

# Academic Leadership

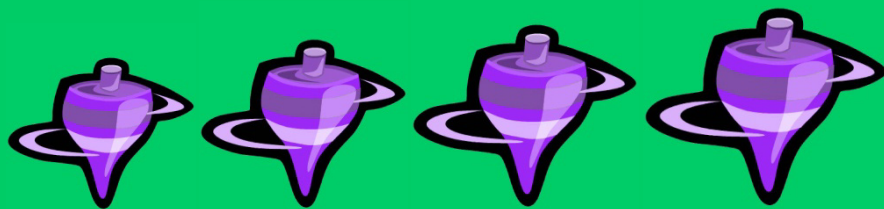
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## Building Capacity

*Professor Tricia Vilkinas*

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<<http://www.altc.edu.au/resource-leadership-development-feedback-unisa-2011>>



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## OVERVIEW

### Welcome to the "*Academic Leadership: Building Capacity*" Program

This program has been designed to familiarise you with the materials and programs developed originally under the Australia Learning and Teaching Council's (ALTC) project titled "Improving the Leadership Capability of Academic Coordinators in Postgraduate and Undergraduate Programs in Business", which have now been redeveloped for the broader University sector. The resource book and facilitator's guide, therefore, have been designed to assist you in acquiring the skills and knowledge needed to disseminate the information within your University.

An earlier program, "Academic Leadership: Fundamental Building Blocks", assumed that leadership development needs to be tailored to the needs of both the individual and the role. It builds on research within leadership as well as research on Academic Leadership. It utilises critical reflection as a strategy that fosters deep learning and has the participants undertake an action learning project focused on improving the quality of the teaching and learning agenda.

The focus in this guide is on the processes used to develop Academic Leadership in the earlier projects. In addition, you will be given some examples of action learning projects undertaken in the earlier program, of some of the questions asked, and of some of the issues raised. In this guide you will find some information:

- about conducting a 360° survey feedback process,
- about conducting the workshops,
- on embedding Academic Leadership within your University,
- on some Personal Action Plans for you to complete, and
- about some issues or problems you may encounter.

In addition to this facilitator's guide, you will be given a copy of the resource book, *Academic Leadership: Fundamental Building Blocks*, information on the 360° feedback tool, and information about the supporting web page.

We hope that you will find the program and these materials useful in assisting you in developing Academic Leadership capacity within your University.

Enjoy the program!

### The Dissemination Team:

Tricia Vilkinas  
Richard Ladyshevsky

## Importance of Academic Leadership

In the earlier program it was argued that Academic Leadership is critical in higher education because it has an impact on the quality of student learning (Ramsden, Prosser, Trigwell, & Martin, 2007). Academic Leadership is also complex and challenging. Many academics like Academic Coordinators may not see themselves as leaders in the traditional sense (Scott, Coates, & Anderson, 2008). This often stems from a lack of formal authority or line management over other academics. However, leadership is also about inspiring individuals without necessarily using force or power. Through their work, leaders need to be able to **influence**, **motivate**, and **inspire** others to follow. It is about building relationships and using influence.

Academic Leadership requires breadth and depth of knowledge and skills, and is defined as a whole by a complex suite of behaviours. A leadership framework, the **Integrated Competing Values Framework (ICVF)** provides insight into this complex suite of behaviours as a whole and assists in overcoming one of the difficulties we have in improving our effectiveness as academic leaders – the difficulty of understanding the strengths and weaknesses of the ‘parts’ and developing those, when they are usually practiced and evaluated as a ‘whole’ (Vilkinas & Cartan, 2001, 2006).

Effective academic leaders are more than the composite of their constituent parts – they know when to focus on the people and when to focus on the task; how to achieve a balance between a focus on internal vs. external factors; and are able to move between the five operational roles identified in the ICVF – **Developer**, **Monitor**, **Deliverer**, **Broker**, and **Innovator**.

Most importantly, academic leaders need to be effective **Integrators** (Vilkinas & Cartan, 2001). They must be able to make split second decisions on which role is most appropriate in a given situation and react accordingly. This ‘split second decision’ usually involves reflection on, and analysis of, previous experiences relevant to the new situation, what worked and did not work in the past in the same or a similar situation, and what therefore what needs to be done now.

Academic Leadership development is not a straightforward process. The literature on transfer of training (Baldwin & Ford, 1988) and leadership development (Adair, 2005) makes it very clear that attending a course is not enough to affect significant changes in leadership style and potential. Development is an ongoing process that takes time and persistence.

Research in leadership development also indicates that individuals must triangulate self-awareness of their leadership style and influence with feedback they receive (Atwater, Brett, & Charles, 2007). Our self-evaluations are often flawed. Hence, the contribution from our significant colleagues is important to gain a holistic or 360° degree view of our leadership capabilities. After all, those who probably have the most important experience of our leadership style are those individuals who frequently interact with us in our work. In addition to using 360° feedback, the focus is on experiential learning, in order to help the program participants build their capability towards becoming a highly proficient and competent leader (Ericsson, Prietula, & Cokely, 2007; Quinn, Faerman, Thompson, McGrath, & St. Clair, 2007; Senge, 1996).

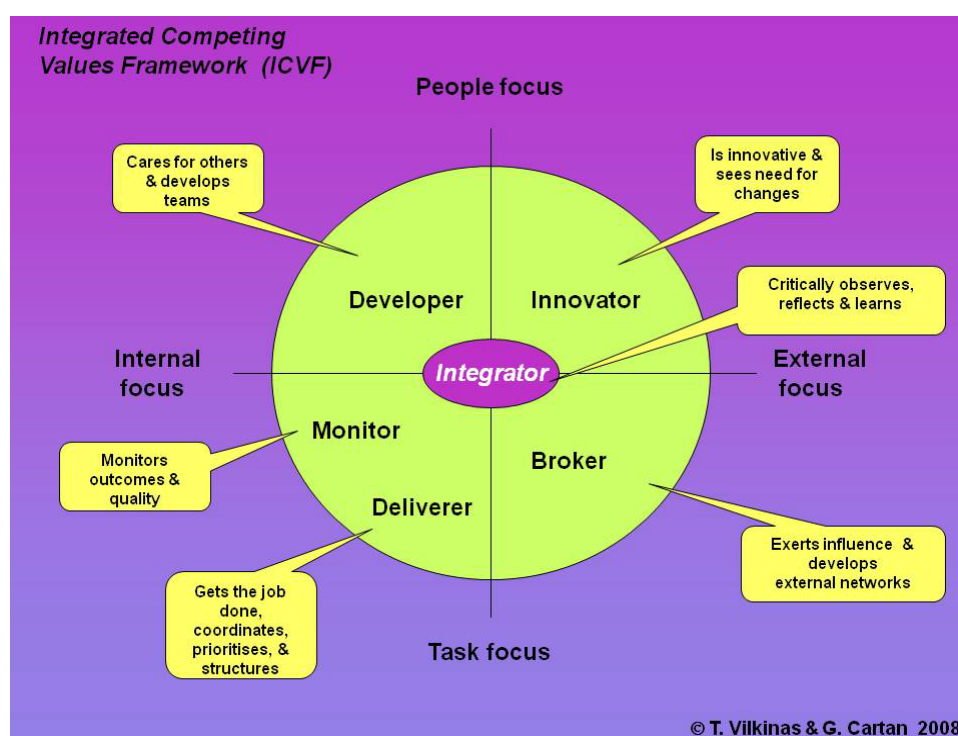
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## Program Format

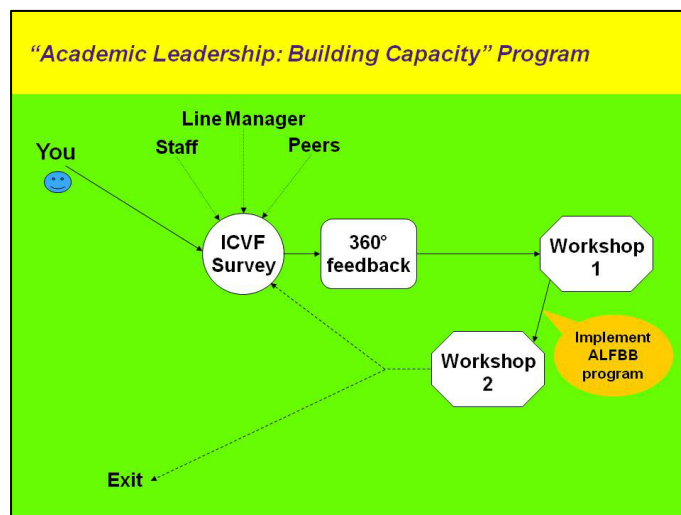
These Academic Leadership workshops are designed to assist you to understand the materials and processes developed under the earlier program. To appreciate the processes used you will experience first hand the 360° feedback process where you will be able to triangulate your perceptions of your capabilities, your significant colleagues' perceptions of your capabilities, and the demands of your role – within the context of the Integrated Competing Values Framework (ICVF; see Figure 1). The ICVF is a managerial leadership development tool that provides a framework for identifying the different types of skills and knowledge required of your Academic Leadership role and your strengths and weaknesses in relation to them. Each of the roles in the ICVF is interdependent, and it is how you and your significant colleagues see how these interplay that forms the basis of your leadership analysis. Consequently, the role of the Integrator (as described in full in Chapter 6 of the *Academic Leadership: Fundamental Building Blocks*) is the most important, because it is the skill that enables you to examine these interconnections and interplays.



**Figure 1:** *The Integrated Competing Values Framework (ICVF)*

The program adopts an experiential learning approach whereby participants experience the leadership survey in the context of their actual work. With this information and rich context, opportunities for reflection and conclusions are possible within the community of practice that is formed in the workshops. With these learnings, participants can develop action plans how to apply their insights back into their workplace. With this structure, an ongoing leadership development is fostered.

The program will be offered once in Western Australia, South Australia, Victoria, New South Wales, Queensland, and Northern Territory. There will be 2 workshops in each of the “*Academic Leadership: Building Capacity*” programs (see Figure 2). The first workshop is a two-day program denoted by Workshop 1 in Figure 2. The second workshop is a one-day event denoted by Workshop 2 in Figure 2.



**Figure 2:** *Workshop and Implementation Program*

Prior to the initial two-day workshop you will be asked to complete a 360° survey feedback instrument. This is an on-line survey that asks you to nominate some of the people you work with to complete the survey. These significant others include your Line Manager, some peers, staff and others that work closely with you. The result of this feedback is the focus of the first morning of the workshop.

The **first workshop** will focus on explaining the processes and knowledge behind the professional workshops of the “*Academic Leadership: Fundamental Building Blocks*” program. It will also cover how to conduct a 360° survey feedback process, how to embed Academic Leadership capability within your University, and the development of Action Learning plans, including your own.

The workshop will also explore the meaning of the ICVF in more detail. By the end of the first workshop, you should have a clear understanding of how you can implement the “*Academic Leadership: Fundamental Building Blocks*” program within your University.

The **second one-day workshop**, about 6 months later, will focus on how successful the implementation of the “*Academic Leadership: Fundamental Building Blocks*” program was and the extent to which the value of Academic Leadership has been embedded in your University.





# 01

## ACADEMIC LEADERSHIP: CAPACITY BUILDING PROGRAM OUTLINE

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### **In this chapter, we'll cover:**

- Academic Leadership: Capacity Building program details
- Its predecessor – Academic Leadership: Fundamental Building Blocks program



## Academic Leadership: Building Capacity Program\*

### Dissemination Team:

Prof Tricia Vilkinas  
A/Prof Richard Ladyshevsky  
Dr Tim Rogers  
Dr Sanjee Perera  
Dr Judith Saebel

This program has the endorsement of  
UniSA DVC, Professor Peter Lee & Curtin DVC, Professor Robin Quin

\*Australian Institute of Teaching and Learning funded project



Introduce the aims and objectives of the program as well as its historical context. The program was initially developed as a result of an Australian Learning and Teaching Council (formerly Carrick Institute) grant to design a leadership program for Academic Coordinators at the University of South Australia.

A parallel project at Curtin University of Technology on Academic Leadership for Course Coordinators was also established at the same time.

The two project teams collaborated to further develop the ICFV as a web based tool; which is the focus of this current project. It is hoped that by introducing the tools and workshop resources to the Higher Education sector in Australia, greater adoption of the tools and resources may occur.

## Ice Breaker

- A bit about yourself and three pieces of personal information that may interest the group . . . . .



This ice breaker is to get the group comfortable and to learn a bit of information of each participant's role and personal components.

1. Participants break up into pairs (with a person they do not know).
2. Each participant introduces themselves to one another and shares a bit about their role at work, along with 3 pieces of personal information which may be of interest to the group (one piece of information is a mistruth).

People should prepare their mistruth before they dialogue with one another.

- a. For example: I am a Director of a Staff Development Unit.
- b. I have a pilots license, I raise Siamese cats, I have 4 children.  
(The mistruth is they only have 2 children.)

3. Each person then introduces their partner and three pieces of personal information to the group, and the group guesses the mistruth.

### Agenda



1. Ground rules
2. “*Academic Leadership: Building Capacity*” program
3. “*Academic Leadership: Fundamental Building Blocks (ALFBB)*” program
4. Integrated Competing Values Framework (ICVF)
5. Your 360° feedback
6. Processes behind ALFBB program
7. Implementation of ALFBB in your University
8. Your action plans.

1. Produce these ground rules on A3 paper in large bold font.
2. Post these in a couple of places in the workshop so people can refer to these.
3. **Review Agenda for the day:**
  - ICVF tool has been used successfully in two Universities for development of academic leadership in Academic Coordinators.
  - It has been modified for this workshop to suit academic managers.

- It is derived from Quinn’s original work which was designed for managers in the public and private sector.
- The workshop will illustrate how you might use the tool and resources in a leadership program for program directors in a university, including the theoretical framework of the tool.
- A 360° assessment is carried out so participants can work with real data and appreciate the issues involved in administration and interpretation of the tool; along with any issues associated with program delivery
- The use of action planning is also a focus as the program draws heavily on action learning principles – which participants will experience so they in turn can implement these same processes in their university.

### Ground Rules



- What happens here stays here
- No power relationships
- Assisting each other
- Building a community of practice
- Interactive
- All about you taking responsibility for what you want to do
- Lifelong skills and development
- Enjoyable, fun and challenging.

The key points in this slide are self-explanatory.

An important consideration when running a program, however, is ensuring that there are no power relationships in the group. For example, the program leader should not have direct line authority over any of the participants in the group.

Similarly, participants in the group should be carefully selected, if possible, to avoid internal power relationships. For example, having a supervisor–subordinate relationship in the participant group may stifle participation and self-disclosure. Similarly, individuals in conflict with one another may be another issue when looking at participants in the program.

Try and use group participation (small to large) throughout the program to ensure collaboration, engagement, and communities of practice.

## ***“Academic Leadership: Building Capacity” Program***

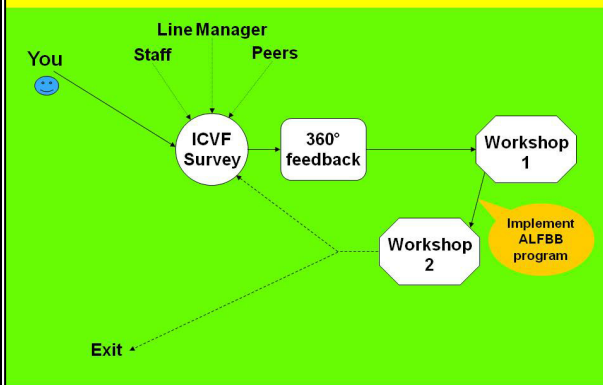
It is about Academic Leadership capacity, about building it within your University.



The program is designed to build academic leadership capacity in your University.

It uses 360° feedback principles, action learning, and the Johari Window as its theoretical frameworks.

### ***“Academic Leadership: Building Capacity” Program***



This slide outlines the general framework of this particular program for you as Academic Managers.

1. The first stage is the collection of data from significant others through the ICVF survey pre-program.
2. This data is then interpreted in Workshop 1 which lasts 2 full days. The *Academic Leadership: Fundamental Building Blocks* resource book (purple one) and processes are used to run the program.
3. Six months later, participants reconvene to learn about their action learning projects and how they have been able to implement leadership development in their universities. This is Workshop 2 and lasts a full day.
4. At this point, people can exit the program and obtain a Certificate in Academic Leadership (if requirements are met) and/or repeat their 360° survey to map progress and continue with their action plans, before exiting the program.

### Supporting Materials



- Resource Book:  
***Academic Leadership:  
Fundamental Building  
Blocks***
- Facilitator's Guide:  
***Academic Leadership:  
Building Capacity***

Electronic readings  
Feedback on 360° survey process  
Each other  
Us

There are two books that accompany this program:

#### **Purple Book:** *Academic Leadership: Fundamental Building Blocks*

Electronic version: full of color – has hot links which allow easier navigation – between role and activities. Available on the Web and CD ROM.

The authors welcome any feedback on contents.

#### **Green Book:** *Academic Leadership: Building Capacity*

Guide for implementation of program – and feedback welcome by authors.

#### **All references are electronic – generic and ICVF specific.**

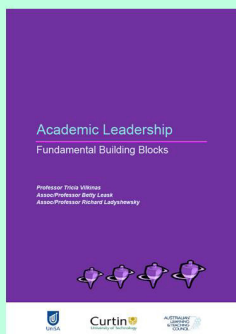
The reference list can be obtained from the project website at the University of South Australia

<http://www.unisanet.unisa.edu.au/academicleadership>

The project leaders also welcome questions and will support as best they can. Participants should also use each other as a community of practice when implementing their leadership projects.

## Supporting Materials

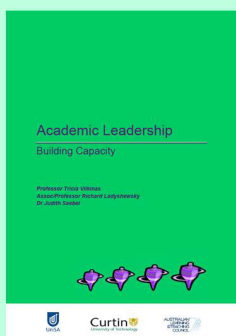
Resource Book:  
***Academic Leadership:  
Fundamental Building  
Blocks***



This is the resource book.

## Supporting Materials

Facilitator's Guide:  
***Academic Leadership:  
Building Capacity***



This is the facilitator's guide.

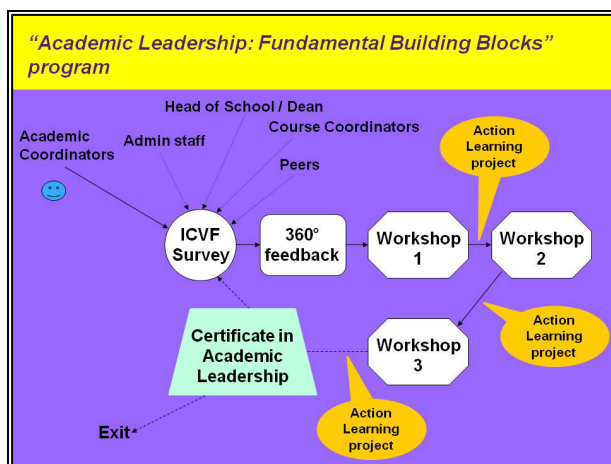
## Supporting Materials

Electronic readings

<http://www.unisanet.unisa.edu.au/academicleadership>



Here you will find all the references for the program which you can then provide to your own internal University library for uploading on your electronic reserve system. Most references are available from readily accessible databases for which most universities would have licensing arrangements – especially if you have a Business School.



This slide contains selected background information on the Academic Leadership program for Academic Coordinators at the University of South Australia from which current project stems.

It is slightly different from this program in that the significant others are different and there are 3 workshops, with an ongoing action learning focus, leading to a Certificate in Academic Leadership.

### 360° Survey Feedback Process

- How developed
  - Interviews
  - Pilot survey
  - Main survey
- Main survey process
  - Initiations
  - Access to survey
  - Invite Significant Others: Line Managers, Peers, Course Coordinators, Professional Staff
- Workshops.



The UniSA project was developed through a series of actions:

1. Interviews were held with Academic Coordinators to ascertain their role. The management version of the ICVF was then adapted and rewritten for a higher education context.
2. A larger survey was then carried out, on a one-on-one basis, to learn about the participants' experience in completing the tool and any adjustments that might be needed.

3. The paper-based tool was then developed into a web-based system, in cooperation with LeaderSkills Pty. Ltd. This was funded via an additional development grant of about \$30,000.00 from ALTC. This speeded up processing considerably and enabled to create databases that will provide useful benchmark information to the sector (e.g., ATN, by University, Discipline, etc.).

As experienced, the survey allows invitations from a range of Significant Others, namely, 2 Line Managers, 5 Peers, 2 Course Coordinators, and 5 Professional Staff, to provide input on a person's leadership capabilities.



Dear,

Thank you for registering your interest for the inaugural '*Academic Leadership: Fundamental Building Blocks*' workshops

Part of your preparation for the workshops includes taking part in a Program Directors' 360° feedback survey. This involves you and your nominated 'Significant Others' (peers, support staff, teaching staff, etc.) completing online questionnaires about how you perform your role as Program Director.

This survey is independently administered by Leaderskill Group Pty Ltd. Within the next 24 hours you will receive an email that contains your log-in information and a secure password to enable you to access the survey. The questionnaire takes about 20 minutes to complete. The survey tool is easy to use and allows you to do the following:

- Complete a Self Questionnaire on how you perform your role as Program Director
- Invite Significant Others (peers, support staff, teaching staff etc) via email to complete the survey for you.
- Monitor progress of responses from Significant Others and send reminder emails.

You will find detailed information regarding this process on the survey website under: '**Instructions: Read first**'.

This survey is part of a pilot program that is being run within a very short time-frame. Please login as soon as possible so that you will be able to include the feedback from all your chosen respondents by **Thursday, 1 May 2008**.

If you have any difficulty with this process, please contact me on [Sanjee.Perera@unisa.edu.au](mailto:Sanjee.Perera@unisa.edu.au)

Thanks

Sanjee

On behalf of the Carrick Research Team

Tricia Vilkinas

Betty Leask

Tim Rogers



This is a copy of the invitation letter for this initial project.

### Workshop 1: (4 hours)

- Ground rules
- Road to mastery
- Theoretical frameworks for:
  - academic leadership
  - dealing with feedback.
- 360° feedback
- Your action plan – fundamental building blocks.



### Details on the previous project, *Academic Leadership: Fundamental Building Blocks*.

The first workshop lasted 4 hours and covered the ground rules, principles of developing mastery in academic leadership and discussion of the theoretical frameworks to the project (360° feedback, the ICFV, and the Johari Window and feedback).

Participants received their 360° feedback and started to discuss and think about their action plans to improve their learning and teaching based on their results.

This appeared to be enough time to support people to work through their results and think about their action plan. This was followed by a lunch (to make them feel special and important for their contributions to the University).

## Between Workshops 1 & 2

- About 6 weeks
  - Design action learning project
  - Regular email contact.



About 6 weeks after Workshop 1 in the UniSA program participants returned for Workshop 2 to explore their development through their action learning projects.

