



Academic Leadership Development Programme

Workshops and Courses 2019 Dunedin Campus

For Academic Heads of Department, Directors of Centre, Associate Deans,
and their nominated colleagues



INTRODUCTION

This programme outlines the courses and workshops that we have confirmed for the full year of 2019, plus the full 'Policy and Guidelines' series. In order to respond to changes arising with the Support Services Review implementation we are running a flexible timetable in 2019, with additional activities advertised by email once scheduled.

The courses (1 or more days) and workshops (2-4 hours) provide the opportunity for academic leaders to learn from each other. Emphasis is placed on the "nuts and bolts of leadership" focusing on:

- **"So what does this mean for me as academic leader/ Head of Department/ Director?"** and
- **"How can it contribute to my department/area?"**

Structure of this booklet

We have listed:

- a) **regular groups:** Directors of Centre forum
- b) **"topics"** e.g. communication skills, policies which we have linked to leadership attributes
- c) **activities** in chronological order with hyperlinks by month

Participation - see details listed for each activity. Some activities are:

- **limited** to specific groups such as Heads of Department or Directors OR
- **relevant** to particular groups such as staff involved with teaching OR
- open for Heads/Directors to **nominate** colleagues to attend as part of delegation, succession development and distributed leadership
- Jointly offered with Professional Development and **open to all** academic and professional staff (e.g. policy and practice sessions).

Nominations: the Pro-Vice-Chancellors and ALDP Advisory Group strongly promote distributed leadership and succession development. Heads of Department and Directors are encouraged to nominate staff to attend where:

- **content** is relevant to their role (e.g. Chair of Postgraduate Committee) or to succession development (academic staff member) or
- their **role** assists the Head /Director with particular work (e.g. Departmental Administrator attending policy sessions).

Heads and Directors can:

- nominate staff to receive **ALL** ALDP mail outs and attend as many sessions as they want; or
- nominate a staff member to attend a **PARTICULAR** session relevant to their role.

Venue: all listed activities are offered in **Dunedin**. Travel funding is available for leaders from University of Otago Wellington (UOW) and University of Otago Christchurch (UOC) with priority for Heads of Department. Activities for Wellington and Christchurch Leadership Programmes are listed in separate documents.

Video conference: some sessions are available to UOC and UOW by video conference using the Zoom network - this is indicated under "Participation" for the session.

Questions?

Please contact Alison Stewart, Head of Academic Leadership Development Programme at alison.stewart@otago.ac.nz or 03 479 8657

Want to register?

Register online using the links provided or email the team aldp@otago.ac.nz

TABLE OF CONTENTS

<u>SECTION</u>	<u>PAGE(S)</u>
<u>REGULAR GROUPS: DIRECTORS OF CENTRE:</u>	4
<u>TOPICS AND SKILLS</u>	5 - 6
<u>FEBRUARY</u>	8 - 14
<u>MARCH</u>	14 - 18
<u>APRIL</u>	18 - 23
<u>MAY</u>	23 - 30
<u>JUNE</u>	30 - 35
<u>JULY</u>	35 - 39
<u>AUGUST</u>	40 - 44
<u>SEPTEMBER</u>	44 - 46
<u>OCTOBER</u>	46 - 49
<u>NOVEMBER</u>	49 - 53
<u>DECEMBER</u>	53 - 54

REGULAR GROUPS

We have **regular groups** running through the year that are relevant for specific roles, or to practice skills. People are welcome on a 'one-off' basis or to attend regularly. If you have any questions about how the groups run then please contact Dr Alison Stewart.

Dates as listed below

Directors of Centre Forum

Participation: open to listed members of the forum. If you would like to join this group, please contact Dr Alison Stewart (alison.stewart@otago.ac.nz).

This forum series includes invited speakers, sharing resources and discussing current issues of relevance. Members of the group take on the rotating Chairperson role.

Dates:

- **Friday February 22, 10-11:30am**
- **Thursday 6 June, 10-11:30 am**
- **Thursday 14 November, 2 – 3:30pm via e-conferencing**

TOPICS AND SKILLS

ALDP provides a range of activities to learn about leadership, communication and other key aspects of management practice. For quick reference, we have grouped the activities under key topics and skills and where sessions are repeated we have listed all the dates available.

See also the HR Professional Development website

(<http://www.otago.ac.nz/humanresources/training/general-staff/otago368601.html>) for activities open to all staff including supervisory communication and team skills and e-learning modules.

Leadership: role and skills	
Transition to academic leadership	Feb 1/Jun 12
Associate Dean: role and leadership skills	Feb 4
“Where to from here?” 12 month follow-up Induction cohort 2018	Feb 7
Deputy HoD Forum	Feb 8
Developing your leadership practice: values and style	Jul 16
Developing your leadership practice: Feedback	Aug 15
Working with people: communication	
Effective meetings	Feb 19/Nov 13
Confident communication	Jul 19
Crucial Accountability™	Aug 29-30 & Dec 9-10
Making sound management decisions: people, processes and resources	
Students First Year Experience – lessons learned. What can departments do for next year?	Feb 12
Mental health – face to face with student issues	Feb 15/Feb 22 Apr 16/Oct 10
Enabling career development: role of Head of Department/Director in academic promotion and confirmation path processes	Mar 14
The Value-Able leader: Being yourself in a leadership role	Mar 27
HR Matters relevant to new and current academic leaders – how to make sound employment decisions	Apr 2/Nov 19
Successful teams: how to develop expectations, boundaries and norms	Apr 4
How to make sound financial decisions to achieve departmental goals. Introduction for new Heads of Department	Apr 9
Working with staff: Setting performance goals and managing when these are not met	May 1/Oct 17
Student pastoral care 101	May 2
Critical Incidents involving staff and students	May 7/Nov 28
Making sound decisions	May 8/Dec 3
Fostering research excellence by developing departmental/centre/School/group research activities and strategy	May 14
Governance	May 21/Jun 5
Leading people: understanding self and managing impact on others	May 23
Reinvigorating teaching culture	June 6
The role of managers when interpersonal conflict occurs	June 18
Leading a vibrant high performing team	June 25
Integrating the Pacific Strategic Framework into practice	Jul 3
Coaching staff to focus on achieving goals	Jul 4
Managing upwards	Jul 25
Important conversations	Aug 7

Fostering a postgraduate culture	Aug 8
Workload models	Aug 20
How course and curriculum affect First Year Experience and students transition to University	Aug 21
When the Rubber Hits the Road	Aug 22
Building a research platform	Sep 24
Early career academic staff – how to help them succeed	Sep 25
Cultural diversity – the internalisation strategy in practiced	Oct 31
Key policies and guidelines and how the University works	
Staff employment agreements and leave policies – managers’ responsibilities	Feb 5/May 15/ Sep 25
Finance Policy Part 1: PCard and Travel	Feb 13/Nov 14
Finance Policy Part 2: Koha and Gifts	Feb 13/Nov 14
Ethical Behaviour Policy	Feb 21/Nov 18
The management of electronic records	Mar 12/Nov 21
Conference Leave and Research and Study Leave - processes and considerations	Mar 13
Sensitive Expenditure and Travel Policy	Mar 19/Jun 19/ Oct 16
Overview of managers’ responsibilities for Health and safety in the workplace	Mar 21/ Jul 30/ Nov 7
ICT regulations, email and internet usage – implications for staff and managers	Apr 2/Oct 9
Casual staff employment guidelines	Apr 8
Official Information Act Requests	Apr 10
Health and Safety responsibilities of managers and staff Part 1: Field and off campus activities	Apr 30/Oct 30
Health and Safety responsibilities of managers and staff Part 2: Placements	Apr 30/Oct 30
What academic leaders and researchers need to know about University insurance policies in order to avoid costs and claims against the University	May 9
TOIL – time in lieu	May 28
Health and Safety in the Workplace – Managers’ responsibilities with regard to students, staff and visitors	May 29
Academic policies relating to students: Academic Integrity and Misconduct	May 30
Disputes – What managers need to know	June 5
ICT regulations and social media – what it means for staff and managers	Jun 10/Nov 8
Fixed term employment guidelines and research permanent funded staff guidelines	Jun 27/Nov 26
Flexible working arrangements for staff	Jul 11
Implications of the Vulnerable Children’s Act for work areas	Sep 20
Annual leave, sick leave and other forms of leave – policies and processes which managers need to know	Sep 25
Equity at the University of Otago – your role and responsibilities in practice	Oct 23
Personal Skills	
Managing sleeplessness and wakefulness: practical workshop	Feb 14/Nov 15
Balancing time and priorities	Feb 14/Oct 24
What peak performance means in practice	Feb 18

Switching on to switching off	Apr 4
Managing energy.....before time and priorities	Apr 30/Nov 21
Effective Networking	Jun 11
Managing distractions to maintain a deep focus	Jul 23
Preparing for planning days	Jul 31
Setting a direction and achieving goals	Oct 22
Delegation and coaching	Nov 4
Making the most of the QAU Reviews	Nov 6
Flexible thinking	Dec 4

Friday 1 February, 10am – 4pm

Transition to academic leadership

Participation: Relevant for all academic staff who are taking on leadership roles in departments/teams OR have taken on these roles in the last 12 months (e.g. Chair of Committee, Course Convenor, leading a working group, Deputy Head of Department). *This session has limited places.*

There are many definitions of leadership and ways of describing different leadership approaches/styles. Whilst we may take up a role, there is no guarantee that we are a leader; people can choose to follow/come with us (or not). There are many clever people at the University – what skills are needed to lead clever people in the tertiary education setting? Aspects of leadership include: personal leadership (how we manage ourselves and our impact on other people); being able to set a direction and inspire people to achieve shared goals; shaping culture; making sound decisions and making things happen. In this short course you will have the opportunity to:

- explore what leadership means for you personally and in your career
- clarify your values as a leader and how you want to “be” as a leader
- review the characteristics of effective leaders
- learn about decision-making structures and processes within the University which are relevant to your role as a leader
- review tools and approaches you can use “leading in the middle” of an organisation
- develop your leadership development plan.

[Register here](#)

Facilitators:

- **Professor Nicola Peart**, Faculty of Law, Division of Humanities
- **Associate Professor Ben Wooliscroft**, Department of Marketing, Otago Business School
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Monday 4 February, 10am – 4pm

Associate Dean – role, responsibilities and leadership skills

Participation: For people newly appointed to the Associate Dean role, or current Associate Deans wanting to refresh and stock take about their role. In your role as associate Dean we consider the following topics.

- What are the responsibilities and expected outcomes of the Associate Dean role?
- Establishing priorities with your manager
- Stocktake of your portfolio – What exists? What information do you have? What information do you need? Who can provide it?
- Managing time, tasks and expectations of self and others
- Tools which other Associate Deans have found useful such as monkey management.
- Communicating goals and direction clearly to other people
- Identifying key stakeholders
- Metrics and milestones to assess progress
- Every conversation counts – back pocket sticky message

[Register here](#)

Facilitators:

- **Associate Professor Ben Wooliscroft**, Associate Dean Research, Otago Business School
- **Associate Professor Tim Cooper**, Associate Dean Academic, Division of Humanities
- **Associate Professor Sally Shaw**, Associate Dean Academic (Postgraduate), Division of Sciences
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Tuesday 5 February, 10 – 11.30am

Staff employment agreements and leave policies – managers' responsibilities

Participation: *This session is available via e-conferencing using Zoom.* Relevant for academic and professional staff in supervisory/management roles.

Managers have a range of responsibilities, which include ensuring that staff have a signed employment agreement before starting work and making sound decisions about leave applications. In particular, as a good employer the University has obligations to comply with the Holidays Act 2003, promote a healthy workplace and ensure that all staff have the opportunity to take annual leave each year to take time away from the workplace. This session covers:

- the range of **employment agreements** which exist at the University and the key areas with which managers need to be familiar (e.g. hours of work, leave, time in lieu (or not), general provisions and notice)
- leave **delegations** (know what you can approve, delegate or need to escalate)
- encouraging staff to take and record leave, provisions for **Annual Leave** carryover and managing excess annual leave
- processes for **sick leave**, including when a medical certificate is required, and the options for someone who has insufficient leave to cover a period of sickness
- criteria, conditions and processes that need to be followed for other forms of leave (e.g. **leave of absence, domestic leave and bereavement leave**)
- accessing advice from their Divisional HR Manager/Advisor

[Register here](#)

Facilitator:

- **Dan Wilson**, HR Manager Promotions and Remuneration

Employment agreements - University of Otago

<https://www.otago.ac.nz/humanresources/working-at-otago/employment-agreements/index.html>

Human Resources Toolkit

<https://www.otago.ac.nz/humanresources/toolkit/>

HR Policies including leave in Policy Library

<https://www.otago.ac.nz/administration/policies/index.html?policy=HumanResources>

Thursday 7 February, 9am – 4.30pm

Where to from here? – 12 month follow-up

Participation: For people in the 2018 Induction Course cohort

An opportunity for the **2018 Induction Course cohort** to reflect on the past 12 months, participate in discussions on a range of topics and look to the next few years in their leadership role. During the day there is the opportunity to:

- reconnect with other leaders and build networks
- scan the performance/progress of the department/centre and your role as leader
- identify future priorities for the department/centre and any feedback that will help you to “sharpen your saw” as an effective leader

- review the role of leaders in managing risk and fostering a positive working environment
- discuss the implications of bias in relation to decision-making and fostering an inclusive culture.

