

## 22nd ANZAM 2008 Conference Workshop

<ul style="list-style-type: none"> <li><b>Workshop Title</b></li> </ul>		
<p>Authentic Leadership – Challenges in the university environment</p>		
<ul style="list-style-type: none"> <li><b>Summary of the Workshop objectives and Workshop activities</b></li> </ul>		
<p>Through facilitation and group discussion:</p> <ul style="list-style-type: none"> <li>The identification of individuals' understanding of what constitutes an 'authentic leader' in the context of a university environment</li> <li>How the characteristics of an 'authentic leader' may be recognised in others</li> <li>What aspects of an academic's role challenge the commitment to be authentic</li> </ul>		
<ul style="list-style-type: none"> <li><b>Workshop Abstract</b></li> </ul>		
<p>The philosophical importance of authenticity was first advocated by the Greek Stoics, as a moral response to declining civic and religious values (Baumeister, 1987). In the contemporary environment, the concept of authenticity – the idea of being true to oneself, continues to be an important theme in the study of organisational leadership.</p> <p>This workshop is an exploration of what it may mean to be an 'authentic leader' in the university environment. Most particularly, how does an academic balance his or her personal value system and sense of self with the professional obligations of the university – obligations which may not always align with an individual's commitment to being 'true to oneself'. ANZAM members are drawn from diverse backgrounds and as such will gain the benefit of sharing their experiences relating to this increasingly challenging area.</p>		
<ul style="list-style-type: none"> <li><b>Names, titles and affiliations of the organiser(s) and other presenters</b></li> </ul>		
1. Ms	Julie Crews	Edith Cowan University, Western Australia
<ul style="list-style-type: none"> <li><b>Targeted attendees</b></li> </ul>		
<p>This workshop is targeted for academics actively engaged in teaching who may be challenged by the competing demands of providing a quality education for students and the administrative obligations which impede the achievement of this fundamental purpose of universities.</p>		