



360 DEGREE FEEDBACK QUESTIONNAIRE – END-OF-PROGRAM

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.

Your responses, along with responses from others who have been invited to complete this questionnaire, will be summarised in a report which will be provided to the PROPEL Program participant at the conclusion of the Program.

It should take around 15 minutes to complete the questionnaire. If you have any questions or would like further information prior to completing the questionnaire, please contact the PROPEL Coordinators.

Consent to participate

- I am aware that my responses WILL BE POTENTIALLY IDENTIFIABLE to the participant for whom I am giving feedback due to the small respondent numbers (between 2 and 5 respondents with the same working relationship to the participant).
- I understand that my participation is voluntary, I am free to decline the invitation to participate and I am free to reverse my decision to participate and withdraw any responses I have provided.

By ticking the 'I Agree' check box below I am indicating my consent to providing feedback on the PROPEL participant and allowing the PROPEL 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 Coordinators, however some **aggregated and de-identified data may be included in Program evaluation reports**. I consent for it to be used in that manner.

I Agree to complete this feedback questionnaire

Your Name: _____

Name of PROPEL participant for whom you are completing this feedback:

Did you complete a PROPEL 360 degree feedback questionnaire for this participant at the start of the Program 12 months ago?

Yes

No

- 1. 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
- 2. How long have you worked with the participant?**
 - Less than 1 year
 - 1-2 years
 - 3-5 years
 - More than 5 years

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

- 3. 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 – go to Ques. 5
- 4. Within what time frame do you think the participant may move into such a role?**
 - Next 12 months
 - 1-2 years
 - 3-5 years
 - More than 5 years
 - Unsure
- 5. 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



Academic leadership scale

The next part of this questionnaire asks for your ratings against a scale of leadership attributes.

This scale is based on the PROPEL Leadership Attribute Domains, which were developed from research undertaken at the University of Wollongong, Australia. The research encompassed the views of academic staff in both leadership and non-leadership roles.

Leadership attributes are divided into six domains:

- **Position** Think and act strategically to position yourself, your staff and your unit within your university and the wider context.
- **Reflect** Reflect on yourself as a leader and be prepared to make changes.
- **Open** Open out to your staff on both the professional and personal levels.
- **Provide** Provide a supporting environment in which your staff will thrive.
- **Enable** Enable your unit to always move forward.
- **Link** Create links and connections with other staff, faculties and institutions which will strengthen your unit and your discipline.

Participants in the PROPEL Program have a wide range of academic leadership backgrounds, from very limited to acting in senior leadership roles.

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

For each domain, you will have the chance to provide examples of the participant's current strengths and areas for improvement. Please answer frankly, as the participant will be using the results to plan his/her leadership development.

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 indicate 'Unable to say'.

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 evaluation of the Program.



8. POSITION

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

	Inadequately — fail to meet this on many occasions	Adequately — but with occasional lapses	Largely — show regular evidence	Fully — a real strength	Unable to say
8.1 Takes a 'big picture' view of their organisation.	1	2	3	4	X
8.2 Assess and manage risk well.	1	2	3	4	X
8.3 Really understands how the system works.	1	2	3	4	X
8.4 Proactively drives initiatives by gaining alignment and commitment.	1	2	3	4	X
8.5 Demonstrates political awareness in the workplace.	1	2	3	4	X
8.6 Balances demands on them from above and below.	1	2	3	4	X
8.7 Acts as a strong advocate for their Unit/group.	1	2	3	4	X
8.8 Successfully converts vision into strategy then into operational plans.	1	2	3	4	X
8.9 Sees opportunities and acts proactively.	1	2	3	4	X
8.10 Understands the higher education context and environment.	1	2	3	4	X

8a. What does the participant currently do well in this area? _____

8b. Where could the participant improve? _____



9. REFLECT

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

	Inadequately – fail to meet this on many occasions	Adequately – but with occasional lapses	Largely – show regular evidence	Fully – a real strength	Unable to say
9.1 Is successfully moving from a self-focused academic role to a people-focused leadership role.	1	2	3	4	X
9.2 Seems committed to ongoing personal and professional development.	1	2	3	4	X
9.3 Appears to make sense of and learn from experience.	1	2	3	4	X
9.4 Appears to fully understand their personal strengths and limitations.	1	2	3	4	X
9.5 Admit to and learns from their mistakes.	1	2	3	4	X
9.6 Approaches situations by thinking strategically, creatively and laterally.	1	2	3	4	X
9.7 Remains calm under pressure.	1	2	3	4	X
9.8 Seems to be resilient.	1	2	3	4	X

