Introduction

Program for Preparing Early Leaders (PROPEL)
Participant Self-Assessment Questionnaire

The PROPEL Program aims to create real development in your leadership skills, abilities and confidence over the coming 12 months.

To objectively measure this development, you will be asked to assess your leadership experience and abilities prior to commencing the Program, at the Program mid-point, and again at the end of the Program.

PRE-PROGRAM PHASE

This questionnaire establishes a baseline assessment of your current leadership experience and abilities, as well as your current readiness to lead. It also establishes your current understanding and commitment to collaboration and the teaching-research nexus (two specific areas of focus for the PROPEL Program).

It should take around **30 minutes to complete** the questionnaire.

If you need to leave the questionnaire and return to it later, just click the link in the invitation email to pick up where you left off.

Confidentiality of Your Responses

A report will be prepared for you based on your responses. This report will be made available to you at the Leadership Skills Workshop in September.

You may choose to share your results with other PROPEL participants and/or your leadership mentor if you wish.

The PROPEL Coordinators will keep your responses confidential and will only use them to assess changes in your leadership abilities over the 12-month Program. At the conclusion of the Program, results will be used to evaluate the effectiveness of the Program in achieving its aims. Any published reports resulting from the PROPEL Program pilot will contain only aggregated and de-identified information.

To indicate you are happy to proceed with the questionnaire and allow the use of your responses for the purposes described above, please click 'I Agree'. If you would like to discuss any aspect of this self-assessment process before completing the questionnaire, please contact the PROPEL Project Manager Karen Lovasz on 02 4252 8218 or klovasz@uow.edu.au

☐ I agree to complete this self-assessment questionnaire and understand the confidentiality arrangements described above.

Leadership background

Your Name

SURNAME ________________________________

FIRST NAME ______________________________

The following questions relate to your CURRENT level of leadership experiences and opportunities.

How long have you been in an academic career?

☐ Less than 2 years

☐ 2-4 years
How long have you been in your current role?
- Less than 2 years
- 2-4 years
- 5-7 years
- 8-10 years
- More than 10 years

Have you ACTED in an 'institutional leadership' role.
(E.g. Head of School, Associate Dean, Dean, Director of University Research Strength or Strategic Research Initiative.)
- Yes
- No

Have you held any formal leadership roles as an academic?
(E.g. Subject Coordinator, Committee Chair, Director of Faculty Research Centre, CI on Grant.)
- Yes
- No

Have you held any leadership positions outside academia?
- Yes
- No

Do you have, or are you studying towards, any formal management qualifications?
- Yes
- No

Have you completed any external management/leadership training or any in-house leadership programs?
- Yes
- No

Have you had any formal mentors prior to the PROPEL Program?
- Yes
- No
Leadership career direction

The following questions relate to your CURRENT level of interest in leading and readiness to lead.

Do you see yourself moving into an institutional leadership role (such as head of school or higher) at some point in your career?

<table>
<thead>
<tr>
<th>Definitely</th>
<th>Probably</th>
<th>Maybe</th>
<th>Probably not</th>
<th>Definitely not</th>
</tr>
</thead>
</table>

Do you have a time frame in mind?

- Next 12 months
- 1-2 years
- 3-5 years
- More than 5 years
- Unsure
- Never

Do you feel you would have the skills and confidence to take on an institutional leadership role right now?

<table>
<thead>
<tr>
<th>Definitely</th>
<th>Probably</th>
<th>Maybe</th>
<th>Probably not</th>
<th>Definitely not</th>
</tr>
</thead>
</table>

What do you think would be the most challenging aspects of moving into such a leadership position?

Consider both your capabilities and the external environment.

What would help you to overcome these challenges?

How many leadership positions have you applied for at your current university or elsewhere?

(These may be 'institutional' leadership roles, middle level leadership roles, or positions with a leadership component. Include both successful and unsuccessful applications.)

- None
- 1-2
- 3-5
Academic Leadership Scale

ACADEMIC LEADERSHIP SCALE

The next part of this questionnaire focuses on leadership abilities specific to the academic environment.

You will be completing the 'Dimensions of Academic Leadership' self-assessment questionnaire, developed by Dr Tom Kennie, Ranmore Consulting, UK. This scale assesses academic leadership across 6 dimensions:

- credibility
- curiosity
- collegiality
- capabilities
- character
- confidence

As PROPEL participants you are commencing the Program with a wide range of academic leadership experience, ranging from limited to acting in high-level leadership roles.

