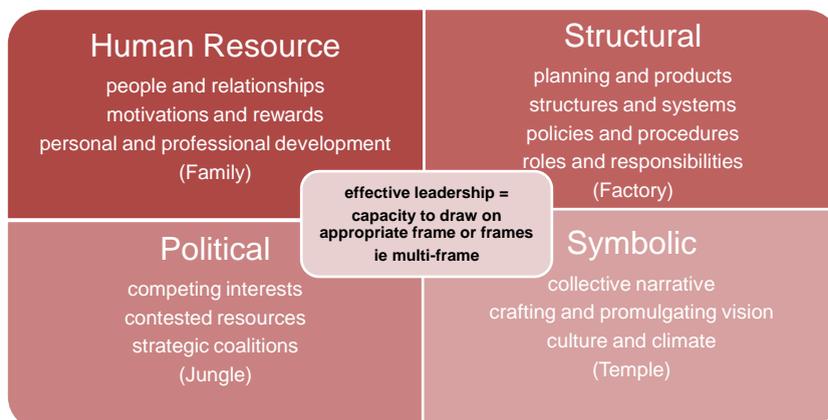
Integrative leadership ...

Proponents	Focus on Feelings	Focus on Function	Focus on Factions	Focus on F(phantasm)
Bolman & Deal (1991, 2001, 2002, 2008)	human resource	structural	political	symbolic
Birnbaum (1989)	collegial	bureaucratic	political	anarchical
Bergquist (1992)	collegial	managerial	advocacy	developmental
Howard (2005; 2006)	Type D Leadership feelings based – empathetic, intuitive, interpersonal and flexible.	Type A Leadership fact-based – emphasis is on data, logical analysis, and on the bottom line.	Type C Leadership is control/power focused – provides expectations and expects results, however achieved	Type B Leadership is creativity based – fostering an open and creative work culture and climate
Kouzes and Posner (2002)	enabling others to act encouraging the heart	modelling the way	challenging to process	inspiring a shared vision
And other "quadrant models" but not quite so neatly nested with Bolman & Deal's categories...				
Quinn (1981)	democratic	authoritarian	combative	synergistic
Burke (2006)	caring	executive function	stimulating emotions	meaning & attribution



Multiple Frame Leadership

Bolman & Deal (1991, 2001, 2002, 2008)





Multiple Frame Leadership - in action...

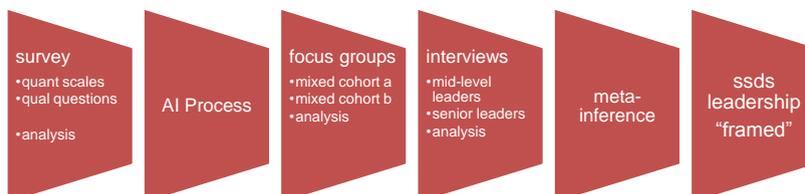


How the research is being conducted...

Integrative... design of data gathering and analysis

sequential mixed design...(Plano Clark & Creswell, 2009)

warm data and cold data (Carruthers, 2007)





More on design and methods...

Design

- quantitative survey to explore leadership frames and self ratings of effectiveness and job satisfaction
- open ended questions (4) in survey to elicit unique information about individual leadership
- Appreciative Inquiry exercise to “process” survey findings with participant reference group
- focus groups (2 x mixed cohorts) to explore survey data and inform interview development
- individual interviews (3 x senior leaders and 3 x mid-level leaders).
- purposive (bounded population) sampling

Method/Instruments

On line survey developed in LIME using incorporating:

- Leadership Orientation Scale [Self] - 32 likert rated items (behaviours); 6 q's about approach to leading (style); 2 questions asking for self rating of management/leadership effectiveness and 1 question about sustainability in relation to leadership (impact)
- Mohrman-Cooke-Mohrman Job Satisfaction Scale – 8 likert rated items (4int + 4ext)
- qualitative questions (4) – eliciting information about challenges, successes, advice for emerging leaders and depiction of own leadership as metaphor
- demographic q's - personal and professional characteristics (gender, age, qualifications, experience, professional affiliations, leadership development training ...)



Leadership Survey – October 2011





Leadership Survey Preliminary Findings - Descriptive

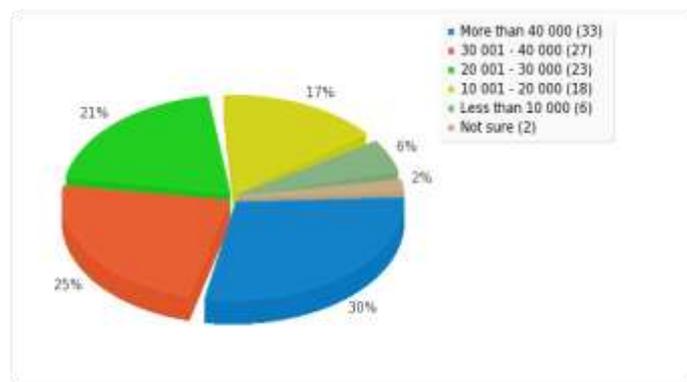
Population (senior and mid-level leaders)	N=334
Respondents	n = 138 (41.3% response rate)
Some questions were mandatory	Leadership Behaviours, Leadership Style, Management and Leadership effectiveness, Job satisfaction (intrinsic and extrinsic) Some demographic questions (gender identification, age cohort)
Open Ended Questions (themes)	Defining management and leadership effectiveness, sustainability Challenges, successes, advice for emerging professionals, metaphors