Facilitators:

- **Professor Abby Smith**, Department of Marine Science, Division of Sciences
- **Professor Christina Hulbe**, Dean of School of Surveying, Division of Sciences
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Tuesday 12 February, 9am – 12noon

Students' first year experience – lessons learned. What can departments do for this year?

Participation: Relevant for all academic staff with teaching responsibilities and professional/technical staff involved with teaching or students. Heads of Department and Heads of Programme are encouraged to nominate staff to attend.

Universities around the world are focusing on the transition experience of their first-year students for good reason. There is a wealth of data outlining best practice in the field of first-year experience and the consequence for students (e.g. struggling with homesickness, illness, dropping out, dissatisfaction with courses they are poorly-prepared for or were ill-advised to take, making appeals and complaints) and the University (e.g. student attrition, loss of talent and income). In a time when EFTS are falling in some programmes and there are reduced numbers of school-leavers what do departments and programmes need to know and do? During this workshop you will have the opportunity to learn about and apply strategies to your area including:

- understanding the implications that student behaviours developed in the NCEA learning environment have for designing and delivering University papers
- identifying students at risk of “dropping out of study” and the resources available to help them
- how professional and academic staff, as members of the University community can assist students connect with the services around the University so that Otago offers a more integrated approach to student support (OUSA, Locals Programme or Residential Colleges, PASS, Student Learning Development, Student Health, Course Advising)
- the implications of interventions happening across the University to assist first year students.

[Register here](#)

Facilitators:

- **Dr Stephen Scott**, Head of Office of Student Success

Wednesday 13 February, 9.30 – 10.15am

Finance Policy Part 1: Pcard and travel

Participation: *This session is available via e-conferencing using Zoom.* Relevant for academic and professional staff with delegations involving oversight of PCards.

Come and learn about the responsibilities of managers and staff with regard to use of PCards and work-related travel expenditure. We discuss:

- when to use a PCard? What to be aware of in terms of PCard use and sensitive expenditure?
- tracking and approving PCard expenditure- some comments
- who needs a PCard?
- what happens when overseas purchases have no receipt provided?
- “Economical and efficient” expenditure whilst travelling – things to consider
- private travel linked to University travel and accompanying family members – details to track

[Register here](#)

Facilitators:

- **Sharon van Turnhout**, Chief Financial Officer, Financial Services Division
- **Steve Nicholls**, Compliance Analyst, Office of Risk, Assurance and Compliance

Purchase card policy

<http://www.otago.ac.nz/administration/policies/otago003319.html>

Travel and Travel Related Costs Policy

<http://www.otago.ac.nz/administration/policies/otago025562.html>

Wednesday 13 February, 10.15 – 11am

Finance Policy Part 2: Sensitive Expenditure, Koha and Gifts

Participation: *This session is available via e-conferencing using Zoom.* Relevant to all academic and professional staff.

In the course of everyday work, University staff are sometimes offered a “gift” which might range from a pen or box of chocolates through to tickets for the Rugby test match. What do managers, and all staff, need to be aware of in terms of the NZ Public Service code governing offers of gifts or gratuities? The policy outlines the expectation that staff will act with integrity to ensure that their position is not abused for personal gain. Many gifts are unsolicited and all staff need to be aware of what might constitute an inducement or reward. Come and discuss how to apply this to your work area.

[Register here](#)

Facilitators:

- **Sharon van Turnhout**, Chief Financial Officer, Financial Services Division
- **Steve Nicholls**, Compliance Analyst, Office of Risk, Assurance and Compliance

Acceptance of Gifts, Benefits and Gratuities Policy

<http://www.otago.ac.nz/administration/policies/otago003210.html>

Koha Payments Policy and Procedure

<http://www.otago.ac.nz/administration/policies/otago003233.html>

Pacific Gifting Policy, Procedure and Guidelines

<http://www.otago.ac.nz/administration/policies/otago040039.html>

Thursday 14 February, 10am – 12noon

Balancing time and priorities

Participation: Open to anyone who wishes to explore ways to manage time and priorities

In the *7 Habits of Effective People* Covey (2004) highlights that when we spend time and energy on crisis and deadline-driven activities in the *urgent & important* quadrant, this is at the costs of *important & non-urgent* activities such as writing research articles, building networks, coaching colleagues and completing strategic projects. With a finite amount of time each day, how do people focus time and attention in their role on WYRMAD (Where You Really Make A Difference) rather than on the hamster wheel of keeping things moving along?

This workshop provides the opportunity to identify simple approaches and tools that can be used to manage time and priorities.

[Register here](#)

Facilitators:

- **Professor Steve Duffull**, School of Pharmacy
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Thursday 14 February, 2pm – 4pm

Managing sleeplessness and wakefulness: practical workshop

Participation: Relevant to all academic and professional leaders in any role. Limited places available via *e-conferencing using Zoom*.

Do you.... go to bed with your head spinning ... wake in the night start making lists ... go to bed later and later as you push through tasks? Leadership roles involve making a range of decisions which have significant impact on students, staff and the organisation. It can very hard to make sound decisions when sleeping fitfully or waking up with a spinning mind.

During this workshop we share effective practices that you already know and other strategies based on neuroscience and mindfulness including:

- stocktake of current sleep practices
- environmental and physiological factors which impact on sleep
- managing the emotions that keep us awake
- techniques to switch off from work and clear our heads before going to sleep
- understanding the effects of self-compassion and appreciation on sleep
- developing a plan to trial small changes to behaviours and routines in the next month.

[Register here](#)

Facilitator:

- **Jan Aitken**, Registered Nurse, Life Coach, PGCertHealthSci

Friday 15 February, 9.30am – 12.30pm

Mental health: face to face with student issues

Participation: Relevant for all academic and professional staff.

Given the size of the University community and the number of young people living away from home for the first time in their lives, at any point in time there is the full spectrum whereby people range from flourishing, “everyday ordinary unhappiness”, “worried well” through to mental ill-health. What “people say and do” can indicate that someone’s mental health is deteriorating. How do you recognise these signs and begin a conversation to ask whether the person is OK? What are the responsibilities of staff when a high-performing student appears to be self-harming? Whilst the focus of this workshop is about students, much of the content is also of relevance to staff – we are all people in the same community. In this workshop we use scenarios and experiences to explore assessment, referral strategies, and special considerations when dealing with international students, ethics, boundaries and dual relationships. By the end of this workshop you will have had the opportunity to:

- consider the role and responsibilities of University staff when a student’s mental health deteriorates
- identify some common signals that may mean a student is experiencing a decline in their mental well-being
- decide appropriate responses including whether to refer and people and places that are resources for students
- understand how Disability Information and Support, Student Health and OUSA can interact/coordinate when there is a student with complex needs
- identify how you might increase awareness amongst your colleagues of student mental health e.g. putting this topic on a staff meeting/teaching team agenda.

[Register here](#)

Facilitators:

- **Melissa Lethaby**, Manager, Disability Information and Support
- **Dr Jubilee Rajiah**, Psychiatrist, Student Health Services

Friday 22 February, 9.30am – 12.30pm

Mental health: face to face with student issues

Participation: Relevant for all academic and professional staff.

Repeat Workshop: For overview please see entry above on **15 February**

[Register here](#)

Monday 18 February, 9.30 - 11am

What peak performance means in practice

Participation: Relevant for all academic staff. Nominees of Heads of Department/Directors of Centre are welcomed.

An academic career is a marathon not a sprint requiring sustained performance over decades. In this session we discuss evidence based approaches to long and successful performance in whatever field you are focussed on. The importance of maintaining physical and mental wellbeing through appropriate maintenance activities and habits will be considered in the context of high performers from multiple fields. *Peak Performance: Elevate your Game, Avoid Burnout and Thrive with the New Science of Success* (2017) is the title of a recent book that invites us to consider how we can maximise our performance in all aspects of our lives. Take some time out of your busy life to understand how you might be more efficient and effective.

[Register here](#)

Facilitator

- **Associate Professor Ben Wooliscroft**, Department of Marketing, Otago Business School

Tuesday 19 February, 1 - 3pm

Effective meetings: how agenda and process shape outcomes and engagement

Participation: Relevant to all academic leaders in any role (e.g. Chair of Committee, Head of Department, Associate Dean, Course Convenor) that requires chairing/organising meetings (small or large) or attending meetings. NB: much of the content is also relevant for members of groups/committees

Many activities in the University require holding meetings for a range of purposes such as sharing information, having a discussion, developing new initiatives and/or reaching decisions. People frequently comment on unnecessary meetings without purpose, focus or outcome. People who attend meetings may participate in a range of ways including; active contributor, non-speaker or naysayer. How can you make meetings effective? During this workshop you have the opportunity to:

- complete a stocktake of a meeting you attend as a **member OR** as a **Chairperson**
- watch the worldwide DVD bestseller with John Cleese which identifies how to make meetings more productive (plan the agenda, direct the discussion, record the decisions)
- identify strategies which you can use in meetings such as referring to agenda structure to create a collegial environment within a culture of accountability that achieves outcomes.

[Register here](#)

Facilitators:

- **Professor Steve Duffull**, School of Pharmacy
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Thursday 21 February, 10 - 11am

Ethical Behaviour Policy

Participation: *This session is available by e-conference using Zoom.* It is relevant for academic and professional staff particularly in leadership and supervision roles.

The purpose of the policy is to provide an environment of safety, respect and dignity for members of the University community. At the beginning of every academic year, it can be useful to remind ourselves and other staff about this policy. Questions we consider during the session include:

- what are the processes (formal and informal) when there is alleged discrimination, bullying or harassment?
- what are the expectations about relationships between students and staff?
- what information do staff and students need to be aware of regarding a conflict of interest arising out of a personal relationship, such as family relationships in the workplace and intimate personal relationships?
- what do managers need to do to manage this type of conflict of interest?

[Register here](#)

Facilitator:

- **Jennifer Anderson**, University Mediator

Ethical Behaviour Policy

<http://www.otago.ac.nz/administration/policies/otago003161.html>

MARCH

Tuesday 12 March, 11 - 12 midday

The management of electronic records

Participation: *This session is by e-conferencing using Zoom.* It is relevant to academic and professional staff leaders.

Under the Public Records Act (2005) what are the obligations of the University in terms of storage, access and sharing of information? What systems does the University use to capture its information digitally? How do we handle emails? Can we digitise paper source records and throw the paper away? What are your key responsibilities as a staff member or as a manager? Come and learn about OURDrive – the University's electronic document and records management system, and our requirements for managing our information in an electronic environment.

[Register here](#)

Facilitator:

- **Tracey Sim**, Head of Corporate Records

Access Framework for University of Otago Records

<http://www.otago.ac.nz/administration/policies/otago084577.html>

Corporate Records Services web pages

<http://www.otago.ac.nz/administration/corporaterecords/index.html>

Wednesday 13 March, 10 – 11am

Conference Leave, Research and Study Leave - processes and considerations

Participation: *This session is by e-conference using Zoom.* Open to all academic and professional staff involved in these processes.

The Conference Leave and Research & Study Leave (RSL) policies provide opportunities for staff and University development. In particular, the latter “*aims to increase staff members’ contributions to the University’s teaching and research programmes*” and its value is measured in terms of “*the individual’s professional development and the contribution the leave may make to the wider community*”. The session covers:

- leave **delegations** (know who can approve, delegate or needs to escalate)
- considerations when annual leave is **combined** with conference RSL
- criteria, conditions and processes that need to be followed for **Conference Leave** applications including what needs to be considered when leave includes weekends and statutory holidays
- how to assess and respond to applications for **RSL**.

[Register here](#)

Facilitator:

- **Dan Wilson**, HR Promotions and Remuneration Manager

Conference leave policy

<http://www.otago.ac.nz/administration/policies/otago003114.html>

Research and Study Leave Policy

<http://www.otago.ac.nz/administration/policies/otago003270.html>

HR Managers Toolkit for FAQs and forms

<http://www.otago.ac.nz/humanresources/toolkit/>

Thursday 14 March, 1.30 – 4pm

The role of academic leaders in promotion and confirmation processes

Participation: *This session is by e-conferencing using Zoom.* **CORE WORKSHOP** for new and current Heads of Department, Directors or equivalent roles involved in these processes.

Staff are central to the work and success of the University. Evidence indicates that people do their best work when they understand what is expected of them, have their strengths recognised and receive regular feedback about their performance. This starts with early career academic staff (Debowski, 2012). A recent NZ research project funded through Ako Aotearoa identified that early career academics highly value having a Head of Department who is committed to their success (Sutherland, 2013). This workshop includes:

- resources that can assist early career academics establish successful careers (e.g. peer mentoring group, research mentor, transparent workload allocation, departmental/research seminars)
- understanding the role of Staffing Advisory Committee and expectations of Heads of Department/Directors of Centre in setting **confirmation path objectives** and providing timely and accurate feedback on progress

- reviewing hypothetical case-studies in order to identify critical decision points, strategies and resources that could assist someone early in the process who is not achieving confirmation objectives or who is unsuccessful with a **promotion application**
- asking questions about situations in your area.

[Register here](#)

Facilitators:

- **Professor Lyall Hanton**, Department of Chemistry,
- **Associate Professor Clinton Golding**, Higher Education Development Centre
- **Dan Wilson**, HR Manager - Promotions and Remuneration

Background reading: S. Debowski, (2012). *The New Academic: A Strategic Handbook*. London: Churchill Livingstone and K Sutherland (2013) <https://ako.ac.nz/knowledge-centre/academic-career-success/>

Tuesday 19 March, 2 – 3pm

Sensitive Expenditure and Travel Policy

Participation: *This session is by e-conferencing using Zoom.* Relevant to all academic and professional staff.