When answering the following questions, please consider how well you believe you meet (or WOULD meet, if you took on a leadership role today) the demands placed on you as an academic leader.

Some questions may be difficult to answer for participants with limited leadership experience. If you feel you can't predict how you would meet a particular demand, please select 'Unable to say'.

Some people may find a few of these questions a bit confronting. Please answer frankly, as the results are for your development. Answers to individual questions will not be shown to others in the Program or to your Dean/Head of School. Only an average 'score' for each dimension will be included in any reports developed for ongoing assessment during the Program.

### 1. Credibility

| Q 1.1 | Do you possess adequate academic credentials and experience in your area of academic enquiry? |
| Q 1.2 | Do your immediate and wider peers rate you as an intellectual force in your field? |
| Q 1.3 | Do you actively illustrate by your actions the importance of using your position to enable others to succeed? |
| Q 1.4 | Do you deploy, when required, the necessary influencing and political skills to progress your academic work? |

### 2. Curiosity

| Q 2.1 | Are you capable of consistently setting yourself academic challenges? |
| Q 2.2 | Are you capable of consistently setting academic challenges for others? |
| Q 2.3 | Do you challenge your academic team (students, colleagues) to perform at the highest levels? |
| Q 2.4 | Do you consistently demonstrate innovative approaches to your academic work? |
| Q 2.5 | Do you demonstrate academic inquisitiveness and... |
**3. Collegiality**

<table>
<thead>
<tr>
<th>Question</th>
<th>How well do you believe you meet (or would meet) these demands on you as an academic leader?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Do you offer support and mentorship to those in your immediate team?</td>
<td></td>
</tr>
<tr>
<td>3.2 Do you consistently contribute to the ongoing success of all of your team members?</td>
<td></td>
</tr>
<tr>
<td>3.3 Do you make regular contributions to the progression of your discipline through peer refereeing and reviewing, external examining etc?</td>
<td></td>
</tr>
<tr>
<td>3.4 Do you make a great contribution to the work of learned societies in your discipline?</td>
<td></td>
</tr>
<tr>
<td>3.5 Do you make contributions to the progress of your academic unit (Dept/School)?</td>
<td></td>
</tr>
<tr>
<td>3.6 Do your peers value your contributions to the academic unit?</td>
<td></td>
</tr>
<tr>
<td>3.7 Do you make a fair contribution to the administrative and other demands across the Unit?</td>
<td></td>
</tr>
<tr>
<td>3.8 Do you make contributions to the development of your professional or regulatory body through examining, chairing relevant committees etc? (where relevant)</td>
<td></td>
</tr>
<tr>
<td>3.9 Do you have a reputation as a significant influence on aspects of your profession's development? (where relevant)</td>
<td></td>
</tr>
<tr>
<td>3.10 Do you contribute to the development of the academic reputation of your institution through membership of relevant academic committees and groups?</td>
<td></td>
</tr>
<tr>
<td>3.11 Do you 'put something back' into the institution's academic processes and practices (are you perceived to be a good 'academic citizen')?</td>
<td></td>
</tr>
</tbody>
</table>

**4. Capabilities**

<table>
<thead>
<tr>
<th>Question</th>
<th>How well do you believe you meet (or would meet) these demands on you as an academic leader?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Do you have access to adequate 'intelligence' about the issues where the greatest intellectual opportunities will exist?</td>
<td></td>
</tr>
<tr>
<td>4.2 Are you sufficiently up to date and current in your knowledge of academic thinking in your field?</td>
<td></td>
</tr>
<tr>
<td>4.3 Do you spend sufficient time personally and collectively scanning the intellectual horizons of other disciplines?</td>
<td></td>
</tr>
<tr>
<td>4.4 Do you adequately turn opportunities into tangible plans?</td>
<td></td>
</tr>
<tr>
<td>4.5 Are you open to routinely revisiting your academic plan to respond to changing contexts?</td>
<td></td>
</tr>
<tr>
<td>4.6 Do you routinely help connect team members so as to maximize intellectual opportunities?</td>
<td></td>
</tr>
<tr>
<td>4.7 Do you consistently connect team members to external colleagues in order to develop academic networks?</td>
<td></td>
</tr>
<tr>
<td>4.8 Do you protect your team networks from the wider organisation?</td>
<td></td>
</tr>
<tr>
<td>4.9 Do you set your team the highest standards of academic contribution?</td>
<td></td>
</tr>
<tr>
<td>4.10 Do you hold team members adequately to account for...</td>
<td></td>
</tr>
</tbody>
</table>
### 4. Management

**4.11** Do you intervene to deal with conflict in the team?

**4.12** Do you adequately engage the team in changes to your activities?

**4.13** Do you give sufficient recognition to peer celebration when academic achievements arise?

**4.14** Do you routinely review progress with individuals and offer encouragement?

### 5. Character

How well do you believe you meet (or would meet) these demands on you as an academic leader?

