Introduction

Program for Preparing Early Leaders (PROPEL)

360 degree feedback questionnaire

Thank you for accepting our invitation to take part in this feedback process.

The PROPEL participants and the Program Coordinators greatly appreciate your time to complete this questionnaire. PROPEL will create real development in the leadership skills, abilities and confidence of Program participants over the coming 12 months. To objectively measure this development, participants’ leadership abilities will be assessed in a 360 degree feedback process prior to the start of the Program and again at the end of the Program.

This questionnaire establishes a baseline assessment of the participant’s current leadership abilities, as well as his/her current readiness to lead. It also establishes his/her current commitment to interdisciplinary collaboration and the teaching-research nexus (two specific areas of focus for the PROPEL Program).

It should take around 20 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.

If you have any questions or would like further information prior to completing the survey, please contact the PROPEL Project Manager on 02 4252 8218 or klovasz@uow.edu.au

CONSENT TO PARTICIPATE

- I have been given information about the PROPEL Program and understand that the Program has been developed as part of an Australian Learning and Teaching Council grant project at the University of Wollongong.

- I have been advised of the potential risks and burdens associated with participating in this feedback process, if any, and have had an opportunity to ask questions I may have about my participation. I understand that my responses will be confidential and I will not be identified by name or workplace in any published materials generated from this project.

- I am aware that my responses WILL NOT BE ANONYMOUS and the participant for whom I am giving feedback will probably be able to identify me through my responses due to the small respondent numbers.

- I understand that my participation is voluntary, I am free to refuse to participate and I am free to reverse my decision to participate and withdraw any responses I have provided, either in part or completely, at any time up until 20 September. My refusal to participate or withdrawal of consent will not influence my relationship with the PROPEL project and/or the project leaders.

- I understand that if I have any enquiries about the process, I can contact the project manager Karen Lovasz on 02 4252 8218 or klovasz@uow.edu.au or, if I have any concerns or complaints regarding the way the project is or has been conducted, I can contact the Ethics Officer, Human Research Ethics Committee, Office of Research, University of Wollongong on 02 4221 4457.

By clicking the 'I Agree' checkbox below I am indicating my consent to providing feedback on the PROPEL participant at the beginning and end of the Program via this online questionnaire, and allowing the Program Coordinators to present my feedback to the participant in a summarised report. I understand that my detailed responses will be confidential to the participant and the project leaders, however some aggregated and de-identified data may be included in reports to the ALTC and journal articles/conference papers. I consent for it to be used in that manner.

I Agree to complete this feedback questionnaire

Relationship to participant

Name of PROPEL participant for whom you are completing this feedback

What is your working relationship with the participant? (Please select the option which best applies)

- I have a leadership or management or supervisory role in the participant's work
- I am a colleague/peer of the participant
- The participant has a leadership or management or supervisory role in my work

How long have you worked with the participant?

- Less than 1 year
- 1-2 years
- 3-5 years
- More than 5 years

Leadership career direction

The following questions relate to your perceptions of the participant's current level of interest in leading and readiness to lead.

Do you see the participant moving into an 'institutional' leadership role (such as head of school or above) at some point in his/her career?

- Definitely
- Probably
- Maybe
- Probably not
- Definitely not

Within what time frame?

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

Do you feel the participant would have the skills and confidence to take on such a leadership role right now?

- Definitely
- Probably
- Maybe
- Probably not
- Definitely not

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

Consider both his/her capabilities as well as the external environment.
What do you think would help him/her to overcome these challenges?

---

### 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' questionnaire, developed by Dr Tom Kennie, Ranmore Consulting, UK. This scale assesses academic leadership across 6 dimensions:

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

PROPEL participants are commencing the Program with a wide range of academic leadership experience, ranging from very limited to acting in senior leadership roles.

When answering the following questions about the participant, please consider how well you believe he/she meets (or WOULD meet, if he/she took on a leadership role today) the demands placed on him/her 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 the participant would meet a particular demand, please select 'Unable to say'.

