



PROPEL

PROGRAM FOR PREPARING EARLY LEADERS

REFLECTIVE COMPONENT FRAMEWORK

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1. THE IMPORTANCE OF REFLECTION TO ACADEMIC LEADERSHIP DEVELOPMENT

During the development stage of the PROPEL Program, research was undertaken into the skills and attributes needed by good academic leaders. From this research a list of attributes was produced, which was summarised into a set of six PROPEL Leadership Attribute Domains.

Reflective skills and behaviours were identified so frequently by respondents that they were included as one of the six domains.

Domain 2: REFLECT

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

1. Move from a self-focused academic role to a people-focused leadership role.
2. Understand your personal strengths, limitations and motivators.
3. Develop maturity by making sense of and learning from experience, including admitting to mistakes.
4. Commit to ongoing personal and professional development.
5. Develop strategic, creative and lateral thinking abilities.
6. Be true to your personal values.
7. Develop your skills as a negotiator and influencer.
8. Develop resilience.

PROPEL Program participants are encouraged to actively reflect on academic leadership, and on themselves as leaders, throughout the Program.

2. ORGANISATIONAL AIMS OF THE PROPEL REFLECTIVE COMPONENT

Through establishing a process for pre-leadership academics to reflect on leadership and on themselves as possible future leaders, the PROPEL Reflective Component will contribute to achieving the following outcomes:

- Providing a pool of candidates for future leadership positions who are equipped with leadership skills (including reflective skills).
- Developing and retaining pre-leadership academics with recognised leadership potential.
- Raising awareness among current leaders of the importance of nurturing future leaders.



3. OVERVIEW OF THE REFLECTIVE COMPONENT

The Reflective Component puts processes in place which give participants the opportunity to stop and reflect on themselves both as academics and as potential academic leaders. The PROPEL Program targets more than just one type of leadership, giving participants the opportunity to reflect on the kind of leadership they are interested in and suited to at a formative point in their academic careers.

The Reflective Component consisted of two distinct elements:

- PROPEL Leadership Assessment Instruments
- PROPEL Reflective Event

As well as these elements, reflective activity is also built in to each of the other PROPEL Program Components in various forms:

Component	Reflective elements
Mentoring	• Discussing 'where am I now'. • Identifying 'where I want to be'. • Considering development needed to get there.
Active	• Evaluating the project in terms of where things could have been done better. • Considering and reporting on leadership lessons learned through undertaking the project.
Leadership Skills	• Group reflective time provided after each guest speaker. • Leadership Assessment Reports debriefed as a group and individually. • Strengths and weaknesses considered ahead of completing the Individual Development Plan.
Big Picture	• Reflection on personal/professional characteristics of committee Chair and comparison with participant's own style.
Network	• Sharing reflections on leadership generally and specific experiences during the PROPEL Program.



4. PROPEL LEADERSHIP ASSESSMENT FRAMEWORK

The PROPEL Leadership Assessment Framework consists of a set of leadership assessment instruments developed specifically for the PROPEL Program:

1. A **Leadership Self-Assessment** instrument — completed at the beginning, mid-point and end of the program to track participants' own perceptions of their development over the 12 months of the Program.
2. A **360 Degree Feedback** instrument — completed by supervisors, colleagues and reports of the participants at the beginning and again at the end of the Program to give participants an objective view of their leadership capabilities.

Results from these assessments are presented to participants in the form of a PROPEL Leadership Assessment Report which is updated throughout the year each time the assessments are completed.

