

Dissemination

Southwell, D., Gannaway, D., Orrell, J., Chalmers, D., and Catherine Abraham *Strategies for effective dissemination of project outcomes*

ALTC D-Cubed project (2010) - A current project exploring all ALTC projects to date and what dissemination strategies have been used and how effective they have been. Check out the ALTC website for newsletters reporting on their findings to date.

Leadership

Evans, P & Hargreaves, D. 2010 *Values - Driven Leadership* TUP Business

Become a member (no cost) of Australian Learning and Teaching Council (ALTC) and tap into the range of initiatives being undertaken within the higher education sector (one strand focuses on Leadership)

<http://www.altcexchange.edu.au/>

Project Management

QUT Project Management Framework – The Project Management Framework follows best practice program management guidelines with forms and completed examples.

<http://www.tils.qut.edu.au/initiatives/ppo/framework/>

Evaluation

Critical to any project methodology is evaluation. It is central to revisioning and mapping forward. Reflective evaluation is a cyclical/spiral process.

For resources on forming collaborations, dissemination, writing testimonials etc check out the excellent resources available on QUT's OTQ Awards and Grants site regarding teaching and learning grants and awards:

<http://www.otq.qut.edu.au/awardsgrants/>

EXTENDING AND LEVERAGING PROJECT OUTCOMES

Dr Sarojni Choy

Dr Carol Quadrelli

Dr Judy Matthews

QWIL Program 2010

ACKNOWLEDGEMENTS

Our team would like to acknowledge the collegiality and support from the following groups and individuals for their valuable insights on leadership, project management and how project learnings and outcomes can be extended and leveraged to further develop our leadership mandates.

The QWIL Committee is an inspiration in and of itself - "you walk the talk". To Deb Verner and Terry Forwood, we offer "red roses and accolades" for the design, facilitation, and coordination of an effective leadership capacity building program.

Immense thanks to our inspirational mentors who have guided us through the program:

Professor Nan Bahr Professor Doug Hargreaves Professor Gini Lee

Interviewees:

Our strategies and actions have been generated from a range of sources including our own project experiences. It was great to be able to discuss issues around leadership, sustainability and managing project outcomes with the following exceptional QUT folk:

Ms Elizabeth Greener

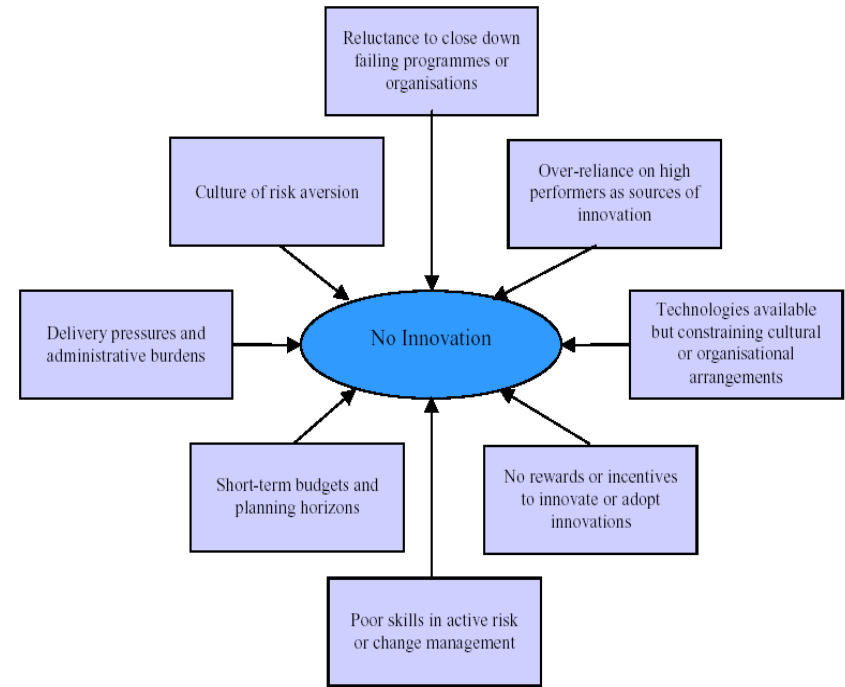
Dr Deborah Peach

Prof. Susan Danby

Ms Deborah Southwell

Mr Michael McArdle

Professor Doug Hargreaves



there are many potential barriers to innovation

Mulgan & Albury 2003

To the 2010 QWILLers - you are inspirational, motivational and fantastic leaders in your own right. What a cohort !!