Please answer frankly, as the participant will be using the results to plan his/her leadership development. Answers to individual questions will only be seen by the participant and the Program Coordinators. Only an average 'score' for each dimension based on all 360 degree responses will be included in any reports developed for ongoing assessment during the Program.

#### 1. Credibility

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Possess adequate academic credentials and experience in their area</td>
<td></td>
</tr>
<tr>
<td>1.2 Their immediate and wider peers 'rate them' as an intellectual</td>
<td></td>
</tr>
<tr>
<td>1.3 Actively illustrates by their actions the importance of using their</td>
<td></td>
</tr>
<tr>
<td>1.4 Deploys, when required, the necessary influencing and political</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Curiosity

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Is capable of consistently setting themselves academic challenges.</td>
<td></td>
</tr>
<tr>
<td>2.2 Is capable of consistently setting academic challenges for others.</td>
<td></td>
</tr>
<tr>
<td>2.3 Challenges their academic team (students, colleagues)</td>
<td></td>
</tr>
</tbody>
</table>
to perform at the highest levels.

2.4 Consistently demonstrates innovative approaches to their academic work.

2.5 Demonstrates academic inquisitiveness and encourages this creative thinking in their academic group.

2.6 Makes time to foster and facilitate creative thinking in their academic group.

2.7 Is sufficiently flexible and adaptable to new ideas.

3. **Collegiality**

<table>
<thead>
<tr>
<th>3.1 Offers support and mentorship to those in their immediate team.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Consistently contributes to the ongoing success of all of their team members.</td>
</tr>
<tr>
<td>3.3 Makes regular contributions to the progression of their discipline through peer refereeing and reviewing, external examining etc.</td>
</tr>
<tr>
<td>3.4 Make a great contribution to the work of learned societies in their discipline.</td>
</tr>
<tr>
<td>3.5 Makes contributions to the progress of their academic unit (Dept/School).</td>
</tr>
<tr>
<td>3.6 Their contributions to the academic unit are valued by their peers.</td>
</tr>
<tr>
<td>3.7 Makes a fair contribution to the administrative and other demands across the Unit?</td>
</tr>
<tr>
<td>3.8 Makes contributions to the development of their professional or regulatory body through examining, chairing relevant committees etc? (where relevant)</td>
</tr>
<tr>
<td>3.9 Has a reputation as a significant influence on aspects of their profession’s development? (where relevant)</td>
</tr>
<tr>
<td>3.10 Contributes to the development of the academic reputation of their institution through membership of relevant academic committees and groups?</td>
</tr>
<tr>
<td>3.11 ‘Puts something back’ into the institution’s academic processes and practices (is perceived to be a good ‘academic citizen’).</td>
</tr>
</tbody>
</table>

4. **Capabilities**

<table>
<thead>
<tr>
<th>4.1 Has access to adequate ‘intelligence’ about the issues where the greatest intellectual opportunities will exist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Is sufficiently up to date and current in their knowledge of academic thinking in their field.</td>
</tr>
<tr>
<td>4.3 Spends sufficient time personally and collectively scanning the intellectual horizons of other disciplines.</td>
</tr>
<tr>
<td>4.4 Adequately turns opportunities into tangible plans.</td>
</tr>
<tr>
<td>4.5 Is open to routinely revisiting their academic plan to respond to changing contexts.</td>
</tr>
<tr>
<td>4.6 Routinely helps connect team members so as to maximize intellectual opportunities.</td>
</tr>
<tr>
<td>4.7 Consistently connects team members to external colleagues in order to develop academic networks.</td>
</tr>
</tbody>
</table>
4.8 Protects their team networks from the wider organisation.
4.9 Sets their team the highest standards of academic contribution.
4.10 Holds team members adequately to account for delivery.
4.11 Intervenes to deal with conflict in the team.
4.12 Adequately engages the team in changes to their activities.
4.13 Gives sufficient recognition to peer celebration when academic achievements arise.
4.14 Routinely reviews progress with individuals and offers encouragement.

5. Character

How well do you believe the participant meets (or would meet) these demands on him/her as an academic leader?

