

## ATEM COUNCIL – SETEMBER 2007

### Additional Item – Report of 2010 Group

#### Association for Tertiary Education Management Capabilities Statement: Second Draft: August 2007

---

### Background

At the Council meeting in May 2007, a number of decisions were taken about the structure and format of ATEM's professional development program, including:

- professional development programs would be coordinated centrally, funded by the Council, and delivered in Regions,
- a Coordinator position would be established to manage the ATEM professional development program, and market the program across the Association, and
- there would be a review of current professional development education for general staff in Australia and New Zealand.

On the basis of these decisions, this paper further develops the draft capabilities statement considered by the May 2007 Council meeting.

### Proposed Process

On an annual basis, a planning forum will be held where the ATEM Professional Development Coordinator and Regional Representatives will meet to plan the broad professional development program for the coming year. This forum will ensure that programs are designed to reflect ATEM's Professional Capabilities, and will include Association core programs and Region specific programs. Taken together, the core and regional programs will make up the annual ATEM Professional Development Program.

Once the ATEM program is agreed, Regions will be able to develop a budget to fund regional programs for consideration by the Council. It is expected that the ATEM professional development program will aim to become self-sustaining over a yet to be defined period of time.

A Region will need to budget to run the Program in the way that best suits the needs of the Region. This may mean, for example, budgeting to offer fee discounts, to pay for administrative support, or to run a program more than once in a year.

### Professional Capabilities

ATEM's professional capabilities are built around three core areas:

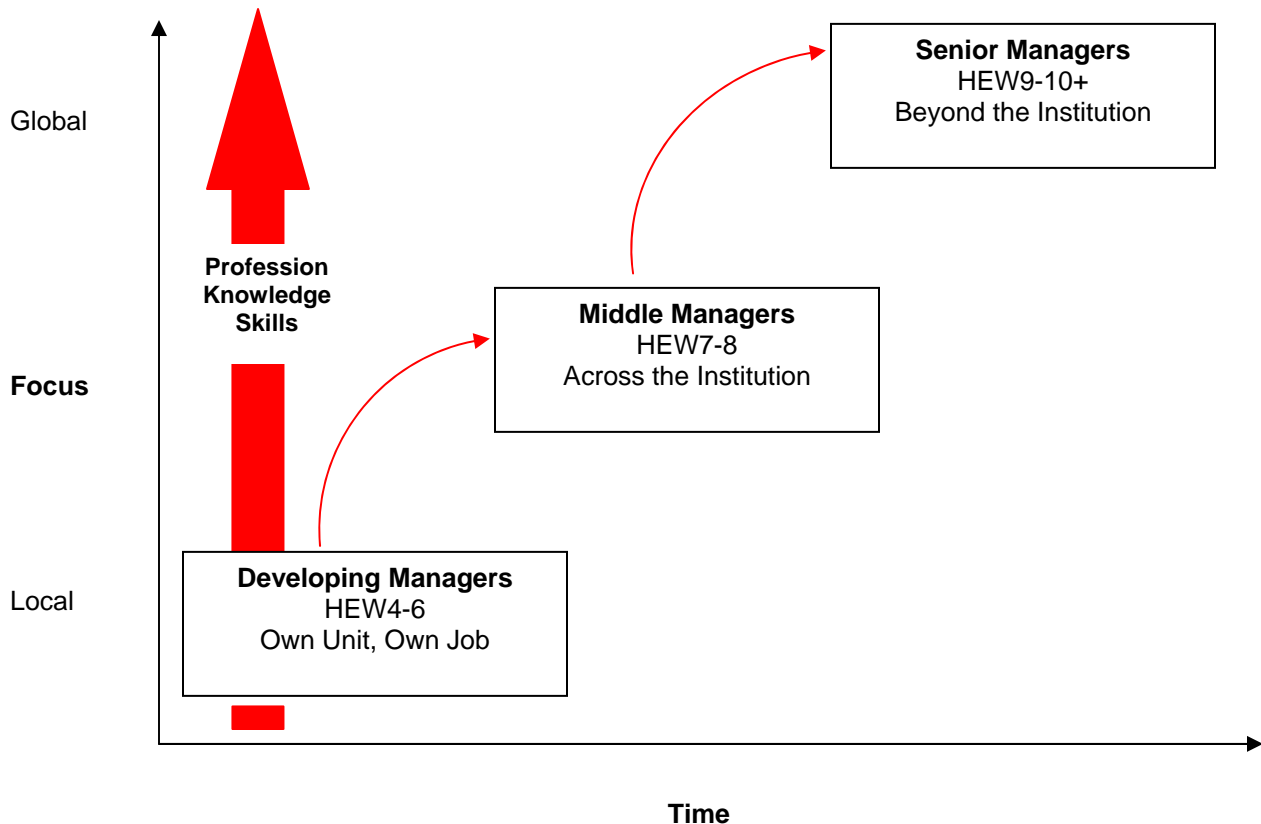
- Profession
- Knowledge
- Skills

All ATEM members will be expected to build their knowledge in these three areas to underpin their work in institutions and their continuing professional education.

## Rationale

There are three levels of the Capabilities Framework, linked to ATEM Membership levels<sup>1</sup>. Each level of the Framework is designed to build on the former. A senior manager, therefore, is assumed to have attained the attributes specified at the two lower levels. The focus of the Framework is on generic skills and knowledge that are required to be able to operate effectively within institutions and as a member of the profession.

Figure 1 shows this progression diagrammatically (note HEW levels will need to be changed to salary levels in the final version).



The primary purpose of ATEM's Capability Framework is to articulate the nature of the knowledge that ATEM expects its members to have attained by the time they become senior managers. The Capabilities are about ensuring that the work of ATEM members is underpinned by a strong basis of knowledge focused on self, leadership, relationships and profession.

It is recognised that individual institutions will have similar frameworks in place. Over time, ATEM will work with institutions to agree on an alignment of ATEM and institutional frameworks. The three levels of the Framework are detailed in the following tables.

<sup>1</sup> Note that some membership categories are not relevant in terms of developing professional capabilities – for example, corporate member, student member, Emeritus member.

## 1 New to Tertiary Education Management and Developing Managers

### ATEM Membership Level: Member

**Description:** at this level, ATEM members may be new to tertiary education administration and management. The focus of the work of members at this level is generally on their own jobs, within their own units.

**Indicative HEW Levels (this needs to be changed to salary levels in the final document):** HEW4-5

**Desired Outcomes:** members at this level will understand the nature of their specific role in their institution, how they can develop a career, and the need to develop reflective practice into their work. Members will have at least an elementary knowledge of how educational institutions operate and are governed, and will have mastered the knowledge relating to systems and processes relating to their positions.

Professional	Knowledge	Skills
<p>Understanding the role of tertiary education managers</p> <p>Developing a career in tertiary education management</p> <p>Enhancing practice through reflection</p>	<p>Working in an educational environment and understanding institutional purpose</p> <p>Institutional environment and processes, systems and procedures</p> <p>Institutional governance</p> <p>Where their role 'fits' in terms of their unit, and where their unit 'fits' into the organisation</p>	<p>Information Management</p> <p>Committee skills</p> <p>Teamwork</p> <p>Communication – both interpersonal and written</p> <p>Time Management and Operational Skills</p> <p>Continuous Improvement quality assurance and risk management relevant to the position level</p> <p>Problem Solving</p> <p>Flexibility and adaptability</p> <p>Client service – building an understanding of issues and culture, understanding complexity of client groups, providing service at different levels – individual, team, institution, reflecting on service quality and making improvements</p>

## 2 Middle Level Managers

### ATEM Membership Level: Associate Fellow

**Description:** at this level, members will be managing teams or units. Their focus is expected to be beyond their unit and across the institution.