There were a range of action learning projects in between the workshops, and there was regular email contact to gently remind people to keep the momentum up.

For example:

Still the UniSA Academic Coordinator Program:

- Closing an overseas program – how to carry this out while preserving the University's reputation and still support students – all within a position of no authority.
- Working with staff who are not culturally sensitive – and developing strategies to enhance this in the course.
- Running a program that runs across campuses in which students don't feel they belong – used a facebook strategy to elevate ownership and identify.

Some of these projects, because of the scholarly dimension that must be added to the action learning result, could also yield productivity benefits for the staff as publications and conference presentations.

## Workshop 2: (2 hours)

- Ground rules
- Reflecting on your action plans
- Improving your chances
- Activities you have asked us to cover
  - Telling others what you do
  - Negotiation
  - Managing upwards
  - Dealing with competing demands
  - Effective use of administrative staff
  - Assisting staff to be culturally sensitive.
- Fine tuning your action plans
- Outcomes of this program
- Evaluation
- Next workshop.



In the second workshop, participants largely continued discussion and development of their action plans and also raised a series of topics to discuss in the context of the workshop. Examples of these topics are outlined.

There was regular, fortnightly email contact.

Outcomes of the program to date were evaluated and the next workshop was discussed. This lasted for 2 hours, but could be extended depending on the needs of the group.

## Between Workshops 2 & 3

- About 6 months
  - Implement action learning project
  - Regular email contact.



The third and final workshop was conducted 6 months later, with regular email contact important – every two weeks.

This was carried out to:

- promote ongoing development of the personal action plans
- consider and review any resistance participants may have been experiencing with implementation
- look at issues related to resources.

The ongoing focus was to ensure participants felt supported. It also helped them to stay focused on their action learning plan.

## Workshop 3: (about 2 hours)

- Reflecting on your action plans
- Where to from here
- Certificate in Academic Leadership
- Evaluation.



As noted in the preceding slides, in this workshop participants were to reflect on their action plan, discuss where to go from here and to award Certificates in Academic Leadership.

Final evaluation of the program was also provided.

Two hours appeared to be adequate.

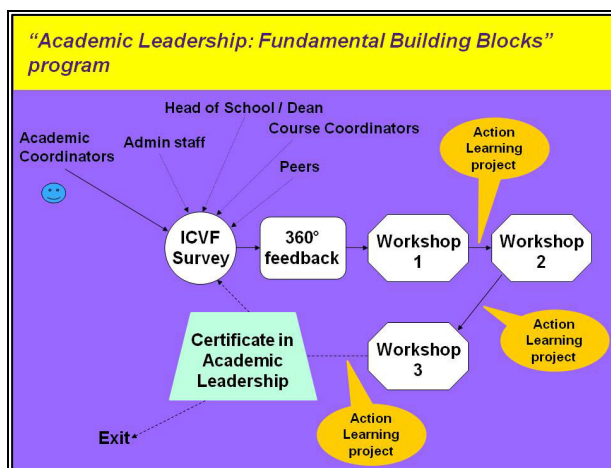
This series of slides, therefore, covers how a University might consider framing a leadership program for its own Program Directors/Course Coordinators, particularly if the University has no such program as yet. The material also encourages thinking about how to integrate a leadership program into existing programs.

## Types of Projects

- Building an online community among Bachelor of ??? students.
- Overseas Government recognition of ??? Degree.
- To feel confident about taking over and eventually closing transnational program.
- To influence the behaviour of a peer who interprets the rules too tightly.
- Implement new courses to meet market requirements.



Examples of projects.



Hence, this was the model for the Academic Leadership program for Academic Coordinators at UniSA.

At this point, participants may want to ask questions about the program.

### Certificate in Academic Leadership

**Document** that covers the following:

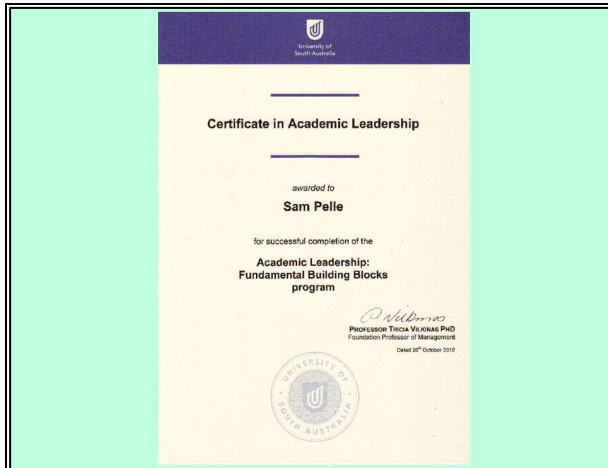
1. Personal Action Plan
  - Several iterations
  - Explain each of the steps.
2. Use of **Academic Literature** to support your Action Plan(s).
3. Where to from here?
4. Keep a **journal**.



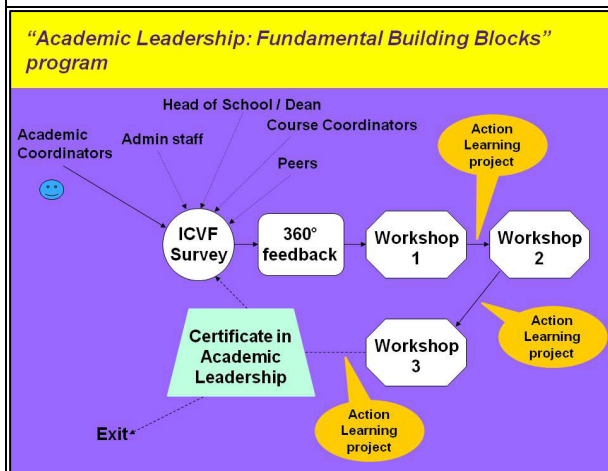
These were the requirements for the Certificate:

1. Well documented action plan.
2. Use of scholarly literature to support the plan.
3. It was not a full stop action plan – there was also a requirement to address what the next step after implementation is.
4. It had to demonstrate the use of reflective practice (Integrator role). Hence they needed to keep a learning journal and submit it for sighting.

Some organisations may use this activity for credit into an advanced program of study leading to a formal qualification.



Sample Certificate in Academic Leadership





# 02

## THE INTEGRATED COMPETING VALUES FRAMEWORK

---

**In this chapter, we'll cover:**

- Details on the Integrated Competing Values Framework





### Integrated Competing Values Framework



The results you are looking at in terms of the survey are derived from the original work by Robert Quinn and colleagues. It is a very robust tool, well researched and adapted for this particular group of academic managers.

The purple book was developed to assist with interpretation and action planning and can be referred to increase understanding of results along with specific actions you might take to develop the role. The material covered here is available in more detail in the purple book.

The electronic version has hot links for easier navigation.

### ICVF

This is a leadership model that is designed to build Academic Leadership capabilities.

It is about academic leadership

- being complex
- having competing demands (paradoxical)
- requiring
  - behavioural and cognitive complexity
  - critical observations
  - reflections and learning.



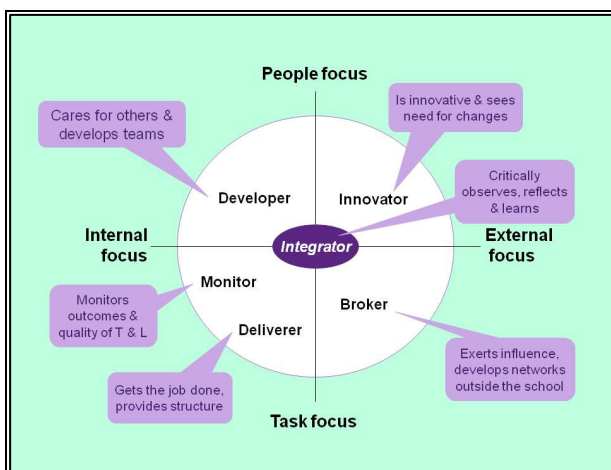
The model considers that leadership is a complex phenomenon with competing demands that are paradoxical.

That is, at any one time a leader must consider a range of actions, some which may complement or compete with one another. For example, caring for staff versus productivity, monitoring versus action.

To understand which behavioural track to follow requires cognitive complexity. For example, when do you focus on financial details and when do you move ahead with global change on course delivery?

The Robertson's (2005) paper – paradoxical thinking (3 stages) outlines this notion in more detail. The paper is listed among the program references.

When working with the original model, Vilkinas and Cartan (2001) felt that learning, a concept central to capacity building, was missing from the model. To fill this gap, they introduced the Integrator role which is about observing one's own behavior, reflecting and growing from there.



Robert Quinn and colleagues originally developed 8 operational roles – but no Integrator. With data that Vilkinas and Cartan collected they found that the operational roles factored into 5 roles. The internal-external focus remained, but the vertical axis (flexibility-control) was more appropriately titled **people-task focus**.

The revised model is very simple to use and has good face validity.

The roles are described as follows:

1. **Developer** – coaching and team management.
2. **Monitor** – monitoring data, performance, charts, information about a program.
3. **Deliverer** – gets job done, makes it happens, coordinator, goals, strategies.
4. **Broker** – developing networks and resources, contacts.
5. **Innovator** – seeing changes that are needed, altering program based on market.
6. **Integrator** – this is the fulcrum – like the axis of a helicopter – looking out, it examines what is happening in one's area, sees what one needs to do. Through reflection looks at how to engage with roles, particularly with those that are not comfortable. Uses this information to perhaps consider different ways of acting, taking on learning, experimenting with an underdeveloped role, etc.

**I would like you to complete the ICVF figure.**

1. Draw up the figure and place the ICVF role names in it.
2. Write in a word or phrase an Academic Coordinator would use when in each ICVF role.



**Activity**

Hand out A4 sheet of the model and have people follow instructions. It is designed to get people to understand each role more deeply.

Some examples are given below:

**Developer:** critical friend; open door; builds relationships, equity, empathetic, coach, counselor, nurturer; encourager, watering can with flower.

**Monitor:** picture of checklist, planning, monitoring, reporting, generate data and help interpret, attention to detail, agenda driver with guidelines.

**Deliverer:** planning reviews, organiser, project manager.

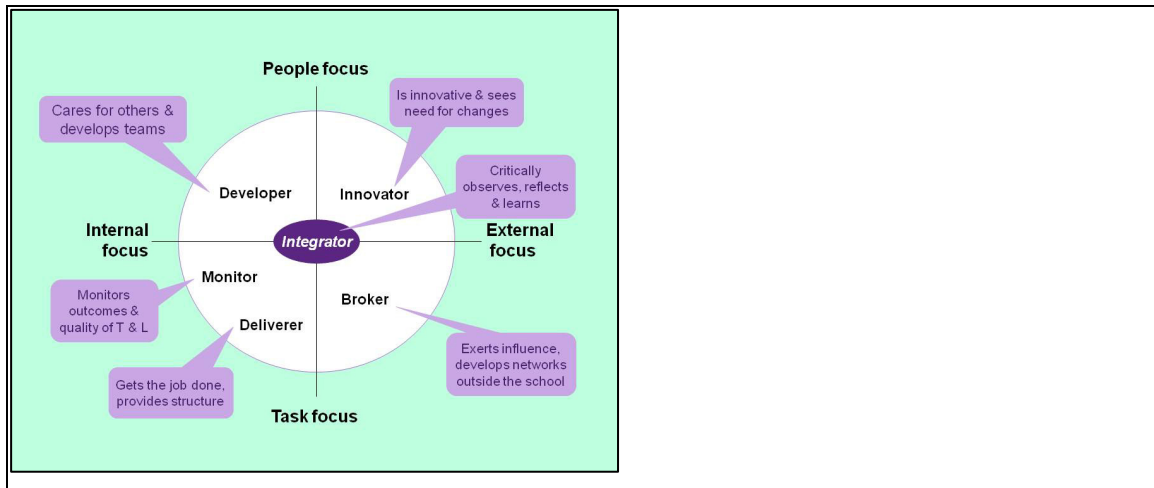
**Broker:** PR, public relations, bridge builder, strategist (if how to get resources), advisory chair, builds networks, access resources, lobbyist, politician; (Bee hive with queen bee), telescope.

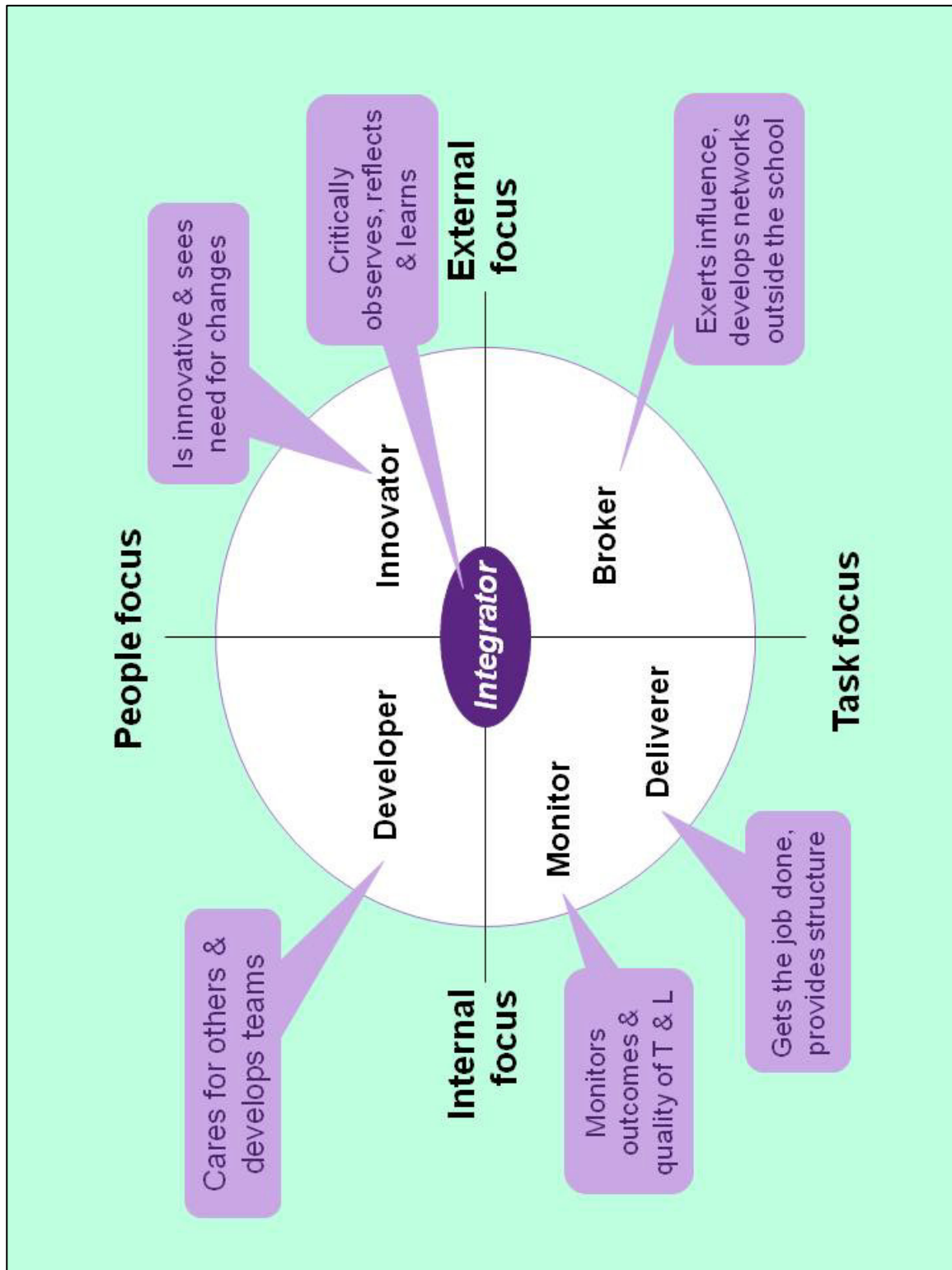
**Innovator:** experimenting, scientist, creator, environmental scanner, explorer; opportunist.

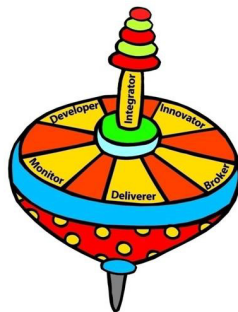
**Integrator:** able to read cultures, thoughtful, observant, analytical, flexible, open minded, honest, bending with the wind.

Collectively, you can imagine all the roles in a builder or mining engineer constructing a project. For example, in building a house or mine, all roles are required:

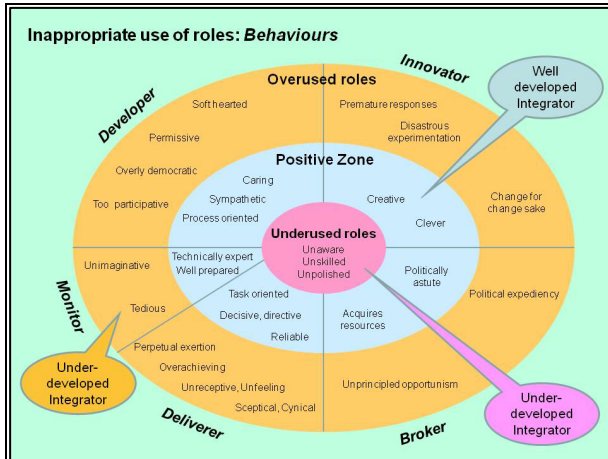
- The Integrator could be the architect or project manager.
- The Monitor tracks the budget.
- The Innovator looks at creative ways of building the house.
- The Deliverer gets the job done.







The spinning top is one way to imagine the ICVF model. The Integrator is the axis. Thus, your smiley face top is a reminder.



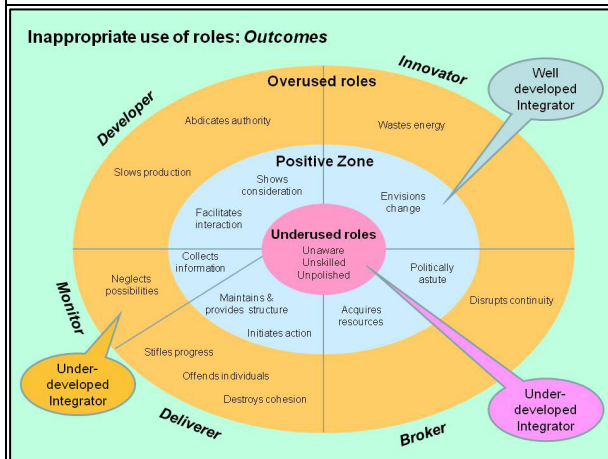
In this model, which can be examined again more fully in the purple workbook (Chapter 1, p. 8), we can see the positive zone which shows a well balanced use of the roles. The orange zone is the negative zone, where a certain role is used excessively. In this slide, behaviours are identified.

Note. Adapted from Quinn et al. (1996).

For example, a negative application of the Broker would be analogous to the metaphor of the 'used car salesman'. Similarly, a negative zone application of the Developer would be like working in a country club. The manager needing to be liked at all costs.

There are no lines in the blue positive zone as a manager needs to move fluidly across the roles. With a well developed Integrator, this would be the case.

The orange zone is slightly partitioned as it represents a compartment or role where a negative focus on a behaviour may negatively affect the outcomes.



In this slide, outcomes due to the behaviours are identified.

Note. Adapted from Quinn et al. (1996).

## The Road to Mastery From novice to expert...

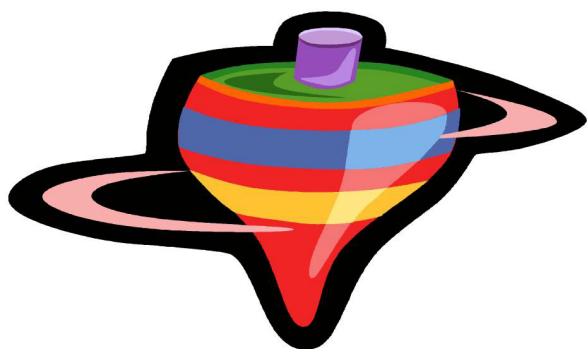
1. **Novice:**  
Learn facts and rules
2. **Advanced beginner:**  
Apply the rules and  
Discover certain basic patterns
3. **Competence:**  
Develop your own rules-of-thumb and  
Engage in calculated risks
4. **Proficiency:**  
Calculation and analysis disappear – you unconsciously “read” the situation
5. **Expertise:**  
Adapt to constant change, and  
Intuitively acts upon different situations appropriately

Chapter 10: Integration and the road to mastery.  
Quinn et al., (2007). *Becoming a master manager: A competing values approach*. NJ: John Wiley & Sons, Inc.



This slide outlines the stages that one must go through to achieve high levels of competence in a profession, including management, or course coordination. Each level outlines how competency is expressed. Progression through the levels is dependent on ongoing reflection and learning, thus the importance of the Integrator role.

For example, a Course Coordinator may at first read guidelines and university policy to get started. With time, they can apply the rules with less effort and see some basic patterns. Over time, they may make some modifications within the guidelines based on their understanding of how things will unfold. They may take some risks as they understand things more holistically. Again, with more experience, effort in this role starts to become more second nature. They can recognise events and situations and anticipate how they may unfold, and take more immediate action, etc.



## References

- Quinn, R. E., Faerman, S. R., Thompson, M. P., & McGrath, M. R. (Eds.). (1996). *Becoming a master manager: A competency based framework* (2nd ed.). New York: Wiley.
- Robertson, D. R. (2005). Generative paradox in learner-centered college teaching. *Innovative Higher Education*, 29, 181–194.
- Vilkinas, T., & Cartan, G. (2001). The behavioural control room for managers: The integrator role. *Leadership & Organization Development Journal*, 22, 175–185.