The Sensitive Expenditure Procedure and Guidelines were approved in October 2015. This session provides guidance on the University's Sensitive Expenditure and Travel Policies and their supporting procedures. The session will cover the principles underpinning decisions about appropriate expenditure including:

- meals and alcohol
- can e-scooters, Uber taxis and Air BnB be used for University travel?
- café meetings
- sale of surplus assets to staff
- domestic and overseas travel, and
- private travel linked with business travel

Come and discuss how to apply this in ways which are 'fit for purpose' for the activities of your work area

[Register here](#)

Facilitator:

- **Steve Nicholls**, Compliance Analyst, Office of Risk, Assurance and Compliance

Sensitive Expenditure Policy

<http://www.otago.ac.nz/administration/policies/otago214801.html>

Sensitive Expenditure Procedure and Guidelines

<http://www.otago.ac.nz/administration/policies/otago215001.html>

Travel and Travel Related Costs Policy

<https://www.otago.ac.nz/administration/policies/otago025562.html>

Thursday 21 March, 10.30 – 12noon

Overview of Managers' Responsibilities for Health and Safety in the Workplace

Participation: Relevant to all academic and professional staff who supervise and/or manage staff

The University of Otago is a varied and diverse working environment both on and off-campus. The health, safety and welfare of staff, students and visitors is of prime importance to the University. Under the Health and Safety at Work (2015) Act, this requires all staff:

- to understand their own role and responsibilities in order to act in compliance with legal obligations, as far as is reasonably practicable, to **protect** health, safety and welfare in the workplace and **effectively manage** hazards and risks arising from facilities or activities
- to know when to contact their manager, Departmental Health and Safety Officers (DHSOs), Occupational Health staff and other key roles in the University.

What do managers need to be aware of and do, in order to meet their responsibilities to provide a safe workplace for staff, students and visitors? This session covers an overview of practice and policies, including:

- Sir Mason Durie's Te Pae Mahutonga framework which underpins Health and Safety at the University
- **principles** which need to underpin managers' decisions about health and safety practice in the workplace
- the Health and Safety requirements which differ according to **high and low risk** environments and activities which includes assessment of whether work involves factors such as, but not limited to, chemical/radiation/ biological exposure, fieldwork, clinical placements, driving, research fieldwork
- Health and Safety **systems**, including available staff expertise to assess the workplace, hazards and mitigation measures as well as incident reporting using Vault
- responsibilities of managers whose **staff move between work areas** (e.g. assessing ergonomic requirements of workstations, accessing Vault to see training which has been already undertaken by the staff who report to them, identifying the safety actions and training required for roles within high and low risk settings)
- overview of **key procedures and policies** to be aware of including laboratory signage, flexible workplace and travel, and **mention** of policies and procedures relating to lasers, drones, driving, ergonomics.

[Register here](#)

Facilitators:

- **Andrea McMillan**, Head of Health, Safety and Compliance
- **Nevan Trotter**, Health and Safety Advisor

University of Otago Health and Safety Framework

<http://www.otago.ac.nz/otago647923.pdf>

Responsibilities of Managers

<https://www.otago.ac.nz/health-safety/managers/index.html>

Wednesday 27 March, 1.30 – 4.30pm

The Value-Able leader: Being yourself in a leadership role

Participation: This workshop is open to all academic staff in leadership roles. It is especially relevant for people working in departmental leadership roles (e.g. Chair of Committee, Course Convenor, leading a team/group).

The values held by leaders have a significant influence on the way they work. This session explores reasons why, as educational leaders, we act the way we do and how our personal and professional values might impact on the way we lead others. During this workshop you will have the opportunity to:

- clarify your core values
- explore how your values can impact on leading other people
- discover how your authenticity can develop leadership credibility
- You will gain tools during the workshop and discuss real situations that encounter in your leadership role.

[Register here](#)

Facilitator:

- **Professor Ross Notman**, Dean, University of Otago College of Education and Director, Centre for Educational Leadership and Administration

APRIL

Tuesday 2 April, 1 – 4.30pm

HR matters relevant to new and current academic leaders – how to make sound employment decisions

Participation: **CORE WORKSHOP** for all newly appointed Heads of Department, Heads of Programme, Directors of Centre and others who are involved in employment decisions. Other academic leaders are welcome to attend for a refresher on HR matters. *E-conferencing using Zoom is available. Academic leaders are strongly encouraged to bring their administrative colleague(s) with them in roles such as lead administrator*

Bring your questions to this session, which introduces key concepts, policies, processes and practices that will enable you to understand your accountability and authority in terms of appointing and managing staff. In particular:

- processes and tools for effectively recruiting, advertising and selecting staff
- types and content of employment agreements (e.g. collective/individual; types of leave, hours of work)
- the extent of delegated authority to appoint staff and negotiate terms and conditions (e.g. salary scales, recruitment and retention allowance, relocation policy)
- how employment conditions may be varied and re-negotiated (e.g. parental leave, flexible work hours)
- reasonable expectations that employers can have of staff in the workplace (e.g. following instructions of the supervisor, upholding the Ethical Behaviour Policy, booking and taking annual leave, seeking approval for overtime, appropriate use of University funds)
- the processes that can be used when employment problems arise in work performance, events or behaviour such as harassment (including; investigations, formal/informal activities, warnings and dismissal)

[Register here](#)

Facilitator:

- **Dan Wilson**, HR Manager Promotions and Remuneration
- **Elena Calvert**, Senior Recruitment Consultant
- **Professor Michelle Thompson-Fawcett**, Head of Department of Geography

Tuesday 2 April, 1 – 2.15pm

ICT Regulations, email and internet usage – implications for staff and managers

Participation: *This session is by e-conferencing using Zoom.* Relevant for all academic and professional staff

What do all staff need to be aware of with regard to the ICT Regulations? What are practical everyday practices which staff need to remember when using email, the internet, University computers, network connections and software licencing? What do staff need to do to protect confidential and sensitive information from disclosure, unauthorised access, loss, corruption and interference? When can staff use the University's internet facilities for non-work related activity? What should staff do if they receive an

email containing inappropriate content? Certain categories of websites have restricted access on the University IT system; for staff who have a legitimate need to access sites for purposes such as research, how do they obtain access? Come to this session and refresh your knowledge of key policies and practices, including tips for effectively using email given that this form of communication is less private than many people recognise.

[Register here - Dunedin](#)

[Register here - UOC](#)

[Register here - UOW](#)

[Register here - Zoom](#)

Facilitator:

- **Mike Harte**, Director Information Technology Services

Information & Communications Technology (ICT) Regulations

<https://www.otago.ac.nz/administration/policies/otago081840.html>

Email Policy

<https://www.otago.ac.nz/its/policies/otago003150.html>

Internet Usage Policy

<https://www.otago.ac.nz/its/policies/otago018522.html>

Thursday 4 April, 10 – 12noon

Leading people: developing shared values, boundaries and expectations in teams/groups

Participation: This workshop is open to all academic staff – especially relevant for people working in departmental leadership roles (e.g. Chair of Committee, Course Convenor, leading a team/group).

An important aspect of leadership is creating an environment where people can flourish and perform in teams/groups. In this workshop we draw on some of the principles and strategies for working effectively with clever people in groups or teams. You will have the opportunity to:

- explore the differences between teams and groups at the University
- identify the ways in which teams/groups develop (including stages such as forming, norming, storming, performing and dorming)
- consider the differences between, and impact of, role clarity and role blurring/shrinkage/creep on members of a team/group
- review how meetings, conversations and other practices can develop shared values and expectations which contribute to a culture of accountability
- undertake a stocktake of your team/group and identify any practices you can use from the workshop to enable your group/team achieve outcomes.

[Register here](#)

Facilitators:

- **Dr Bridgette Toy-Cronin**, Director of the Legal Issues Centre
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Thursday 4 April, 1.30 – 4pm

Switching on to switching off

Participation: This workshop is open to all academic staff – especially relevant for people working in departmental leadership roles (e.g. Chair of Committee, Course Convenor, leading a team/group).

Recent writing from Tony Schwartz of The Energy Project describes a world of infowhelment where we can get “addicted to distraction”. In this interactive session you will have the opportunity to learn some

techniques that can help establish routines for “switching off”. These include: the Pomodoro technique, harnessing left and right brain, managing the fight, flight, freeze response in the workplace, establishing and communicating expectations of self and others including email etiquette such as the Email Charter; serial monotasking; disconnecting with work; and having slow and fast work cycles such as the “no meeting month”.

[Register here](#)

Facilitators:

- **Dr Bridgette Toy-Cronin**, Director of the Legal Issues Centre
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Monday 8 April, 3 - 4pm

Casual staff employment guidelines

Participation: *This session is by e-conference using Zoom.* Relevant for academic and professional staff involved with appointment and approval of casual staff hours

Casual employment is defined as the employment of a person on an “on call and as required basis” without any commitment from either party to ongoing employment. The University recognises the importance of having staff employed on casual employment agreements. There are clear guidelines about when it is appropriate (or not) to employ staff on such agreements. Managers, supervisors and staff who have delegated authority to employ casual staff need to be aware of these provisions. Come along and learn about:

- casual agreements can be for discrete or multiple event employment situations
- managing the implications for your work area given that a casual employee is under no obligation to accept work offered
- tax and holiday implications of casual agreements
- the difference between casual employment and independent contractor
- processes to establish a casual agreement including the CASPER system.

[Register here - Dunedin](#)

[Register here - UOC](#)

[Register here - UOW](#)

[Register here - Zoom](#)

Facilitators:

- **Dan Wilson**, HR Manager Promotion and Remuneration
- **Aileen Eckhoff**, Payroll Manager

Casual Staff Employment Guidelines

<http://www.otago.ac.nz/administration/policies/otago003106.html>

Tuesday 9 April, 1.30 - 4pm

How to Make Sound Financial Decisions: authority, accountability and delegation with respect to financial management of an activity/cost centre or research project

Participation: **CORE WORKSHOP** for all newly appointed Heads of Department, Directors of Centre, research leaders and others who are involved in financial decisions, monitoring and stewardship. *N.B: Academic leaders are strongly encouraged to bring colleagues from Shared Services and Finance Advisory – this provides the opportunity to identify how your roles work together most effectively.*

Bring your questions to this session, which is an introduction for academic leaders to key concepts, policies and practices relevant to making sound financial decisions including:

- responsibility centred management – what this means in practice
- authority, accountability and delegation with respect to financial management of an activity or cost centre and research projects
- how, when and what to monitor in Finance One reports
- how consolidated reports from Finance One can assist sound decisions to achieve strategic goals

[Register here](#)

Facilitator:

- **Sheryl Logie**, Head of Finance Advisory

Wednesday 10 April, 10 - 11am

Official Information Act Requests: What Managers need to know

Participation: relevant for all academic and professional staff, particularly with management responsibilities.

All staff and managers need to be aware of the Official Information Act (OIA), so this session will discuss what official information is, who can request it and how knowledge of the OIA might inform our day-to-day practice.

[Register here - Dunedin](#)

[Register here - UOC](#)

[Register here - UOW](#)

[Register here - Zoom](#)

Facilitator:

- **Kelly Ferguson**, Employment Relations Advisor
- Other contributors to be confirmed

Tuesday 16 April, 1 - 4pm

Mental health: face to face with student issues

Participation: Relevant for all academic and professional staff.

Given the size of the University community and the number of young people living away from home for the first time in their lives, at any point in time there is the full spectrum whereby people range from flourishing, “everyday ordinary unhappiness”, “worried well” through to mental ill-health. What “people say and do” can indicate that someone’s mental health is deteriorating. How do you recognise these signs and begin a conversation to ask whether the person is OK? What are the responsibilities of staff when a high-performing student appears to be self-harming? Whilst the focus of this workshop is about students, much of the content is also of relevance to staff – we are all people in the same community. In this workshop we use scenarios and experiences to explore assessment, referral strategies, and special considerations when dealing with international students, ethics, boundaries and dual relationships. By the end of this workshop you will have had the opportunity to:

- consider the role and responsibilities of University staff when a student’s mental health deteriorates
- identify some common signals that may mean a student is experiencing a decline in their mental well-being
- decide appropriate responses including whether to refer and people and places that are resources for students

- understand how Disability Information and Support, Student Health and OUSA can interact/coordinate when there is a student with complex needs
- identify how you might increase awareness amongst your colleagues of student mental health e.g. putting this topic on a staff meeting/teaching team agenda

[Register here](#)

Facilitators:

- **Melissa Lethaby**, Manager Disability Information and Support
- **Dr Jubilee Rajiah**, Psychiatrist, Student Health Services

Tuesday 30 April, 10 – 11.00am

Health and Safety responsibilities of managers Part 1: field and off campus activities

Participation: Relevant for all academic and professional staff involved in management/supervision of activities involving staff and students away from the campus. You can attend either or both parts of this session.

The University is committed to providing a safe and healthy environment for students, staff and visitors – this includes both on campus and off-site when engaged in learning activities.

- What are the responsibilities of managers such as Heads of Department/Programme to ensure that requirements of both University policy and the Health and Safety at Work legislation are met?
- When staff, researchers and students are out on fieldwork in the high country or in urban settings or on boats in the ocean – what preparation and planning is required to **identify, document and manage** risks and hazards to ensure that people have a great learning and research experience whilst remaining safe?
- What **tracking devices** can be borrowed from Health and Safety? When would you contact the Proctor’s Office? Where would you lodge a RMP (risk management plan)?
- What do you need to do to prepare/mitigate risks such as driving on gravel roads or driving a van/ATV?
- If an incident occurs involving vehicles, an investigation will include reviewing fatigue and scheduled downtime periods
- What needs to be considered **for overseas travel**?

