Navigating a career in tertiary education management in an era of unceasing transformation

Adapted with permission from presentations by Dr Heather Davis and Dr Julie-Anne Regan
This presentation…

- A career in professional services: accident, serendipity or something more?

- Navigating a career in tertiary education management in an era of unceasing transformation
A Career in Professional Services: accident, serendipity or something more?

• Background to the study

• Warm-up questions:
  – ‘So how did you get into higher ed. in the first place?’
  – ‘So that’s how you got into higher ed., now what keeps you here?’

• *If there is one thing that binds many of those who have worked in higher education administration for some time, it’s a sense of surprise that we got here in the first place, that we’re still here and that this is, indeed, a place where you can build and develop a rewarding working life.*

• How does this quote relate to your own journey as a TE manager? (Discuss in your groups for 5 mins)
Research question 1: ‘So how did you get into higher ed. in the first place?’

• Accident or serendipity:
  – Fell into it
  – Family member or contact
  – Geographical location
  – Good match with transferrable skills

• The ‘something else’:
  – Higher education as a positive environment – an inherent ‘good’
Research question 2: ‘So that’s how you got into higher ed., now what keeps you here?’

• A positive environment:
  – Valuing academia
  – Like-minded people who treat each other with respect
  – Unsure that such a working environment could be found elsewhere

• Varied nature of the work:
  – Maintaining their interest and keeping the role fresh

• Making a difference with their personal contribution:
  – Generally by the very purpose of TE, but also to individual learners

• Developmental opportunities:
  – Consistent with the purpose of the organisation — education
Self-Determination Theory: Autonomy, Relatedness & Competence

autonomy, relatedness and competence . . .
Self-Determination Theory: Autonomy, Relatedness & Competence

Attention to and experience of autonomy, relatedness and competence . . .

fosters volition, intrinsic motivation and engagement . . .

and results in enhanced performance, persistence and creativity.


Universal necessities*
Factors promoting the universal necessities of the Self-Determination Theory* and retention of professional staff

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Navigating a career in an era of unceasing transformation

...we’ve got 21st century technology and speed colliding head-on with 20th and 19th century institutions, rules and cultures.

Amory Lovins, Physicist, Environmentalist and Chairman of the Rocky Mountain Institute

(https://en.tiny.ted.com/talks/amory_lovins_a_50_year_plan_for_energy)
Higher Education Workforce of the Future

The key findings of this 2016 report include:

• An urgent need for change and differentiation to stay competitive, and for the sector as a whole to remain globally competitive.

• The diversity of universities will increase in the future and be strongly influenced by how they choose to respond to external drivers of change.

• Universities need to adopt business models that fit their future needs - there is no ‘one size fits all’ approach.

• All universities will need flexible, agile workforces in the future. Workplace reform will be driven by need to be sufficiently flexible, specialised and self-renewing and responsive to changing stakeholder expectations.

## Top 10 skills

<table>
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<th>in 2020</th>
<th>in 2015</th>
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<tr>
<td>1. Complex Problem Solving</td>
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<tr>
<td>2. Critical Thinking</td>
<td>2. Coordinating with Others</td>
</tr>
<tr>
<td>3. Creativity</td>
<td>3. People Management</td>
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<td>4. People Management</td>
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<tr>
<td>5. Coordinating with Others</td>
<td>5. Negotiation</td>
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<td>6. Emotional Intelligence</td>
<td>6. Quality Control</td>
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<td>7. Judgment and Decision Making</td>
<td>7. Service Orientation</td>
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Source: Future of Jobs Report, World Economic Forum
Employment by Skill Type*

T³ model for TE management practice

The T-Shaped Professional

Protean Career:
Freedom, Meaningful Work & Growth

Ladder progression

Examples of linear career paths

Lattice pathways

Examples of more varied paths for growth and development

HR Issues in Agile Transformation
https://www.slideshare.net/Managewell/hr-issues-in-agile-transformation
Less *bounded* ways of working, and the emergence of *third space* activity, are likely to have an impact on careers and career routes.

“Rather than growing into something naturally you’ve got to think about what you’ve got to offer in a much more strategic way.”

SDT: Competence:

being able to attain desired outcomes and succeeding at challenging tasks

...a measurable pattern of knowledge, skills, abilities, behaviours, and other characteristics that an individual needs to perform work roles or occupational functions successfully.

...technical competencies are tailored to the particular knowledge and skill requirements necessary for a specific job.

SDT: Autonomy:
experiencing choice and feeling like the initiator of one’s own actions

A task is either interesting (intrinsic motivation) or personally important (autonomously extrinsically motivated).

When the work climate supports autonomy then conditions are likely to lead to a positive performance–satisfaction relation.

SDT: Relatedness:

establishing a sense of mutual respect and reliance with others

Conversations don’t precede knowledge work, they ARE the work…

Relationships are both the building blocks and probably the most telling indicators of the new (participative) governance. In fact, the genetic code of the organization is embedded in thousands of interactions that occur every day between people everywhere in the organization (p. 33).

Discussion

• What aspects of autonomy, relatedness and/or competence can you see as important in your work and your workplace?

• What examples of specific instances or events fit which of these three universal necessities of the Self-Determination Theory?

• Based on your group’s discussion, which necessity is most predominant in your work/workplace?
Blueprint for career development

Maturing of the profession

Development of the self

Practitioner as Consumer

Practitioner as Producer
Blueprint for career development

Maturing of the profession

Development of the self

Practitioner as Consumer

- Formal coursework qualifications
- Institutional workshop participation
- Mentee/Coachee
- Practitioner publication reading

Practitioner as Producer

- Conference attendance
- Scholarly publication reading
Blueprint for career development

Maturing of the profession

Development of the self

Practitioner

as

Consumer

Association membership

Cross-institutional workshop participation

Practitioner

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Producer

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Practitioner as Producer
- Formal research qualifications
- Institutional board membership
- Conference attendance
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Blueprint for career development

Development of the self

Practitioner as Consumer

Cross-institutional workshop participation
Association fellowship/board membership
Institutional workshop participation
Mentee/Coachee

Practitioner as Producer

Maturing of the profession

Conference attendance
Scholarly publication reading
Practitioner publication writing
Cross-institutional workshop delivery
Mentor/Coach
Association fellowship/board membership
Institutional board membership
Institutional research qualifications
Conference presentation
Scholarly publication writing
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Maturing of the profession

Thought Leadership

Conference presentation
Practitioner publication writing
Cross-institutional workshop delivery
Mentor/Coach
Association Fellowship/Board membership
Institutional workshop delivery
Formal research qualifications

Practitioner as Producer

Institutional board membership

Practitioner as Consumer

Association membership
Cross-institutional workshop participation

Development of the self

Critical

Reflective

Practice

Formal coursework qualifications
Institutional workshop participation
Mentee/Coachee
Practitioner publication reading
Scholarly publication reading
Conference attendance
Activity: What is your blueprint?
References and additional reading