(n=) provided to show number for each q. Frame, effectiveness and satisfaction q's generally n=128. Demographics generally n=109

Caution warranted in comparisons where number of cases very small.

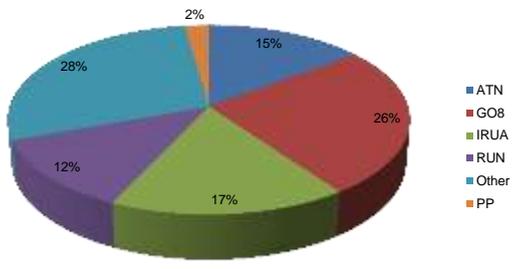


Institutional Characteristics– Size



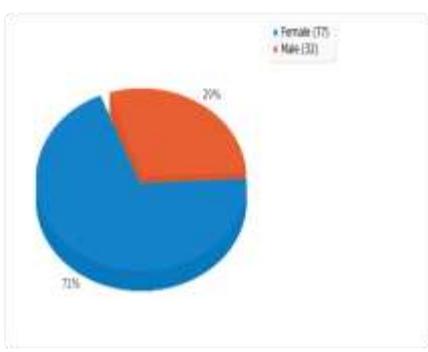


Institutional Characteristics – Type

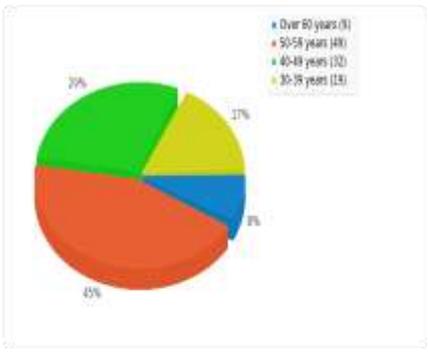


Personal Characteristics

Gender Identification



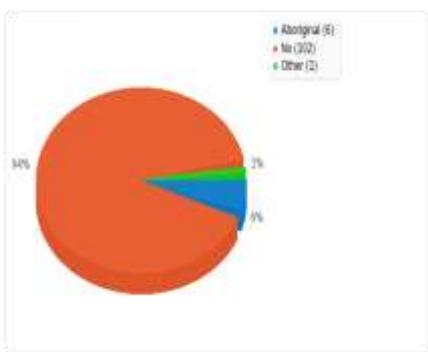
Age Cohort



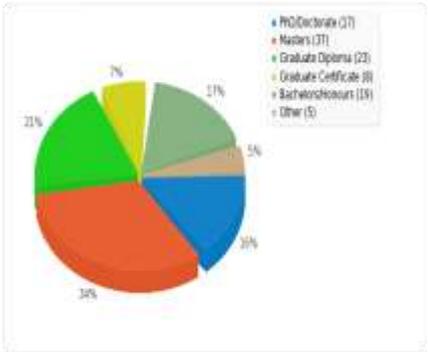


Personal Characteristics

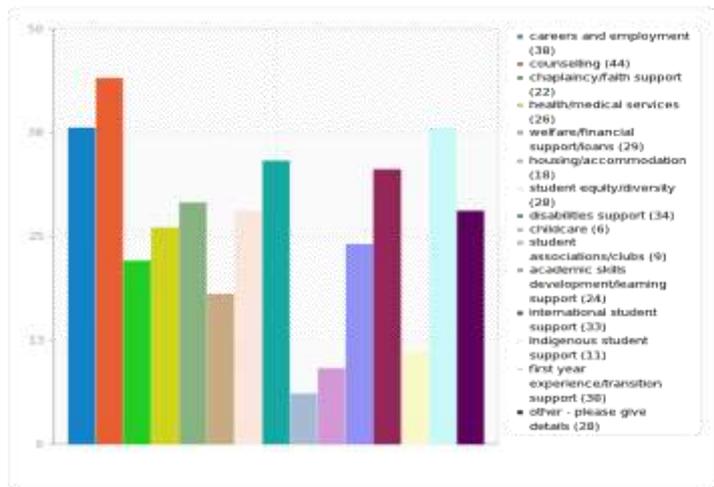
Identification



Highest Qualification



Range of Services for Students



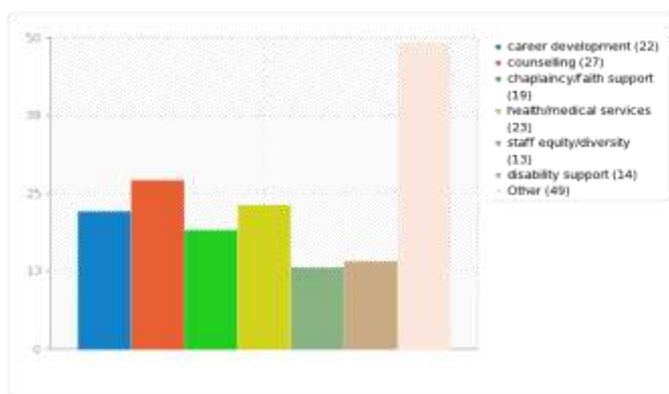


Range of Services for Students - Other

- appeals and grievance handling
- triage
- cultural and sporting activities
- elite athletes program
- English language testing
- student behaviour risk management
- legal services
- orientation
- graduations
- career development learning (curriculum)
- peer mentoring
- student leadership development/service learning
- outreach to schools (primary)