9a. What does the participant currently do well in this area? _____



9b. Where could the participant improve? _____

10. OPEN

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

	Inadequately – fail to meet this on many occasions	Adequately – but with occasional lapses	Largely – show regular evidence	Fully – a real strength	Unable to say
10.1 Makes sure they are accessible, visible and approachable.	1	2	3	4	X
10.2 Can listen without pre-judging.	1	2	3	4	X
10.3 Communicates with colleagues and staff clearly, openly and honestly.	1	2	3	4	X
10.4 Is consistent in their actions and decisions.	1	2	3	4	X
10.5 Acts on feedback they receive about themselves.	1	2	3	4	X
10.6 Have strategies in place to find out about staff needs.	1	2	3	4	X
10.7 Can say 'no' to staff and colleagues without undermining working relationships.	1	2	3	4	X
10.8 Values diversity in their workplace.	1	2	3	4	X
10.9 Can give positive and negative feedback to others.	1	2	3	4	X
10.10 Demonstrates integrity.	1	2	3	4	X
10.11 Is trusted by those they work with.	1	2	3	4	X



10a. What does the participant currently do well in this area? _____

10b. Where could the participant improve? _____

11. PROVIDE

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

	Inadequately – fail to meet this on many occasions	Adequately – but with occasional lapses	Largely – show regular evidence	Fully – a real strength	Unable to say
11.1 Appreciates the breadth of academic work and the multi-faceted nature of the university organisation.	1	2	3	4	X
11.2 Is able to lead academic staff in ways which suit their unique needs and communication styles.	1	2	3	4	X
11.3 Consistently deals with staff in a respectful and professional manner.	1	2	3	4	X
11.4 Understands the organisational rules and applies them fairly and appropriately.	1	2	3	4	X
11.5 Demonstrates balanced leadership in teaching, research and community engagement.	1	2	3	4	X



11.6 Their academic integrity is beyond reproach.	1	2	3	4	X
11.7 Treat staff with fairness and consistency.	1	2	3	4	X
11.8 Successfully fosters team collegiality.	1	2	3	4	X
11.9 Successfully balances an academic leadership role with administrative leadership demands.	1	2	3	4	X
11.10 Identifies development opportunities which could empower staff and advance their career.	1	2	3	4	X
11.11 Is focused on being of service to staff to help them achieve.	1	2	3	4	X

11a. What does the participant currently do well in this area?_____

11b. Where could the participant improve?_____



12. ENABLE

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

	Inadequately — fail to meet this on many occasions	Adequately — but with occasional lapses	Largely — show regular evidence	Fully — a real strength	Unable to say
12.1 Makes timely and confident decisions.	1	2	3	4	X
12.2 Doesn't leave things to chance.	1	2	3	4	X
12.3 Initiates change responsibly and manages it sensitively.	1	2	3	4	X
12.4 Is well organised (especially time management).	1	2	3	4	X
12.5 Can make the most strategic use of available resources.	1	2	3	4	X
12.6 Always takes a 'can do' attitude.	1	2	3	4	X
12.7 Actively builds a culture of success and shared responsibility.	1	2	3	4	X
12.8 Regularly celebrates the successes of others.	1	2	3	4	X
12.9 Ensures tangible outcomes from meetings and forums.	1	2	3	4	X
12.10 Delegates effectively.	1	2	3	4	X
12.11 Looks positively at ways to move forward.	1	2	3	4	X
12.12 Identifies and solves problems early by guiding staff away from negative behaviours.	1	2	3	4	X
12.13 Sets up structures for consultation and reflection which include staff in the decision making process.	1	2	3	4	X
12.14 Successfully engages staff in their ideas and plans.	1	2	3	4	X



12a. What does the participant currently do well in this area? _____

12b. Where could the participant improve? _____

13. LINK

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

	Inadequately – fail to meet this on many occasions	Adequately – but with occasional lapses	Largely – show regular evidence	Fully – a real strength	Unable to say
13.1 Regularly consults and shares views and ideas with others.	1	2	3	4	X
13.2 Maintains a constructive climate in which disagreements can be tolerated without always being resolved.	1	2	3	4	X
13.3 Builds external networks for advice.	1	2	3	4	X
13.4 Protects themselves and their Unit/group from becoming isolated.	1	2	3	4	X
13.5 Actively promotes and rewards collaboration.	1	2	3	4	X



13a. What does the participant currently do well in this area? _____

13b. Where could the participant improve? _____

14. General observations

Over the past 12 months the participant has undertaken a variety of activities to develop his/her leadership ability. Please comment on any differences you have noticed in the participant during the last 12 months (give actual examples if possible).

That concludes the PROPEL 360 Degree Feedback Questionnaire.
Thank you once again for your interest and your time. Results of this assessment will be collated and an individual report distributed to the participant.