# 03

## INTERPRETING YOUR 360° FEEDBACK

---

**In this chapter, we'll cover:**

- The processes behind interpreting your 360° feedback



|  |   |
|--|---|
| <p><b>To decide which ICVF role(s) you want to focus on, lets go to your feedback.</b></p>   |   |
| <p><b>Interpreting the Feedback</b></p> <p>Go to feedback manual.</p> <ol style="list-style-type: none"> <li>1. See number and type of respondents (p1–3).</li> <li>2. Focus on your Effectiveness scores, and</li> <li>3. Integrator scores.</li> <li>4. Then go to operational roles.</li> </ol>   | <p>This is the general structure for interpreting feedback:</p> <ul style="list-style-type: none"> <li>• Where is the feedback coming from – this helps you to think how you interact with them. For example how many people responded and from which groups.</li> <li>• How high or low Effectiveness is – this tells you how much development is needed.</li> <li>• Integrator – does that need attention before you move on to the operational roles?</li> <li>• Then focus on the operational roles.</li> </ul> |
| <p><b>Effectiveness (p2–1)</b></p> <p>What score did you give yourself?</p> <p>What score did the others give you?</p> <ul style="list-style-type: none"> <li>• If your score is above 4 – need to make sure that you keep up the good work:<br/><i>fine tuning</i></li> <li>• If your score is between 3 and 4:<br/><i>a major service</i></li> <li>• If your score is below 3:<br/><i>a major overhaul or rebuild.</i></li> </ul> <p><i>Make some notes on sheet provided.</i></p> | <p>The worksheet on the following page will help you to interpret scores.</p> <p>Look for differences around 1 or more. Is there a difference? If so, it suggests that there is room for development in your roles.</p> <p>The numerical levels are explained above.</p> <p>For benchmarking purposes, you can also look at how your individual scores compare with those of the group in the report (Sections p5–1 and p5–2).</p>  |
| <p>Make a note if you need to improve your Effectiveness.</p>  |   |

### Interpreting Your Feedback – Effectiveness

|   |   |  |  |
|---|---|--|--|
| <p>Were any of the scores below 3?</p> <p><i>If so make a note.</i></p> | <p>Difference of <math>\geq 1</math> between how effective I said I was and how effective they said I was?</p> <p><i>If so make a note.</i></p> | <p>How do my scores compare to individuals doing a similar job to me?<br/>(see p5–1 and p5–2 in report)</p> <p><i>Make some notes on similarities and differences.</i></p> | <p>Do I need to do some work to improve my effectiveness?</p> <p><i>Make some notes.</i></p> |
|---|---|--|--|

### Interpreting Feedback – Effectiveness

| Were any of the scores below 3? | Difference of $\geq 1$ between how effective I said I was and how effective they said I was? | How do my scores compare to individuals doing a similar job to me? (see p5–1 and p5–2 in report) | Do I need to do some work to improve my effectiveness?  |
|---------------------------------|--|--|---|
| <i>If so make a note.</i>       | <i>If so make a note.</i>  | <i>Make some notes on similarities and differences.</i>  | <i>Make some notes.</i>   |
| No—one close: self              | No   | SO similar, mine much lower  | Need to look at why I give myself such a low score compared to other Academic Coordinators and to my SOs. |

Look at how effective have you rated yourself. Is there a difference between your significant others and yourself? How do you compare to all other academic managers and how do your SOs compare to other SOs (are they the same or different and therefore you need to talk to them). Then make notes.

1. self-rating
2. self-rating compared to Significant Others
3. self-rating to average rating of others in the same role as you (survey group)
4. significant other rating (your survey) to mean SO rating of all others (survey group).

Effectiveness tells us how much you need to improve. Now you need to identify areas to focus on.

**Now lets move to your Integrator feedback (p3–1).**

## Sources of Feedback

- your perception of yourself
- others perceptions of you
- what you said was important – your benchmarks
- what others said was important – their benchmarks
- others: Line Managers (Head of School, etc.)  
Peers  
Course Coordinators  
Professional Staff.

The sources of feedback from your SOs. The feedback given in the following sections provides you with information on:

1. How you perceive yourself.
2. What others perceptions are of you (for each group as each perceives you differently).
3. What you said was important – your benchmarks and what others have said they think is important (discrepancies therefore suggest having some conversations and thoughts about what one should be doing).

## Interpreting Your Feedback – Integrator

| A  | B   | C  |  |  |
|--|---|--|--|--|
| Is there a difference of 1 or more between what I say I do and what they say I do? | Is there a difference of 1 or more between what I say I do and what I think is important? | Is there a difference of 1 or more between what I say is important and what they say is important? | How do my scores compare to individuals doing a similar job to me? (see p5–1 and p5–2 in report) | Should I do some work on this role?  |
| <i>Make some notes.</i>  | <i>Make some notes.</i>   | <i>Make some notes.</i>  | <i>Make some notes on similarities and differences.</i>  | <i>Make some notes</i>   |
| No   | No  | No   | Very Similar   | I have a reasonably well developed integrator and can see that others agree with me. I also see it as very important |

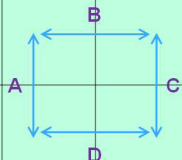
## Interpreting Your Feedback – Integrator (Chapter 6)

|  |   |  |   |  |
|--|---|--|---|--|
| <p><b>A</b></p> <p>Is there a difference of 1 or more between what I say I do and what they say I do?</p> <p><i>Make some notes.</i></p> | <p><b>B</b></p> <p>Is there a difference of 1 or more between what I say I do and what I think is important?</p> <p><i>Make some notes.</i></p> | <p><b>C</b></p> <p>Is there a difference of 1 or more between what I say is important and what they say is important?</p> <p><i>Make some notes.</i></p> | <p>How do my scores compare to individuals doing a similar job to me?<br/>(see P5 – 1 and 5 – 2 in report)</p> <p><i>Make some notes on similarities and differences.</i></p> | <p>Should I do some work on this role?</p> <p><i>Make some notes</i></p> |
|  |   |  |   |  |

## Interpreting Your Feedback

If you have a difference of 1 or more on any of the ones (A, B, C, or D) below or  
 If any of your scores are less than 3.5  
 then some action may be needed.

|     | ICVF Role<br>Displayed | ICVF Role<br>Importance |
|-----|------------------------|-------------------------|
| You |                        |                         |
| SO  |                        |                         |



Focus on A, then B, then C

A = gap between You and SO  
 for displayed roles

B = gap for You between role  
 displayed and importance

C = gap between You and SO  
 for role importance

D = gap for SO between role  
 displayed and importance

This table helps you to interpret your feedback in more detail (page 14 of the purple book).

1. First, explore what you say you do with what others say you do.
2. Second, explore what you say you do with what you say you should do.
3. Third, explore what you think is important with what they think is important (these are benchmarks people use to judge behavior).

4. Lastly, how do your SOs compare to what other SOs think for this survey about the Integrator role? Useful for benchmarking.

If you're saying something is important and others disagree, a conflict may arise. Look at where differences might lie and explore these further.



### Exercise: Famous Pairs

“Tom & Jerry” “Charles & Di”

- Each person has two minutes to write down as many names of famous pairs (real or animated). **You must do this alone and not talk to anybody.**
- You have two more minutes to increase the number of names on your list but do this with a partner.
- Form a group of 4 and continue with the exercise. The group with the most names will win a prize.

This exercise is designed to illustrate to participants the importance of collaborating and peer coaching one another. The reason for this is that your partner may often see things, ask questions, and provide information that gives you insights into your leadership analysis and development.

Often one is so busy looking at the results and tasks that you miss big picture issues and contexts. A peer coach can be very helpful.

The first exercise illustrates how working in isolation can be stressful, you get stuck on an idea, you are grasping for a piece of information. It is tense.

The second exercise illustrates that the same activity can be much more fun and engaging. You get more information, the activity becomes more enjoyable, you are relaxed and it opens up your brain. Hence, the point of learning more so with a colleague.

The third exercise applied cooperative learning principles by introducing intergroup competition, which when rewarded with a prize (e.g., a bag of chocolates), makes the group focus even further on task and aligns them together. The exercise not only continues to be fun, but the competition between groups heightens achievement and engagement. A community of practice principle is introduced here. It is another way how to encourage the group to embark on a learning set when developing their leadership.

Participants should be encouraged to collaborate throughout the workshop, as a result, when doing the activities and interpreting their results.

### Integrator

What does your Integrator score tell you about your ability to critically observe and reflect on those observations?

After the analysis, individuals should be a lot more aware of their Integrator score and whether it needs some strategies for development. This is important if they are to move on to the operational roles, as the Integrator is central. Without a well developed Integrator, development of operational roles will be more difficult.

| Interpreting Your Feedback – 5 Operational Roles |   |  |   |  |  |
|--|---|--|---|--|--|
|  | A<br>Is there a difference of 1 or more between what I say I do and what they say I do? | B<br>Is there a difference of 1 or more between what I say I do and what I think is important? | C<br>Is there a difference of 1 or more between what I say is important and what they say is important? | How do my scores compare to individuals doing a similar job to me? (see p5-1 and p5-2 in report) | Should I do some work on this role?  |
| Role   | Make some notes   | Make some notes  | Make some notes   | Make some notes on similarities and differences  | Make some notes  |
| Innovator  | Line Manager much lower, Peers lower too  | No, only .5  | Similar   | My SOs say I do a lot less but I see myself same as other Academic Coordinators                  | Need to look at why the Line Manager and Peers see me as doing less of this role |
| Broker   | Peers a little lower, others higher than me   | Yes  | Not really except CC see as more important than me  | My SOs see me doing less than other SO and I do too  | May need to develop this role  |
| Deliverer  | Yes, SOs see me doing more, particularly the Line Manager                               | Yes  | Not really  | Similar  | Why does the Line Manager see me doing more of this role? Ask?                   |
| Monitor  | Not really a high score   | Marginal improvement   | Similar   | Similar  | Maintain, strong   |
| Developer  | Not really a high score   | Not much difference  | Similar   | Similar  | Maintain strong  |

Participants work through each of the columns for each of the operational roles.

Participants should initially look at the summary results between Self and SOs.

Then they can look to see where the scores are being influenced by a particular group of SOs.

This provides participants with information if there is a particular group that needs attention.

Do for each role.

| Interpreting Your Feedback – 5 Operational Roles |   |  |   |  |  |
|--|---|--|---|--|--|
|  | A<br>Is there a difference of 1 or more between what I say I do and what they say I do? | B<br>Is there a difference of 1 or more between what I say I do and what I think is important? | C<br>Is there a difference of 1 or more between what I say is important and what they say is important? | How do my scores compare to individuals doing a similar job to me? (see p5-1 and p5-2 in report) | Should I do some work on this role?  |
| Role   | Make some notes   | Make some notes  | Make some notes   | Make some notes on similarities and differences  | Make some notes  |
| Innovator  | Line Manager much lower, Peers lower too  | No, only .5  | Similar   | My SOs say I do a lot less but I see myself same as other Academic Coordinators                  | Need to look at why the Line Manager and Peers see me as doing less of this role |
| Broker   | Peers a little lower, others higher than me   | Yes  | Not really except CC see as more important than me  | My SOs see me doing less than other SO and I do too  | May need to develop this role  |
| Deliverer  | Yes, SOs see me doing more, particularly the Line Manager                               | Yes  | Not really  | Similar  | Why does the Line Manager see me doing more of this role? Ask?                   |
| Monitor  | Not really a high score   | Marginal improvement   | Similar   | Similar  | Maintain, strong   |
| Developer  | Not really a high score   | Not much difference  | Similar   | Similar  | Maintain strong  |

The final result of the analysis is an opportunity to collate and consider the information as a source of feedback. It provides:

- an opportunity for a comparison with others
- an opportunity to explore differences between what is displayed and what is important.
- Information on low scores for display and importance, which provides direction to explore these further: Some may have low scores for display and importance: low scores don't mean a problem.

The survey allows for up to 10 for peers and staff (5 each) and up to 2 Line Managers. (n = 12).

This enables people to get a good range of views on the survey, which should include not only those who you know will provide good feedback but also those who will provide constructive feedback as well.

To start to think about development ideas, it is important to consider what your priority scores are. In the table above, the yellow illustrates that the Innovator, Broker and Deliverer have some issues requiring further exploration and potential development.

## How did you feel about the feedback you received?

### Exercise

In this exercise, we explore the feeling side of the feedback.

The emotional parts of the brain react to feedback, and if not addressed, may lead to inappropriate fight or flight reactions, which block development.

People are asked to write what feelings they have about their feedback on a sticky note(s). (Write one feeling per sticky note.) These are put on to a whiteboard (split in half for positive versus negative feelings).

The group can then look to see how feelings are collectively clustered and what common feelings have emerged.

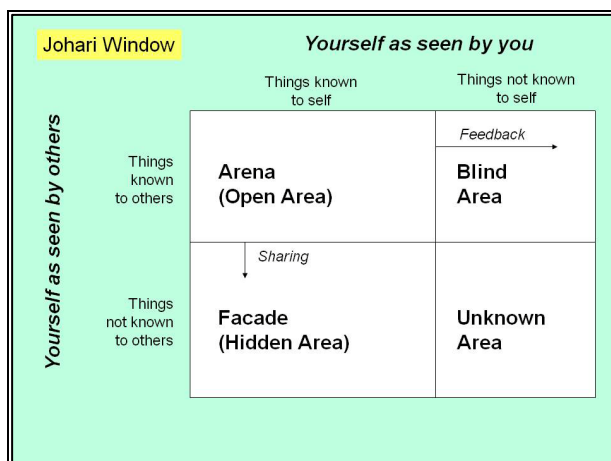
When running this workshop, and other workshops, it gives the facilitator a sense of the mix of feelings in the group, and thus strategies to manage the group accordingly. It enables the facilitator to pick up the norms of the group.

Ensure that people are connected to their feelings and link these to their action plans. They can see how these feelings change as a result of taking action through linking them to their Key Responsibility Areas. This ensures the plan has an emotional intelligence connection.

### Some Common Reactions

| Positive   | Neutral  | Negative   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• pleasantly surprised</li> <li>• touched by written comments</li> <li>• happy</li> <li>• amused</li> </ul> | <ul style="list-style-type: none"> <li>• interesting comparison</li> <li>• a disparity between self and others</li> <li>• justified</li> <li>• uncertain due to lack of context</li> <li>• puzzled by priorities they chose</li> <li>• unsure</li> </ul> | <ul style="list-style-type: none"> <li>• anger</li> <li>• stung</li> <li>• hurt</li> </ul> |

This illustrates some of the previous emotions other groups have expressed.



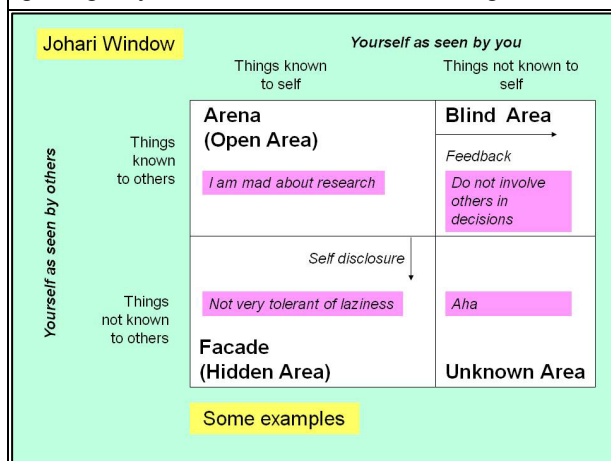
This is the other theoretical model for the workshop, the **Johari Window**.

It is a way of exploring the notions of open and closed book people

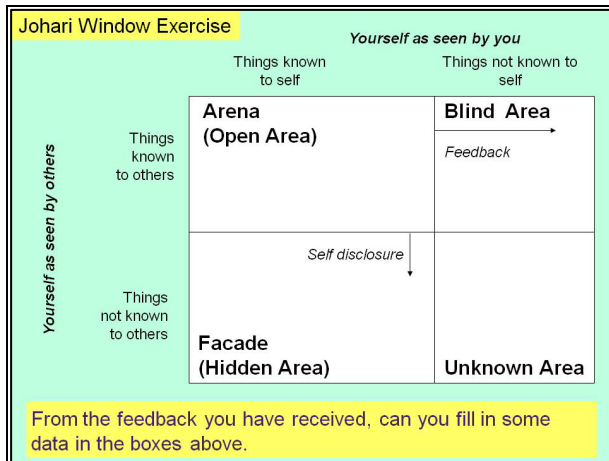
To illustrate: when you self-disclose appropriately to others about yourself, you reduce the amount hidden information about yourself and thus move this boundary downwards, thus increasing the size of the arena or open area. This facilitates communication, problem solving, and development.

Alternatively, if you are doing stuff that is impacting negatively on others, and they don't tell you, you remain in a blind spot. The 360° feedback is designed to overcome this in a structured way.

The unknown window are things you have yet to experience or undertake, and the outcome dependent on what occurs. For example: bringing a baby home for the first time, attending a scene of an accident for the first time, managing a performance issue for the first time. You may hide information, self-disclose, do things and not know what is happening because you're not getting any feedback, etc. The ultimate goal, however, is to try and have a large open arena.



This is an example.

**Exercise:**

Given an example of self, an AHA moment that illustrates the Johari Window.

Hand out an A4 sheet of the Window for them to fill in.

Then they fill in the Johari Window themselves for their own information.

- What were the surprises (blind spot uncovered) and confirmatory stuff (open arena)?
- What do you need to share to increase arena (what is in the hidden window)?

Use this to build your Action Plans.

**Homework:**

What was an AHA that you discovered about self from others, from survey or in life in general?

**Why did you get this feedback?**

| Things from you   | Things from others  |
|---|---|
| <b>Behaviour you display</b><br>(Arena)                           | <b>Projection by others</b>                                     |
| <b>Behaviour you display but are not aware of</b><br>(Blind area) | <b>Different perspectives</b><br>(e.g., cultural, hierarchical) |
| <b>Behaviour you display but unaware of impact</b>                | <b>Culture of organisation</b>                                  |

Explains why you do some things and the feedback you received.

For example, you may frown and not know it, people may have opened this up for you in qualitative comments.....what does it mean?

If you have surprises – interpretation may be different. This is why you have to clarify your results.

For example you may be projecting the negativity of others.

Your work Culture – Your area may avoid conflict and as a result you display behaviours that are not appropriate.

As noted earlier, low scores or differences in scores between parties doesn't necessarily mean that there is a problem with your performance. It points to an area that requires unpacking, exploration and further understanding.

## How would you describe the culture in the area where you work?

### Exercise

**Exercise:** Hand out butcher sheets and pens.

Work in your university groups.

How would you describe the culture of your University or your part of the University?

Come up with a Motto or Artefact in your University.

It helps you to decide what the high risk and low risk behaviours are.

Some examples that have come up: Ostrich, Puppy, Elephant.

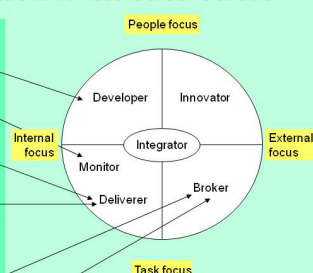
**Given the culture described:**

- How easy or difficult will the developing academic leadership be?
- How will it be facilitated?
- Where is it promoted (e.g., promotion, job selection, ODU, etc.)?

## Position Description for Academic Coordinator Compared to the ICFV Roles

### Key Result Areas

1. Leading program teams to achieve strategic outcomes
2. OHS&W and Equity and Diversity
3. Academic leadership – effective management of programs, promotion of scholarship and excellence in teaching and student centred learning
4. Understanding contemporary teaching and learning methodologies
5. Communication and relationships within and outside the University with key stakeholders, professional associations and accreditation bodies
6. Building and developing strategic relationships



## Take a look at your Position Description.

What are the Key Result Areas?

List them:

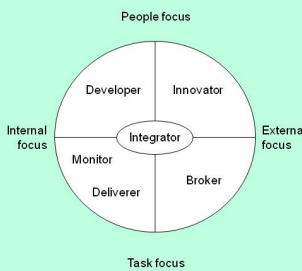


- Get participants to bring out their Position Descriptions and identify some key result areas.
- If they have not done so then have them write down what they think are their key result areas/key responsibility areas.
- These are to be mapped onto the ICFV model.

**Map these KRAs onto the ICVF roles.**

**Key Result Areas**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



**Print off A4 sheets of the above ppt for the workshop participants.**

- Get participants to bring out their Position Descriptions and identify some key result areas.
- If they have not done so then have them write down what they think are their key result areas/key responsibility areas.
- These are to be mapped onto the ICVF model.

- Most KRAs will likely map onto the Monitor and Deliverer, because these are observable and related to productivity.
- However, over the long term, having these clustered here puts too much emphasis on an internal task focus. This is why many see the Academic Coordinator's role as a career killer or a dead end or for those without the academic Ph.D. One needs to also focus on other areas of the ICVF.

## Activity

### Step 1

Using the Position Description for your current position, map your Key Result Areas (KRAs) onto the ICFV in the figure below.

### Map these KRAs onto the ICFV roles

**Key Result Areas**  
  
1.  
  
2.  
  
3.  
  
4.  
  
5.  
  
6.

Diagram description: The ICFV (Institutional Change Framework) is represented by a circle divided into four quadrants. The quadrants are labeled: Developer (top-left), Innovator (top-right), Monitor (bottom-left), and Broker (bottom-right). In the center of the circle is an oval labeled 'Integrator'. The vertical axis is labeled 'People focus' at the top and 'Task focus' at the bottom. The horizontal axis is labeled 'Internal focus' on the left and 'External focus' on the right.

### Step 2

Compare your results with another participant (not from your University).

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### Step 3

What do you conclude about your Position Description?

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### Step 4

Was this exercise useful?

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#### **Activity:** Mapping Key Result Areas (KRAs) onto the ICVF

##### **Step 1**

Using the Position Description for your current position, map your Key Result Areas (KRAs) onto the ICVF in the figure provided.

##### **Step 2**

Compare your results with another participant (not from your University).

##### **Step 3**

What do you conclude about your Position Description?

##### **Step 4**

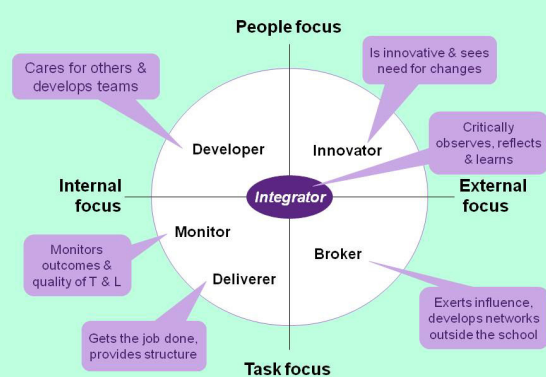
What do you conclude about your Position Description?

Where does your position description fit onto the ICFV?  
What does it tell you about the leadership component of your role?



- Have participants look at their map of their KRAs and the ICFV.
- Get them to work in pairs.
- Have them look at how they have mapped their role and what this means for their leadership development and the focus on their role.

#### Post it Notes Exercise



**In this exercise, people are handed out Post It notes.**

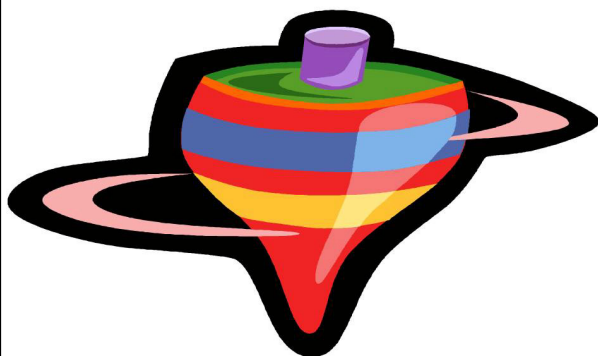
They write down the role that most requires development as a result of their survey (a secondary if necessary).

They come up to the front of the room and post their note on the chart.

This gives the group a sense of where the most common development need occurs for their group.