- outreach to schools (secondary)
- enabling programs
- student administration services



Range of Services for Staff





Range of Services for Staff - Other

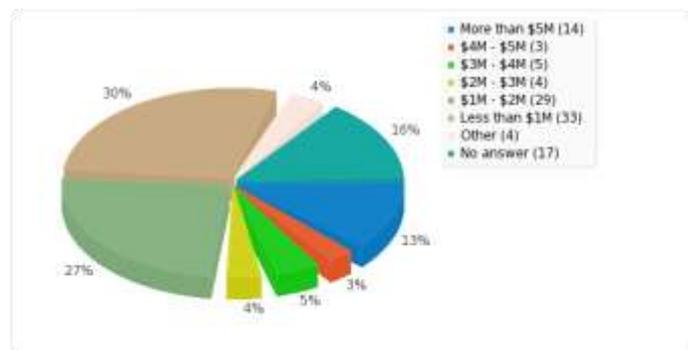
Most responses for "other" were to say "none" or "only provide services to students", or listed services to students.

The "other" areas that related to services to staff mentioned were:

- staff consultancy and training
- staff development



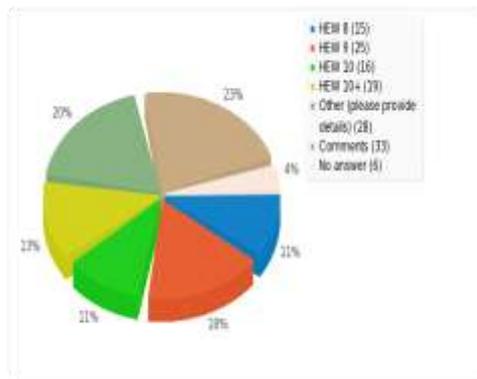
Budget Accountability





Professional Characteristics

Position Level



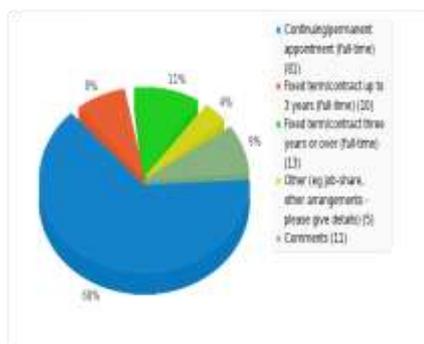
Position Level - Other

- individual contract
- senior management designation
- Associate Director
- academic appointment:
 - Lecturer (Level B)
 - Senior Lecturer (Level C)
 - Associate Professor (Level D)
 - Head of Department
- HEW 8
- HEW 7
- HEW 6
- not employee of university



Professional Characteristics

Terms of Employment



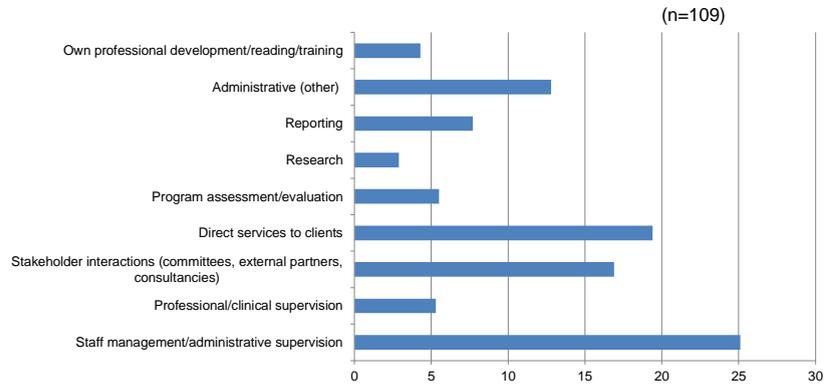
Terms of Employment - Other

- continuing permanent appt – part-time contract (varying lengths)
- 50% uni employee/50% private practice
- acting in higher duties