5.1 Exhibits the highest levels of academic integrity (compliance with ethical standards etc).
5.2 Behaves in their team in ways which avoid inappropriate favouritism.
5.3 Their contributions to their academic field are beyond reproach and challenge from any hint of plagiarism.
5.4 Gives full credit to their team for their academic contributions.
5.5 Has the capacity to maintain momentum when they find themselves in an academic cul-de-sac.
5.6 Maintains adequate resources of energy to help them progress their academic endeavours.
5.7 Has a noticeable reputation in one or more areas of academic enquiry.
5.8 Has found their ‘academic voice’.
5.9 If a team leader, their team has a distinctive presence beyond their personal contribution.

6. Confidence

How well do you believe the participant meets (or would meet) these demands on him/her as an academic leader?

6.1 Has an appropriate sense of inner intellectual confidence which guides their academic leadership.
6.2 Their inner confidence is guided by a set of moral and ethical values.
6.3 Projects an appropriate sense of external confidence about their academic work.
6.4 Adequately develops and encourages the confidence of their 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

When answering the following questions, please consider what the participant is CURRENTLY doing with respect to each domain (either strengths or limitations). Giving actual examples where possible will be helpful.

1. Position . . .

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

For example

- taking a big-picture view
- assessing and managing risk
- understanding the system
- driving initiatives
- gaining alignment and commitment

What does the participant currently do well?

Where could the participant improve?

Please give a specific example, if possible

2. Reflect . . .

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

For example

- moving from a self-focused academic role to a people-focused leadership role
- learning from experience
- committing to their own development
- understanding strengths and limitations
- admitting to and learning from mistakes
- thinking strategically, creatively and laterally.
What does the participant currently do well?

Where could the participant improve?

Please give a specific example, if possible

3. Open . . .

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

For example

- being accessible, visible and approachable
- listening without pre-judging
- communicating clearly and openly
- being consistent in their actions and decisions
- acting on feedback about themselves
- being able to say 'no' without undermining relationships
- valuing diversity.

What does the participant currently do well?

Where could the participant improve?

Please give a specific example, if possible

4. Provide . . .

"Provide a supporting environment in which your staff will thrive"

For example

- appreciating the breadth of academic work and the many facets of the university organisation
- understanding the unique needs and communication styles of academic staff
being consistently respectful and professional
applying organisational rules fairly
demonstrating a balance in leading research and teaching.

What does the participant currently do well?

Where could the participant improve?

Please give a specific example, if possible

5. Enable . . .

"Enable your unit to always move forward"

For example

- making timely and confident decisions
- not leaving things to chance
- initiating change responsibly
- being organised
- making strategic use of available resources
- taking a 'can do' attitude.

What does the participant currently do well?

Where could the participant improve?

Please give a specific example, if possible

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

For example

- regularly consulting and sharing views and ideas
- tolerating disagreement without always needed a resolution
- building external networks for advice

What does the participant currently do well?

Where could the participant improve?

Please give a specific example, if possible

That concludes the PROPEL leadership attributes questions.

Nexus and collaboration

The last part of this questionnaire looks at:
- The teaching-research nexus
- Interdisciplinary collaboration

Teaching-Research Nexus

To what degree do you see evidence that research informs the participant's TEACHING?

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

To what degree do you see evidence of a focus on the Nexus in the participant's RESEARCH?

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

If possible, please describe (briefly) one example of how the participant has integrated the Nexus into his/her work.
Interdisciplinary Collaboration

To what degree do you see evidence of the participant's involvement in INTERDISCIPLINARY collaboration?

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

To what degree do you see evidence of the participant's involvement in collaboration in general?

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

If possible, please describe (briefly) one example of interdisciplinary collaboration in the participant's work.

End

That concludes the PROPEL 360 Degree Feedback Questionnaire.

Results of this assessment will be collated and an individual report distributed to the participant at the PROPEL Leadership Skills Workshop in late September.

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

Thank you once again for your interest and your time in completing this extensive questionnaire.