**Indicative HEW Levels (this needs to be changed to salary levels in the final document):** HEW6-8

**Desired Outcomes:** members at this level will have developed a clear understanding of how their institution operates, and the values driving those operations. They will have developed strong management skills and understand the complexity involved in managing people, units and resources.

They will seek out opportunities to be involved in institutional activities, such as participating in institutional projects and events, or sitting on committees outside their unit.

Members at this level will have mapped out their career in tertiary education management, and will be working towards developing that career. It is expected that members at this level will have begun to share their knowledge, experience and skills with other ATEM members by presenting at conferences and workshops (either directly related to ATEM, or through their institution).

Professional	Knowledge	Skills
Responsibility for own professional and career development  Self-direction  Communicating knowledge and experience through presentations (conferences, workshops etc)  Building networks	Understanding of tertiary education sector locally and globally  Understanding regional and national issues and place of institution  Understanding academic values and work  The 'business' of tertiary education institutions  Legislative requirements (eg OHS, quality, equal opportunity etc)	Change initiation and management  Self management  Analysis and Judgement  Developing leadership skills  Developing presentation skills  Negotiating and influencing Managing conflict Building relationships  Project Management  Risk Management  Strategic Planning and Performance Reporting  Managing staff and teams, developing talent, and dealing with poor performance  Managing resources

### 3 Senior Managers

#### ATEM Membership Level: Fellow

**Description:** at this level, members will responsible for significant resources and organisational units. Their focus will be not only on managing well within their institutions, but on contributing and operating beyond their institution.

**Indicative HEW Levels (this needs to be changed to salary levels in the final document):** HEW9-10+

**Desired Outcomes:** members at this level will have recognised their responsibility for contributing to the development of the profession, and will be actively contributing to the profession in a range of ways.

They will operate at the 'big picture' level, and be able to apply their strategic thinking to day-to-day operations.

Professional	Knowledge	Skills
Mentoring and inspiring others  Contributing beyond own institution  Building the profession	Legal environment  Corporate governance  Global trends and drivers and impact locally  Possible futures for tertiary education	Strategic thinking, strategy formulation and implementation, and the range of approaches that might be used  Leadership of people, projects and units, succession planning  Commercial acumen and building industry partnerships  Knowledge Management  Dealing with complexity and ambiguity  Leading organisational outcomes/projects  Creativity and innovation

Note that while the professional capabilities have been mapped to ATEM membership levels in these tables, there would be no requirement for members to apply to upgrade their membership – that is, members could build their professional capabilities, but could remain a Member rather than apply for Associate Fellow or Fellow status.

## Next Steps

- Further consideration of draft capabilities framework by working group prior to Council consideration in September 2007.
- Branches map existing ATEM programs onto agreed framework to identify areas of strength and opportunities for program development.
- Work with relevant external organisations (Universities Australia, Martin Institute) and institutions to work to align programs with these capabilities. This work may involve adapting the ATEM capabilities.
- Determine relevant delivery mechanisms for ATEM programs (this will be investigated as part of the proposed professional development review). This may include ATEM delivery of capabilities related to developing the profession, and partnering with other groups to deliver knowledge and skills programs.
- Refine framework after proposed review of professional development programs is completed.
- Use framework to build the 2009 ATEM Professional Development Program, and market the program both within and external to ATEM.
- Develop an ATEM Professional Development Manual, similar to the Conference Manual, that articulates guidelines for developing and running ATEM programs (eg fees, discounts etc).
- Identify relevant programs and start discussions with institutions about the possibility of credit for ATEM programs counting towards award qualifications.
- Consider the usefulness of a Steering Group or Reference Group to inform the development of the ATEM Professional Development Program.
- Evaluate the effectiveness of the framework of the 2009 program operation to provide input into planning for the 2010 professional development program.

The coordinator of these next steps would be part of the role of the new Professional Development Coordinator, who would be responsible for ensuring that the professional capabilities framework underpinned the ATEM Professional Development Program.