Often the Broker role comes up frequently as something requiring development.

The right side roles are more invisible to others as well and often come up as areas requiring action.



# 04

## INTERPRETING OTHER'S 360° FEEDBACK

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**In this chapter, we'll cover:**

- Details on how to interpret the 360° feedback of others



## Academic Leadership: Building Capacity Program

### Implementing a 360° Survey Feedback Process



## Interpreting Sam's Feedback

- How effective is Sam?
- How well developed is his Integrator?
- What does his profile look like?
- What is his level of self-awareness?
- Does he need more information?



This next section will give participants the opportunity to interpret feedback of Sam Pelle, a fictitious Program Director, as if they were doing this in a workshop.

### Form Groups of Four People:

- Two will be Sam.
- Two will be the Facilitator.

### Provide the Handout on How to Interpret Report:

1. Look at who has provided feedback – the source.
2. Look at overall effectiveness – is there room to improve?
3. Look at Integrator – how well developed are they?
4. Look at difference between self and their significant others. Are they very critical of themselves (lower scores than significant others) or do they have poor self-awareness (higher scores than significant others across the board)?
5. Then go to operational roles. Start with big differences (averages) then go into detail to see where source may be.

### Interpretation Guidelines Based on Statistics:

- on a 5-point scale, a difference of .07 is noteworthy
- on a 7-point scale, a difference of 1.0 is noteworthy.

## Interpreting Sam's Feedback

- How effective is Sam?
- How well developed is his Integrator?
- What does his profile look like?
- What is his level of self-awareness?
- Does he need more information?

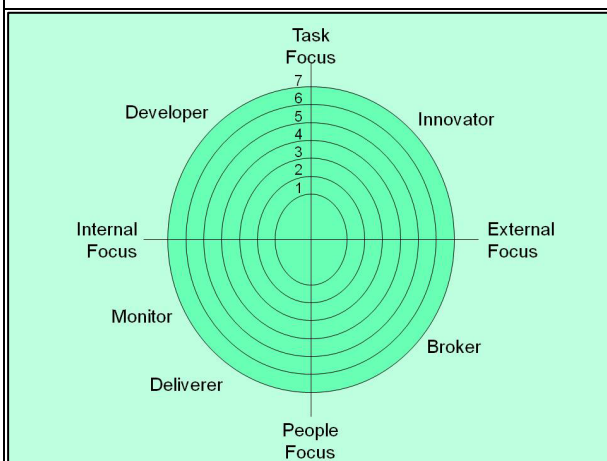


*Continued:*

1. In terms of effectiveness – .7 difference is significant on a 5-point scale.
2. Integrator good agreement.
3. Profile is such that Sam needs development on Broker and Innovator as SOs rate these higher than Sam. However, you need to check context issues to make sure there are not other reasons for this difference outside of a possible true development gap for Sam.

4. Does Sam have good self-awareness?
5. You also need to look at level of importance.

May often find in the ratings that the SOs are okay in their ratings but the individual feels they can do more in their role. Hence, they are more critical in their self-rating.



Participants can look at Sam Pelle's Spidergram.

## Activity: Interpreting a Feedback Report

### Step 1

Look at Sam's 360° feedback report and using the sheet provided, "Interpreting Sam's 360° feedback", interpret the report as if you were Sam.

### Step 2

Answer the following questions about the feedback:

- a. How effective is Sam?
  - i. Do his Significant Others agree?
- b. How well developed is his Integrator role?
  - i. Do his Significant Others agree?

Complete the diagram below with Sam's score for each of the ICVF roles:

- what he says he displayed
- what he says was important
- what his Significant Others said he displayed
- what his Significant Others said was important.

## INTERPRETING 360° FEEDBACK

### Activity

#### Interpreting a Feedback Report

##### Step 1

Look at Sam's 360° feedback report and using the sheet provided, "Interpreting Sam's 360° feedback", interpret the report as if you were Sam.

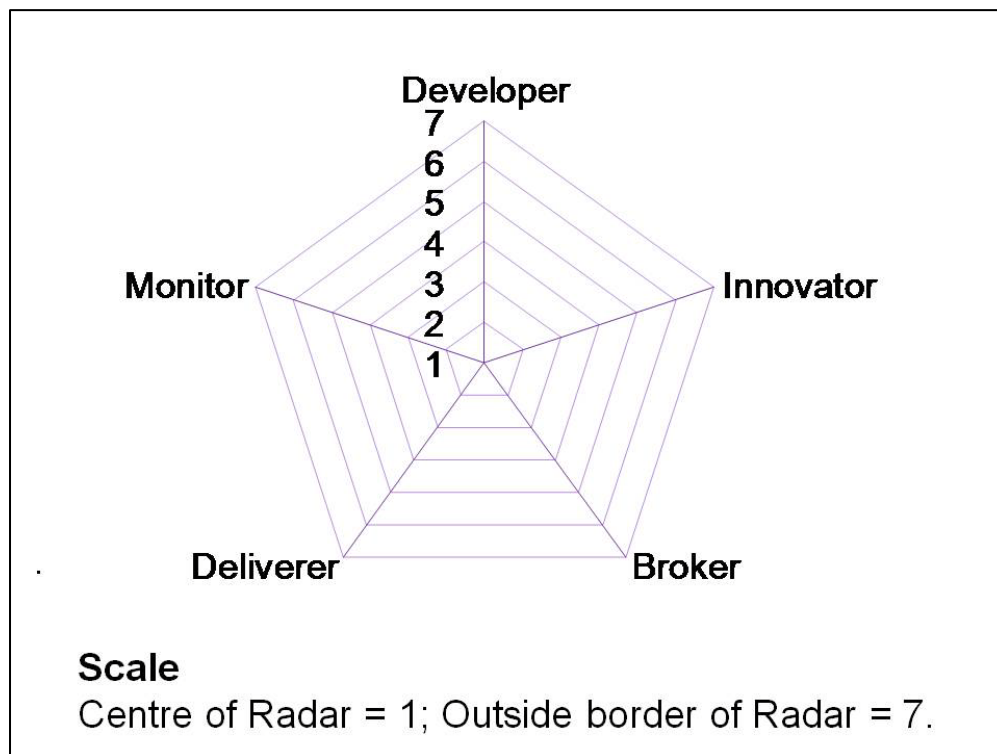
##### Step 2

Answer the following questions about the feedback:

- a. How effective is Sam?
  - i. Do his Significant Others agree?
- b. How well developed is his Integrator role?
  - i. Do his Significant Others agree?

Complete the diagram below with Sam's score for each of the ICFV roles:

- what he says he displayed
- what he says was important
- what his Significant Others said he displayed
- what his Significant Others said was important.



## Interpreting Sam's Feedback

Break into groups of 4: 2 of you will be Sam and 2 a facilitator.

**As a facilitator** – discuss with Sam what he needs to do.

**As Sam** – where do you want some help with your development plans?

What questions do you need to ask?



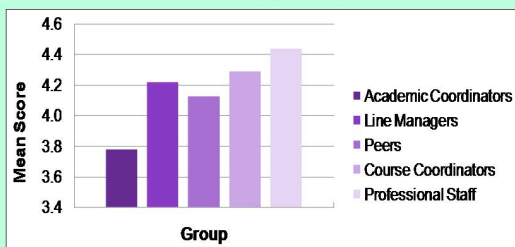
Continue with the interpretation exercise in groups.

### Some pointers when running through interpretation exercises with other people:

- When forming groups, break them apart from the same institution, department for interpretation.
  - For participants who are really up themselves and defensive about feedback – don't waste your time trying to coach them as they are uncoachable – but they are unusual.
- Before launching into interpretations, learn a bit about the context of the person's workplace, the culture, etc. Get them to then do a self-evaluation of what they think the report tells them.
  - Make sure they understand the use of the tool – what preconceptions do they have? Do they see it as a developmental tool or something for promotion? Are they fixated on numbers and not seeing the larger purpose of the tool?
  - Try not to overload the individual with too much information.
  - Need to include feedback and coaching guidelines for interpreters so they keep the coaching session neutral.
  - Encourage participants to go back to their feedback group and thank them for the contribution they have made. Get them to ask for more information on the areas requiring further exploration. Try and get them to close the feedback loop and use their peers to support their learning.
  - If all operational scores are around 5/7 for display and importance, and Integrator and Effectiveness are good – this suggests a master manager profile. **However, to assist a person with this kind of profile you may ask questions such as** what would happen if things changed? Could you maintain the same profile? How entrenched is this profile? Are there at risk areas if their job changed?
  - What is the participant's next career move – what areas could you develop to assist in that new job?
  - There may be a role that is not being used because there are no opportunities to use it – this could be a development opportunity for the next job. How can the role, therefore, be developed?
  - If there are a lot of low scores – again, check the context.
  - For very negative reports – tag these when you scan the reports before they go out. Leaderskills often tag negative reports. Examine the report and decide on an action plan. Do you call them first, interpret privately with them, prewarn, etc.
  - Remember to also check feelings and take these on board in the interpretation process.



### Interpreting Aggregate Data



How effective are Academic Coordinators as a group?

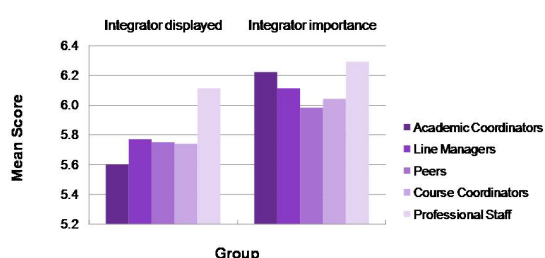
What are the implications for Universities?

What are the Implications for the development of Academic Coordinators?



As the project continues and more data from academic managers and Academic Coordinators is gathered, benchmarking within the sector will become possible.

The data to date suggests that the big differences between Professional Staff (General staff) and Academic Coordinators is an artefact. The latter don't see themselves as effective as professional staff. This illustrates a difference in how they understand and interpret the concepts. They have different expectations related to Effectiveness. It is important to explore how this relationship works.



How well developed is their Integrator?

What are the implications for Universities?

What are the implications for the development of Academic Coordinators?



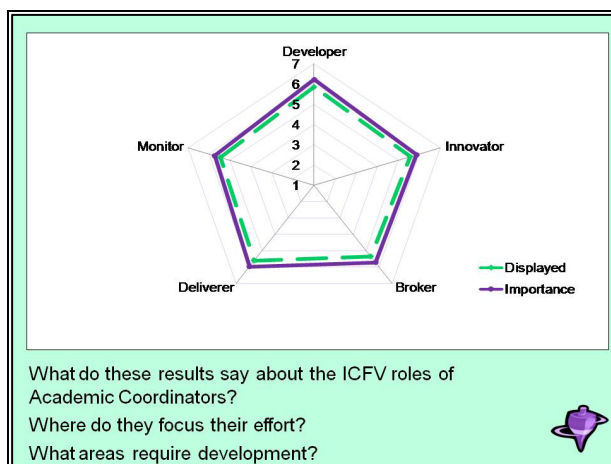
### Integrator

With score like this, how would you design a program to teach them how to reflect?

With a score of 5.6 the Integrator is moderate. Exercises that raise their awareness of reflection would be appropriate. It is an okay score so we are talking about tweaking it.

The high scores by the Professional Staff may relate to a range of issues. It may be that good Academic Coordinators self-nominated and have good relationships and then Professional Staff reward them with high scores. There may be a halo effect within hierarchical groups (positive halo).

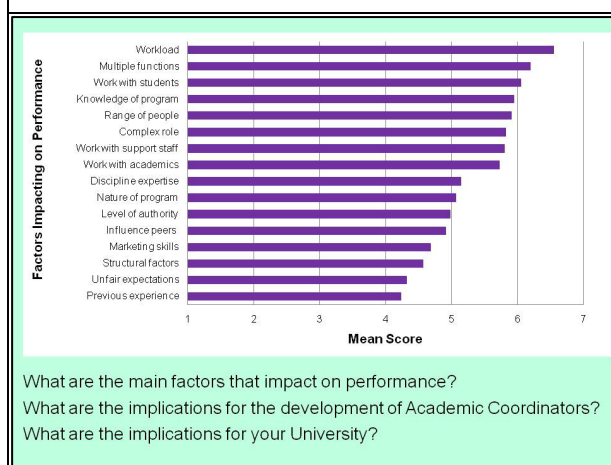
These are the same questions you would ask an individual when interpreting benchmark scores, e.g., "why are professional staff so positive", etc.



This type of reports will start to appear on reports.

As a profile, where are Academic Coordinators focusing their efforts?

Although slight, it is in the Deliverer role.



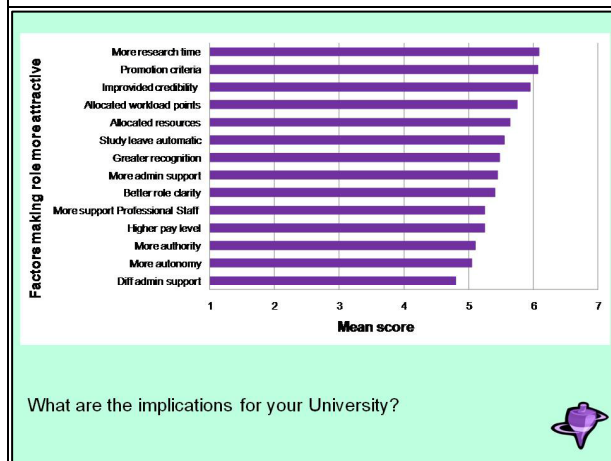
This is data for the Academic Coordinators.

The data set is still inadequate as it requires more numbers, yet some things are remaining at the top of the list.

1. workload
2. multiple functions – administration, management, education
3. work with students
4. knowledge of program.

These issues are quite different from discipline expertise which is lower on the list.

The purpose of this data is that it can be given to senior administrators to consider when developing and considering these roles within their institutions.



This same data set looks at what makes the role more attractive. Again, the data set is still being developed, but patterns are emerging.

What makes the role of the Academic Coordinator more attractive?

1. more research time
2. promotion
3. more credibility
4. allocated workload
5. allocated resources
6. study leave automatic.

All of these top criteria relate to managing their career.

The lower ranks relate to having more administrative support.

They are all very important as they are ranked at 5 or above.



## Program Directors 360° Feedback

**Sam Pelle**

**University of South Australia**

**Survey: Program Director**

**November 2008**

**ICMOE**

**University of South Australia**

*International Centre for Management and Organisational Effectiveness*

School of Management, University of South Australia

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survey@leaderskill.com.au www.360facilitated.com



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**Figure 3: Sample 360° Feedback Report**

Figure 3 — Continued

|   |        |
|---|--------|
| Sam Pelle   | Nov 08 |
| <b>Program Directors 360° Feedback</b>                    |        |
| <b>Report Contents</b>                                    |        |
| 1. Introduction   | 1-1    |
| 1.1 Overview  | 1-1    |
| 1.2 The Integrated Competing Values Framework (ICVF)      | 1-1    |
| 1.3 Numbers of Respondents giving feedback                | 1-3    |
| 2. Effectiveness  | 2-1    |
| 2.1 Your Effectiveness Score                              | 2-1    |
| 3. ICVF Results - Individual Roles                        | 3-1    |
| 3.6 Integrator ( <i>the key Role</i> )                    | 3-1    |
| 3.1 Innovator   | 3-2    |
| 3.2 Broker  | 3-3    |
| 3.3 Deliverer   | 3-4    |
| 3.4 Monitor   | 3-5    |
| 3.5 Developer   | 3-6    |
| 4. Prioritised Results                                    | 4-1    |
| 4.1 ICVF Results Prioritised by Significant Others & Self | 4-1    |
| 5. Comparison with other Program Directors                | 5-1    |
| 5.1 Significant Others Scores Compared                    | 5-1    |
| 5.2 Self Scores Compared                                  | 5-2    |
| 6. Comments   | 6-1    |
| 6.1 Written comments                                      | 6-1    |
| 7. Appendices   | 7-1    |
| 7.1 Appendix I: Prior to the Workshop                     | 7-1    |

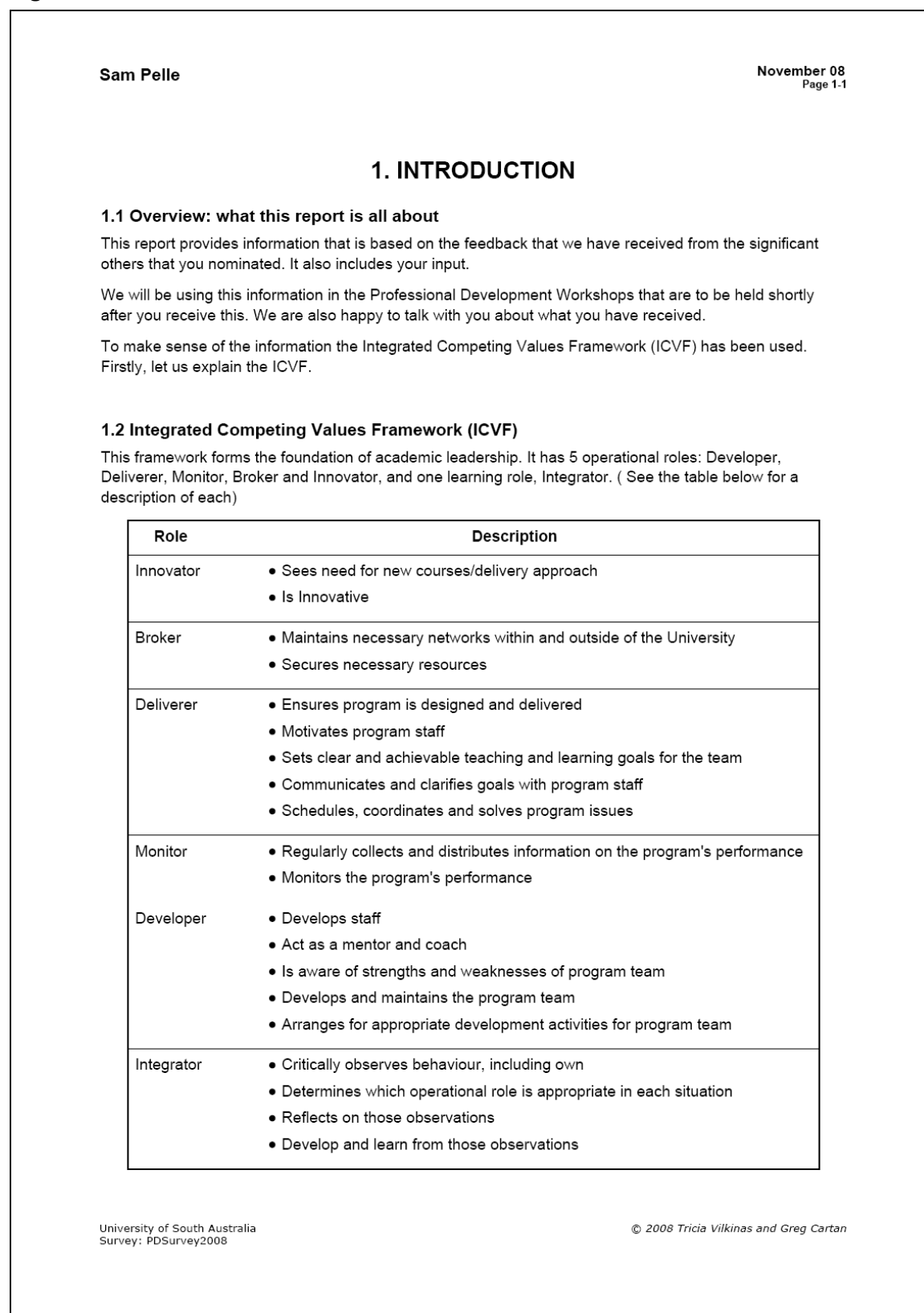
The material in this booklet is based on research conducted by Tricia Vilkinas and Greg Cartan [Vilkinas, T., & Cartan, G. (2001). The behavioural control room for managers: The integrator role. *Leadership and Organisation Development Journal*, 22(4), 175-185. Vilkinas, T., & Cartan, G. (2006). The integrated competing values framework: Its spatial configuration. *Journal of Management Development*, 25(6), 505-521]. It is a development of work originally carried out by Quinn [R.E. Quinn in *Beyond Rational Management: Mastering the Paradoxes and Competing Demands of High Performance* San Francisco, CA: Jossey-Bass. (1986)]. All parts of this report are protected by copyright (2008).