[Register here](#)

Facilitators:

- **Andrea McMillan**, Head of Health, Safety and Compliance
- **Nevan Trotter**, Health and Safety Advisor

Tuesday 30 April, 11 – 12noon

Health and Safety responsibilities of managers Part 2: Placements for students

Participation: Relevant for all academic and professional staff involved in management/supervision of activities involving staff and students away from the campus. You can attend either or both parts of this session.

The University is committed to providing a safe and healthy environment for students, staff and visitors – this includes both on campus and off-site when engaged in learning activities. This is underpinned by the Sir Mason Durie’s Whare Tapa Wha model in the University of Otago Health and Safety Framework.

- When staff, researchers and students are out on placements – what is the preparation required?

- Where placement involves students under the direct supervision of another organisation (company/business) who is responsible to provide induction to this work environment?
- What resources are available to assist in managing placements safely?
- How can the Placement Project assist?

[Register here](#)

Facilitators:

- **Andrea McMillan**, Head of Health, Safety and Compliance
- **Nevan Trotter**, Health and Safety Advisor

Tuesday 30 April, 1:30 – 4pm

Managing energy..... before time and priorities

Participation: Relevant for all academic staff who have leadership responsibilities such as convening a paper, coordinating tutorials, leading research groups, PhD convening or chairing a committee. Nominees of Heads of Department/Directors of Centre are welcomed.

Do you get the sense that everything is urgent and important? Does the “to-do” list keep growing amongst the overwhelm of “stuff” that keeps arriving by email, phone, post and in person? In this session we focus on “energy”. “Time management” focuses on how to manage the finite amount of time differently with strategies like batching tasks, delegation, spotting monkeys, saying No, prioritising activities in relation to values and strategic goals. Another approach is to work with our energy. Building on earlier work in the Corporate Athlete, Schwarz (2007) emphasises that we need to recognise energy-depleting behaviours in order to establish new rituals and practices which enhance and expand energy.

An increasing number of organisations, individuals and leadership programmes promote awareness of how small changes to manage energy intentionally, can produce significant improvements to wellbeing, enjoyment of life and productivity. These include: balancing and sequencing activities which are energy “sinks” and “sources”; doing 1 meaningful task first thing in the morning; trialling “ultradian sprints”; agreeing email etiquette with colleagues (e.g. no email between certain times) or establishing a “no meeting time-zone”. In this workshop you will have the opportunity to:

- undertake a review of your current time and energy behaviours
- identify energy-depleting practices in your daily life
- review existing and new energy-enhancing behaviours that you could use
- develop a plan of SMALL changes to trial in the next month

[Register here](#)

Facilitators

- **Professor Abby Smith**, Department of Marine Sciences
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Resources

- Schwarz, T. (2007). Manage your energy, not your time. Harvard Business Review, 63-73.
http://otago.hosted.exlibrisgroup.com/DUNEDIN:All:TN_medline17972496 – alternatively search in the University Library online search engine ‘managing energy’

Wednesday 1 May, 1 – 4.30pm

Creating a high-achieving culture: setting performance goals and managing when these are not met

Participation: All academic leaders who have responsibility to lead, manage or supervise staff to achieve agreed outcomes (e.g. Course Convenors, Principal Investigators, Heads of Department)

This session has 2 parts, you can attend one or both (please confirm once you have registered)

Leadership is often described in terms of success with, and through, other people. Characteristics of high-achieving departments and centres include cultures of accountability with a clear focus on priorities, shared values and understanding what is expected of each person. This requires leaders to understand the aspirations of individuals, set goals aligned to departmental and University priorities, give feedback to staff about their work, celebrate achievements and identify when behaviour and work does not meet the expected standards within the department or team.

Part 1: 1-3.30pm You will have the opportunity to:

- review characteristics of high-achieving areas in the University
- discuss the ways in which academic leaders can foster career development of their staff in ways to align with departmental and University priorities
- consider alternative explanations and responses that might be appropriate to take in situations where a staff member is identified as “not performing”
- understand the ways in which performance goals can be agreed, documented, measured and discussed in an effective manner with staff
- work with a small group to plan how you would assess and manage a situation where a staff member is not meeting agreed goals
- recognise the importance of giving consistent feedback which aligns with observations of staff performance.

Part 2: 3.30-4.30pm You have the opportunity to:

- practice having a conversation with a staff member who is not meeting agreed goals (whose role is taken by a professional actor).

[Register here](#)

Contributors:

- **Tana-Lee Henare**, Divisional HR Advisor, Dunedin School of Medicine
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme
- **Professional actors** (Part 2 only)

Thursday 2 May, 1:30 - 4pm

Pastoral care for University students 101 – roles and responsibilities of University staff

Participation: Relevant to all academic and professional staff who work with students.

The transition from home and high school to University involves significant change for young people as they adjust to different learning environments, new topics of study and being part of a large campus community. As they progress through subsequent years of study, there are new learning opportunities and challenges in their personal and family lives. This means that students experience a wide range of issues which can impact on their academic study. For example, home sickness, doubt about study

choices, limited budgeting skills, cultural differences, tensions between flatmates, feeling anxious about assessment, physical ill health, loneliness, home, relationship difficulties and bereavement.

What does “pastoral care” mean in these situations? What is the role and responsibility of academic and professional staff? Are there differences in the nature and extent of pastoral care for undergraduate and postgraduate students? What boundaries need to be considered when offering pastoral care?

During this workshop you will have the opportunity to:

- discuss the nature of pastoral care and the resources within the University to assist students
- review the roles, responsibilities and boundaries of University staff in relation to students and their families
- discuss scenarios.

[Register here](#)

Facilitator:

- **Christina Watson-Mills**, Head of Toroa College

Tuesday 7 May, 1 – 4pm

Critical incidents: including when a student or staff member dies or goes missing

Participation: This workshop is jointly offered with HR Professional Development and is open to all academic and professional staff. It is particularly relevant for Heads of Department, Heads of Programme, Course Convenors and Administrators/Client Services.

Over the course of a year, a range of unexpected, sudden and potentially traumatic situations occur across the University which ripple out and affect students, staff, families and the wider community. The Student Critical Incident Policy defines a critical incident as *“a traumatic event (within or outside New Zealand) which causes extreme stress, fear or injury to a student or group of students at the University. The nature of the event does not determine whether or not it is a critical incident, rather the impact the event will have on students.”*¹

Incidents may include, but are not limited to: missing students, death, serious injury, natural disasters affecting the student’s home and death of a staff member who has worked closely with students. What are the responsibilities of University staff in these situations? How can staff best respond in a compassionate and timely way which coordinates with other services in the University and elsewhere? Who is available to advise, assist and support academic leaders? Staff involved in pastoral care for students can be fragile themselves so who is available to provide support to staff and students? In situations where an event is not defined as “critical”, for example a suicide which is averted, there may be serious and ongoing effects for students and staff. What are the ways in which all staff can respond in a sensitive and coordinated manner both at the time and in future months and years? During this workshop you will have the opportunity to:

- meet some of the people involved in the University-wide response to critical incidents
- learn from people’s experiences
- identify University networks, resources and processes which can assist staff and students in departments and programmes
- discuss ways in which University staff can respond to critical and serious incidents in a compassionate, timely and coordinated manner.

[Register here](#)

Contributors include:

- **Karyn Thomson**, Director Academic and Student Services
- **Dave Scott**, Proctor’s Office

- **Jamie Gilbertson**, Warden, Arana College
- **Staff**, Student Health Services
- **Greg Hughson**, Ecumenical Chaplain, Student Services
- **Cath Logan**, Occupational Health Nurse

Student Critical Incident Policy

<http://www.otago.ac.nz/administration/policies/otago045265.html>

¹⁻ a policy for Staff and Critical Incidents is currently being developed

Wednesday 8 May, 2 - 4pm

Making sound decisions

Participation: relevant for all academic leaders; nominees welcome

Leadership and management involves numerous decisions. In order to be effective and make sound decisions what are the tools and approaches that you might use? In this session you will have the opportunity to:

- identify how daily decisions about matters such as recruitment, student performance, or when to stop an activity can be affected by a range of biases
- discuss implementing small-scale changes to workplace decisions in order to manage biases such as escalation of commitment, performance attribution error, stereotyping, pluralistic ignorance
- apply frameworks to re-frame situations, look for alternatives and weigh up the implications of decisions
- revisit the “hedgehog concept” to make resource decisions that align with priorities.

[Register here](#)

Contributors:

- **Academic leader** to be confirmed
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Thursday 9 May, 9.30 – 11.00am

What academic leaders, researchers and professional staff need to know about University insurance policies in order to avoid costs and claims against the University

Participation: This session is by e-conference using Zoom. Relevant for all academic and professional staff involved in these processes.

This session provides an overview of:

- the University’s insurance programme which has a range of policies to cover activities including (and not limited to) equipment, travel, vehicles and liability.
- key points that staff need to understand to avoid pitfalls resulting in large claims.

With regard to liability insurance, it is of critical importance that academic leaders, researchers, and professional staff supporting research activity, understand that all the clauses in research contracts need to be carefully checked in order to ensure that they do not negate the University’s liability policy. This policy protects the University and staff against large claims in situations such as non-completion of contracted services or damage/harm occurring during the course of research. Staff and managers need to be aware that some of the University insurance policies have particular requirements, which need to be met, such as: documenting staff travel in private cars to and from the airport; notifying the use of equipment in particular situations and a range of other everyday scenarios.

[Register here](#)

Facilitator:

- **Graeme Quinn**, Financial Controller, Financial Services Division, University of Otago

Tuesday 14 May, 1 - 4pm

Fostering research excellence by developing departmental/centre/School/group research activities and strategy

Participation: Relevant for Heads of Department, Heads of Programme, Directors of Centre and Programme, Heads of Research Groups, nominated academic leaders such as Chair of Research Committee, Deputy Head of Department, Course Convenor

The vision of the University of Otago is “A research-led University with an international reputation for excellence”. Characteristics of high-performing research teams/groups in Universities include: clear goals that serve a coordinating function, distinctive research culture; positive group climate; assertive participative leadership style, decentralised organisation, frequent communication, accessible resources, appropriate rewards, concentration on recruitment and selection (Bland & Ruffin, 1992; McInnis, Ramsden & Maconachie, 2014). What initiatives and activities enable different departments and disciplines to achieve excellence in research and research-led teaching?

Come and find out what strategies other areas in the University are using to:

- track research and teaching measures over time and align resources to enable staff to be successful researchers
- review staff demography, retirements and new appointments as part of strategic planning
- recruit and retain academic staff and graduate research students who will develop new research opportunities
- stimulate research activities to ensure that grant proposals and articles get written and submitted.

[Register here](#)

Contributors:

- **Professor David Bilkey**, Department of Psychology
- **Professor Sarah Young**, Head of Department of Pathology
- **Other contributors to be confirmed**

Background reading:

McInnis, Ramsden, Maconachie (2014) A handbook of executive leadership of research development.

https://www.ecu.edu.au/_data/assets/pdf_file/0011/698357/handbook-executive-leadership-of-research-development-pdf-v10.pdf

Wednesday 15 May, 2 – 3.30pm

Staff employment agreements and leave policies – managers’ responsibilities

Participation: *This session is available via e-conferencing using Zoom.* Relevant for academic and professional staff in supervisory/management roles.

Repeat Workshop: For participation and overview please see entry above on **5 February**

[Register here](#)

Tuesday 21 May, 2 - 3:30pm

Governance – what does this mean for academic leadership roles in the University context?

Participation: Relevant to all academic leaders such as Heads of Department, Directors, Chairpersons of governance groups.

This session is an opportunity to discuss the differences between governance and management, the responsibilities of governance roles/groups and the implications for academic leadership roles.

[Register here](#)

Facilitator:

- **Professor Richard Barker**, Pro-Vice-Chancellor Division of Sciences

Thursday 23 May, 10 – 4pm

Leading People: Understanding own leadership style and managing impact on others

Participation: Relevant for academic leaders in any role which involves working with staff to achieve outcomes. This includes Heads of Department, Heads of Programme, Directors of Centre, Course Convenors, Associate Deans, Chairs of Committees, Principal Investigators, Postgraduate Convenors. Nominations from Heads of Department/Directors for academic staff are welcomed.

In a rapidly changing global context many organisations, including Universities, are placing increasing emphasis and resources on assisting leaders to develop skills to successfully engage with other people in order to achieve goals and outcomes. This includes understanding how working/communication preferences can shape “leadership style” and the impact this has on other people.

During the course you will have the opportunity to use a range of tools which include:

- a stocktake of your preferred ways of working, thinking and communicating and the implications for how you work with people who have different communication and working preferences
- exploring what interpersonal effectiveness means in your leadership practice and how you can communicate messages/priorities clearly in order to foster a work environment where people want to do their best and achieve outcomes
- applying this knowledge to a situation of your choice in order to develop a plan for how you could respond differently in the future based on knowledge about your preferences and leadership style.