**5.1** Do you exhibit the highest levels of academic integrity (compliance with ethical standards etc)?

**5.2** Do you behave in your team in ways which avoid inappropriate favouritism?

**5.3** Are your contributions to your academic field beyond reproach and challenge from any hint of plagiarism?

**5.4** Do you give full credit to your team for their academic contributions?

**5.5** Do you have the capacity to maintain momentum when you find yourself in an academic cul-de-sac?

**5.6** Do you maintain adequate resources of energy to help you progress your academic endeavours?

**5.7** Do you have a noticeable reputation in one or more areas of academic enquiry?

**5.8** Have you found your 'academic voice'?

**5.9** If you lead a team, does your team have a distinctive presence beyond your personal contribution?

### 6. Confidence

How well do you believe you meet (or would meet) these demands on you as an academic leader?

**6.1** Do you have an appropriate sense of inner intellectual confidence which guides your academic leadership?

**6.2** Is your inner confidence also guided by a set of moral and ethical values?

**6.3** Do you project an appropriate sense of external confidence about your academic work?

**6.4** Do you adequately develop and encourage the confidence of your team members?

That concludes the 'Dimensions of Academic Leadership' scale.

Additional leadership characteristics (PROPEL list)

The next part of this questionnaire builds on the 'Dimensions of Academic Leadership' scale by focusing on additional leadership attributes which are considered important to academic leadership by academic staff at UOW.
Attributes are divided into 6 domains:

- Position
- Reflect
- Open
- Provide
- Enable
- Link

Once again, when answering the following questions, please consider how well you believe you meet (or WOULD meet, if you took on a leadership role today) the demands placed on you as an academic leader. Some questions may be difficult to answer for participants with no leadership experience. If you feel you can't predict how you would meet a particular demand, please select 'Unable to say'.

1. Position

Think and act strategically to position yourself, your staff and your unit within your university and the wider context

<table>
<thead>
<tr>
<th></th>
<th>How well do you believe you meet (or would meet) these demands on you as an academic leader?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Do you take a 'big picture' view of your organisation?</td>
</tr>
<tr>
<td>1.2</td>
<td>How well do you assess and manage risk?</td>
</tr>
<tr>
<td>1.3</td>
<td>Do you really understand how the system works?</td>
</tr>
<tr>
<td>1.4</td>
<td>How proactive are you in driving initiatives by gaining alignment and commitment?</td>
</tr>
</tbody>
</table>

2. Reflect

Reflect on yourself as a leader and be prepared to make changes

<table>
<thead>
<tr>
<th></th>
<th>How well do you believe you meet (or would meet) these demands on you as an academic leader?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>How successfully are you moving from a self-focused academic role to a people-focused leadership role?</td>
</tr>
<tr>
<td>2.2</td>
<td>Are you committed to ongoing personal and professional development?</td>
</tr>
<tr>
<td>2.3</td>
<td>How well do you make sense of and learn from experience?</td>
</tr>
<tr>
<td>2.4</td>
<td>Do you fully understand your personal strengths and limitations?</td>
</tr>
<tr>
<td>2.5</td>
<td>Can you admit to and learn from your mistakes?</td>
</tr>
<tr>
<td>2.6</td>
<td>Do you approach situations by thinking strategically, creatively and laterally?</td>
</tr>
</tbody>
</table>

3. Open

Open out to your staff on both the professional and personal levels

<table>
<thead>
<tr>
<th></th>
<th>How well do you believe you meet (or would meet) these demands on you as an academic leader?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Do you make sure you are accessible, visible and approachable?</td>
</tr>
<tr>
<td>3.2</td>
<td>How well can you listen without pre-judging?</td>
</tr>
<tr>
<td>3.3</td>
<td>Do you communicate with colleagues and staff clearly, openly and honestly?</td>
</tr>
</tbody>
</table>
3.4 Are you consistent in your actions and decisions?
3.5 Do you act on feedback you receive about yourself?
3.6 Do you have strategies in place to find out about staff needs?
3.7 Can you say 'no' to staff and colleagues without undermining working relationships?
3.8 To what extent do you value diversity in your workplace?