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(continued)

Figure 3 — Continued



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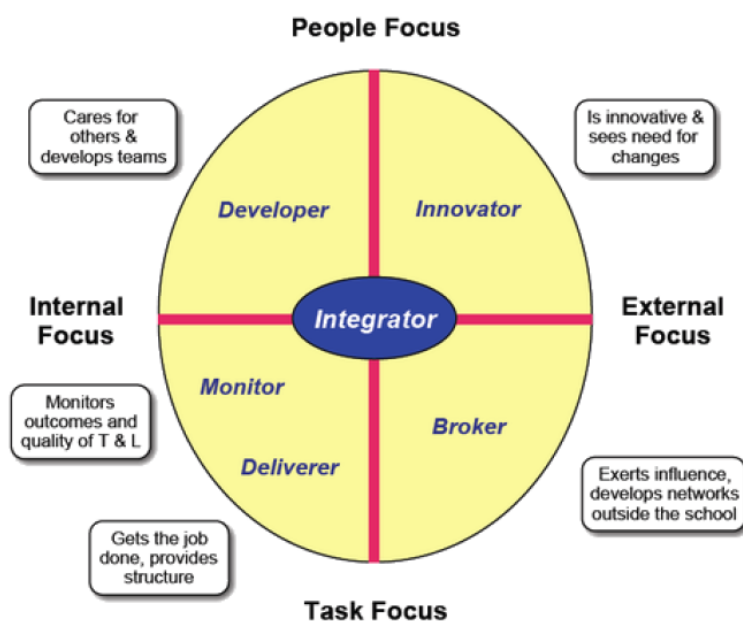
Figure 3 — Continued

Sam Pelle

November 08

Page 1-2

An integrated model of the roles is shown below:



The information included in this report provides feedback on:

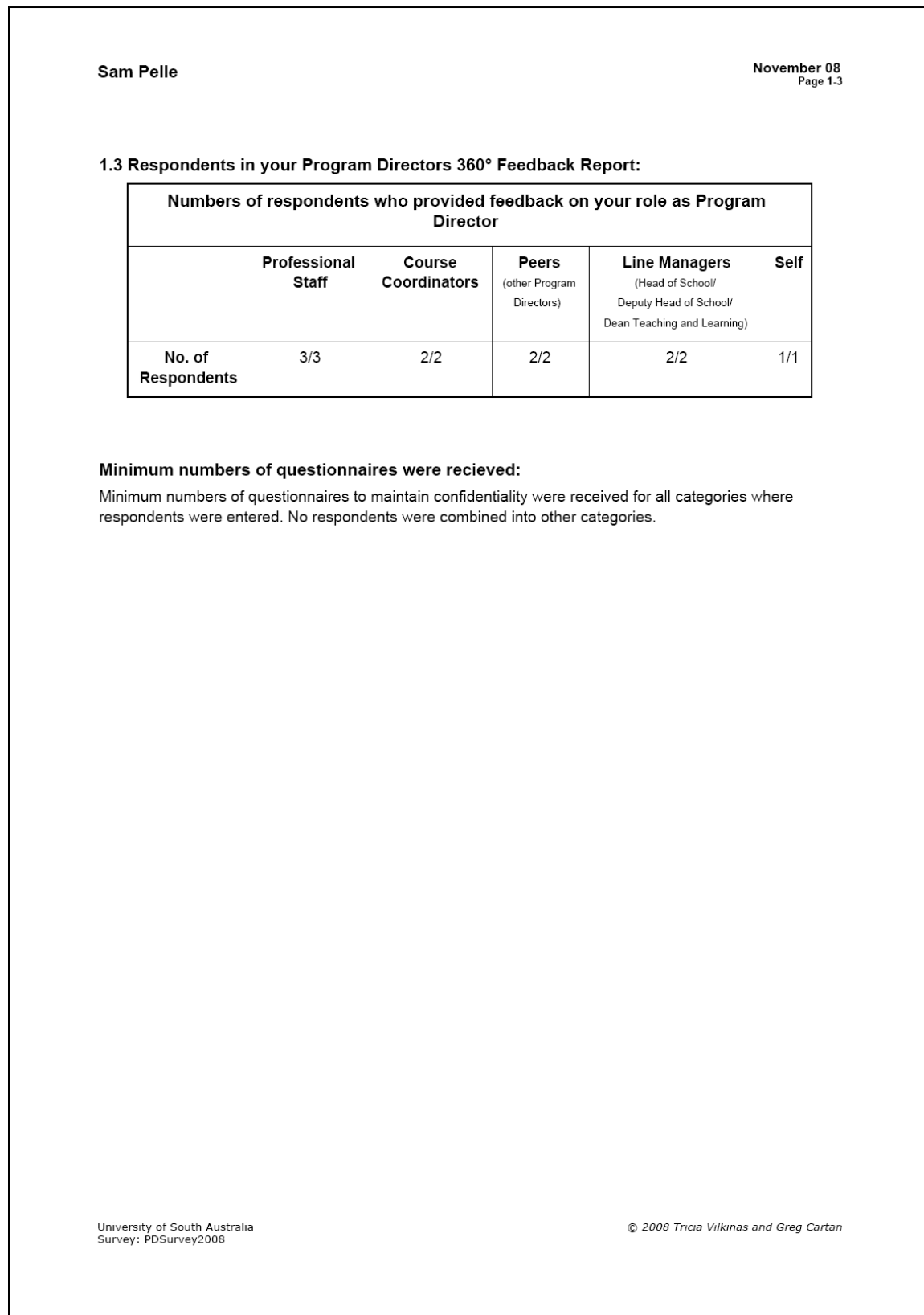
1. The numbers of respondents that completed questionnaires
2. Your respondents' perceptions of your effectiveness
3. Your respondents' perceptions of the extent to which you deliver each role and how important it is
4. A comparison of perceptions with your significant others

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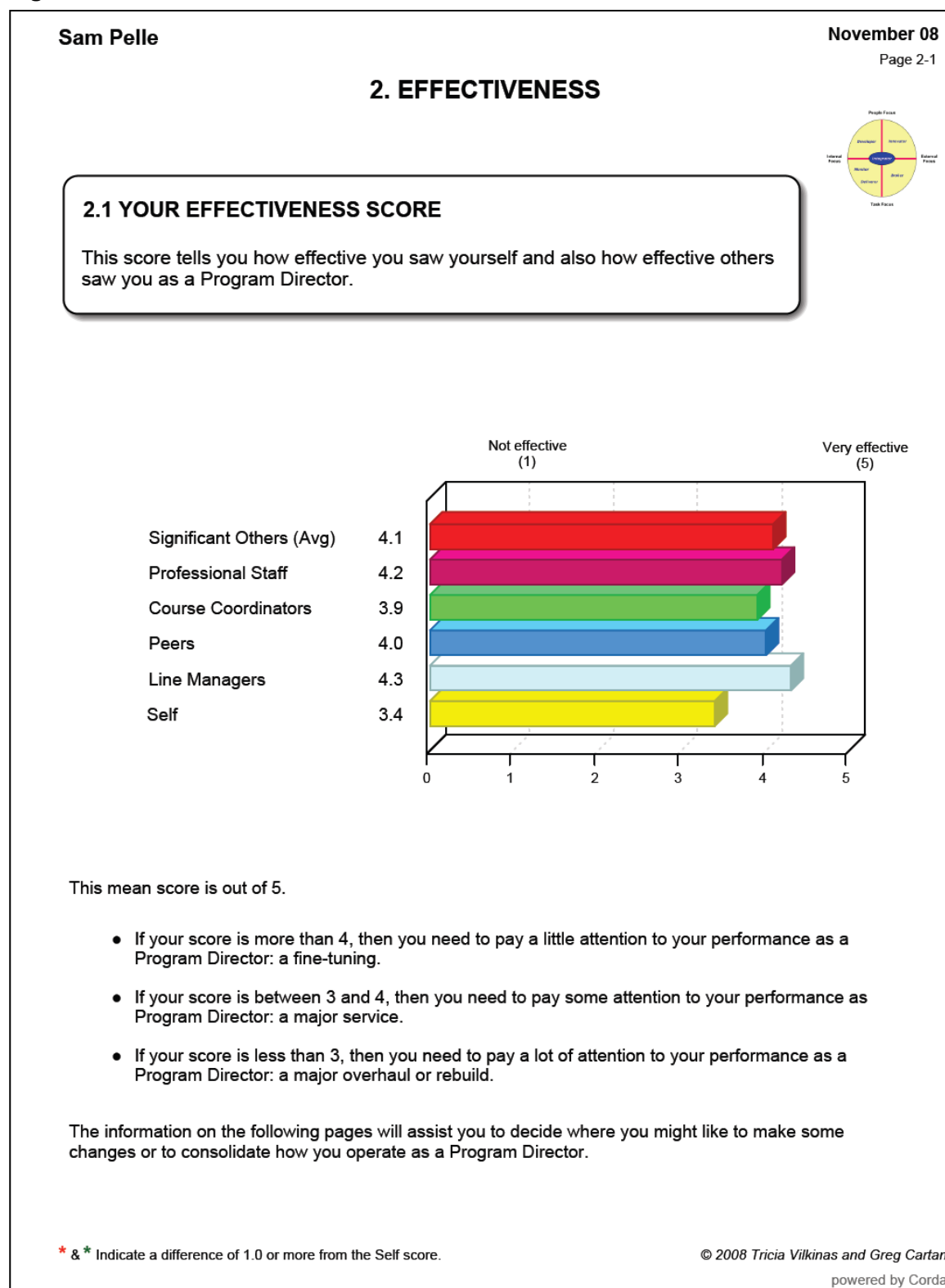
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Figure 3 — Continued



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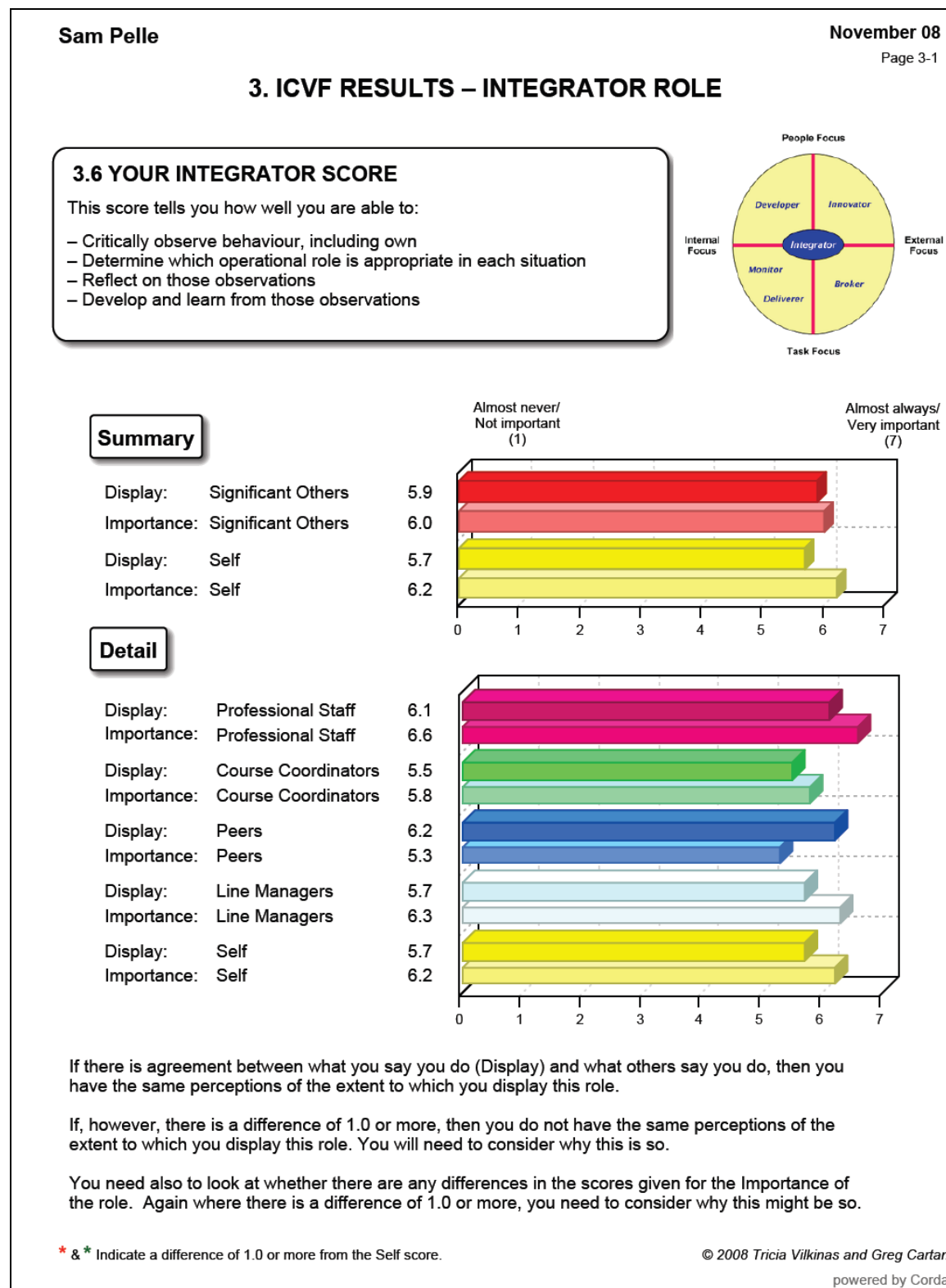
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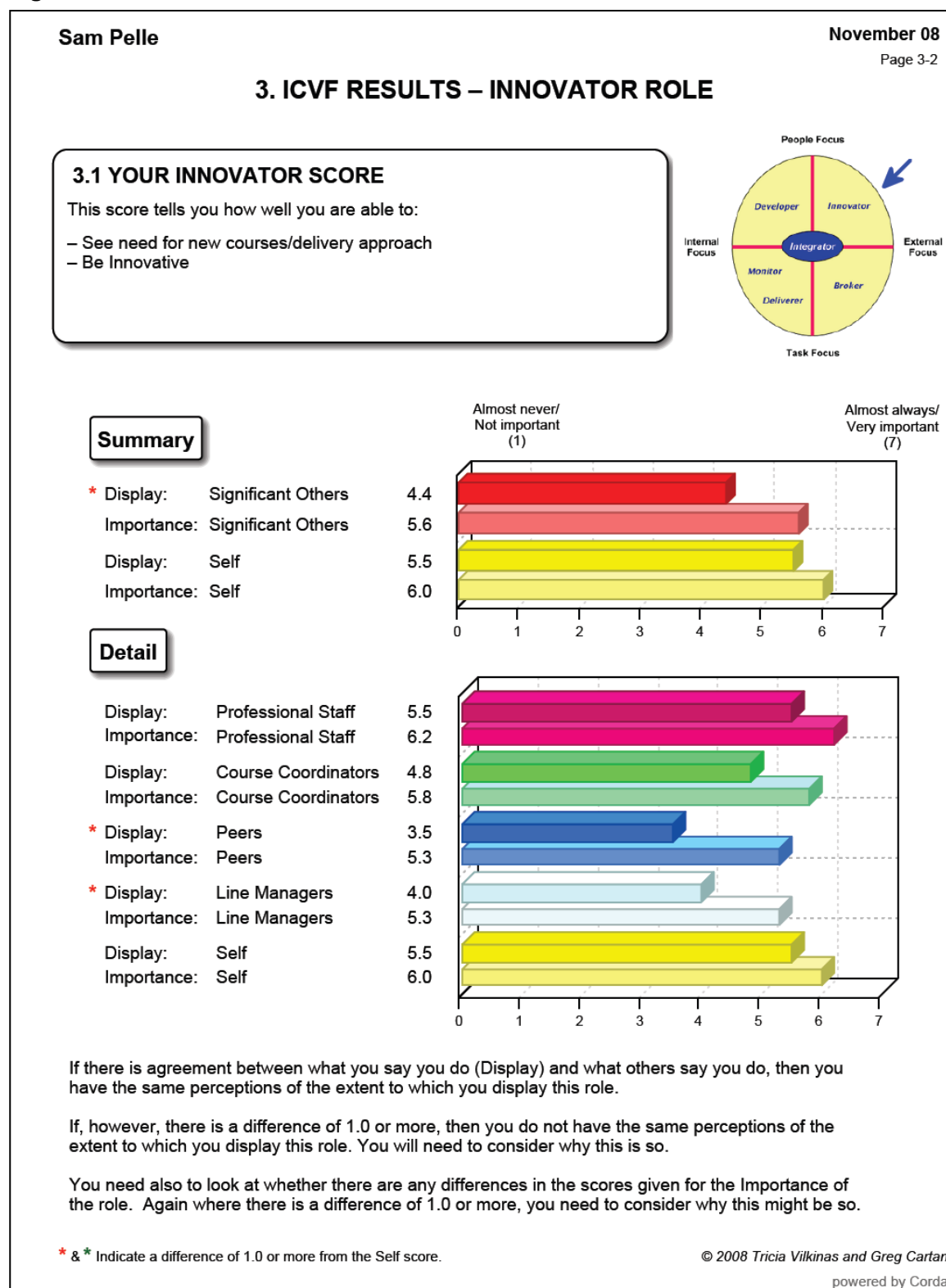


Figure 3 — Continued



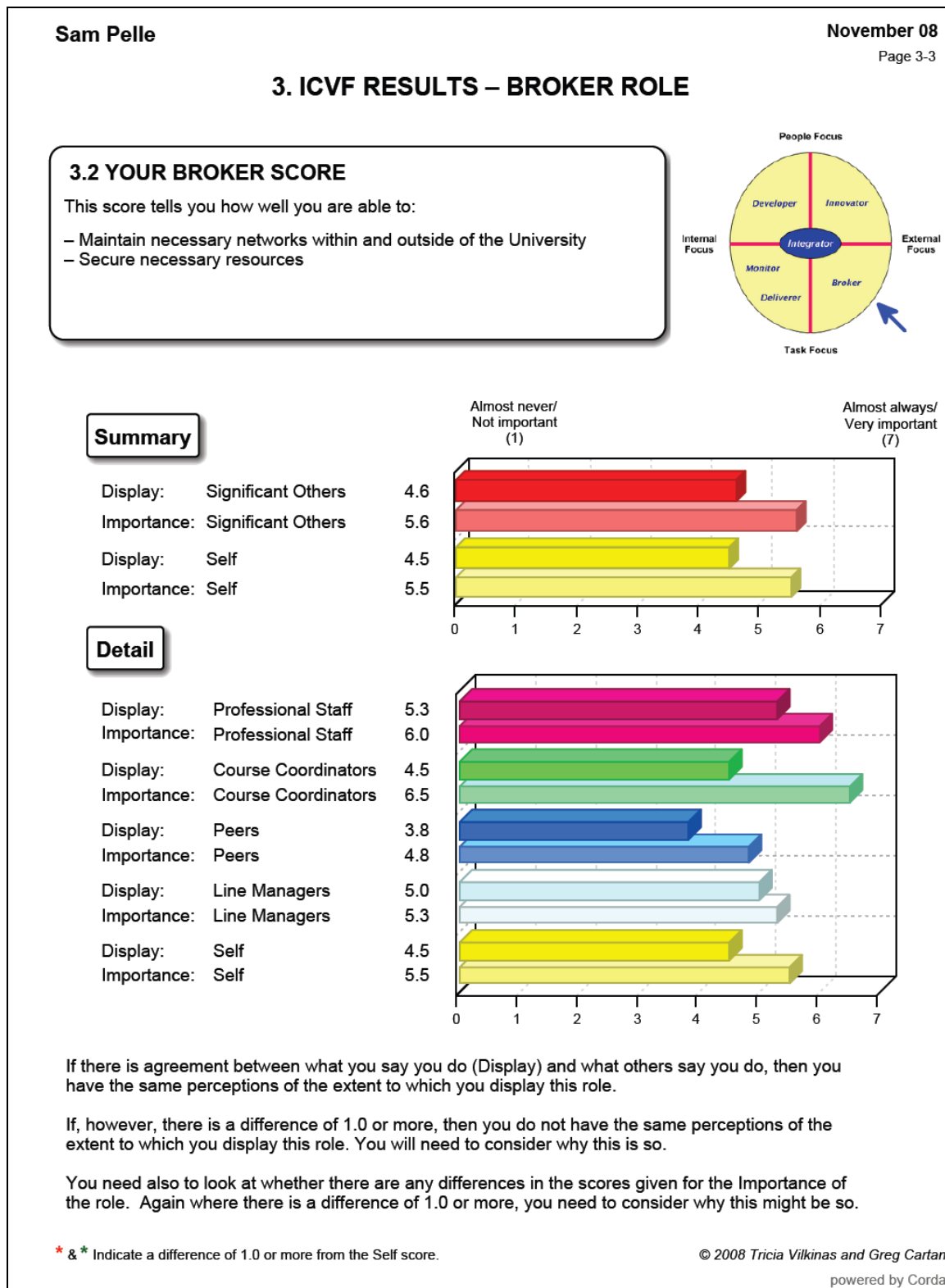
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Figure 3 — Continued