[Register here](#)

Facilitator

- **Andrea Bankier**, Senior Consultant, Sheffield Consulting, Christchurch¹

Contributors:

- **Professor Janine Hayward**, Head of Programme of Politics
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

¹ Andrea has a wealth of experience in organisational development, leadership coaching and change management. She has worked in Australia and New Zealand in the private, health and tertiary education sectors, including at the University of Canterbury where she was involved in an academic career development programme

Tuesday 28 May, 11 – 12 noon

TOIL – time off in lieu processes

Participation: *This session is by e-conference using Zoom.* Relevant to all academic and professional staff involved in this process.

As a manager what do you need to know about TOIL in terms of: provisions within employment agreements, Public Holidays, responding to requests, reviewing workflow needs, agreeing to hours in advance, informal and formal arrangements and establishing expectations for the future when time in lieu may have been an accepted custom in past workplaces. This session will outline processes and practices and there will be the opportunity to ask questions arising in your role and workplace.

[Register here](#)

Facilitator:

- To be confirmed

Wednesday 29 May, 10 – 11.30am

Health and Safety in the Workplace – students, staff and visitors (including children)

Participation: Academic Leaders are encouraged to nominate colleagues to attend, especially Administrators Client Services as part of distributed leadership

The University of Otago is a varied and diverse working environment both on and off-campus. The health, safety and welfare of **staff, students and visitors** is of prime importance to the University.

This requires all staff:

- understanding their own role and responsibilities in order to act in compliance with legal obligations, as far as is reasonably practicable, to **protect** health, safety and welfare in the workplace and **effectively manage** hazards and risks arising from facilities or activities
- knowing when to contact their manager, Departmental Health and Safety Officers (DHSOs), Occupational Health staff and other key roles in the University.

In particular, what do managers need to be aware of and do, in order to meet their responsibilities to provide a safe workplace for staff, students and visitors which may include children? In the context of being a family-friendly environment, what does it mean with regard to children in the workplace?

Come and learn about:

- Sir Mason Durie's Whare Tapa Wha framework which underpins the Health and Safety framework at the University
- principles which need to underpin managers' decisions
- Health and Safety systems including Occupational Health staff expertise to assess the workplace, hazards and mitigation measures as well as incident reporting
- restrictions on access by children to certain areas and activities to protect their health and safety.

[Register here](#)

Facilitators:

- **Andrea McMillan**, Head of Health, Safety and Compliance
- **Nevan Trotter**, Health and Safety Advisor

Thursday 30 May, 1 – 2.30pm

Academic policies relating to students: Academic Integrity and Misconduct

Participation: *This session is by video conference using Zoom.* Relevant for all academic and professional staff working with student and professional staff in Client Services who are supporting academic staff.

What do you do when a student academic grievance or an allegation of student academic misconduct lands on your desk? Heads of department, or their delegates, have key roles to play in these processes. Come along to refresh your knowledge and learn about the following 2 policies. Academic Integrity Policy – What are the general principles of academic integrity that apply to all staff and students? What are the responsibilities of staff to promote and teach academic integrity and to design assessment task so as to reduce the likelihood of academic integrity? What are the responsibilities of students?

Student Academic Misconduct Procedures – Academic misconduct covers a range of transgressions, from plagiarism to unauthorised collaboration; purchasing of assessment to assisting others in academic misconduct. In the event of suspected academic misconduct, what investigation process needs to be followed and by whom and what penalties may be imposed when a case of misconduct is proven? The session will give an overview of the entire process.

[Register here](#)

Facilitator:

- **Claire Gallop**, Manager Academic Policy and Compliance

Academic Integrity Policy

<https://www.otago.ac.nz/administration/policies/otago116838.html>

Student Academic Misconduct Procedures

<https://www.otago.ac.nz/administration/policies/otago116850.html>

JUNE

Wednesday 5 June, 10.30 – 12 noon

Governance – what does this mean for academic leadership roles in the University context?

Participation: Relevant to all academic leaders such as Heads of Department, Directors, Chairpersons of governance groups.

Repeat Workshop: For overview please see entry above on **May 21**

[Register here](#)

Wednesday 5 June, 2 – 3.00pm

Disputes – What managers need to know

Participation: *This session is by e-conference using Zoom.* Relevant to academic and professional staff in management/supervisory roles.

All staff and managers need to be aware of employment relationship problems (ERPs). This session will discuss how they manifest, what our obligations are once we recognise a problem (and/or receive a complaint), and how we need to respond.

[Register here](#)

Facilitator:

- **Kelly Ferguson**, Employment Relations Advisor

Thursday 6 June, 1 - 4.30pm

Re-invigorating and fostering a teaching culture

Participation: Relevant for all academic leaders involved in teaching- Course Convenors, members of departmental teaching committees, postgraduate supervisors and lecturers. Heads of Department and Heads of Programme are encouraged to nominate colleagues.

Teaching culture is not just about teaching, but teaching within the whole of academic practice i.e. teaching, research, engagement and service. Leaders shape culture through what they say and do and where they place emphasis on priorities. During this workshop, we draw on the Otago Teaching and Learning Action Plan and evidence-based examples of strategies to foster and re-invigorate teaching practice and culture.

The session includes:

- characteristics of vibrant, student-centred programmes/courses
- stocktake of your work area - sharing successful strategies
- ways to embed new courses and curriculum renewal decisions into everyday practice
- how evaluation, in many forms, can contribute to the improvement of learning and teaching
- fostering and celebrating teaching excellence amongst academic staff
- mentoring new academic staff as they learn to teach and assess.

[Register here](#)

Facilitator:

- **Associate Professor Clinton Golding**, Higher Education Development Centre
- **Other contributors to be confirmed**

Relevant resources:

University of Otago Teaching and Learning Plan 2013-2020

<http://www.otago.ac.nz/staff/otago027123.pdf>

Graduate Profiles for University of Otago Postgraduate Research Degrees

<http://www.otago.ac.nz/otago122601.pdf>

Guidelines for Teaching

<http://www.otago.ac.nz/staff/otago027122.pdf>

Monday 10 June, 10.30 – 11.30am

ICT Regulations and social media – what it means for staff and managers

Participation: *This session is by e-conferencing using Zoom.* Relevant for all academic and professional staff

Social media is used widely by staff, departments and programmes as part of sharing and promoting work done at the University. The ICT regulations have various implications for how staff use social media. What do all staff need to be aware of? This session will include:

- password protection
- ensuring that certain categories of accounts are approved for use
- responsibilities of account holders to regularly monitor and maintain accounts and manage any breaches of usage
- ensuring that ICT is not used in a manner which might incur costs without the consent of the Head of Department/service unit

- ensuring that social media accounts are not used for the purposes of accessing or sending objectionable material which has abusive/fraudulent/harassing content
- making unreasonable use of ICT for personal purposes.

Come to this session to learn some of the tips, hints and pitfalls of using ICT to enable effective use of social media. In addition, look at the University guidelines about web presence, the support available for individuals, departments, units and groups and what needs to be considered in terms of copyright, privacy and defamation.

[Register here](#)

Facilitator:

- **Mike Harte**, Director Information Technology Services

Information & Communications Technology (ICT) Regulations

<https://www.otago.ac.nz/administration/policies/otago081840.html>

Social Media Guidelines

<http://www.otago.ac.nz/administration/policies/otago053552.html>

Social Media Policy

<http://www.otago.ac.nz/administration/policies/otago053056.html>

Tuesday 11 June, 11 – 12.30pm

Effective networking

Participation: Relevant for all academic and professional staff

Every year we have requests to run a session on networking. People express discomfort that they don't have the skills to do "it" and they recall experiences such as being in a room full of people with no one to talk with; or they hold the view that networking is a dark art solely for personal gain.

Ibarra (2015) describes the transition to "step up to lead" as involving 3 shifts in practice: *redefining the role to make more strategic contributions; being more playful with oneself to grow beyond familiar leadership styles; and networking across and out to connect with and learn from a wider range of stakeholders.* The "competency trap" for many newly appointed leaders is continuing to draw on existing skills and networks. So why is networking important? In this session, we talk about "networking with purpose" as part of the responsibilities of a leadership role in order to do your best in the role. The ways in which you approach networking will vary and might include: "meet and greet" in role as part of induction in order to establish relationships with people in key roles you will need to work with in the future; regular meetings to share information about changing context with a view to future collaboration; through to having a back-pocket sticky message ready for use in an unexpected opportunity to brief a key stakeholder on activities in your area. In this session we look at strategies and approaches which you can use to enhance your effectiveness in your leadership role.

[Register here](#)

Facilitator:

- **Professor James Maclaurin**, Associate Dean for Research

¹ Ibarra, H. (2015). *Act like a leader, think like a leader.* Harvard Business Review Press

Wednesday 12 June, 10am – 4.00pm

Transition to academic leadership

Participation: Relevant for all academic staff who have recently or will be soon taking up a leadership role in a department/programme/team (e.g. Chair of Committee, Course Convenor, leading a working group, Deputy Head of Department).

There are many definitions of leadership and ways of describing different leadership approaches/styles. Whilst we may take up a role, there is no guarantee that we are a leader; people can choose to follow/come with us (or not). There are many clever people at the University – what skills are needed to lead clever people in the tertiary education setting? Aspects of leadership include: personal leadership (how we manage ourselves and our impact on other people); being able to set a direction and inspire people to achieve shared goals; shaping culture; making sound decisions and making things happen. We need to know how we want to “be” as a leader, how the organisation works and how to communicate with people. In this course you will have the opportunity to:

- explore what leadership means for you personally and in your career
- clarify your values as a leader and how you want to “be” as a leader
- characteristics of effective leaders
- learn about decision-making structures and processes within the University which are relevant to your role as a leader
- review tools and approaches you can use “leading in the middle” of an organisation
- develop your leadership development plan.

[Register here](#)

Facilitators:

- **Associate Professor Ben Wooliscroft**, Department of Marketing, Otago Business School
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Tuesday 18 June, 1.30 – 4pm

Your role as a manager when interpersonal conflict occurs between staff members or with you

Participation: Relevant for academic and professional staff who have responsibility for staff. Nominations from Heads of Department and Directors of Centre welcomed.

When two or more members of staff disagree and perceive that other colleagues are being unreasonable, making inappropriate decisions or are untrustworthy, this has the potential to negatively affect staff, students and the functioning of the department or team. Similarly, if a staff member perceives that their manager is not responding to requests or meeting their expectations this can lead to disgruntlement and workplace tensions.

Under the Employment Relations Act (2000), there are shared responsibilities of staff and managers in the workplace to *act in good faith towards each other, be constructive and cooperative, keep an open mind, listen to each other and be prepared to change opinion about a particular situation or behaviour and treat each other respectfully*¹. During this workshop you will have the opportunity to:

- review ways in which managers can respond to these situations including de-escalating conflict
- discuss how establishing expectations of behaviour is underpinned by the Ethical Behaviour Policy²
- discuss strategies which help foster a culture of robust discussion amongst individuals who have different viewpoints and ways of working
- identify where you can access advice and support from within the University from University HR Managers, University Mediator, Ethical Behaviour Network and other resources

- apply the tools and ideas to your own situations.

[Register here](#)

Facilitators:

- **Jennifer Anderson**, University Mediator
- **Professor Paul Trebilco**, Chair of the Ethical Behaviour Committee
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

1. *Source: Ministry of Business, Innovation and Employment,*

See more detail at: <https://www.employment.govt.nz/>

2. *Ethical Behaviour Policy* <https://www.otago.ac.nz/administration/policies/otago003161.html>

Wednesday 19 June, 11 – 12noon

Sensitive Expenditure Policy and Travel Policy

Participation: *This session is by e-conferencing using Zoom.* Relevant to all academic and professional staff

Repeat Workshop: For participation and overview please see entry above on **19 March**

[Register here](#)

Tuesday 25 June, 10 - 12 midday

Leading people: vibrant high-performing teams/groups

Participation: Relevant for academic leaders in any role (e.g. Heads of Department, Associate Dean, Course Convenor, Chairperson of a committee, principal investigators). Heads of Department are encouraged to nominate staff who are leading groups/teams.

An important aspect of leadership is creating an environment where people can flourish and perform. It is often described as “success through other people”. So, how do leaders achieve effective outcomes through the work of other people? What are the characteristics and differences of teams and groups? How can you apply some of the strategies from Lencioni’s research to avoid the 5 dysfunctions of a team (inattention to results, avoidance of accountability, lack of commitment, fear of conflict and absence of trust) in order to work effectively with teams and/or groups of clever people? During the workshop you will have the opportunity to:

- explore the differences between teams and groups in the University
- discuss the ways in which teams develop (including the stages of forming, norming and storming)
- review how shared values and expectations develop a team/group culture of accountability
- apply tools to develop goals for your team based on a strategic direction/vision.

[Register here](#)

Facilitators:

- **Associate Professor Janet Stephenson**, Director of Centre for Sustainability
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Lencioni P – see [https://www.tablegroup.com/imo/media/doc/Advantagethe_five_dysfunctions\(4\).pdf](https://www.tablegroup.com/imo/media/doc/Advantagethe_five_dysfunctions(4).pdf) and other free resources at <https://www.tablegroup.com/teamwork>

Thursday 27 June, 11 – 12 noon

Fixed term employment guidelines and research permanent funded staff guidelines

Participation: *This session is be e-conference using Zoom.* Relevant to all academic and professional staff.

Managers within departments are responsible to ensure that were staff are employed on a valid fixed-term appointment (i.e. it is reasonable to conclude that the employment will **end on the date specified** or at the end of the **event specified**) for the **reason specified AND that the reason is valid**.