ELEMENTS OF LEADERSHIP SUCCESS

Your success as a leader relies on applying different leadership styles ...

- ❖ Classical leadership
- ❖ Situational leadership
- ❖ Transactional leadership
- ❖ Transformational leadership

... and skills:

- ❖ Cognitive
- ❖ Affective
- ❖ Conative
- ❖ Emotional Intelligence
- ❖ Moral traits
- ❖ Communication & Interpersonal skills

Figure 1: Innovation matters across all four horizons of effective leadership



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Innovation and legacies

Mulgan, G. (2007) Ready or not? Taking innovation in the public sector seriously, *Provocation 03*, April pp.4-39.

Use Mulgan's framework above as a map or trigger for thinking about how legacies (ie project outcomes) and leadership are established in layers and over time.

Know yourself, your stuff and your goal

Assess if your project has a defined and natural end or has an organic life that could be built on. Assess the infrastructure and where possible utilize existing ones and build on those.

Know who you are and how far you can go.

Understand the QUT vision, goals, objectives and what your faculty is doing and re-align the project contributions and outcomes. Clarify measures of success with sponsors. Look for sustainable outcomes and anticipate the impact. Identify the 'hooks' for strategic alignment.

Conceptualise the project to see what is of interest to all parties and what strengths each person in the team can bring. Define key terms and concepts, use appropriate language that is understood by all stakeholders. Meet like-minded researchers and form a partnership. Design, change colour and shape to add the sparkle. Think of change management strategies to disseminate outcomes. Learn to say 'No' early in the relationship at the conceptualization stage. Each party will try to enforce its own agenda and interests. Offer alternatives; new ways of doing things

Check all assumptions – what do others expect, what are their aims, outcomes and expectations.

Assess the climate and wait for the climate of readiness – recognize the need for change, engage in reflective critique, support risk taking, be responsive to a dynamic policy system, value educational quality, engage in scholarly examination of practice.

Decide what legacy you would want to initiate and – theoretical contribution, methodological, transporting ideas into new areas or projects, what you build that can be used by others.

Self management Thinking/acting intuitively Decisive
Critical reflection Researching, analyzing Conscientious
Organising/systematizing Decision making Listening
High energy level Attention to detail Self-starter
Poise, self-confidence Courage, risk taking
Initiative, drive Enthusiastic

Cognitive : Affective : Conative : Emotional Intelligence : Moral Traits : Communication & Interpersonal Skills

TOOLS : SOAR analysis

Where do I want to be ?

Mapping my vision

(Mellish & Assoc. 2010)

QUT Benefits

- ❖ The strategies and actions will equip women leaders to tools for proactive management and advocacy of projects.
- ❖ Staff interests and passion can lead to innovations that will maintain QUT's position as the University for the Real World.
- ❖ An increase in women leaders will offer a more diverse composition of university project managers, hence improved project management that considers gender balanced standpoints.
- ❖ Reflective practitioners who have the skills to re-vision from past, current and future opportunities. (Refer to Kolb's model of Reflective practice & Levels of Reflection QWIL handouts)

Team Benefits

- ❖ Teams led by women leaders can apply the strategies and actions to facilitate pathways leading to more strategically aligned and better managed projects.
- ❖ Enhanced understanding of connectivity between:
 - QUT's priorities,
 - national agenda,
 - the organizational culture of QUT; and,
 - the importance of synchronicity - "a climate of readiness".