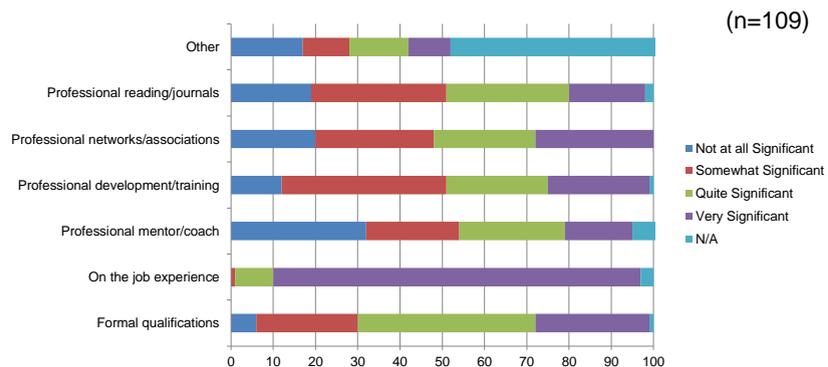
Conduct of Role

Please allocate a % of your time spent on the following, averaged over a typical month, to total 100%



Professional Capability

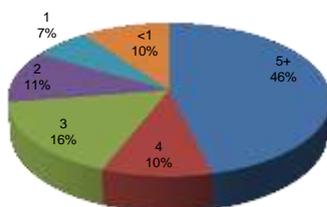
Please rate the following in terms of how significant they have been in equipping you for your current leadership role.



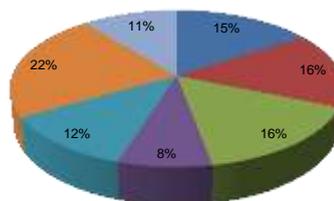


Intentions

Stay in Current Job – Years (n=91)



Likely Reason for Leaving (n=102)



So what is this sample of respondents telling us?

- mostly women (71%)
- half (50%) have a masters or doctoral level qualification -17% are currently studying
- about a fifth are in positions of HEW 8 – 9 (19%); around a quarter (24%) are in positions of HEW 10 or above; others are in different remuneration structures (eg academic appointments)
- 68% have tenure
- majority over fifty years of age (53%)
- almost half plan to stay in their current job for 5 or more years (46%) ; and 17% plan to leave within 12 months
- for one fifth of respondents, the most likely reason for leaving their current role is dissatisfaction or negative impacts of the job on their health/well-being
- staff management accounts for a good amount of leaders' time, followed by stakeholder interactions – with a good proportion also doing direct service delivery
- by far the most significant contributor to professional capability is on the job experience – professional associations and networks are also important
- services and programs managed are many and varied (and sometimes offered to staff)
- budget accountability varies from over \$5M (15%) to under \$1M (36%)

Is this expected? Is anything surprising?



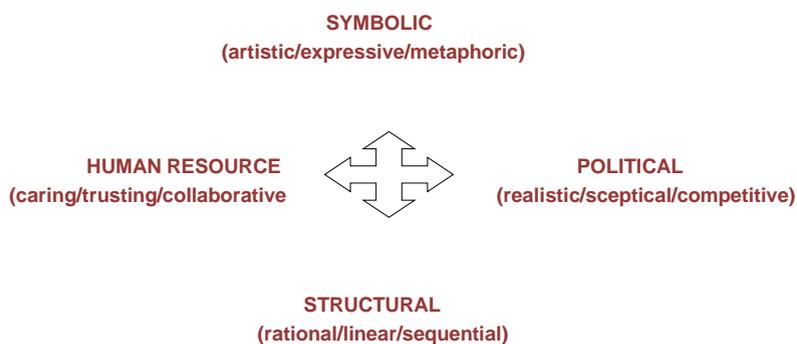
Leadership Frames

Political	Structural	Symbolic	Human Resource
<ul style="list-style-type: none"> • competing interests • contested resources • strategic coalitions • (Jungle) 	<ul style="list-style-type: none"> • planning and products • structures and systems • policies and procedures • roles and responsibilities • (Factory) 	<ul style="list-style-type: none"> • collective narrative • crafting and promulgating vision • culture and climate • (Temple) 	<ul style="list-style-type: none"> • people and relationships • motivations and rewards • personal and professional development • (Family)

Scoring 4 or more on frame = characteristically use that frame (often or always)
 Highest scoring frame = primary leadership frame; can have >1 (eg HR/Struct)
 More than one frame = multi-framing
 Use of 4 frames = "fully balanced"
 Can be less than 4 on all = no frame



Leadership Frames at work – thinking and relating.....



Are there trends in the sector, or locally for you, that suggest need for strengths in particular frames?