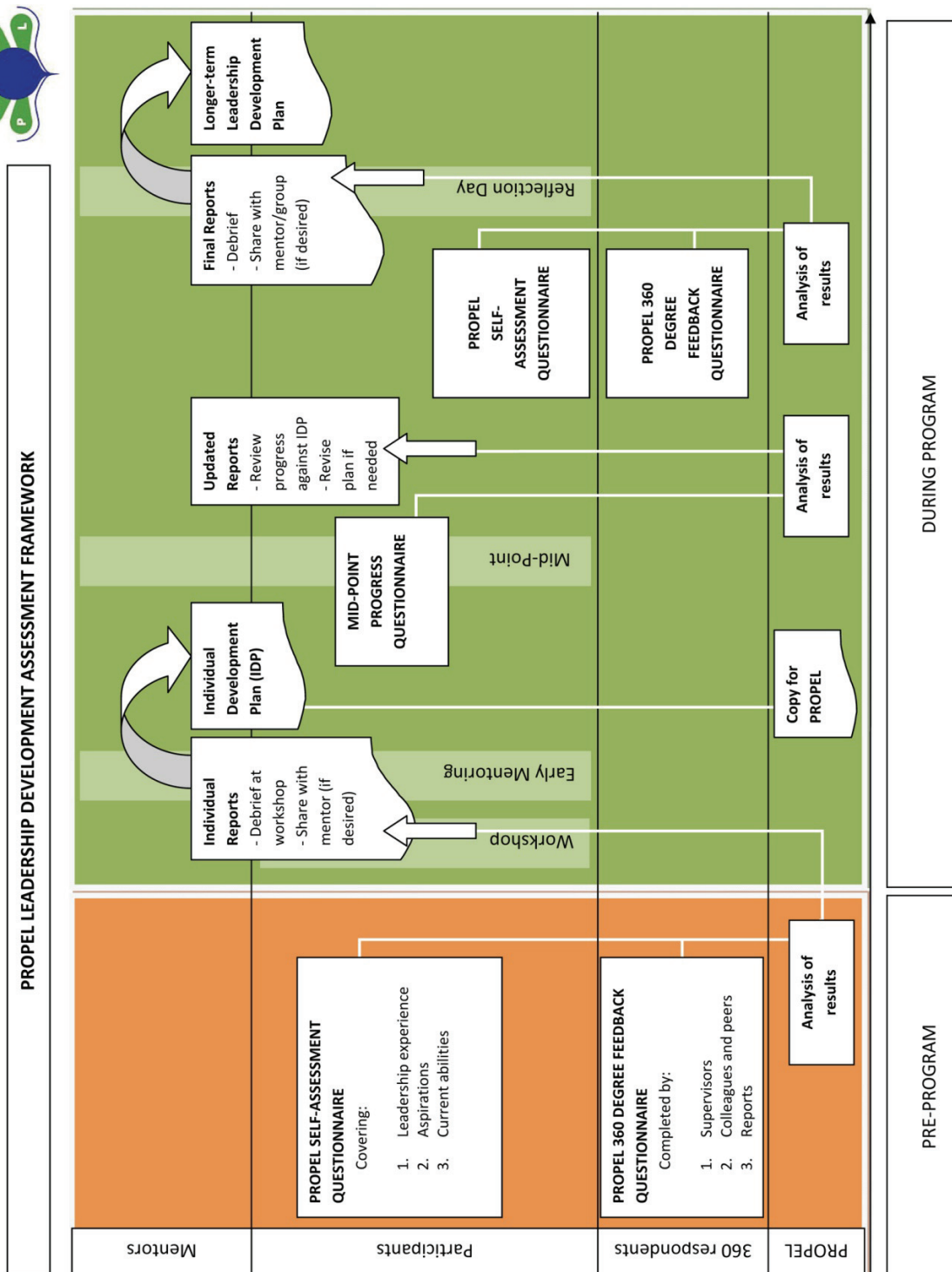
The purpose of these instruments is to allow participants to:

- Gauge their current leadership abilities.
- See how their abilities develop over the course of the Program.
- Gain insight into how they are viewed by their colleagues.
- Identify areas for improvement which can be focussed on during the Program.

The instruments are not intended to act as a screening tool for selection of staff with leadership ability/potential. Their intended use is as a professional development tool only.

The PROPEL Leadership Assessment Framework is summarised below.





5. SELF-ASSESSMENT PROCESS

Pre-Program Questionnaire

The questionnaire is administered to Program participants following the Program Launch. Participants should be given around one week to complete the questionnaire. Responses need to be received by the PROPEL Coordinators at least two weeks prior to the Leadership Skills Workshop to allow time for the Leadership Assessment Reports to be developed and printed.

All questionnaires can be administered on paper, however coding into an online survey application is preferred.

Mid-Point Questionnaire

This questionnaire is shorter than the pre-program questionnaire, and is intended mainly to capture changes in participants' thoughts and feelings about their leadership direction and expectations. The questionnaire is administered to Program participants following the Mid-Point Workshop. Participants should be given around one week to complete the questionnaire. Responses from the mid-point questionnaire are incorporated into the Leadership Assessment Report and an updated report forwarded to participants.

End-of-Program Questionnaire

This questionnaire is a repeat of the pre-program questionnaire. It allows changes in participants' ratings of their leadership ability to be compared directly to their ratings at the start of the Program. The questionnaire is administered to Program participants prior to the Reflective Event. Participants should be given around one week to complete the questionnaire. Responses from the end-of-program questionnaire are incorporated into the Leadership Assessment Report, and need to be received by the PROPEL Coordinators at least two weeks prior to the Reflective Event to allow time for updated reports to be developed and printed.

6. 360 DEGREE FEEDBACK PROCESS

The 360 Degree Feedback questionnaire mirrors parts of the self-assessment questionnaire to allow participants to directly compare their self-ratings on various skills with ratings given by their colleagues.

Program participants should be asked to nominate between two and five colleagues in each of the following categories to be invited to complete a questionnaire:

- Supervisors — those who have a leadership or management or supervisory role in the participant's work.
- Peers — those who are a colleague/peer of the participant.
- Reports — those who are led, managed or supervised by the participant.