Where to from here

- ❖ Actively look for opportunities
- ❖ Develop and refine your preferred methodology (approach)
- ❖ Take a contemporary approach where you know there is a future
- ❖ Do once, do many times
- ❖ WIIFM and UIOLI
- ❖ Be passionate

(Towers, 2010)

Value Add

Sometimes go beyond the mandate – explore opportunities and network, access champions and advocates.

Form an elite group.

Be strategic and selective – give presentations, set stepping stones so that others can do presentations and communicate and disseminate for you, identify users and stakeholders.

Be bold - Take risks.

Engage in reflective practice.

Maintain passion and strategy.

Identify and get to know the “who”

Extend your antennae. Identify champions – HOS, school/faculty representatives on university committees. Champions and advocates can help tame, refine, tweak or re-contextualise your personal interests and provide more objective views on aligning to strategic intent. Engage staff at the next level up to maintain their interest – they may not always want to commit so work on them making firm decisions – be persistent and keep them in the loop.

Adopt a micro focus with a macro contextual picture.

Understand the needs of the sponsors (eg. Deans) and get a notion of which particular aspects is most critical to focus on.

Find advocates in other faculties –who is doing what. Network.

Understand the local culture. Establish or tap into a Community of Practice.

Be Strategic & Selective Be terrifically competent
Develop Alignments Give credit to people who help you
Target your effort Get and keep people on side
Actively support women
Stay true to yourself

Poise Self-confidence Assertive
Diplomacy Empathetic
Appreciate difference
Organising/systematizing
Listening

Cognitive : Affective : Conative : Emotional Intelligence : Moral Traits : Communication & Interpersonal Skills

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TOOLS : Maximise ROI
UIOLI
WIIFM
(Towers, 2010).

TOOLS : The Heliotropic Effect
The Placebo Effect
The Pygmalion effect
The 2:1 rule (Mellish & Assoc. 2010)

Manage the stakeholders

All project stakeholders need a clear sense of Belonging, Identity, and Purpose.

In a team based activity, sign on who is doing what.

Engage with senior Faculty managers and lobby with them.

Manage the politics of immediate supervisor. Manage upwards. There is power play in the political terrain at higher levels. Pitch the project to the interests of those who are important decision makers and manage the politics.

Build partnerships – contribute to others and seek their contributions in return.

Develop and maintain good relationships.

Volunteer for committees and working groups. Network – send emails to someone in the committee.

Extend your networks.

Influence stakeholders (top, middle, bottom) and policy directions.

Document all communication.

Enablers

Get on faculty committees and leverage, and then get on university committees.

Discuss at PPR.

Talk to HOS and Dean - get onto the faculty agenda. How can your project provide a solution to a problem for the faculty/QUT. Find out what others are doing and how your work can contribute. Do the homework before contacting anyone.

Develop your media profile and a profile for your project. Call Inside QUT and tell how your project or what you are doing is important to QUT.

Build relationship – trust, confidence, communication.

Consider multi-disciplinary projects so that there is more advocacy and leverage.

Consider Award and Recognition opportunities within university and externally (eg VC awards, ALTC Citations scheme, professional bodies)

Identify your Awards and Grants personnel within University.

Know your Faculty Ethics delegate.

Self Confidence Assertive
Poise Diplomacy Empathy
Listening Organising/systematising
Appreciate Difference
Sense of Humour

Be Strategic & Selective Be terrifically competent
Develop Alignments Give credit to people who help you
Actively support women Observe and learn from interactions
Target your effort Get and keep people on side Persistence
Seek out partnerships Stay true to yourself

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TOOLS : ORID Framework
4 D Model of Appreciative Inquiry (Discover, Dream, Design, Deliver)
Team Working Skills handout (Develop, design, characteristics)

TOOLS : McKinsey's 7-S Framework: Shared values is integral to Strategy, Structure, Systems, Style and Skills

Managing workplace relationships: negotiation styles checklist; Moore's Mediation Process (Moore's Pizza h/out).

(Mellish & Assoc. 2010)

(Shirley, M. & Davies, I. 2010)