Leadership Frames – Behaviours

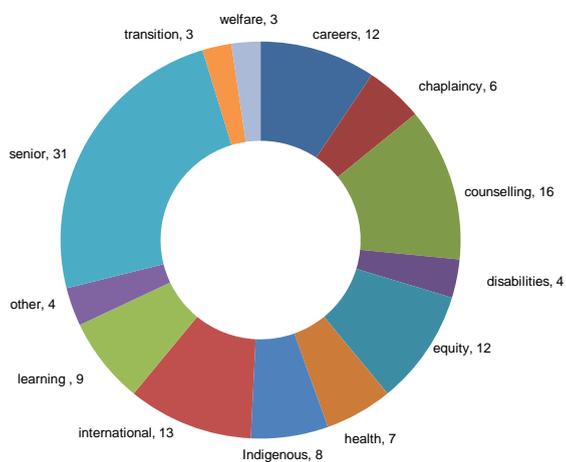
Sample of Questions (32 items in the scale)

You are asked to indicate how often each of the items below is true of you.
 1 = almost never; 2 = occasionally; 3 = sometimes; 4 = often, 5 = almost always

- I think very clearly and logically
- I show high levels of support and concern for others
- I have exceptional ability to mobilise people and resources to get things done
- I inspire others to do their best.



