OUTCOMES FOR PROPEL PARTICIPANTS FROM THE LEADERSHIP SKILLS WORKSHOP

Form a cohort
1. Break the ice and get to know each other.
2. Establish ‘rules’ of openness, tolerance, willingness to contribute, confidentiality.
3. Build rapport, trust — between participants and Coordinators, among participants.
4. Develop a sense of belonging to something exciting/special which is going to make a difference.
5. Form PROPEL network; work out among themselves how they want it to work.

Understand PROPEL
6. Briefly revisit purpose of PROPEL Program and importance of early leadership development to the sector.
7. Receive clear information on structure and requirements of PROPEL and roles and responsibilities of participants and Coordinators, including how to get support if needed.
8. Become familiar with any communication channels set up for the PROPEL participant group.

Consider ‘what is leadership?’
10. Focus on leadership skills rather than management skills (recognise the difference).
11. Examine leadership theories and understand which theories underpin PROPEL Program.
12. Examine the effect leaders have had on them and their careers so far.
13. Give their input on the leadership skills THEY value.
14. Understand how they can be a leader without having a formal leadership role.
15. Recognise where they are at in terms of their current leadership behaviours, skills, styles.
16. Understand the existing culture and history of leadership in higher education.

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<research.uow.edu.au/propel>
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Develop leadership skills

17. Increase awareness and skills in each of the leadership-attribute domains: Position, Reflect, Engage, Provide, Enable, Link.

18. Gain awareness of what’s important in research leadership.

19. Gain awareness of what’s important in teaching leadership.

20. Increase skills in research- and teaching-specific leadership.

21. Practice generic and specific leadership skills through case studies / role plays etc.

22. Recognise importance of seeing the big picture, looking beyond the immediate issue.

Be inspired

23. Develop their vision for themselves as leaders (not just seeing leadership as the next rung on the career ladder). “What kind of leader can I be, what can I contribute, how can I make a difference?”

24. Be inspired by high profile leaders from universities or tertiary sector bodies.

25. Be inspired by high achievers who are not in institutional leadership roles.

26. Look to the future of the tertiary education sector.

Begin Active Project Component (projects must be selected prior to the workshop)

27. Be able to discuss their project with the other participants, Coordinators, presenters.

28. Relate workshop learnings to reality of running their projects.

29. Formulate ideas, plans and strategies for their projects.

30. Understand the practicalities of managing their projects.

31. Understand how to lead a change management initiative.

32. Know what to do when they face challenges or obstacles, with this project / beyond.

33. Develop a first draft project plan.

34. Give brief presentation of project plans and get feedback.
Begin Reflective Component
35. Learn about reflective practice.
36. Reflect on where they currently are at on each of the leadership-attribute domains.
37. Receive and debrief their pre-program leadership assessment reports.

Get ready for Big Picture Component
38. Understand how to make the most of committee attendance opportunities.
39. Select committees to attend.

Plan and prepare for their own leadership development
40. Identify the leadership areas they want to focus on developing during the Program.
41. Set goals for their mentoring relationship.
42. Develop self-leadership abilities (resilience, emotional intelligence, balance/well-being.)