In some situations, research funded staff have a period of fixed term appointment before becoming research funded permanent staff. The **research funded permanent staff category** of employment is designed for staff whose employment is dependent on the continuation of sufficient research funding, as determined by the University. Come and learn about:

- examples of genuine reasons for fixed term appointments at the University of Otago
- what managers need to consider with regard to valid reason and appointment period
- the processes to organise and how to make changes to a fixed term appointment
- situations in which a fixed term appointment might be claimed as permanent employment
- circumstances in which research funded permanent appointments are appropriate and the implications of managing this if anticipated research funding does not eventuate.

[Register here](#)

Facilitator:

- **Dan Wilson**, HR Manager Promotions and Remuneration

Fixed Term Employment Guidelines

<http://www.otago.ac.nz/administration/policies/otago003200.html>

Research Funded Permanent Staff Guidelines

<http://www.otago.ac.nz/administration/policies/otago076175.html>

JULY

Wednesday 3 July, 1 – 4pm

Integrating the Pacific Strategic Framework into the departmental, programme and centre practices

Participation: CORE WORKSHOP for Heads of Department, Heads of Programme, Directors of Centre/ Programme. Relevant for Deputy Heads of Department, Associate Deans, Course Convenors and academic leaders who are nominated by Heads of Department.

The Pacific Strategic Framework 2013-2020 was approved by the University Council in December 2012. It is the realisation of a commitment made by the University in the 2003 Charter to meet the needs of Pacific peoples. The framework contains 6 goals¹ encompassing all facets of the University business. The Pacific Strategic Framework is part of the University of Otago's equity response and supports the development of activities that promote improved rates of access, retention, study completion and/or career development amongst students and staff of indigenous Pacific descent. Given the devolved governance structure at the University of Otago, the intention of the Framework is to provide a compass direction for centres and departments as they take actions, develop strategies and refine practices to achieve these goals within their areas.

This workshop includes examples of everyday "grass roots practices" in academic departments/programmes/research groups and Service Divisions, which contribute towards achieving the six Pacific Strategic Framework goals. You will have the opportunity to take stock of current practices

in your department/programme/centre and explore practical ways to take steps which align with the goals of the Framework.

[Register here](#)

Facilitators:

- **Dr Tasileta Teevale**, Director Pacific Development
- **Ana Hoseit**, Pacific Projects Administrator
- **Other contributors to be confirmed**

Pacific Strategic Framework 2013-2020 - <https://www.otago.ac.nz/otago059716.pdf>

¹ 6 goals - demonstrating and valuing leadership on Pacific matters; encouraging Pacific research excellence; strengthening community engagement; promoting growth and development; encouraging Pacific curricula; contributing to the Pacific region and international progress

Thursday 4 July, 1 – 3pm

Coaching staff to focus on achieving goals

Participation: Relevant for academic staff in any role which involves supervising/managing staff (e.g. Heads of Department, Course Convenor, Chairperson of a committee, principal investigators). Heads of Department are encouraged to nominate staff who are leading groups/teams.

An important aspect of leadership is creating an environment where people can flourish and perform. It is often described as “success through other people”. What strategies and tools assist leaders to work with other people to achieved shared goals? During this session you will have the opportunity to:

- review the ways in which a team charter/agreement on “how we will work together” can provide a baseline for coaching
- explore how to align individual staff members’ goals with the direction of the team/group/programme/department goals with goals for individual staff
- review how to coach individuals and the team using the GROW model and how to adapt this when the context changes
- consider how to adapt your approach to coaching according to individuals’ preferences and motivation.

As part of coaching for succession development and building awareness of different communication and working preferences (e.g. thoughts, logic, big picture, tidy desk, piles of paper etc...), you might consider offering team members the opportunity to undertake online survey tools such as DISC, BELBIN either individually or as part of a round-table discussion about how to play to strengths and manage impact of self on others.

[Register here](#)

Facilitators:

- **Dr Bridgette Toy-Cronin**, Director Legal Issues Centre
- **Dr Alison Stewart**, Head Academic Leadership Development Programme

Thursday 11 July, 1 – 2pm

Flexible working arrangements for staff

Participation: *This session is by e-conference using Zoom.* Relevant to all academic and professional staff in management and supervisory roles.

Managers have a range of responsibilities in terms of making sound decisions when staff request to work flexible hours. The University recognises the importance of a healthy work-life balance and staff are able to request flexible working arrangements for personal and/or academic/professional reasons.

Applications need to be considered with regards to the individual, workplace context, impact on other staff and required activities. Come and learn about:

- delegations (know what you can approve, delegate or need to escalate)
- how to assess, respond and review requests for flexible working hours whether by formal or informal processes

[Register here](#)

Facilitator:

- **Kelly Ferguson**, Employment Relations Advisor

Flexible working arrangements

<http://www.otago.ac.nz/humanresources/working-at-otago/employee-benefits/otago062259.html>

HR Managers Toolkit for FAQs and forms

<http://www.otago.ac.nz/humanresources/toolkit/>

Tuesday 16 July, 2.30 – 4.30pm

Developing your leadership practice – values and style

Participation: This workshop is open to all academic staff with leadership roles in departments and programmes

When people are asked what they look for and admire in a leader, the characteristics have stayed similar across more than 30 years of research in different countries and organisations by Kouzes and Posner. The majority of respondents believe a leader must be: honest; forward-looking; inspiring and competent. Knowing oneself is one of the foundations of these characteristics. Take some “helicopter time” in this workshop and reflect on:

- the values and your working/communication preferences which shape your leadership style/approach to your role
- the ways in which you could develop and one your leadership approach in your current role?

Otherwise, there is the possibility of remaining in the “competency trap” which Ibarra (2015)¹ described, whereby newly appointed leaders continue to draw on existing skills, rather than stepping up to lead and growing beyond familiar leadership styles.

[Register here](#)

Facilitator:

- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

¹Ibarra, H. (2015). Act like a leader, think like a leader. Harvard Business Review Press

Friday 19 July, 1 - 4pm

Confident communication: how physicality can aid conversations and giving feedback to colleagues

Participation: Relevant for ALL academic staff who work with students, chair committees, convene courses or coordinate teaching or research groups. Heads of Department/Directors are also encouraged to nominate professional staff who work with students. *Limited places.*

Being a leader requires being able to communicate with individuals and groups as well as giving feedback to other people. This workshop provides tools to have confident interactions with groups and individuals by increasing awareness of the impact of voice and body in assertive communication. During this workshop you will have the opportunity to work with professional actors to:

- explore how people adopt different roles in relation to others, and how physicality impacts on this

- learn and practice simple physical tools to enhance your effectiveness as a communicator by developing an awareness of your own vocal delivery and style (tone, pace, pauses, “ums”) and how to manage the impact of this during conversations
- learning strategies to respond respectfully to people who “talk across others” or “put people down” as part of a conversation/meeting.

[Register here](#)

Facilitators:

- **Associate Professor Hilary Halba**, Department of Music, Theatre Studies and Performing Arts
- **Janine Knowles**, Manager of Outstanding Performance Company

Tuesday 23 July, 2 – 4pm

Managing disruptions and staying on track

Participation: This workshop is open to all academic staff and professional staff supervising students or managing staff.

There is an increasing amount of research which identifies that leaders encounter constant disruptions (phone, text, email, twitter, people at the office door... and more) which can, over time, create an “addiction to distraction”. The effects of constant disruptions rather than focusing on one activity for a period of time include overwhelm, anxiety, fear of failing to keep everything going and inability to focus on complex or creative tasks. This in turn affects decision-making, sleep cycles and being able to write an article/document/lecture. In this workshop there is the opportunity to remember or learnt techniques which can help establish habits and practices needed to maintain attention and deep focus. These include: establishing and communicating expectations and boundaries about role and what accessibility/availability means in practice (including email etiquette such as the Email Charter); strategies to manage disruptions; JOMO; STOP; planning slow and fast work cycles; and establishing purposeful pauses during the day.

[Register here](#)

Facilitator:

- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Thursday 25 July, 2 – 3.30pm

Managing upwards: working positively and productively with your “boss”

Participation: This workshop is open to all academic staff and professional staff supervising students or managing staff

Academic leadership roles generally involve “leading in the middle of the organisation”. To be effective requires working positively and productively with your manager. Bolman and Gallos (2011, p.181) note that academic leaders forge productive working relationships with their manager when they:

- Know themselves (their working preferences and expectations)
- Understand their manager (priorities, pressure points, working preferences for written or verbal communication etc)
- Focus on offering solutions/options not solely identifying problems
- Use the manager’s time wisely
- Avoid surprises
- Keep promises and deliver on commitments
- Speak up when necessary.

In this workshop we will use a stocktake tool and discussion to explore how you can hone and develop your productive and positive relationship with your manager.

[Register here](#)

Facilitator

- **Professor James Maclaurin**, Associate Dean for Research

Tuesday 30 July, 10.30 – 12 noon

Overview of managers' responsibilities for Health and Safety in the workplace

Participation: *This session is by e-conferencing using Zoom.* Relevant to all academic and professional staff who supervise and/or manage staff.

Repeat Workshop: For overview please see entry above on **March 21**.

[Register here](#)

Wednesday 31 July, 2 – 4pm

Preparing for planning days or meetings in departments, centres, programmes, teams

Participation: *This session is by e-conferencing using Zoom.* Relevant for all academic leaders involved in preparing for a review (department, centre, programme). Heads of Department and Directors of Centre are encouraged to nominate professional staff.

The University of Otago's vision is *"a research-led University with an international reputation for excellence"*. Departments, centres, programmes and teams take part in retreats/planning days for a myriad of reasons such as preparing for departmental review, setting direction for the next few years, developing a workload model, identifying future research themes to develop for funding, refreshing the curriculum to keep it current and relevant. This workshop provides you with tools to help with planning for planning days/meetings including the following.

- How can you best prepare for a planning day with your team/ centre or department?
- How can you ensure that action follows the discussion at a planning day?
- If planning days are not part of the existing culture – how can opportunities be built into short meetings?

[Register here](#)

Facilitators:

- **Professor Nicola Peart**, Faculty of Law
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Wednesday 7 August, 2 – 4pm

Important conversations – how to plan and prepare

Participation: Relevant for all academic and professional staff.

Perhaps you need to raise a delicate issue with a colleague about their behaviour? Or you want to have a constructive conversation with a colleague who has criticised you/other colleagues/a decision that has been made. How do you start a conversation? How do you end a conversation? What phrases are useful? How do you prepare yourself? When to stop a conversation? Come and test out a framework that you can use to prepare for these conversations and learn some tools that assist having respectful and focused conversations including:

- pinpointing, opening statements, replacing “but” with “and”
- focussing on the outcome
- using the pause and recall buttons,
- listening actively by moving into “curiosity gear” with questions (rather than moving into “solutionism/fix-it gear”)
- using physicality to slow a conversation in order to listen to each other.

[Register here](#)

Facilitator:

- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Thursday 8 August, 1.00 - 3.30pm

Fostering a postgraduate culture: implications for departments, centres and programmes

Participation: Relevant for all academic and professional staff working with postgraduate students. Heads of Department and Directors of Centre are encouraged to nominate colleagues to attend.

This session draws on the Otago Teaching and Learning Action Plan Goals and research about postgraduate students’ experiences at Otago and in Australia (Krane et al., 2016) and discusses how to apply this information to develop or enhance existing practices. Content includes:

- stocktake of your department/centre/programme -- sharing successful strategies
- pre-arrival, orientation and supervision practices as well as the research support available
- factors which contribute to successful research communities and peer groups
- ways to develop a vibrant intellectual and emotional climate for graduate research candidates using Denholm and Evans’ (2007) strategies
- how evaluation, in many forms, can contribute to the improvement of graduate research experience
- strategies to mentor new supervisors and celebrate supervision excellence amongst academic staff.

You will have the opportunity to:

- identify action points for your area
- review how your area can prepare to apply for the Postgraduate Research Culture Excellence Award.

[Register here](#)

Facilitators:

- **Professor Rachel Spronken-Smith**, Dean Graduate Research School
- **Andrew Lonie**, Manager Graduate Research School

Background reading

Denholm C. & Evans T.(2007) Supervising doctorates downunder. Australia: Acer Press

Krane S. et al (2016). Engage postgraduate students and support higher education to enhance 21st century student experience. <https://cdn.postgraduatestudentexperience.com/wp-content/uploads/2017/02/21111151/PGSE-Good-Practice-Guide.pdf>

Thursday 15 August, 1.30 – 3.30pm

Developing your leadership practice – sourcing feedback from other people

Participation: This workshop is open to all academic staff with leadership roles in departments and programmes.

Successful adaptive leaders change and develop their approach and style over time in response to different contexts, self-assessment and feedback from others. In this session we review and discuss a range of approaches and tools which academic leaders at Otago have used to source feedback about their leadership practice.

[Register here](#)

Facilitator:

- **Dr Alison Stewart**, Head of Academic Leadership Development Programme
- **Academic leader to be confirmed**

Tuesday 20 August, 1 – 4pm

Workload models – departments, programmes and centres

Participation: CORE WORKSHOP for all new Heads of Department/Programme, Directors of Centre and other leaders of teams. Nominees are welcome. *This session is by video conference using Zoom.*

Staff time is the most valuable resource at the University. How time is allocated determines the success of individual careers and the collective achievement of shared strategic goals. The 2012 University of Otago Academic Audit Report included the following recommendation 11, "... that the University develop a generic set of principles and guidelines which underpin workload allocations and lead to more apparent equity, transparency and consistency across the University." A recurring theme in departmental Review Reports is the importance of having a transparent framework to discuss, establish and administer academic workloads. What needs to be considered when developing a framework? What are the priorities? Who needs to be involved? This workshop provides case-studies from different areas of the University which outline:

- principles and processes to develop a workload model in consultation with staff, taking into account clinical commitments in medical and dental practice.
- establishing a fundamental currency for the model and associated weightings for activities
- creating increased time for research within the workload model by reviewing the range of taught courses offered
- consider how tracking workload can assist with making strategic management decisions.