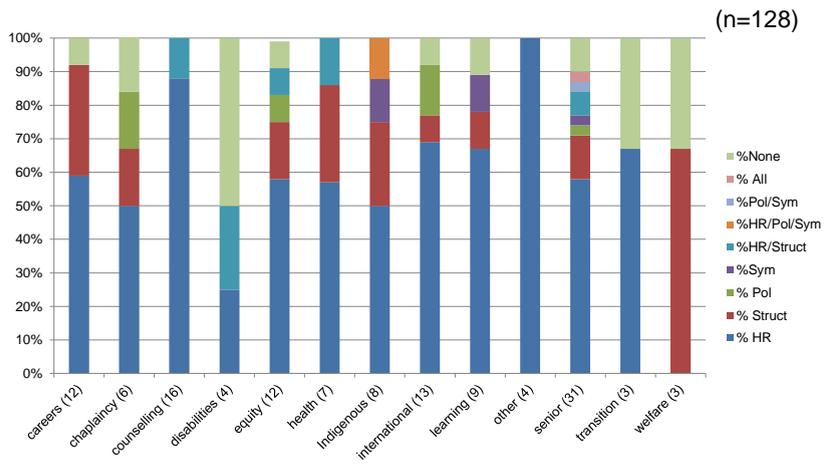
Self Rating - Leadership Frames



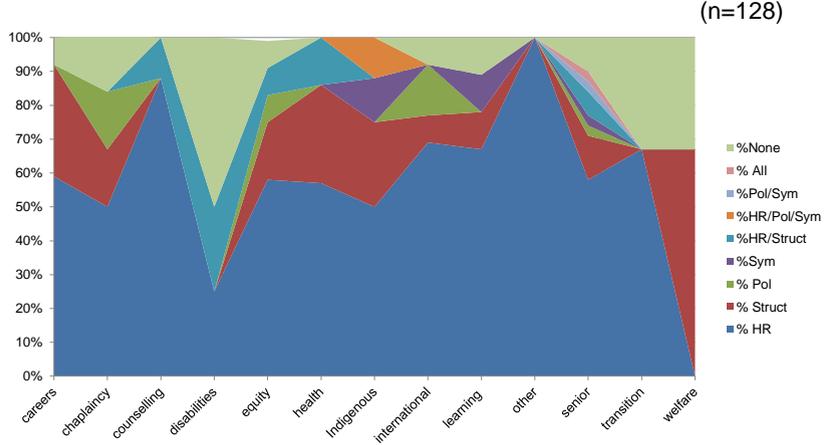
n=128



Primary Leadership Frame Behaviours – by Group



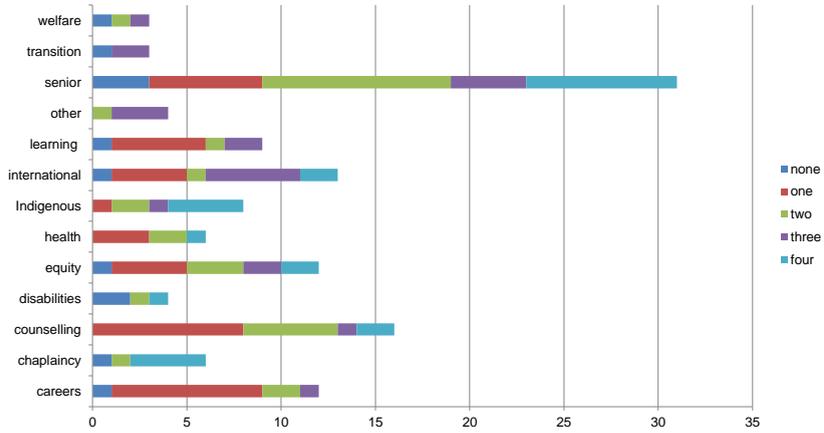
Primary Leadership Frame – by Group





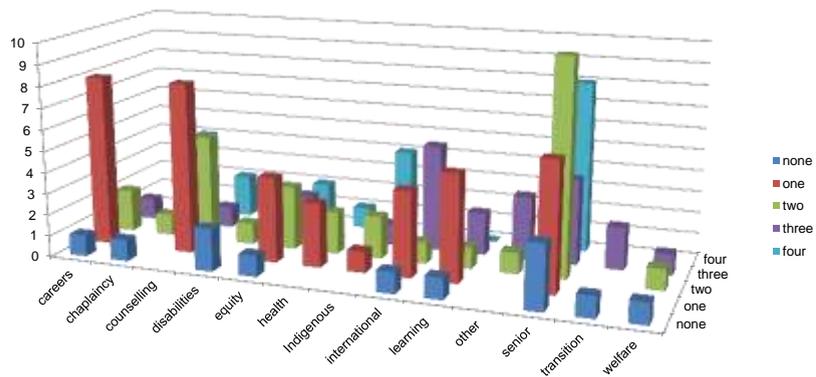
Use of Multiple Frames – by Group

(n=128)



Use of Multiple Frames – by Group

(n=128)





Self Rating - Effectiveness

Questions

Participants asked first to briefly describe what these terms (eg effective management) meant to them, then asked to rate themselves as follows:

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate yourself on:

- Overall effectiveness as a manager
- Overall effectiveness as a leader
- Overall effectiveness in sustainability in your leadership practices

(1 = lowest rating/bottom 20% and 5 = highest rating/top 20%)



Open Ended Questions – Responses

Management

- Designing and maintaining systems, processes and structures to “get things done”
- Effective/efficient/productive within available resources
- Decision making
- Delivering outcomes for the organisation
- Delivering outcomes for clients
- Building capability of individuals and team

Leadership

- Direction setting/vision/strategic alignment
- Modelling
- Motivating/inspiring others (team)
- Empowering/mentoring others (team)
- Influencing others (internal and external)
- Maximising team output
- Identifying/mitigating/overcoming threats
- Innovation/improvements



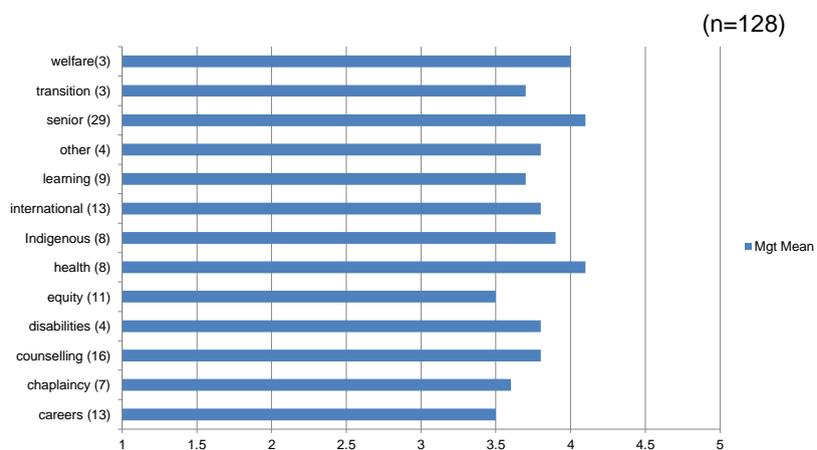
Open Ended Questions – Responses

Sustainability in Relation to Leadership

- Organisational relevance/alignment
- Effectiveness over the longer term
- Succession planning/organisational renewal
- Persistence
- Consistency
- Maintaining balance/well-being (self & team)
- Resources – stretching/reducing waste
- Environment – caring about future



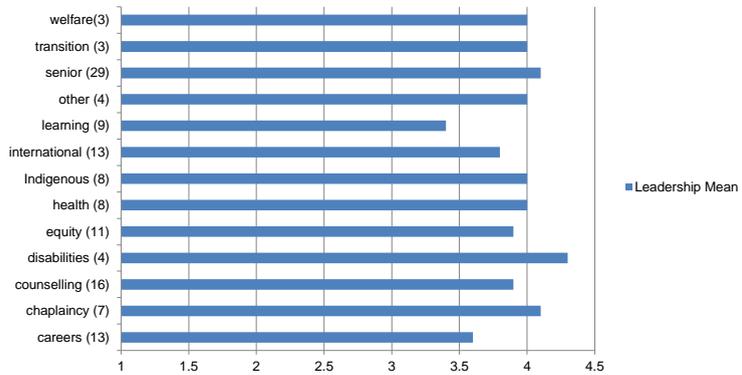
Self Rating Management Effectiveness – by Group