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Figure 3 — Continued



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Figure 3 — Continued

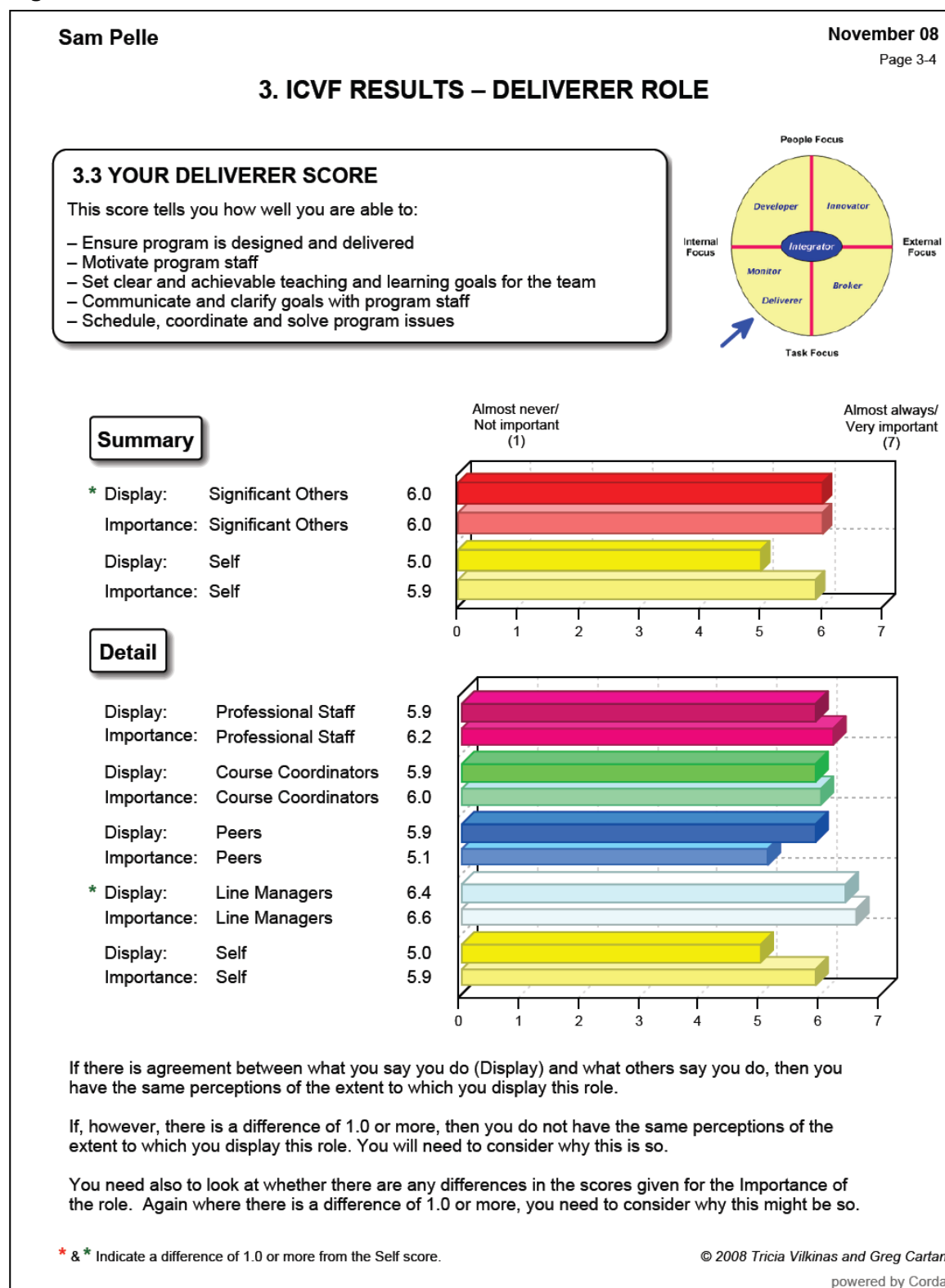


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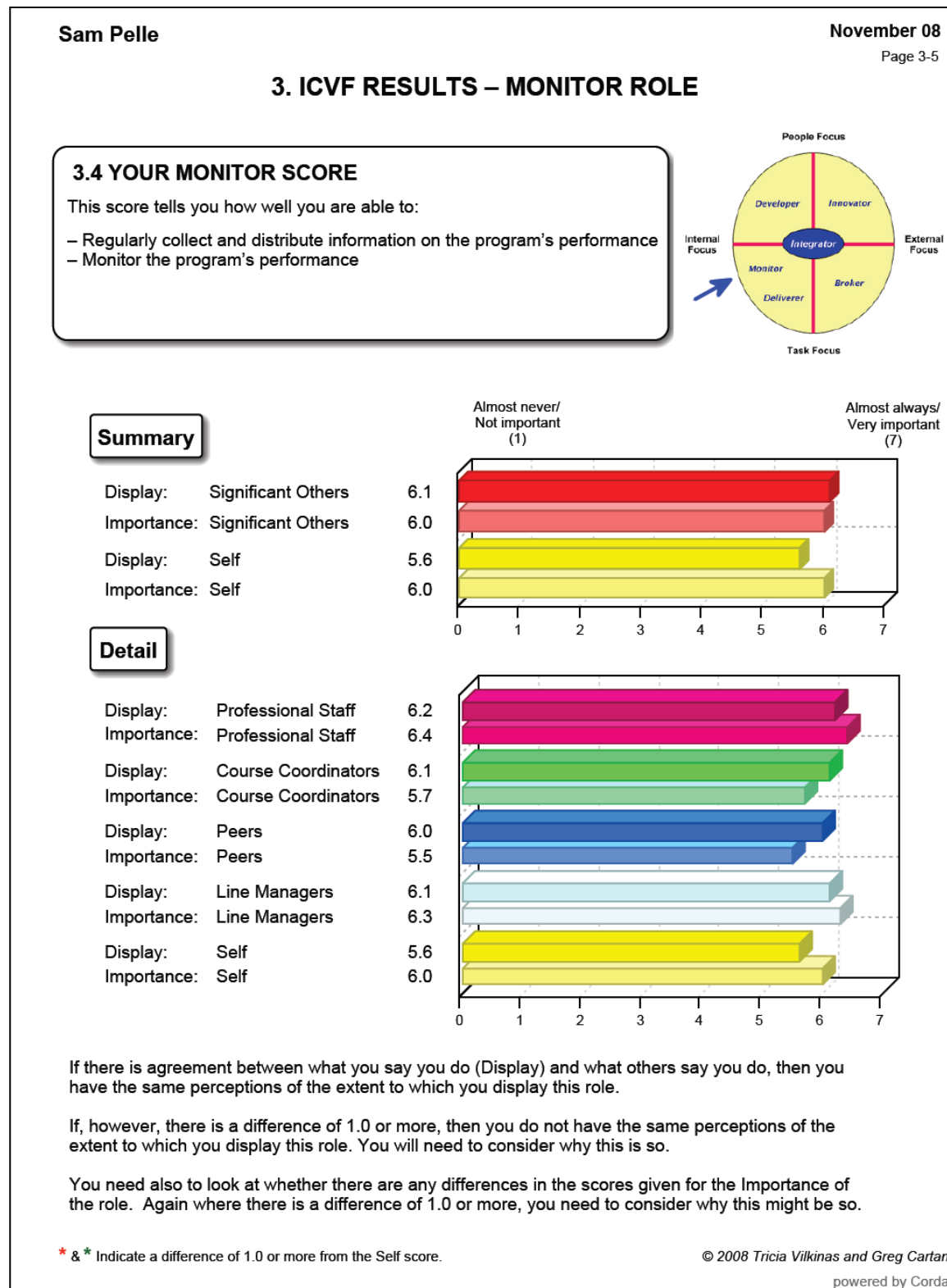
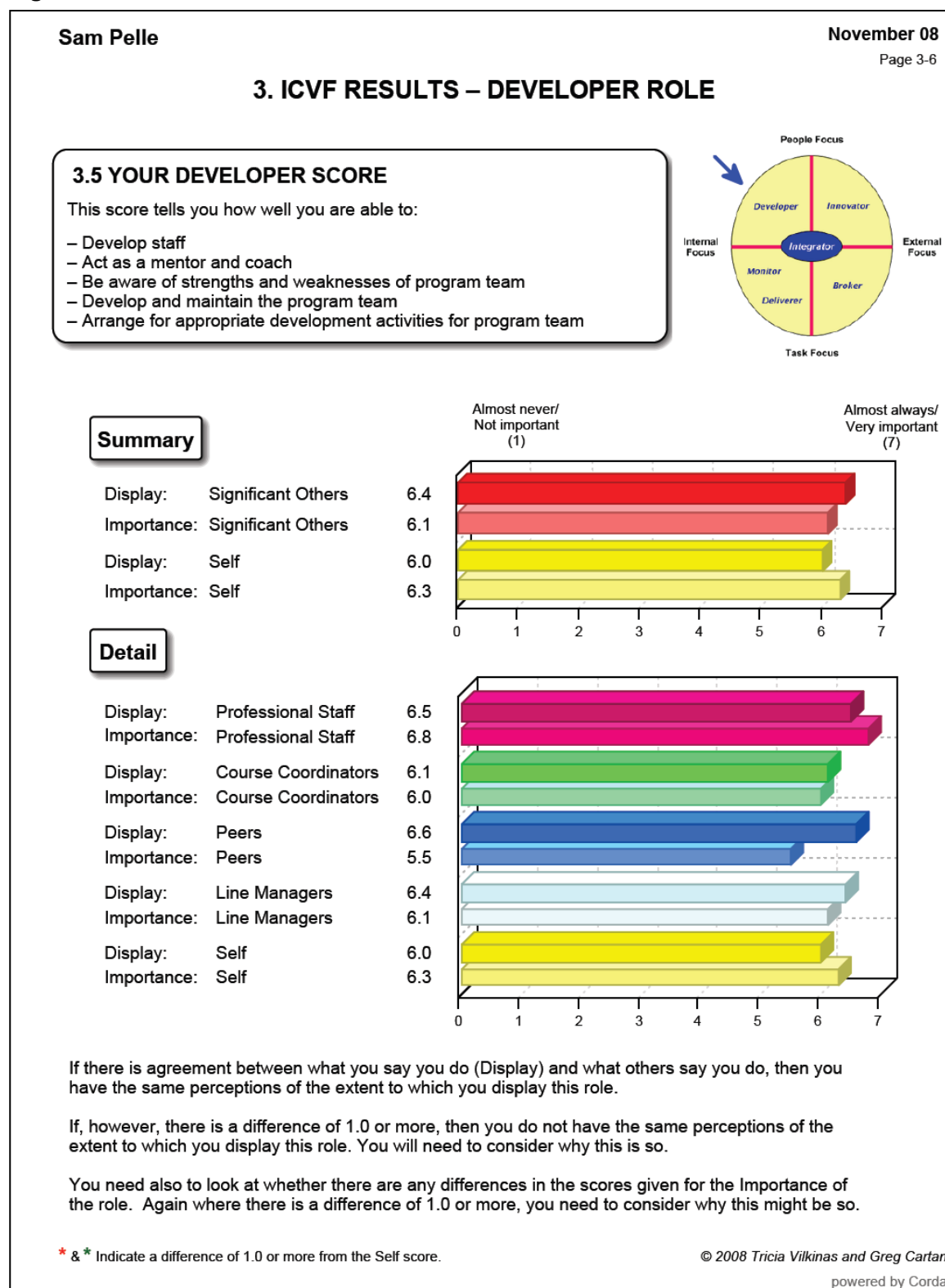
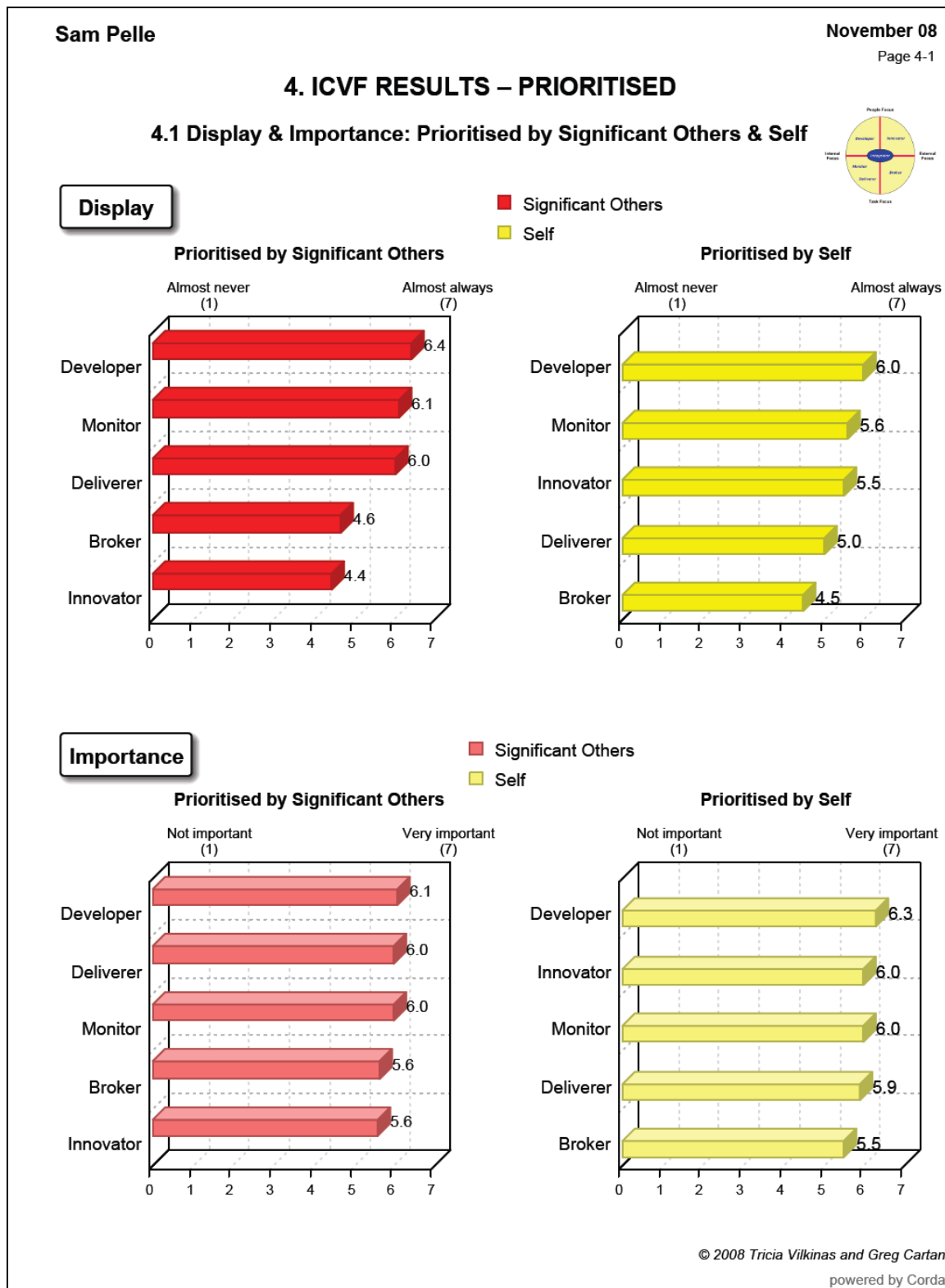


Figure 3 — Continued



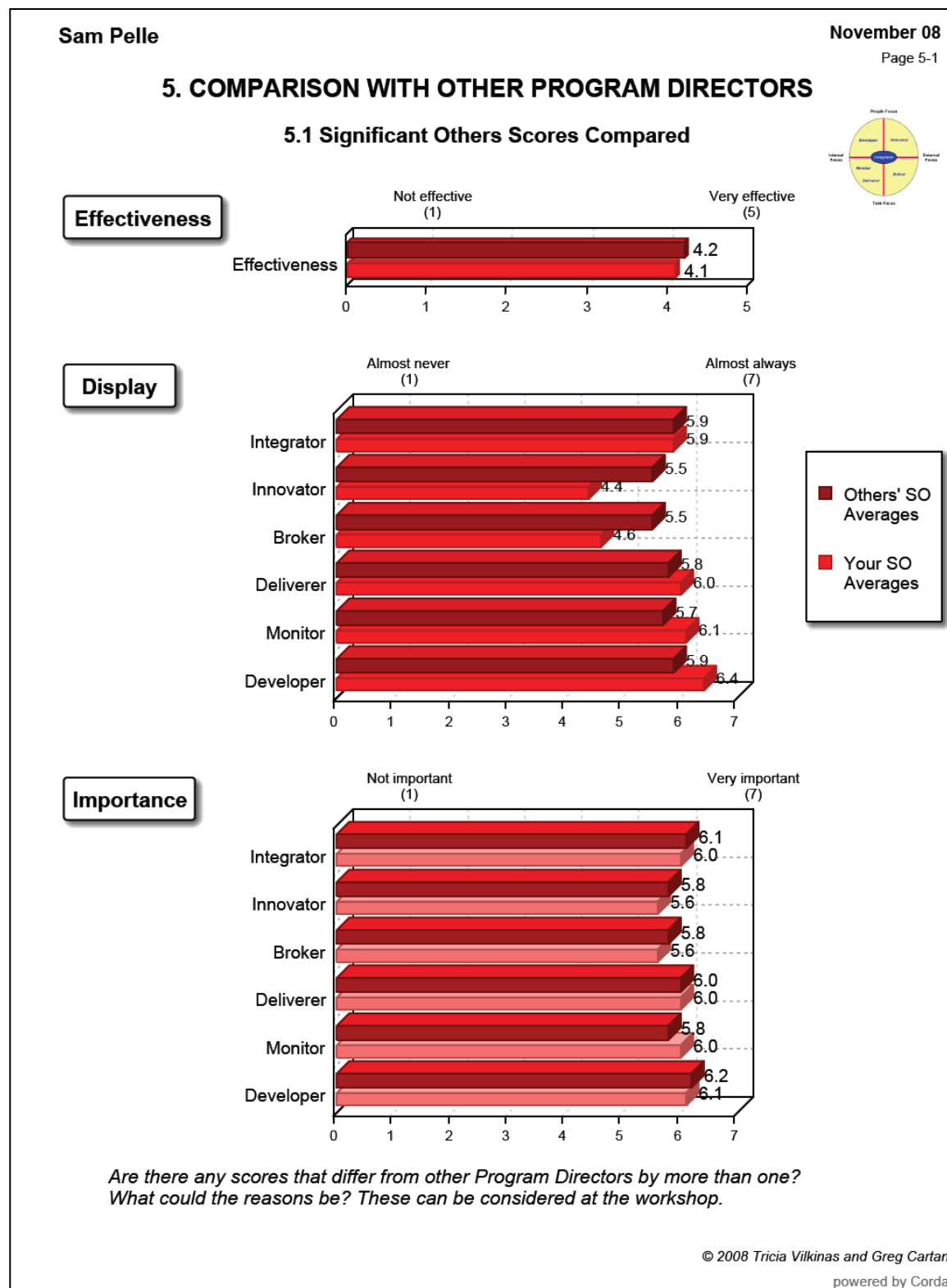
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Figure 3 — Continued



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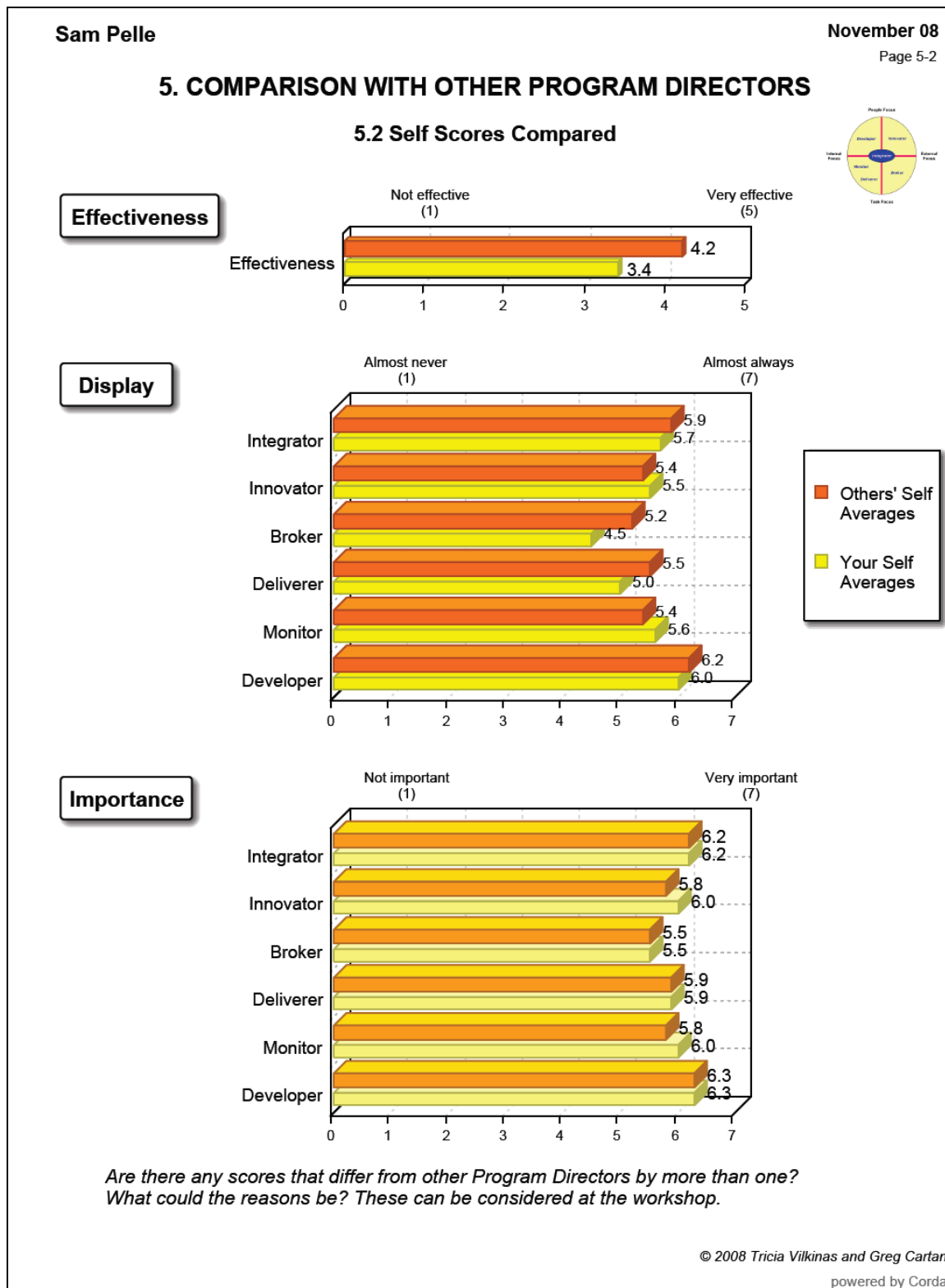
Figure 3 — Continued



(continued)



Figure 3 — Continued



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## 6.1 WRITTEN COMMENTS

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Figure 3 — Continued

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Page 7-1

## 7.1 APPENDIX I: Some things to consider prior to the Workshop

### 1. Interpreting the Data

You have just received a lot of data about your role as a Program Director. The challenge is to get the most out of it. Here's how we recommend you go about doing that:

1. Firstly, carefully analyse the data itself in an objective fashion. What does it tell you? Are there highs, lows, discrepancies, themes, etc? Make a summary.
2. Next, how do you interpret that analysis. What does it mean for you? Are there development opportunities evident? If you were writing an academic paper, this would be your discussion section.
3. Make a list of items to discuss at the Workshop. This might include questions, clarifications, outcomes, inconsistencies, etc.
4. At the Workshop, engage in the discussions. You will also be given the opportunity to start work on a development plan based on the outcomes. This of course will be private and confidential.

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(continued)

November 08  
Page 7-2

There are different approaches that you can take to enhance your academic leadership capability. You may need to:

1. Develop a role, that is, you may need to do more of a certain role and/or place more importance on this role
2. Refocus a role, that is, you may be doing more than you need to do with this role. It is not as important as you think it is
3. Reflect on a role, that is, you may need to:
  - Re-evaluate your standards - are you too hard on yourself?
  - Become more aware of how you currently do this role - what is it that others are seeing?
  - Let others know that you are already doing this role (sell it) - why can't they see that you are already doing it?
  - Need to sell the importance of this role to others - why don't they think it is important as you do?

Any of the above actions may apply to the role you wish to take some action on. The results on the previous pages will determine which actions you need to take.  
We will talk with you about this and supply some supporting material at the Workshop.

The Role that I wish to take some action on is: \_\_\_\_\_

The Actions that I am going to take are:

The Role that I wish to take some action on is: \_\_\_\_\_

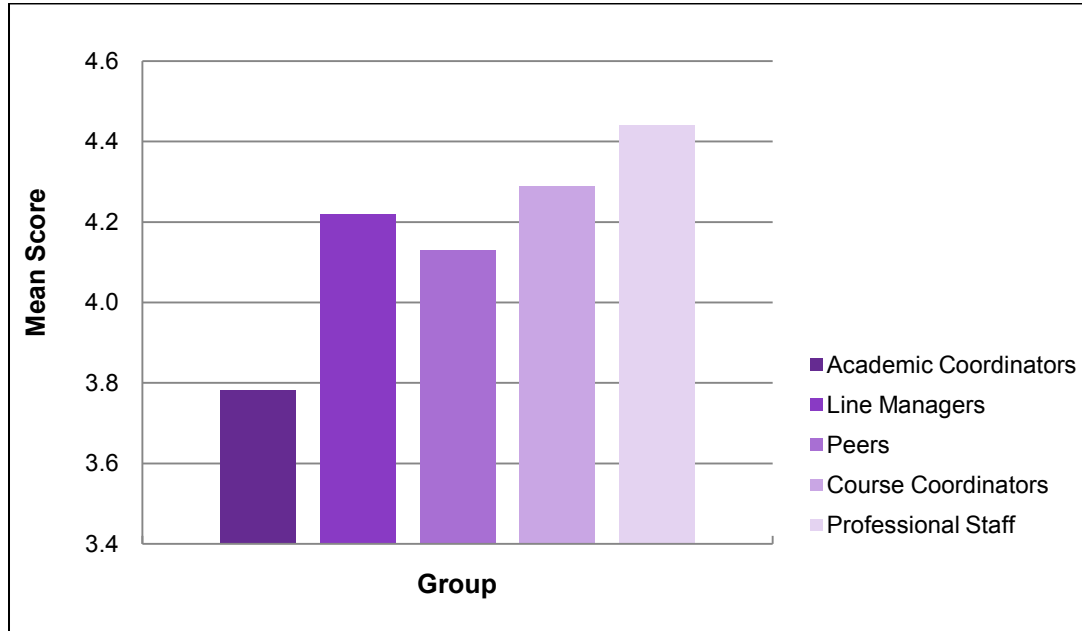
The Actions that I am going to take are:

(continued)

## Activity

### Interpreting the Aggregated Data on ICFV Roles

Effectiveness scores



**Figure 4:** *Mean Effectiveness Scores (by Group)*

#### Step 1

What do you conclude about how effective the Academic Coordinators are?