[Register here](#)

Contributors include:

- **Professor Sarah Young**, Head of Department of Pathology, Dunedin School of Medicine

Wednesday 21 August, 12 – 4pm

How course and curriculum design affect First Year Experience and students' transition to University

Participation: Relevant for all academic staff with teaching responsibilities and professional staff involved with curriculum review/accreditation. Heads of Department and Heads of Programme are encouraged to nominate staff to attend.

In New Zealand and overseas many students struggle to successfully complete University study; students are adjusting to new learning and living environments expectations differ significantly from their experience of secondary school. Research has indicated that student success is largely determined by student experiences during the first year (Upcraft, Gardner & Barefoot, 2005, Kift & Nelson, 2005, Nelson et al., 2014). What practical strategies does transition pedagogy offer to staff as they plan course and curriculum design (e.g. content, learning environment, assessment, timing and sequence of activities)? Content includes:

- Overview of the role of residential colleges and how this can complement academic course design
- transition pedagogy
- strategies to support student transition to University and scaffolded learning using curriculum, constructive alignment of assessment and provision of effective early feedback to students
- designing to mitigate students' misperceptions of University study based on their previous experience of NCEA.

[Register here](#)

Facilitator:

- **Dr Stephen Scott**, Head of Office of Student Success
- **Contributors** to be confirmed

Background reading:

Kift & Field, 2009, http://fyhe.com.au/past_papers/papers09/content/pdf/16D.pdf

Kift, Nelson & Clarke, 2010, <https://fyhejournal.com/article/view/13>

Nelson, K. Creagh, T. Kift, S & Clarke, J. (2014). Transition Pedagogy Handbook: a good practice guide for policy and practice in the first year experience at QUT. <http://fyhe.com.au/wp-content/uploads/2012/11/Transition-Pedagogy-Handbook-2014.pdf>

Tinto, V. (2012). Enhancing student success: Taking the classroom success seriously. The International Journal of the First Year in Higher Education, 3(1). <https://doi.org/10.5204/intjfyhe.v3i1.119>

Tuesday 22 August, 9am – 4.30pm

When the rubber hits the road

Participation: Relevant for participants of the February 2018 and 2019 Induction Courses who are now 6 months into their appointment or preparing to take up the role.

This follow-up course includes the opportunity to:

- discuss progress with “stocktake” of the department and self as leader
- identify what feedback would be useful in a leadership role for the next 6 months
- explore strategies and tools that other leaders have found contribute to the development of successful departments and centres.

[Register here](#)

Facilitator:

- **Academic leader to be confirmed**
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Crucial Accountability™

Participation: Heads of Department, Directors of Centre and Associate Deans have priority for places on this course; applications from other leaders welcomed (subject to availability). Limited places available

Leaders, in a range of University settings, work with peers, staff and managers to achieve a range of goals such as teaching courses, supervising students, undertaking research, applying for funding, engaging in community and professional activities and much more.... In any of these situations, leaders and managers influence the culture and ways in which these activities are undertaken. This means that leaders need to be able to talk about expectations in a way that generates 2-way accountability; holding themselves and other people accountable.

When agreed expectations of behaviour or performance are not met there may be: underachievement; gaps in delivery; “work arounds” and/or inappropriate behaviour. When people perceive that addressing these issues requires a high-stakes, emotional and/or difficult conversation ... then all too often the conversation is avoided. This can lead to misunderstandings, conflict, low morale amongst other staff, slippage on timelines, increased costs and delayed decisions.

This course, based on research and practice from the VitalSmarts group, provides a number of tools and the opportunity to practise the skills in order to confidently have conversations to resolve unaddressed performance expectations, misunderstandings, broken commitments and bad behaviour. Leaders who have these conversations can foster a culture of accountability and performance where staff have a sense of commitment to, and clarity about, what is expected of them in their work. During this course you will have the opportunity to:

- practise skills extensively in conversations with other participants
- work with a learning partner to apply the tools to a situation you choose from your workplace.

Course content includes:

- developing and communicating goals/expectations with people in order to hold them accountable regardless of position or personality
- identifying the potential causes of behaviour that is uncollegial, inappropriate and/or misaligned with agreed expectations and goals
- having clear and open conversations with other people, which assist them to understand accountability and be motivated to change their behaviour
- having conversations where plans and goals are agreed with people which include effective ways to follow-up on agreed expectations in order to ensure accountability in the future.

In the last 2 years, more than 150 leaders at the University of Otago have completed the course.

Participants note various outcomes from using their skills to have open discussions, such as:

- being able to quickly identify what the “nub” of the conversation is about (e.g. one-off event, pattern of behaviour leading to impact on trust within the working relationship)
- articulating clearly the “gap” between expected and observed behaviour in ways which people are able to hear
- holding conversations about staff behaviour and performance which had been unresolved for a number of years, leading to agreed and expected changes
- fewer missed deadlines
- increased commitment amongst the team to hold each other accountable without taking feedback personally
- shorter meetings which focused on decisions and led to completed outcomes.

Facilitator:

- **Kristy Meates**, LLB, Leadership Coach – Institute of Strategic Leadership.

Kristy has worked with the NZ Police, Wellington Council and a number of small and large organisations in the private sector. Her background includes policing, law, human resources and organisational development. She provides leadership coaching and is a Senior Certified Trainer based in NZ for Vitalsmarts Australasia.

Resources:

- Main Vitalsmarts website to select range of materials - <https://www.vitalsmarts.com/resource-center/>
- Crucial Accountability™ materials <https://www.vitalsmarts.com/crucial-accountability-training/>

SEPTEMBER

Friday 20 September, 10 – 11am

Implications of the Vulnerable Children’s Act (2014) for work areas

Participation: *This session is by video conference (using the Zoom network).* Relevant for all academic and professional staff and students work or volunteer with children.

The University of Otago Child Protection Policy took effect in August 2017 with the purpose to ensure that the University meets its requirements under the Vulnerable Children’s Act (2014) and other relevant legislation, through providing provisions for:

- the identification and reporting of child abuse or neglect and
- appropriate safety checking of staff and students who have relevant engagement with children within the context of their University work or study.

The VCA aims to protect children (aged under 17) by requiring that people who work with children in NZ in certain contexts must be “safety checked” and by prohibiting those convicted of certain crimes from working in key roles with children. Work can include paid and unpaid work undertaken as part of an educational course. “Work” is in the context of a regulated service (e.g. health care, counselling, school education). University divisions, departments and other units are responsible for ensuring that programmes have documented processes in place, that safety checks are completed and that information is recorded and managed in accordance with the Privacy Act and other University policies. For staff related compliance requirements, Human Resources assist with administering the processes. Come and ask your questions, get some tips and hints, check whether the VCA is relevant to staff and students in your area (see pages 5-7 of the document in the attached link on *Compliance Advice*), find out what is involved in safety checking, and ensure that requirements for rechecking (every 3 years) are followed.

[Register here](#)

Facilitator:

- **Helen Mason**, HR Services Manager, Human Resources Division

Child Protection Policy

<http://www.otago.ac.nz/administration/policies/otago661737.html>

The Vulnerable Children Act 2014 Compliance Advice for Staff and Departments

<http://www.otago.ac.nz/council/committees/committees/otago609966.pdf>

Tuesday 24 September, 1 – 3.30pm

Building a research platform for your academic career – making strategic choices

Participation: Academic leaders are encouraged to nominate colleagues to attend.

Listen to case studies from academic leaders which uncover how they:

- developed related research projects over time.
- brought together related research projects into an overarching research programme.
- integrated postgraduate supervision and discrete research projects to form research themes
- created a narrative that expresses a clear and coherent research platform.

Apply these ideas to your own circumstances and identify changes you could trial to hone your decisions about your research priorities (e.g., what research you start, stop, publish and/or communicate on social media), and how to communicate your research platform.

[Register here](#)

Facilitators:

- **Professor James Higham**, Department of Tourism
- **Professor Lisa Ellis**, Department of Philosophy
- **Dr Anne-Marie Jackson**, School of Physical Education, Sport and Exercise Science

Wednesday 25 September, 10 – 11am

Staff employment agreements and leave policies – managers' responsibilities

Participation: *This session is available via e-conferencing using Zoom.* Relevant for academic and professional staff in supervisory/management roles

Repeat Workshop: For participation and overview please see entry above on **5 February**

[Register here](#)

Wednesday 25 September, 2 - 3.30pm

Early career academic staff – how to help them succeed as members of departments and centres

Participation: Relevant for all academic staff who mentor junior staff and/or have responsibility for staff and/or leading teams and groups.

Ensuring that early career academics (ECA) have resources, mentoring and performance expectations is a critical step to developing high performing groups or to changing culture over time. A New Zealand study by Sutherland and Peterson (2010) identified that ECA success in academia depends on 3 inter-related factors: institutional support, prior experience and personal characteristics of the individual academic. The Head of Department has a significant role in the success or otherwise of ECAs. Support and induction includes meeting with the staff member, establishing mentor support, setting expectations of collegial citizenship behaviours and explaining how the organization works.

Debowski (2012) published *The New Academic: a strategic handbook*. Each chapter outlines strategies and tools that can assist early career staff develop skills and plan their careers. As part of developing a high-performing research culture, a number of departments at the University of Otago have given copies of the book to ECA or their mentor and/or used the book to inform discussions with ECA peer learning groups. During this workshop you will have the opportunity to:

- learn about practical tools and strategies which can assist ECAs
- apply these to your role working with ECAs.

[Register here](#)

Facilitator:

- **Professor Abby Smith**, Department of Marine Science

Resources

- Debowski, S. (2012). *The New Academic: a strategic handbook*. UK: Churchill Livingstone.
- Sutherland, K. & Peterson, L. 2010. The success and impact of early career academics in two New Zealand tertiary institutions. <https://ako.aotearoa.ac.nz/ako-hub/ako-aotearoa-central-hub/resources/pages/success-and-impact-early-career-academics-two-new-z>

OCTOBER

Thursday 3 October, 1 – 3pm

Making the most of advisory groups

Participation: Relevant for Heads of Department, Directors of Centre and Programme, Heads of Research Groups, nominated academic leaders.

Do you work with an Advisory Group for a programme, centre, department or project? Or, are you thinking of establishing an Advisory Group? If so, come and join us for a discussion about how to ensure that Advisory Groups are effective and meaningful.

Drawing on a case-study from the Centre for Sustainability, we will explore:

- making the most of the expertise and creativity which an Advisory Group can contribute
- ensuring that an Advisory Group is “fit for purpose” with clear scope and direction
- developing terms of reference including membership criteria and terms of appointment
- the relationship of an Advisory Group with governance and management structures within a department, centre or programme
- ways in which an Advisory Group can assist with stakeholder engagement within and outside the University
- planning reporting to an Advisory Group in order to be able to use the information for multiple purposes (e.g. communicating activity and promoting visibility)
- renewing or ending an Advisory Group as appropriate to context and purpose

[Register here](#)

Facilitators:

- **Associate Professor Janet Stephenson**, Director of Centre for Sustainability
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Wednesday 9 October, 10 – 11.15am

ICT Regulations, email and internet usage

Participation: *This session is by e-conferencing using Zoom.* Relevant for all academic and professional staff

Repeat Workshop: For overview please see entry above on **2 April**

[Register here](#)

Thursday 10 October, 1 - 4pm

Mental health: face to face with student issues

Participation: Relevant for all academic and professional staff.

Repeat Workshop: For overview please see entry above on **15 Feb**

[Register here](#)

Wednesday 16 October, 1 - 2pm

Sensitive Expenditure and Travel Policy

Participation: *This session is by e-conferencing using Zoom.* Relevant to all academic and professional staff.

Repeat Workshop: For participation and overview please see entry above on **19 March**

[Register here](#)

Thursday 17 October, 1 – 4.30pm

Creating a high-achieving culture: setting performance goals and managing when these are not met

Participation: All academic leaders who have responsibility to lead, manage or supervise staff to achieve agreed outcomes (e.g. Course Convenors, Principal Investigators, Heads of Department). *This session has 2 parts, you can attend one or both (please confirm once you have registered)*

Repeat Workshop: For overview please see entry above on **1 May**

[Register here](#)

Tuesday 22 October , 1.30 – 3.30pm

Setting a direction, communicating the goal and message to staff and stakeholders in order to succeed

Participation: Relevant for all academic staff who have responsibility for staff and/or leading teams and groups.

Leadership involves setting a direction and communicating priorities. John Maxwell described leadership as “communicate WHERE we are going and then let people shape HOW we get there”. This means that leaders need to be able to communicate direction and priorities.

Evidence shows that key messages need to be communicated 5-7 times, otherwise they are missed or re-interpreted. This session provides the opportunity to:

- review future priorities/directions in your area
- develop goals which are specific, time bound and identify metrics/milestones to measure progress
- craft “Sticky messages” that succinctly summarise your goal(s) for different audiences/stakeholders
- receive feedback on the clarity of the goal(s) and the messages.