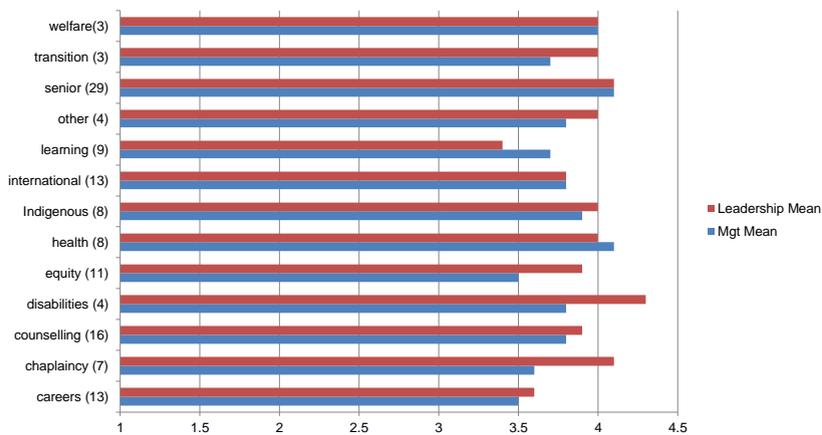
Self Rating Leadership Effectiveness – by Group

(n=128)



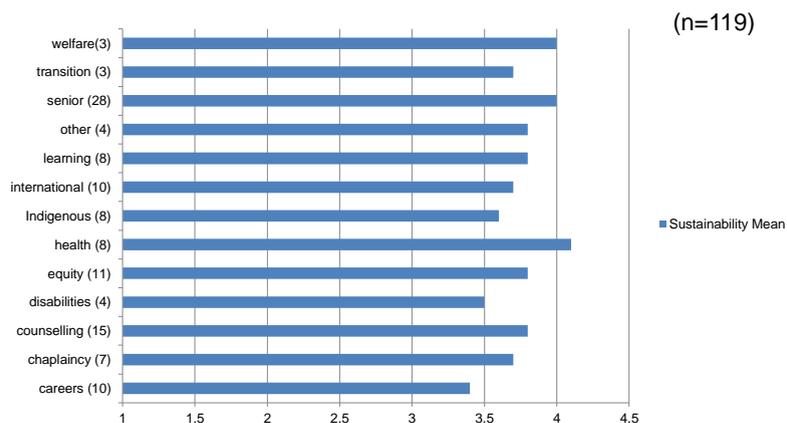
Self Rating Mgt & Ldship Effectiveness - Compared

(n=128)





Self Rating Sustainability Effectiveness – by Group



Department name (edit in View > Header and Footer...)



Job Satisfaction - Mohrman, Cooke & Mohrman

Questions (8 items)

Please rate your personal level of satisfaction with the following aspects of your job and work environment. **(1 = low satisfaction; 6 = high satisfaction)**

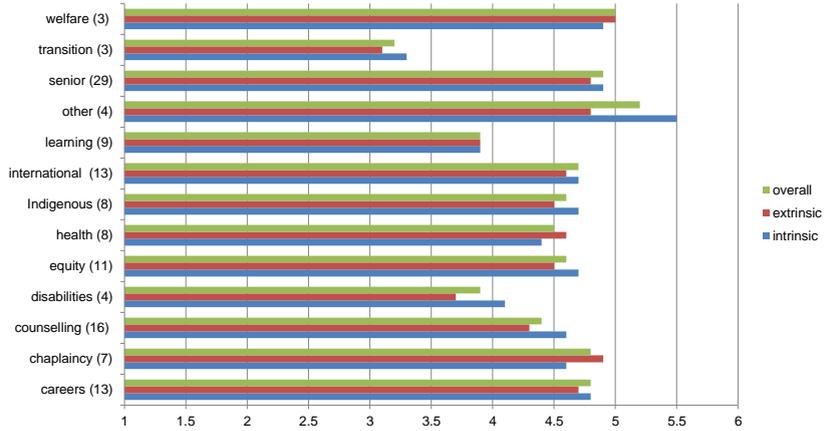
- The feeling of self-esteem or self respect I get from being in my job
- The opportunity for personal growth and development in my job.
- The feeling of worthwhile accomplishment in my job.
- My present job - when I consider the expectations I had when I took it.

- The amount of respect and fair treatment I receive from my superiors.
- The feeling of being informed in my job.
- The amount of supervision I receive.
- The opportunity for participation in the determination of methods, procedures and goals.



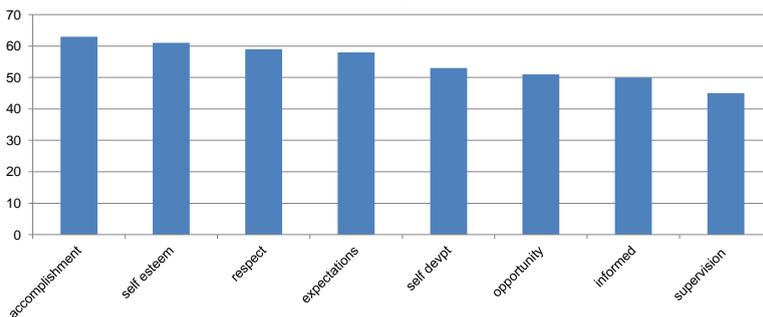
Job Satisfaction – by Groups

(n=128)



Job satisfaction – highest ratings

% Respondents high scores (5 & 6)





Lived Experience

Four open ended questions asking participants to reflect on their “lived experience” in the role.