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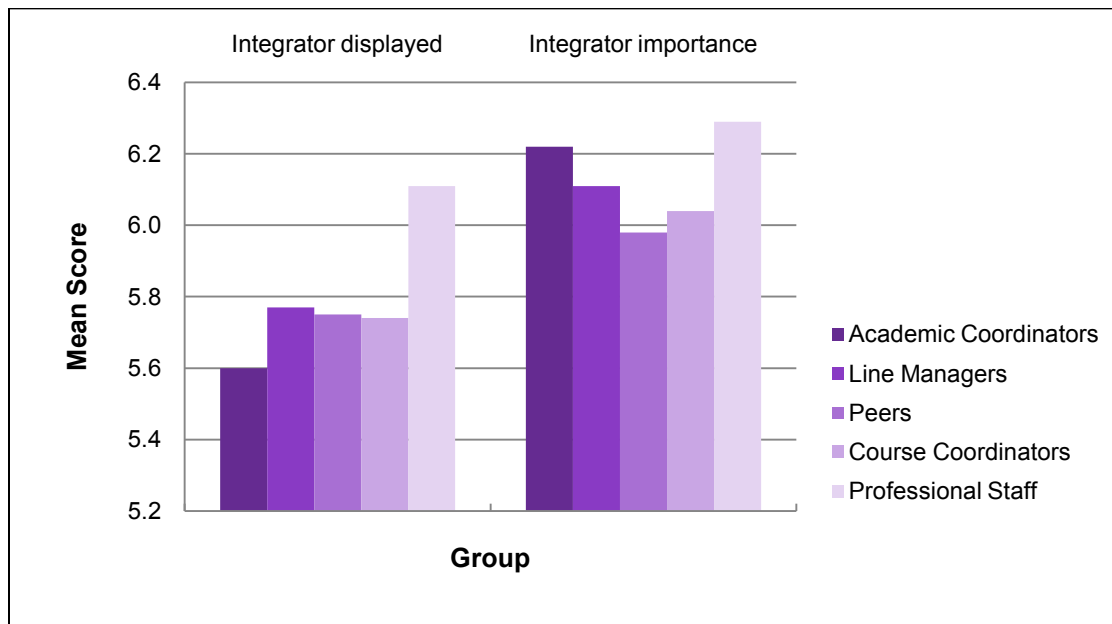
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Integrator scores:



**Figure 5:** Mean Scores for Integrator Displayed and Integrator Importance (by Group)

## Step 2

What do you conclude about how well developed the Integrator is for the Academic Coordinators?

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What does this say about their capacity to develop further their Academic Leadership?

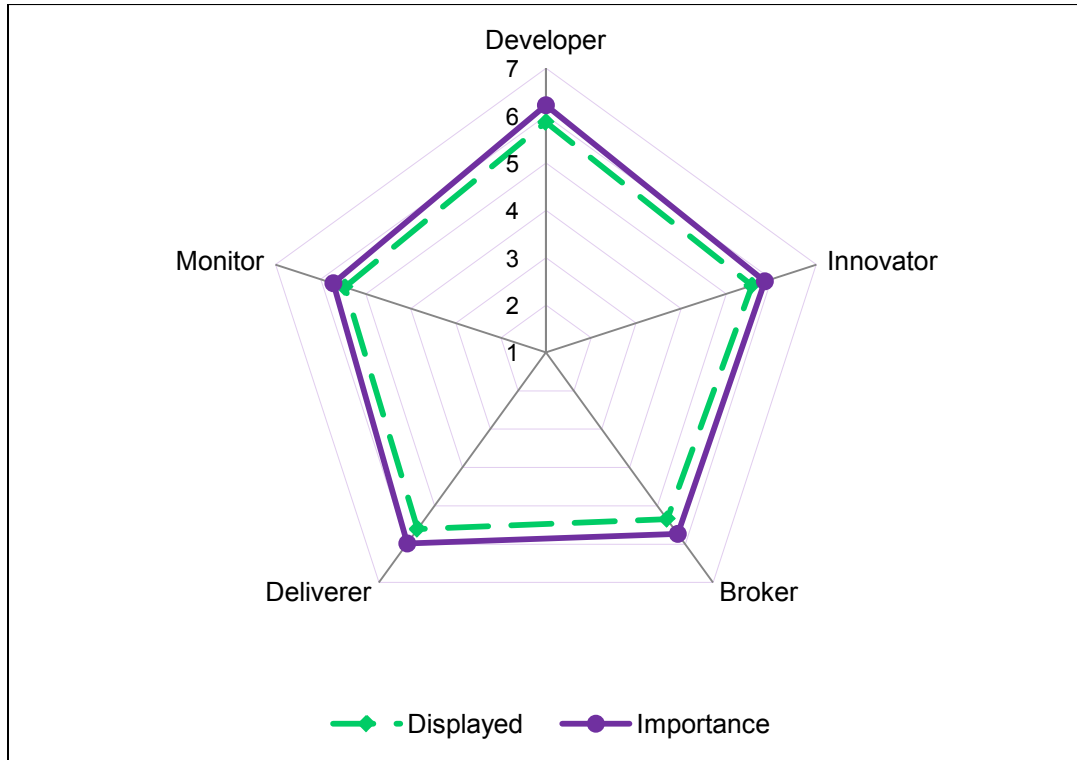
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**Figure 6:** Mean Scores for the ICVF Roles Displayed and ICVF Roles Importance

### Step 3

Look at the data above for the ICVF operational roles.

a. What does it say about Academic Coordinators as a group?

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b. Where do they focus their effort and where do they think they should (e.g., importance)?

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c. What areas require development?

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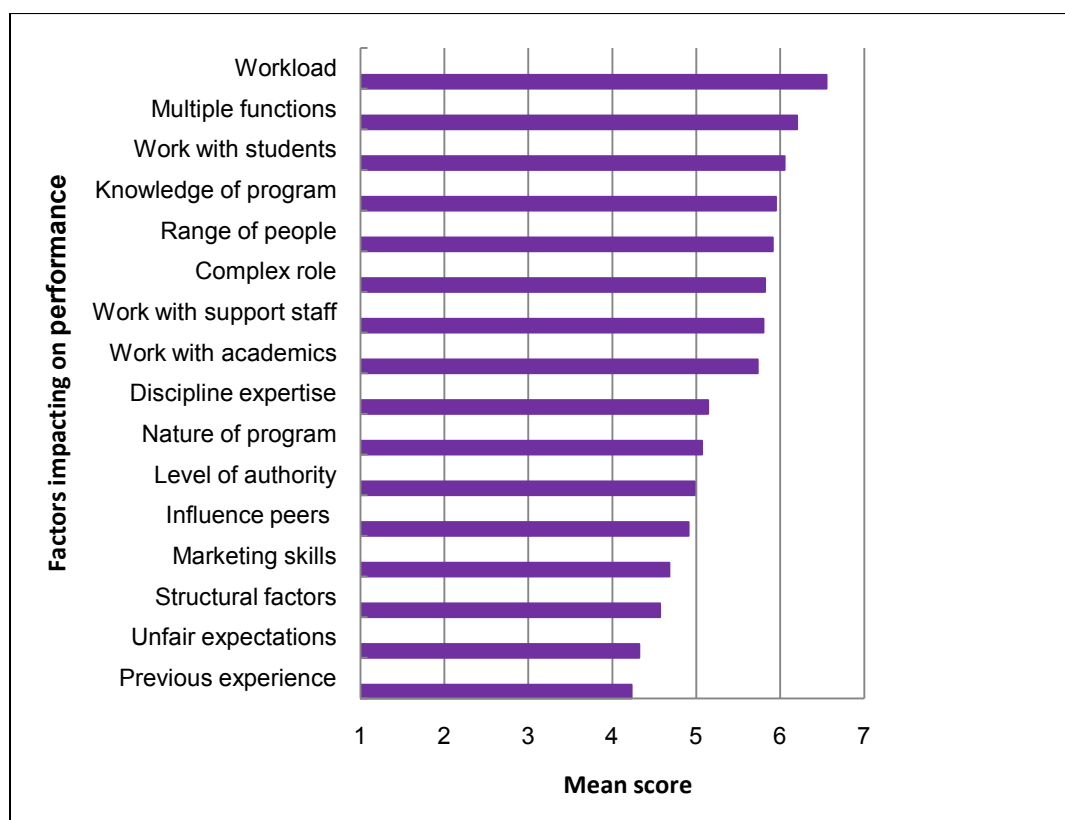
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**Figure 7:** Mean Scores for the Factors Impacting on the Academic Coordinator's Performance

#### Step 4

Look at the data above for the factors that impact on the Academic Coordinator's performance.

a. What are the main factors?

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b. What are the implications for the Academic Coordinator's development?

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c. What are the implications for your University?

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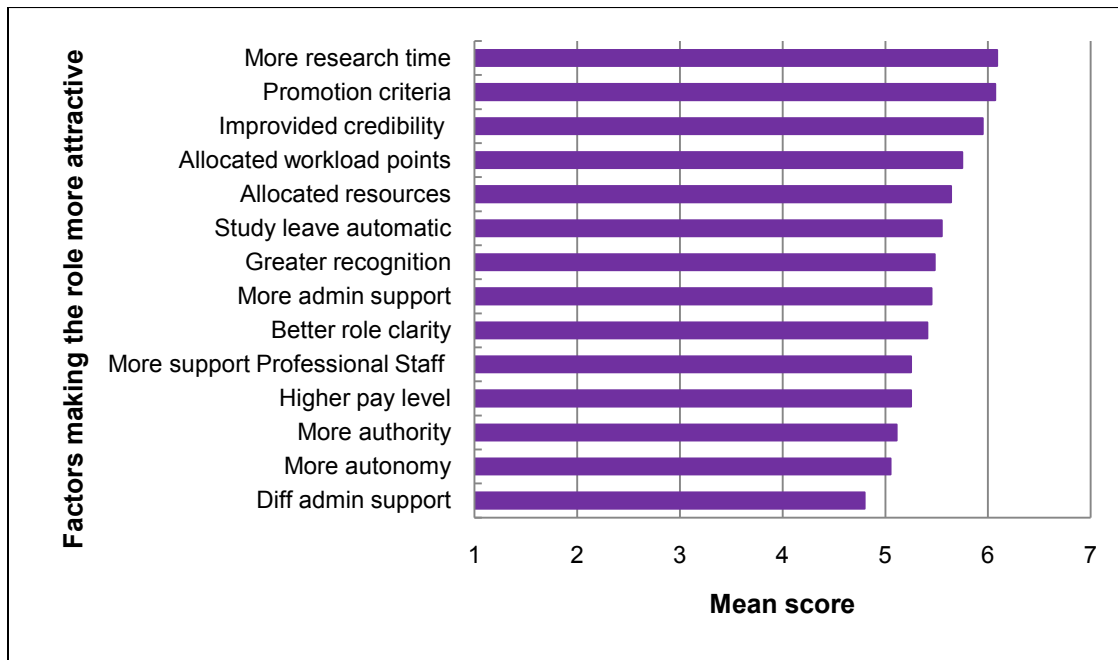


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**Figure 8:** Mean Scores for Factors Making the Role of Academic Coordinator More Attractive

### Step 5

Look at the data above for the factors that would make the role more attractive for Academic Coordinators.

What are the implications for your University?

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# 05

## CONDUCTING A 360° SURVEY FEEDBACK

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**In this chapter, we'll cover:**

- Details on how you might conduct a 360° survey feedback in your University



### Running A Leadership Program in Your University for Academic Coordinators

#### Conducting a 360° survey:

- What will be the reaction in your University?

#### Feedback process:

- What challenges do you expect to face in your University?
  - What steps could you take to overcome these challenges?
- What support do you expect to find in your University?



This exercise is for the groups to consider. They should be working within their own institutional groups.

Some examples of reactions that have been raised in previous workshops:

1. Individuals are too time-poor to make this kind of investment or allocation of time.
2. People will get caught up with the psychometrics of the instrument.

3. There may be lack of resources.
4. Turf issues – who owns the initiative, Teaching and Learning, or Organizational Development?
5. Paranoia of participants – what is the information going to be used for, managerialism?
6. Participants may reject in-house expertise.
7. Heads of Schools may see this as usurping their role and authority.
8. Lack of support from senior leadership will make the initiative hard to embed.
9. Running a leadership initiative with people with no management background may be difficult.

One can increase success by making it valued in the organisation, by using Bb resources online, working around key semester dates when people are busy. Run the program in different modes. Encourage time release, make it scholarly, refer to other successful ALTC projects.

Make a note that the program is a facilitator for development, not a diagnostic.

Get endorsement from key leaders in the program, engage the staff association and get early adopters to become ambassadors for the program.

The Curtin University ALTC Project – has a facilitator's guide with lessons learned about implementing a leadership program for Course Coordinators.\*\*\*

10. Convince senior leadership that it works: talk about the success of other projects, convince them that the psychometrics and theory base are sound, talk about how it will lead to improved performance in learning and teaching.
11. Point out that the ICFV is being used nationally.
12. Tie it into Australian Universities Quality Agency recommendations regarding strategic planning and performance management and development, note that it provides benchmarking data.
13. If there is HoS resistance, discuss the merits of the program having an educational focus. Remind them of their leadership development role for staff and their responsibility for succession planning.
14. Build in-house skills so you can repeat the program.
15. Look for academic qualifications by participating in the program so you get more cooperation and buy in – e.g., link with certificate programs or management degrees. If appropriate, collaborate with partners.
16. Start with a small pilot with early adopters who will be ambassadors.
17. Target individuals who control budgets so the program can be included in corporate programs. Again, collaborate to share resources and demonstrate to people what's in it for them.

### Running A Leadership Program in Your University for Academic Coordinators

#### Conducting a 360° survey:

- What will be the reaction in your University?

#### Feedback process:

- What challenges do you expect to face in your University?
  - What steps could you take to overcome these challenges?
- What support do you expect to find in your University?



#### Continued:

18. If there is a lot of concern, be clear about the program's purpose – development versus appraisal. Use student evaluation as an example and how it has led to positive results.
19. Get the support of the Vice Chancellery to support the leadership development tool. If Paranoia or Fear is too extreme, remind individuals that the tool is for development, not appraisal. Ensure that they keep the tool separate from performance management reviews and promotions. They can use the learnings from the tool as points of discussion in these meetings if they elect to do so. Finally, use the student evaluation of teaching as an example that they may be familiar with. Academics respond to students' feedback about how a course might need to change. This same analogy can be used for ICVF feedback.
20. Ensure the focus has an action learning project so there are outcomes for the investment.

## Exploration of Feelings

### Groups:

1. Take a few positive and negative feelings.
2. How would you deal with them in the workshops you are running?

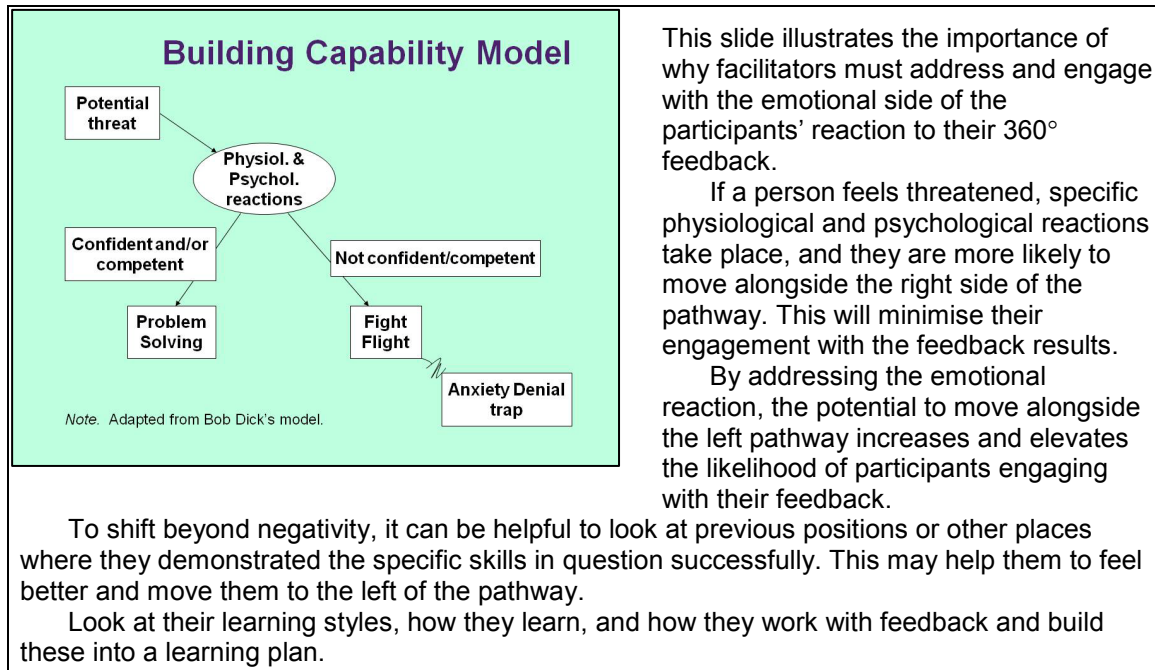


**In this exercise**, groups take some positive and negative feelings and discuss strategies for how you would deal with these in a group situation.

Some examples of strategies from earlier workshops are listed below:

- Facilitate understanding of tool and how data can be used – a more cognitive understanding may help reduce emotional reactions.
- If the negative feelings are due to a high degree of self-criticism – look at context, culture of organisation – what evidence might there be to suggest they are too harsh on themselves.
- If the negative feelings are due to a high degree of self-criticism – look at context, culture of organisation – what evidence might there be to suggest they are too harsh on themselves.
- **Anger:** find out what the source of anger is; then how high their emotions are. Let them run with their anger for a while to defuse, then you can tap in to their head to find out why they are angry. Try and look for evidence behind the anger. They may sabotage the program or quit if not managed carefully.
- Refer to the resources in the purple book for strategies on how to move forward if they are frustrated or negative. Make a connection to student evaluation – we often have to deal with negative comments as well. How do they respond to that? Apply the same approach if it is productive. Look for positives in the evaluation and shift away from the negative.
- When getting people to do the surveys, make sure they select raters who are going to give them credible feedback.
- Lever on the positive energy in the group to move further forward, work with champions, work with peer coaches, build further challenges ... help them to see it as an opportunity to grow.
  - **For negative feelings:**
  - Are there gender or cultural issues?
  - Is there a clear understanding of their role?
  - Is there an opportunity to grow and develop?

Emphasize to the participants that their report is not meant to be an evaluation. Unpack how they felt when they completed it. Create opportunities for coaching and mentoring.





## CONDUCTING A 360° SURVEY FEEDBACK PROCESS

### Some steps:

1. Obtain the approval of Senior Management like the DVC Academic to run a 360° assessment process and leadership development initiative in your University.
2. Contact Professor Tricia Vilkinas to use the survey (tricia.vilkinas@unisa.edu.au).
3. Invite the participants – via letter, email, direct contact, advertising, nomination by their Line Managers (use a multi-dimensional approach to encourage engagement).
4. Provide information to them about workshop details, outlining the purpose of the program, the benefits, along with the general intent of the 360° survey.
5. Email the survey provider once you have a group of individuals registered for your program. Provide the survey provider with the name and email of each participant.
6. Appoint a survey coordinator to manage the survey administration. This person should be able to maintain confidentiality and not be in a direct line position to anyone in the survey.
  - a. Do follow up reminder emails to participants to ensure they obtain as much significant other input into their survey as possible before the survey's closing date.
  - b. Answer queries.
7. Look at the reports of any participants that might be at risk. For example, highly negative scores from significant others, highly critical or unprofessional qualitative comments. Have a strategy in place for supporting and debriefing these participants when they receive their results.
8. Ask Professor Tricia Vilkinas for statistical reports.

## Activity

### Reactions to 360° Feedback

#### Step 1

What do you think will be the reaction to the 360° feedback process in your University?

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## CONDUCTING THE WORKSHOPS

### Some steps:

1. The usual set up activities:
  - a. A suitable room preferably with tables where individuals can sit around in groups of 4–5
  - b. Tea coffee, lunch, etc. (provide alternatives for those with dietary restrictions)
  - c. Equipment (projector, computer, screen, link to www, whiteboard, butcher sheets, markers)
  - d. Resource book available for each participant, hard copy and/or electronic
  - e. Web page established and electronic references.
2. Between workshops make regular contact with participants (see Tables 1 and 2 below).

**Table 1:** *Topics Covered in Emails Between Workshops 1 and 2 in the “Academic Leadership: Fundamental Building Blocks” Program*

| Email | Content  |
|-------|--|
| 1.    | <ol style="list-style-type: none"><li>a. How are you going?</li><li>b. Have you had time to reflect on the workshop?</li><li>c. Have you thought about what action you are going to take?</li></ol>                    |
| 2.    | <ol style="list-style-type: none"><li>a. Have you<ol style="list-style-type: none"><li>i. Made a decision about what you would like to do?</li><li>ii. Started to think about how you might do it?</li></ol></li></ol> |
| 3.    | <ol style="list-style-type: none"><li>a. Can you complete the information sheet for the second workshop?</li><li>b. Come prepared to talk about your Personal Action Plans.</li></ol>                                  |

**Table 2:** *Topics Covered in Emails Between Workshops 2 and 3 in the “Academic Leadership: Fundamental Building Blocks” Program*

| Email | Content   |
|-------|---|
| 1.    | <ul style="list-style-type: none"><li>a. How is your plan going?</li><li>b. Have you identified a role that you wish to take some action on?</li><li>c. Remember to evaluate your plans against the following<ul style="list-style-type: none"><li>• Is it a small step?</li><li>• Is it low to medium risk?</li><li>• Do you have a lot of control over the situation?</li><li>• Is it worth doing for you?</li><li>• Can you measure if you have been successful?</li></ul></li></ul> |
| 2.    | <ul style="list-style-type: none"><li>a. Have you identified some people that you would like to use as a sounding board/coach/mentor?<br/>You could always check your plans out with the other members of the group!!!!</li></ul>   |
| 3.    | <ul style="list-style-type: none"><li>a. Is your plan<ul style="list-style-type: none"><li>i. specific,</li><li>ii. measurable,</li><li>ii. achievable,</li><li>iv. realistic, and</li><li>v. does it have a time frame?</li></ul></li></ul>  |
| 4.    | <ul style="list-style-type: none"><li>a. Have you identified what resources you will need to implement your plan?</li></ul>   |
| 5.    | <ul style="list-style-type: none"><li>a. How will you know when you have been successful with your Personalised Action Plan?</li><li>b. What are the key performance indicators (KPIs)?</li></ul>   |
| 6.    | <ul style="list-style-type: none"><li>a. Have you identified who can assist you with evaluating of your action?.<br/>Remember to follow the steps in the Action Plan figure and keep that journal.</li></ul>  |

## Activity

### Challenges to program development

#### Step 1

What challenges do you expect to face to the program within your University?