4. Provide
Provide a supporting environment in which your staff will thrive

| 4.1 How well do you appreciate the breadth of academic work and the multi-faceted nature of the university organisation? |
| 4.2 Are you able to lead academic staff in ways which suit their unique needs and communication styles? |
| 4.3 Do you consistently deal with staff in a respectful and professional manner? |
| 4.4 Do you understand the organisational rules and apply them fairly and appropriately? |
| 4.5 Do you demonstrate balanced leadership in teaching, research and community engagement? |

5. Enable
Enable your unit to always move forward

| 5.1 How well do you make timely and confident decisions? |
| 5.2 Do you make sure you don't leave things to chance? |
| 5.3 Are you able to initiate change responsibly and manage it sensitively? |
| 5.4 How well organised are you (especially time management)? |
| 5.5 Are you able to make the most strategic use of available resources? |
| 5.6 Do you always take a 'can do' attitude? |

6. Link
Create links and connections with other staff, faculties and institutions which will strengthen your unit and your discipline

| 6.1 Do you regularly consult and share views and ideas with others? |
| 6.2 Can you maintain a constructive climate in which disagreements can be tolerated without always being resolved? |
| 6.3 Do you build external networks which you can turn to for advice? |
That concludes the PROPEL leadership attributes questions.

Nexus and collaboration

The last part of this questionnaire looks at:

The teaching-research nexus - your current level of understanding and commitment
Interdisciplinary collaboration - your current level of interest and active involvement

Teaching-Research Nexus

How would you (briefly) define “Nexus: Teaching-Learning-Research”?

Definition from the UOW Teaching-Research Nexus web page . . .

"...the many ways in which teaching informs research and research informs teaching; this mutually supportive relationship operating to the benefit of both."

Please answer the rest of the questions in this section based on this definition.

In your discipline, do you see the Nexus as . . .

1 - Truly important 2 3 4 5 - A motherhood statement

Do you see incorporating the Nexus in your work as . . .

1 - A good investment of time 2 3 4 5 - A waste of time

How valuable do you believe the Nexus is for undergraduate teaching?

1 - Critical 2 3 4 5 - Of no value

Do you believe focusing on the Nexus in your teaching will . . .

1 - Stimulate and challenge you 2 3 4 5 - Add nothing to your understanding
Do you believe focusing on the Nexus in your work will . . .

1 - Enhance your career  
2  
3  
4  
5 - Hold your career back

To what degree does research currently inform your TEACHING?

1 - Very strongly  
2  
3  
4  
5 - Not at all

To what degree do you currently focus on teaching implications when developing your RESEARCH?

1 - Very strongly  
2  
3  
4  
5 - Not at all

Please describe (briefly) one example of how you have integrated the Nexus in your work.

Interdisciplinary Collaboration

Can you name any disciplines which would complement your research activities?

Can you name any disciplines which could benefit from including your discipline in their research activities?

Have you made any contacts in any of these disciplines (within or outside your university)?

Yes

No

Have you specifically discussed common research areas with any of your contacts?

Yes

No

Have you applied for, or are you developing applications for, any grants with researchers outside your own discipline?

Yes

No

Have you written, or are you currently writing, any joint publications with researchers outside your own
discipline?

- Yes
- No

Do you see interdisciplinary collaboration as . . .
1 - A good investment of time
2
3
4
5 - A waste of time

Do you believe interdisciplinary collaboration . . .
1 - Increases publication chances
2
3
4
5 - Limits publication chances

Do you believe interdisciplinary collaboration will . . .
1 - Stimulate and challenge you
2
3
4
5 - Add nothing to your understanding

Do you see building interdisciplinary collaboration as . . .
1 - Easy
2
3
4
5 - Difficult

Do you see the results of long-term interdisciplinary collaboration as . . .
1 - Rewarding
2
3
4
5 - Frustrating

Do you believe interdisciplinary collaboration will . . .
1 - Enhance your career
2
3
4
5 - Hold your career back

End

That concludes the PROPEL Self-Assessment Questionnaire.

Results of this assessment will be collated and individual reports distributed at the Leadership Skills Workshop in September.

Once you click 'Next' your responses will be submitted.