Pre-Program Questionnaire

Program participants are asked to nominate a list of respondents following the Program Launch. Respondents should be given around two weeks to complete the questionnaire. Responses need to be received by the PROPEL Coordinators at least two weeks prior to the Leadership Skills Workshop to allow time for the Leadership Assessment Reports to be developed and printed.

All questionnaires can be administered on paper, however coding into an online survey application is preferred.

End-of-Program Questionnaire

This questionnaire is a repeat of the pre-program questionnaire. It allows changes in colleagues' ratings of participants' leadership ability to be compared directly to ratings given at the start of the Program. The questionnaire is administered to Program prior to the Reflective Event. It is desirable, but not essential, that the same colleagues respond to the end-of-program questionnaire as the pre-program questionnaire. Respondents should be given around one week to complete the questionnaire. Responses from the end-of-program questionnaire are incorporated into the Leadership Assessment Report, and need to be received by the PROPEL Coordinators at least two weeks prior to the Reflective Event to allow time for updated reports to be developed and printed.

7. LEADERSHIP ASSESSMENT REPORTS

A Pre-Program Leadership Assessment Report is developed for each participant based on data collected in the self-assessment questionnaire and the 360 degree feedback questionnaire. Reports are provided to participants during the Leadership Skills Workshop at the start of the Program. During a debriefing session at the Workshop, participants are encouraged to read through their reports carefully and begin to digest the implications of the ratings and comments for their development.

During the Program, the individual Leadership Assessment Reports are updated at the Program mid-point (6 months) and at the end of the Program (12 months) with information from the additional self-assessment and 360 degree feedback questionnaires. The End-of-Program Report allows participants to see the changes in themselves over the course of the Program, as well as any differences in how others perceive them. Discussion and debrief of the End-of-Program Reports forms part of the final event of the Program, the Reflective Event.



8. PROPEL REFLECTIVE EVENT

The final event of the 12 month Program is the Reflective Event. This full-day event allows participants to get together one final time to ‘put together the pieces’ they experience during the Program and start to consider their future directions and future leadership development needs.

The PROPEL Coordinators are responsible for arranging the program for this event and determining the balance of guest speakers and facilitated sessions. An example of a program for the Reflective Event is given below.

9.30am	Registration and coffee
9.45am	Welcome and Reflections — PROPEL Coordinators
10.00am	GUEST SPEAKER — e.g. university leader or leadership scholar
11.00am	Morning Tea
11.15am	PARTICIPANT REFLECTIVE SESSION • Leadership Assessment Reports debrief. • Techniques for constructive self-reflection. • Planning for the next phase of leadership development.
12.30pm	Lunch
1.30pm	PARTICIPANT REFLECTIVE SESSION Sharing what everyone has learned about leadership (insights, experiences, ongoing challenges, questions).
2.30pm	PROGRAM EVALUATION SESSION Discussion, feedback and suggestions for improvement of the PROPEL Program as a leadership development vehicle.
3.00pm	Afternoon drinks and nibbles
3.15pm	PROPEL Graduation

The Reflective Event concludes with a PROPEL ‘Graduation’ and celebratory drinks, attended by participants, Coordinators, university executive, deans and leadership mentors. A member of the university executive presents each participant with a plaque/certificate and a reads brief description of their achievements during the Program.



9. SCHEDULE OF REFLECTIVE COMPONENT ACTIVITIES

Program preparation stage:	Self assessment and 360 degree feedback questionnaires coded into an online survey application.
Program Launch Event:	PROPEL participants given information on the assessment process. 360 degree feedback respondent names requested (due asap). Pre-Program self assessment questionnaire released following event (due in one week).
One week after Launch:	Pre-Program 360 degree feedback questionnaire released (due in two weeks).
Two weeks after Launch:	Self-Assessment responses received and collated into Reports.
Three weeks after Launch:	360 degree responses received and collated into Reports.
Leadership Skills Workshop:	Printed copies of Reports distributed at the Leadership Skills Workshop and a debriefing session conducted.
Mid-Point Workshop:	Mid-point self assessment questionnaire released following workshop (due in one week).
One week after Workshop:	Self-Assessment responses received and added into Reports. Updated Reports distributed to participants (in soft copy).
Project Presentation Event:	Participants given information on the final assessment process. 360 degree feedback respondent names requested (due asap). End-of-Program self assessment questionnaire released following event (due in one week).
One week after Event:	End-of-Program 360 degree feedback questionnaire released (due in two weeks).
Two weeks after Event:	Self-Assessment responses received and Reports updated.
Three weeks after Event:	360 degree responses received and Reports updated.
Reflective Event:	Printed copies of Reports distributed at (or prior to) the Reflective Event and a debriefing session conducted.