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#### Step 2

What steps could you take to overcome these challenges?

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#### Step 3

What support do you expect to find within your University?

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# 06

## EMBEDDING ACADEMIC LEADERSHIP

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**In this chapter, we'll cover:**

- Details on how you might embed the development of Academic Leadership





## Embedding Academic Leadership

What can you do to ensure Academic Leadership is valued in your University?



Some points that have been discussed at other workshops:

1. Promotion Criteria – apply the tool to this process in the leadership category – use the action learning project as evidence.
2. Position Description and what it means for the Academic Coordinator: have a clear statement.
3. Consider what problems might be fixed if we elevate leadership at the Course Coordinator level.

4. Emphasise differences between leadership and management.
5. Incorporate the Academic Leadership program into inductions.
6. Promote the concept and programs on in-house websites.
7. Link the outcomes of the program to graduate certificates: make the program available as part of academic study leave.
8. Embed examples with cases and contexts that are relevant to the University.
9. Have networks and other feeder programs where they have ongoing opportunities to further develop their leadership.
10. Promote the action learning outcomes as scholarly projects which can be presented at conferences and forums.

## Certificate in Academic Leadership

**Document** that covers the following:

1. Personal Action Plan
  - a. Several iterations
  - b. Explain each of the steps.
2. Use of **Academic Literature** to support your Action Plan(s).
3. Where to from here?
4. Keep a **journal**.



This slide outlines how an individual might obtain a Certificate in Academic Leadership from participating in the program.

In order to receive one:

1. They must design a personal action plan that flows from the ICVF results. They must go through several iterations of the action learning plan and explain each step.
2. They should substantiate their action plan cycles with the academic literature.

3. The report should include a report on where to from here, so future learning is addressed.
4. They must keep a reflective journal, which is sighted by the facilitator.



## EMBEDDING ACADEMIC LEADERSHIP

### Some steps:

1. There are a range of ways to build recognition of the importance of Academic Leadership within the university setting. Some suggestions are through:
  - a. policy
  - b. development of definitive role statements for leadership roles
  - c. criteria for promotion
  - d. workload points
  - e. linking course performance to teaching performance indices
  - f. access to study leave
  - g. development of centrally supported leadership programs
  - h. research support.
2. Make it part of the university dialogue, e.g., considered in each decision/discussion.

### Activity

#### Embedding Academic Leadership

##### Step 1

What can you do to ensure that Academic Leadership is valued within your University?

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### Sample Certificate in Academic Leadership



An example of a certificate. This may provide evidence for using towards credit in a Graduate Certificate program or an alternative.

## CERTIFICATE IN ACADEMIC LEADERSHIP

### Requirements for a Certificate in Academic Leadership

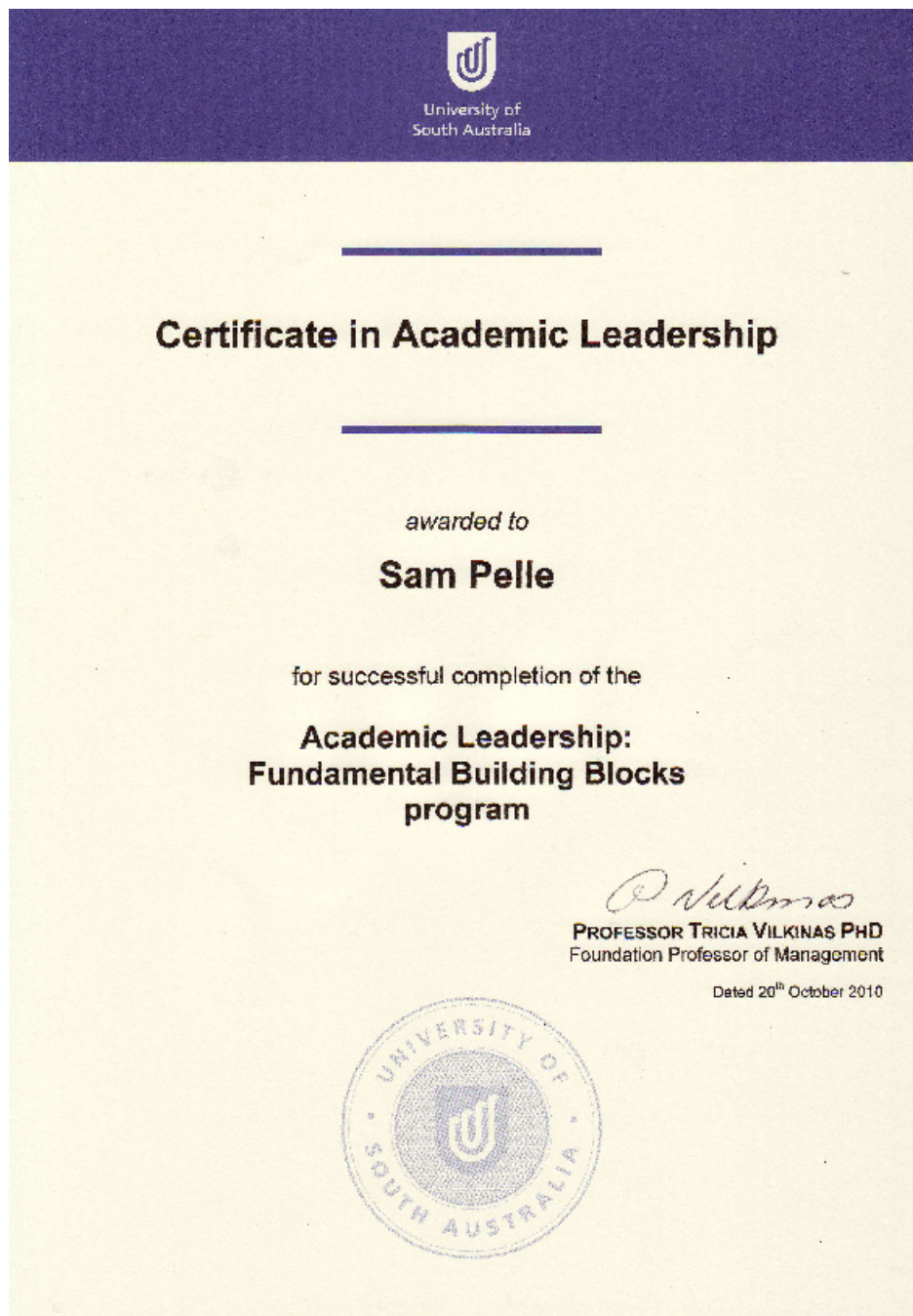
To qualify for this Certificate from the University of South Australia you will need to do the following:

Produce a document that covers the following.

1. Item1: Personal Action Plan (as outlined earlier in this chapter) to be completed.
  - a. You may need to do several iterations of the Action Plan as your project progresses.
  - b. You will need to explain each of the steps.
2. Item 2: Use of academic literature to support your Action Plan(s). You may use the readings referred to in “*Academic Leadership: Fundamental Building Blocks*” or choose some of your own. Include these references in your documents.
3. Item 3: Where to from here?
  - a. This would be a short explanation of:
    - i. how you intend to embed your new behaviours for future use
    - ii. how you intend to maintain focus on your Academic Leadership development
    - ii. what other projects you may undertake that would enhance the quality of Teaching and Learning in your program.
4. Keep a journal to document the development of your Academic Leadership. You will need to submit an extract of your journal (5 pages) illustrating reflective practice.

The purpose of the above documentation is that you are able to illustrate to the program leaders that you have enhanced your Academic Leadership capability by working on a Teaching and Learning project.

If you wish to receive the Certificate (illustrated in Figure 9) please contact Tricia Vilkinas (tricia.vilkinas@unisa.edu.au) at the beginning of your Academic Leadership program.



**Figure 9:** *Sample Certificate in Academic Leadership*

## TROUBLESHOOTING

This activity is designed to review and discuss issues that may surface in leading, facilitating, and developing an Academic Leadership program.

Further reference material on how to lead, manage, and facilitate an Academic Leadership program is also available through another Australian Leadership and Teaching Council Project, namely, *Leading Courses: Academic Leadership for Course Coordinators*, conducted at Curtin University of Technology in Perth. The members of the Project Team were Ms Sue Jones, Professor Beverley Oliver, Associate Professor Richard Ladyschewsky, and Dr Helen Flavell (Project Manager). The key issues that arose in this project are dealt with in the final report for the *Leading Courses* project.

A related document entitled *Academic Leadership for Course Coordinators Program: A Guide to Coordination and Facilitation*, should be read in conjunction with the project's final report. It was developed over the course of two years and it describes learnings and outcomes from delivering an Academic Leadership program.

The documents will be accessible via the ALTC website and via the following URL (to be released end of March 2009).

### Activity

#### Step 1

Identify some problems that may occur when implementing the *Academic Leadership: Fundamental Building Blocks* program. What actions can you take?

| Possible issue   | What actions can I take? |
|--|--------------------------|
| <b>a. Facilitator not liked by participants.</b>                         | <b>a.</b>                |
|  |                          |
|  |                          |
| <b>b. Not able to find an appropriate facilitator.</b>                   | <b>b.</b>                |
|  |                          |
|  |                          |
| <b>c. Bad reaction to 360° feedback by one of the participants.</b>      | <b>c.</b>                |
|  |                          |
|  |                          |
| <b>d. One of the participants receives very low score on the survey.</b> | <b>d.</b>                |
|  |                          |
|  |                          |

(continues on next page)

| Possible issue  | What actions can I take? |
|---|--------------------------|
| <b>e. None or hostile support from key people.</b>                              | <b>e.</b>                |
|   |                          |
|   |                          |
| <b>f. Some participants react to ‘managerial’ language.</b>                     | <b>f.</b>                |
|   |                          |
|   |                          |
| <b>g. Participants don’t wish to engage in peer learning or support.</b>        | <b>g.</b>                |
|   |                          |
|   |                          |
| <b>h. Resistance from senior management to support the program.</b>             | <b>h.</b>                |
|   |                          |
|   |                          |
| <b>i. Managing demand for the program and having to turn away participants.</b> | <b>i.</b>                |
|   |                          |
|   |                          |
| <b>j.</b>   | <b>j.</b>                |
|   |                          |
|   |                          |
| <b>k.</b>   | <b>k.</b>                |
|   |                          |
|   |                          |



# 07

## ACTION PLANS

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**In this chapter, we'll cover:**

- Details of the development of your Action Plan(s)



## Developing Your Action Plans

2 approaches:

1. Focus on feedback received and/or
2. Dissemination of the  
*Academic Leadership: Fundamental Building Blocks* program in your University



## Designing Your Action Plans

1. What is the current situation?
2. What do I want to change about this?
3. What action do I need to take?
4. What ICVF roles are those actions linked to?
5. Goals I wish to achieve?
6. Resources I will need?
7. How will I know I have been successful?



## Evaluate Your Plans Against Following:

1. Will you start with a small step?
2. Will the first step be low risk for you?
3. How much control do you have over the situation?
4. Is it worth doing for you?
5. Can you measure if you have been successful?
6. Anything else?



## To Implement Your Plans

Follow the following steps – there may be several iterations.



## Developing Your Action Plans

Plan



I want to introduce a new program into the school:

- a. Get **documentation** together.
- b. Talk with some **key staff**.
- c. Meet with **Head of School** and **Deputy**.
- d. Put on **agenda** with **School Executive**.
- e. Take to **School Board**.
- f. Take to **Divisional Board**.

## Action Plans

Plan

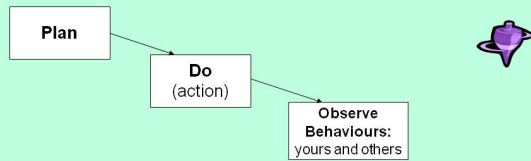
Do  
(action)



I want to introduce a new program into the school:

- a. Get documentation together – **done**.
- b. Talk with some key staff – **done**.
- c. Meet with Head of School and Deputy – **done**.
- d. Put on agenda with School Executive – **done**.
- e. Take to School Board – **done**.
- f. Take to Divisional Board.

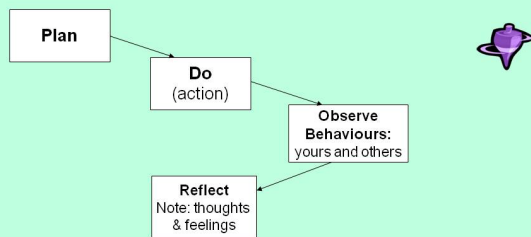
## Action Plans



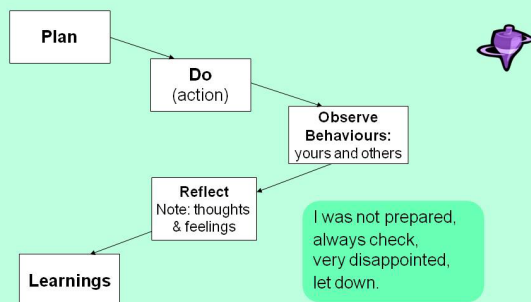
I want to introduce a new program into the school:

1. Get documentation together – **not easy as none previously like this.**
2. Talk with some key staff – **OK.**
3. Meet with Head of School and Deputy – **not understand then enthusiastic.**
4. Put on agenda with School Executive – **enthusiastic.**
5. Take to School Board – **attacked and not accepted.**
6. Take to Divisional Board - **NO.**

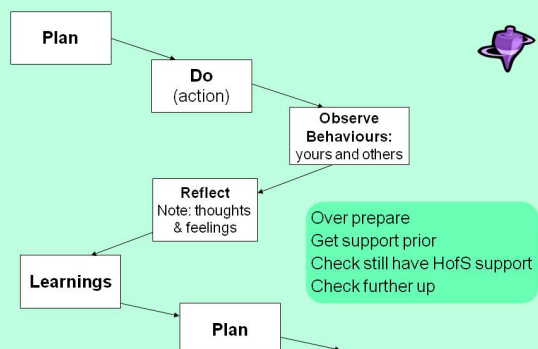
## Action Plans



## Action Plans



## Action Plans

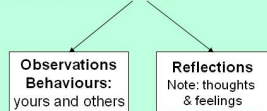


## Interpreting Your Observations

|  | Reflections  |                                   |   |
|--|--|-----------------------------------|---|
|  | <i>What did I think and feel about these behaviours?</i> | <i>What did I learn about me?</i> | <i>What do I need to do differently? Or the same?</i> |
| <b>What I observed:</b><br>Their behaviour |  |                                   |   |
| My behaviour                               |  |                                   |   |

## Your Action Strategies

- Keep a journal and note



- Start small
- Low risk
- High control.



**Journal Format**

|  | Reflections  |                                   |   |
|--|--|-----------------------------------|---|
|  | <i>What did I think and feel about these behaviours?</i> | <i>What did I learn about me?</i> | <i>What do I need to do differently? Or the same?</i> |
| <b>What I observed:</b><br>Their behaviour |  |                                   |   |
| My behaviour                               |  |                                   |   |

**At the Next Workshop**

- Listen to what has happened so far:
  - What worked?
  - What did not work?
  - Any areas you would like covered?
- What happens next?

**Prior to Next Workshop**

- Keep your journal.
- Ask for assistance if needed.
- Prepare some detail on what you plan to do or did.
- Complete several iterations of the action planning sheets.
- Use the resources.



## YOUR ACTION PLAN

### Activity

#### Personal Action Plans (1)

There are 2 approaches that you can take to develop your Action Plan(s). You can base your action plan(s) on either

- A. the feedback you have received from the 360° survey results, and/or
- B. Disseminating the Academic Leadership program in your University.

Either way you need to go through the following steps:

#### 1. Describe the current situation.

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#### 2. What is not good about it that you want to change?

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| 3. What actions do I want to take? | What ICVF role(s) are they linked to? |
|------------------------------------|---------------------------------------|
| <b>a.</b>                          | <b>a.</b>                             |
|                                    |                                       |
|                                    |                                       |
| <b>b.</b>                          | <b>b.</b>                             |
|                                    |                                       |
|                                    |                                       |
| <b>c.</b>                          | <b>c.</b>                             |
|                                    |                                       |
|                                    |                                       |
| <b>d.</b>                          | <b>d.</b>                             |
|                                    |                                       |
|                                    |                                       |
| <b>e.</b>                          | <b>e.</b>                             |
|                                    |                                       |
|                                    |                                       |

4. What are the goals I wish to achieve?  
(They must be *specific, measurable, achievable*, and have a *realistic time frame*.)

Example 1 (poor): To improve my communication skills in my area.

Example 2 (good): To improve both my internal negative self-talk and my assertiveness skills in managing interpersonal conflicts in the course team within six months.

a.

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b.

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c.

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d.

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5. What are the resources and accompanying strategies I will need to achieve these goals? (e.g., support of Senior Management, technical equipment, someone to review my proposal)

For Example 4 above: (specific books and scholarly material):

identify key strategies and principles, courses on assertiveness training, observation of others who are good at managing conflict: get them to observe me and to talk through their approach;

access tacit knowledge, peer coach to work through conflicts – consult with trusted peer after a conflict to discuss experience;

apply experiential learning, journaling after each conflict, self-talk diary for two weeks – look for patterns in negative self-talk, observation of conflict management videotapes, etc.)

a.

b.

c.

d.

e.

6. How will I know I have been successful? What are the KPIs? What will be different?

One way of framing this is to pose to yourself a miracle question. If you woke up the next morning and could perform this task or outcome exceptionally well....what would be different?

Using example above, you would be more relaxed and confident, team would be happier and more productive, there would be less conflict or at least smaller level conflict, your ratings on this skill in a repeat 360° would improve, you would feel less stressed, have more time for other activities.....

**a.**

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**b.**

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**c.**

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**d.**

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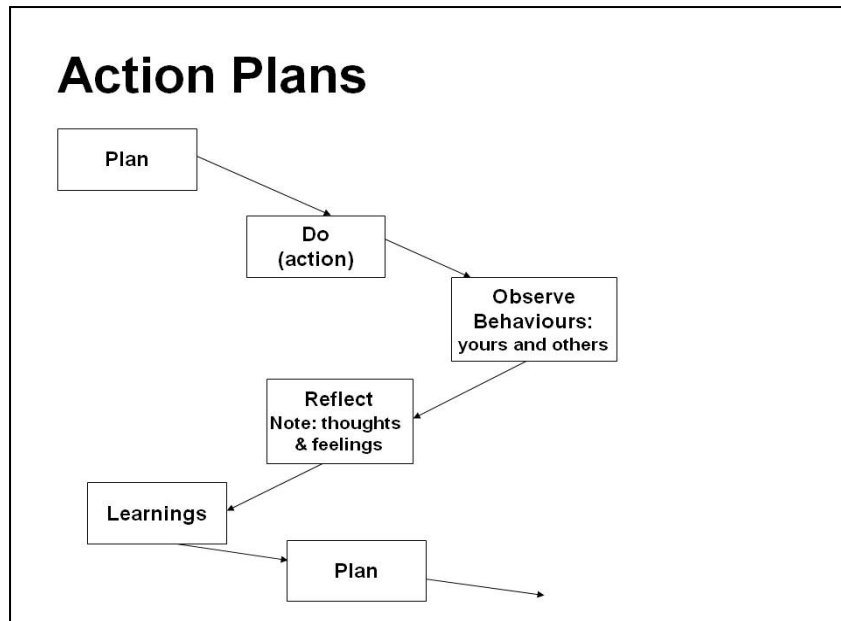
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So I now need to follow the process below using experiential learning principles and reflective practice.

### *Action Plan Implementation Process*



**My plans were:**

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Then you acted on your plans.

**My actions were (what I did):**

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Then you reflected on your actions (independently and with a peer coach or support person).

**What did I observe?**

**In others?**

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**In myself – how did I behave?**

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**My reflections were:**

**My thoughts?**

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**My feelings?**

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The conclusions I can make from this experience so far.....

What did I learn from implementing this plan and my observations:

**About me?**

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**About others?**

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The application I am going to make to my next cycle of action.....

What is my next set of plans? (Need to be based on my learnings above?) And so the process continues:

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Remember to make some notes in your journal on the information you have included above. These are valuable pieces of information to track your progress, to note trends or patterns in your behaviour and actions that may be blocking outcomes. It is also useful for you to review this information prior to peer coaching sessions with your support person.





# 08

## EVALUATION

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**In this chapter, we'll cover:**

- Evaluation of this workshop



## EVALUATION OF WORKSHOP 1

We would appreciate your feedback on the “*Academic Leadership: Building Capacity*” Workshop 1.

1. How helpful was the 360° feedback process in assisting you to understand the survey and the feedback process?  
(please circle your answer)

|                       |   |   |   |   |   |              |
|-----------------------|---|---|---|---|---|--------------|
| 1                     | 2 | 3 | 4 | 5 | 6 | 7            |
| Not helpful<br>at all |   |   |   |   |   | Very helpful |

2. To what extent did the workshop help you to develop your understanding of the “*Academic Leadership: Fundamental Building Blocks*” program?  
(please circle your answer)

|                       |   |   |   |   |   |              |
|-----------------------|---|---|---|---|---|--------------|
| 1                     | 2 | 3 | 4 | 5 | 6 | 7            |
| Not helpful<br>at all |   |   |   |   |   | Very helpful |

4. Overall, how satisfied are you with what you gained from the program to date?  
(please circle your answer)

|                      |   |   |   |   |   |                   |
|----------------------|---|---|---|---|---|-------------------|
| 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Very<br>dissatisfied |   |   |   |   |   | Very<br>satisfied |

5. Overall, are the outcomes you have experienced worth your investment?  
(please circle your answer)

|                                      |   |   |   |   |   |                                  |
|--------------------------------------|---|---|---|---|---|----------------------------------|
| 1                                    | 2 | 3 | 4 | 5 | 6 | 7                                |
| Not worth my<br>investment<br>at all |   |   |   |   |   | Very<br>worthwhile<br>investment |

6. Can you identify any problems with the process used in the last 2 days, or suggest any improvements?  
(please elaborate)

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7. Do you think the resource book will be useful? *(please circle your answer)*

|                      |   |   |   |   |   |             |
|----------------------|---|---|---|---|---|-------------|
| 1                    | 2 | 3 | 4 | 5 | 6 | 7           |
| Not useful<br>at all |   |   |   |   |   | Very useful |

8. At this stage, do you have any suggestions for improving the resource book?  
*(please elaborate)*

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9. Do you think the facilitator's guide will be useful? *(please circle your answer)*

|                      |   |   |   |   |   |             |
|----------------------|---|---|---|---|---|-------------|
| 1                    | 2 | 3 | 4 | 5 | 6 | 7           |
| Not useful<br>at all |   |   |   |   |   | Very useful |

10. Do you have any suggestions for improving the facilitator's guide?  
*(please elaborate)*

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11. Do you have any other comments?

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**Thank you on behalf of the Dissemination Team.**