Please describe a recent or **significant challenge** (risk/setback/conflict etc) you have faced in your current role, what **actions** you took to deal with it, and what the **outcome** was.

Please describe a recent or **significant success** (highlight/achievement etc) you have experienced in your current role, **what factors contributed** to its achievement, and **why** you consider it **noteworthy**.

Thinking about current and emerging trends in student support and development services, and models for delivery of these, what **advice** would you give someone aspiring to a role such as yours? Please give **three key tips for success**.

Metaphors can be a useful device for capturing the essence of an activity or relationship. You may already think of your leadership approach in terms of a metaphor - if so please describe this. If not, please try to think of one now and describe this, or **use another way** to talk about your leadership approach.

Following 3 slides look at themes arising from first 3. Metaphors – categorised but



Challenges...

- Restructure/threat to own role
- Restructure/staff morale/conflict
- Difficulties in collaboration/with other units
- Difficulties in collaboration /with academic colleagues
- Complaints about service quality
- Complaints levelled at self/team
- Lack of resources
- Challenging work/project
- Internal staff issues /morale/conflict
- Achieving recognition
- Being visible
- Policy disputes /poor policy
- Managing critical incidents on campus/or affecting students
- Line management issues/criticism/lack of support/poor decision making
- Increasing complexity of student needs
- Achieving work-life balance
- Managing change
- Performance management
- Loss of space/staff/funding

Although one person said:
“ little or no challenges in current position”



Successes.....

- New programs/services/projects
- New/increased funding
- New processes/systems to improve services
- Additional staffing
- Cultural change (internal)
- Influencing strategies/policies (institution)
- Resolving conflict/complaint
- Strengthening relationships
- Successful event/s (internal, external)
- Implementing restructure/re-alignment
- Successful event/s (internal, external)
- Implementing restructure/re-alignment
- New/improved facilities
- Recognition/awards (internal, sector)
- Team cohesiveness/outcomes
- Positive evaluations/feedback
- Survival/maintenance against odds
- Personal (development, promotion)
- Other/can't name any

Although one person said:
"Sorry – there have been no significant successes – all energies are devoted to continuing to maintain business as usual"



Advice to emerging leaders, tips for success...

- Flexibility
- Be open to change/new ideas
- Build alliances and collaborate
- Align unit plans with institutions priorities
- Align activities with teaching and learning
- Benchmark /adopt good practice
- Empathy/availability to staff
- Manage upwards
- Capitalise on "the student voice"
- Use students as partners/peer supporters
- Creativity/innovation
- Manage change
- Communicate well with stakeholders
- Stay informed and build expertise
- Passion /enthusiasm for role
- Consult with stakeholders/staff
- Promote the worth of your unit
- Distributed leadership/delegation
- Recruit for talent and diversity
- Provide career and prof devpt for staff
- Use professional networks
- Courage
- Persistence
- Resilience

Although one person said:
" I would suggest finding another job"



Further Analysis

Survey

Associations between primary leadership frame, and multiple frame use:

- with personal characteristics (age, gender identification, qualifications etc) and/or
- with professional characteristics (group, experience in role, number of direct reports etc)
- with job satisfaction

How do results from this survey about leadership orientation compare with studies done elsewhere:

- with leaders in higher education settings more generally
- with leaders in student support and development services (Student Affairs US)

Analysis of themes from qualitative responses.

Focus Groups and Interviews

Exploration of the lived experience of leaders in ssds



From here...

- Roundtable tomorrow to “workshop” findings from qualitative responses and engage in collective construction of concepts of “effective leadership” in ssds
- further analysis of survey data (SPSS)
- write up findings of survey for JANZSSA
- report back to participants
- based on survey findings and tomorrow’s feedback, develop questions for focus groups and individual interviews
- approach leaders to be involved (can tick participant sheet or email if interested)

Thank you for your interest and contribution



Do you currently play a leadership role in student support and development services in Australia or overseas?

Would you like to hear from other leaders about how they describe their experiences?

Can you contribute ideas about what shape leadership might take in the future?

Please join the conversation...

INVITATION TO PARTICIPATE

**ROUNDTABLE ON LEADERSHIP IN STUDENT SUPPORT AND
DEVELOPMENT SERVICES IN AUSTRALIAN UNIVERSITIES.
TUESDAY 6 DECEMBER 2011 - 3:30 – 5:00 - HARRIS ROOM**