[Register here](#)

Facilitators:

- **Professor Janine Hayward**, Head of Programme of Politics
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Wednesday 23 October , 1.30 - 3pm

Equity at the University of Otago – your role and responsibilities in practice

Participation: This session is by e-conference using Zoom. Open to all academic and professional staff in management and supervisor roles.

“The University of Otago promotes and upholds equity in its processes and values the individual differences that enrich its community. The University recognizes equity and diversity as integral to its strategic goals.” (Equity and Diversity Strategic Framework).

What does equity mean in practice for academic and service departments and centres? Come along and learn about recent findings from the University Equity Report, the role of the Equity Advisory Committee, equity and diversity initiatives and ways in which departments and university staff can foster a diverse community by:

- becoming familiar with equity and diversity related frameworks, policies and guidelines
- engaging with University-led initiatives and resources
- being alert to selection bias in all areas of decision-making
- taking small steps towards establishing a staff and student profile that mirrors the wider community.

[Register here](#)

Facilitators:

- **Professor Christina Hulbe**, Chair of the Equity Advisory Committee & Dean of School of Surveying
- **Julie Dlaskova**, Equity Advisor, Human Resources Division

Equity Policies and Professional Development

<http://www.otago.ac.nz/humanresources/working-at-otago/equity/otago060690.html>

Working at Otago

<http://www.otago.ac.nz/humanresources/working-at-otago/equity/>

Thursday 24 October, 2 – 4pm

Managing time and priorities

Participation: Relevant for Heads of Department, Heads of Programme, Directors of Centre. Nominations for other academic staff are welcomed

Short of time to feed the monkeys that you have on your to-do list before the end of the year? Do you get the sense that everything is urgent and important? Do your strategic goals and priorities keep moving into the far distance compared with the “stuff” that keeps arriving by email, post and phone... Do you have moments of fragmentia or overwhelm? If you have been to this workshop before, then come back for a “refresher”. Or come for the first time; take stock of your current practices and trial some tools that other people have found useful. These include:

- managing TPE– time (T) and priorities (P) affect energy (E), perspective and sound decisions
- reviewing where you are currently spending your time and how you are prioritising which activities to focus on (e.g. urgent, important, operational, strategic)
- reflecting on whether time and priorities align with your career goals and the accountabilities of your role
- learning some new tools and approaches which you could trial
- developing a plan of SMALL changes to trial in the next month.

[Register here](#)

Facilitators:

- **Professor Abby Smith**, Department of Marine Sciences
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Wednesday 30 October, 2 – 3pm

Health and Safety responsibilities of managers Part 1: Fieldwork and off-campus

Participation: Relevant for all academic and professional staff involved in management/supervision of activities involving staff and students away from the campus. You can attend either or both parts of this session. *This session is available by e-conferencing using Zoom on this date*

Repeat Workshop: For overview please see entry above on **June 10**

[Register here](#)

Wednesday 30 October, 3 – 4pm

Health and Safety responsibilities of managers Part 2: Placements for students

Participation: Relevant for all academic and professional staff involved in management/supervision of activities involving staff and students away from the campus. You can attend either or both parts of this session. *This session is available by e-conferencing using Zoom on this date*

Repeat Workshop: For overview please see entry above on **June 10**

[Register here](#)

Thursday 31 October, 1 - 4pm

Cultural diversity: what does the internationalisation strategy mean in practice?

Participation: Relevant for Heads of Department and Directors of Centre, who are also encouraged to nominate staff (academic, general/professional) who have responsibility for and/or interest around internationalization.

Internationalisation has been defined as *“the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of higher education”* (Knight 2002).

Internationalisation of higher education as a response to globalisation is central to the agendas of national governments, higher education institutions, international organisations, accreditation agencies and students. The OECD (2009) reinforces the relevance of higher education embracing internationalisation as *“more important than ever”*. The University of Otago has clearly articulated that its vision is to be *“a research led university with an international reputation for excellence”*. To positively influence reputation and performance in research quality, teaching and graduate employability internationalisation is a priority for the University.

During this workshop you will have the opportunity to:

- learn about strategies to recruit international students – what works, how do you start, who can help?
- appreciate the value of, opportunities and support which exists for inbound and outbound students
- identify how your area might establish regular Student Exchange arrangements inward and outward-bound
- learn how to assist those international students who appear to be having comprehension, learning or language challenges

- understand how the International Office can assist departments and programmes with workshops/advice/ ideas such as integrating important cultural dates and practices into departmental activities as part of fostering a diverse and inclusive learning community
- clarify how to handle situations such as when a staff member says they want to set up a MOU with a collaborator overseas – can you do this or do you go to the International Office?
- plan for the future – what are the ways in which course development and curriculum renewal can attract international students? (e.g. the wording of the course title and outline)

[Register here](#)

Facilitators:

- **Jason Cushen**, Director International Office
- **Dr Vivienne Anderson**, Higher Education Development Centre

NOVEMBER

Monday 4 November, 2 - 4pm

Delegation and coaching

Participation: Relevant for all academic staff who delegate actions/portfolios to other staff

The role of a leader and manager is not to undertake all the work oneself. Part of the role includes identifying where to allocate your time and energy and this requires saying “No” to some activities, delegating some activities to other people. Effective delegation contributes to high-performance work areas where people are motivated to contribute their skills and energy. The ways in which leaders delegate and establish expectations about values, behaviour and attitudes shapes the culture of the team or department. This workshop provides you with the opportunity to:

- consider how delegation can contribute to a culture of trust and high performing staff
- review the impact of task and portfolio delegation on motivation
- apply delegation principles in the context of University culture and accountability
- analyse how a structured tool can help you plan to effectively delegate in ways which take into account individuals’ differences and motivation.

[Register here](#)

Facilitators:

- **Academic leader to be confirmed**
- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Wednesday 6 November, 2 - 4pm

Making the most of a QAU review – being strategic

Participation: *This session is by video conference using Zoom.* Relevant for all academic leaders involved in preparing for a review. Heads of Department and Directors are encouraged to nominate academic and professional staff who are involved in the planning/collating information for a review.

How can you best prepare for a Quality Advancement Unit (QAU) review? How can you and your colleagues ensure that the review process assists the strategy, development and position of the department, programme or centre? In what ways can a planning day assist the review process?

This workshop provides the opportunity to plan for your own review and hear tips and hints from the Review Coordinator and a Panel Convenor. The discussion will include:

- demystifying the purpose and process of reviews
- strategies to prepare for reviews including:
 - working with staff to write the self-review document
 - meeting with the review panel
 - commenting on the draft review document – when to respond (and when not)
- actions and monitoring post-review
- lessons learnt along the way – what works and what to avoid

[Register here](#)

Facilitators:

- **Professor Nicola Peart**, Faculty of Law
- **Megan Wilson**, Reviews Manager, Quality Advancement Unit

Thursday 7 November, 10 – 11.30am

Overview of managers' responsibilities for Health and Safety in the workplace

Participation: *This session is by e-conferencing using Zoom.* Relevant to all academic and professional staff who supervise and/or manage staff

Repeat Workshop: For overview please see entry above on **March 21**

[Register here](#)

Friday 8 November, 11 – 12noon

ICT Regulations and social media – what it means for staff and managers

Participation: *This session is by e-conferencing using Zoom.* Relevant for all academic and professional staff

Repeat Workshop: For overview please see entry above on **June 10**

[Register here](#)

Wednesday 13 November, 2 – 4.30pm

Effective meetings

Participation: Relevant to all academic leaders in any role (e.g. Chair of Committee, Head of Department, Associate Dean, Course Convenor) that requires chairing/organising meetings (small or large)

Repeat Workshop: For overview please see entry above on **19 Feb**

[Register here](#)

Thursday 14 November, 9.30 – 10.15am

Finance Policy Part 1: Pcard and travel

Participation: *This session is available via e-conferencing using Zoom.* Relevant for academic and professional staff with delegations involving oversight of PCards.

Repeat Workshop: For participation and overview please see entry above on **February 13**

[Register here](#)

Thursday 14 November, 10.15 – 11am

Finance Policy Part 2: Sensitive Expenditure, Koha and Gifts

Participation: *This session is available via e-conferencing using Zoom.* Relevant to all academic and professional staff.

Repeat Workshop: For participation and overview please see entry above on **February 13**

[Register here](#)

Friday 15 November, 9.30 – 11.30am

Managing sleeplessness and wakefulness: practical workshop

Participation: Relevant to all academic and professional leaders in any role.

Repeat Workshop: For overview please see entry above on **14 Feb**

[Register here](#)

Monday 18 November, 2 – 3pm

Ethical behaviour policy

Participation: *This session is available by e-conference using Zoom.* Relevant to all academic and professional staff and particularly people in leadership and supervision roles.

Repeat Workshop: For overview please see entry above on **February 21**

[Register here](#)

Tuesday 19 November, 1 – 4.30pm

HR matters relevant to new and current academic leaders – how to make sound employment decisions

Participation: **CORE WORKSHOP** for all newly appointed Heads of Department, Heads of Programme, Directors of Centre and others who are involved in employment decisions. Other academic leaders are welcome to attend for a refresher on HR matters. *E-conferencing using Zoom is available. Academic leaders are strongly encouraged to bring their administrative colleague(s) with them in roles such as lead administrator.*

Bring your questions to this session, which introduces key concepts, policies, processes and practices that will enable you to understand your accountability and authority in terms of appointing and managing staff. In particular:

- processes and tools for effectively recruiting, advertising and selecting staff
- types and content of employment agreements (e.g. collective/individual; types of leave, hours of work)
- the extent of delegated authority to appoint staff and negotiate terms and conditions (e.g. salary scales, recruitment and retention allowance, relocation policy)
- how employment conditions may be varied and re-negotiated (e.g. parental leave, flexible hours)
- reasonable expectations that employers can have of staff in the workplace (e.g. following instructions of the supervisor, upholding the Ethical Behaviour Policy, booking and taking annual leave, seeking approval for overtime, appropriate use of University funds)

- the processes that can be used when employment problems arise in work performance, events or behaviour such as harassment (including; investigations, formal/informal activities, warnings and dismissal)

[Register here](#)

Facilitators:

- **Dan Wilson**, HR Manager Promotions and Remuneration
- **Elena Calvert**, Senior Recruitment Consultant
- **Academic leader to be confirmed**

Thursday 21 November, 1.30 – 4pm

Managing energy..... before time and priorities

Participation: Relevant for all academic staff who have leadership responsibilities such as convening a paper, coordinating tutorials, leading research groups, PhD convening or chairing a committee. Nominees of Heads of Department/Directors of Centre are welcomed.

Repeat Workshop: For overview please see entry above on **30 April**

[Register here](#)

Thursday 21 November, 11 – 12noon

The management of electronic records

Participation: *This session is by e-conferencing using Zoom.* Relevant to all academic and professional staff involved in these processes.

Repeat Workshop: For overview please see entry above on **March 12**

[Register here](#)

Tuesday 26 November, 1 – 2pm

Fixed Term employment guidelines and research permanent funded staff guidelines

Participation: *This session is be e-conference using Zoom.* Relevant to all academic and professional staff.

Repeat Workshop: For overview please see entry above on **June 27**

[Register here](#)

Thursday 28 November, 1 – 4pm

Critical incidents: including when a student or staff member dies or goes missing

Participation: This workshop is jointly offered with HR Professional Development and is open to all academic and general/professional staff. It is particularly relevant for Heads of Department, Heads of Programme, Course Convenors, Administrators Client Services.

Repeat Workshop: For overview please see above entry on **7 May**

[Register here](#)

DECEMBER

Tuesday 3 December, 2 – 4pm

Making sound decisions

Participation: relevant for all academic leaders; nominees welcome

Repeat Workshop: For overview please see entry above on **8 May**

[Register here](#)

Wednesday 4 December, 10 – 12noon

Flexible thinking – reframing situations

Participation: Relevant for all academic staff who are interested to develop their personal leadership skills.

A characteristic of adaptive organisations is the capacity of staff to respond to changes and opportunities with flexibility and resilience. Leaders have an important role in fostering flexible thinking, reframing situations rather than forming a closed view, showing compassion for mistakes, celebrating and thanking people, understanding that people who want to be successful often have a loud internal critic and encouraging colleagues to experiment with new approaches which in turn brings successes and “failures”. This workshop introduces a range of tools and strategies that leaders can use to develop flexible thinking for themselves and their colleagues. This includes:

- the use of language and narrative to remain in the circles of influence and control rather than the circle of concern
- matching metaphors to suit individuals
- strategies to reframe events through a reverse or long lens
- managing the vocal internal critic
- fostering a culture where experimentation and failure are a necessary part of success
- ways in which flexible thinking can contribute to sound decision-making.

[Register here](#)

Facilitator:

- **Dr Alison Stewart**, Head of Academic Leadership Development Programme

Monday – Tuesday 9 & 10 December, 9am – 5pm (2 day course)

Crucial Accountability™

Participation: Heads of Department, Directors of Centre and Associate Deans have priority for places on this course; applications from other leaders welcomed (subject to availability). Limited places available

Repeat Workshop: For overview please see above entry on the **29-30 August**

We look forward to welcoming you to sessions in 2019

Registration: Via the [online link provided for each session](#) or by email to aldp@otago.ac.nz

Got a question? Please contact us - 03 479 8455 or aldp@otago.ac.nz

Useful web resources to bookmark

- Policy Library <http://www.otago.ac.nz/administration/policies/>
- Healthy Campus - <http://www.otago.ac.nz/healthy-campus/index.html>