Fieldwork Coordinators
360° Feedback

Sample Participant
Sample University
Survey: FieldworkSample
January 2012

ICMOE
University of South Australia
International Centre for Management and Organisational Effectiveness
School of Management, University of South Australia
GPO Box 2471, Adelaide SA 5001, Australia
Phone: +61 8 8302 0800
Patricia.Vilkinas@unisa.edu.au

Copyright © 2012
Tricia Vilkinas and Greg Cartan

Powered by 360 Facilitated®
Leaderskill Group Pty Ltd
Sydney, Australia. Phone: +61 2 9449 7737
survey@leaderskill.com.au www.360facilitated.com
1. Introduction
   1.1 Overview
   1.2 The Integrated Competing Values Framework (ICVF)
   1.3 Numbers of Respondents giving feedback

2. Effectiveness
   2.1 Your Effectiveness Score

3. ICVF Results - Individual Roles
   3.1 Innovator
   3.2 Broker
   3.3 Deliverer
   3.4 Monitor
   3.5 Developer
   3.6 Integrator (the key Role)

4. Prioritised Results
   4.1 ICVF Results Prioritised by Significant Others & Self

5. Comparison with other Fieldwork Coordinators
   5.1 Significant Others Scores Compared
   5.2 Self Scores Compared

6. Comments
   6.1 Written comments

7. Appendices
   7.1 Appendix I: Prior to the Workshop
   7.2 Appendix II: ICVF Results Map - Significant Others & Self
   7.3 Appendix III: Survey Questions


All parts of this report are protected by copyright (2008).
1. INTRODUCTION

1.1 Overview: what this report is all about
This report provides information that is based on the feedback that we have received from the significant others that you nominated. It also includes your input.

We will be using this information in the Professional Development Workshops that are to be held shortly after you receive this. We are also happy to talk with you directly about what you have received.

To make sense of the information, the Integrated Competing Values Framework (ICVF) has been used. Firstly, let us explain the ICVF.

1.2 Integrated Competing Values Framework (ICVF)
This framework forms the foundation of academic leadership. It has 5 operational roles: Developer, Deliverer, Monitor, Broker and Innovator, and one learning role, Integrator. (See the table below for a description of each)

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovator</td>
<td>• Sees need for new courses/delivery approach&lt;br&gt;• Is Innovative</td>
</tr>
<tr>
<td>Broker</td>
<td>• Maintains necessary networks within and outside of the University&lt;br&gt;• Secures necessary resources</td>
</tr>
<tr>
<td>Deliverer</td>
<td>• Ensures program is designed and delivered&lt;br&gt;• Motivates program staff&lt;br&gt;• Sets clear and achievable teaching and learning goals for the team&lt;br&gt;• Communicates and clarifies goals with program staff&lt;br&gt;• Schedules, coordinates and solves program issues</td>
</tr>
<tr>
<td>Monitor</td>
<td>• Regularly collects and distributes information on the program's performance&lt;br&gt;• Monitors the program's performance</td>
</tr>
<tr>
<td>Developer</td>
<td>• Develops staff&lt;br&gt;• Act as a mentor and coach&lt;br&gt;• Is aware of strengths and weaknesses of program team&lt;br&gt;• Develops and maintains the program team&lt;br&gt;• Arranges for appropriate development activities for program team</td>
</tr>
<tr>
<td>Integrator</td>
<td>• Critically observes behaviour, including own&lt;br&gt;• Determines which operational role is appropriate in each situation&lt;br&gt;• Reflects on those observations&lt;br&gt;• Develop and learn from those observations</td>
</tr>
</tbody>
</table>
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
1.3 Respondents in your Fieldwork Coordinators 360° Feedback Report:

<table>
<thead>
<tr>
<th>No. of Respondents</th>
<th>Professional Staff</th>
<th>Academic Peers</th>
<th>Agency Peers (other Fieldwork Coordinators)</th>
<th>Supervisor</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3/4</td>
<td>3/3</td>
<td>3/3</td>
<td>2/3</td>
<td>1/1</td>
</tr>
</tbody>
</table>

Minimum numbers of questionnaires were received:
Minimum numbers of questionnaires to maintain confidentiality were received for all categories where respondents were entered. No respondents were combined into other categories.
2. EFFECTIVENESS

2.1 YOUR EFFECTIVENESS SCORE

This score tells you how effective you saw yourself and also how effective others saw you as a Fieldwork Coordinator.

![Bar chart showing effectiveness scores for different groups.]

Not effective
(1)

Very effective
(5)

* Significant Others (Avg) 4.5
* Professional Staff 4.7
* Academic Peers 4.9
* Agency Peers 4.0
* Supervisor 4.5
Self 3.0

This mean score is out of 5.

If your score is more than 4, then you need to pay a little attention to your performance as a Fieldwork Coordinator: a fine-tuning.

If your score is between 3 and 4, then you need to pay some attention to your performance as Fieldwork Coordinator: a major service.

If your score is less than 3, then you need to pay a lot of attention to your performance as a Fieldwork Coordinator: a major overhaul or rebuild.

The information on the following pages will assist you to decide where you might like to make some changes or to consolidate how you operate as a Fieldwork Coordinator.

* Score is 0.7 or more below Self.
* Score is 0.7 or more above Self.
### 3. ICVF RESULTS – INTEGRATOR ROLE

#### 3.6 YOUR INTEGRATOR SCORE

This score tells you how well you are able to:

- Critically observe behaviour, including own
- Determine which operational role is appropriate in each situation
- Reflect on those observations
- Develop and learn from those observations

#### Summary

<table>
<thead>
<tr>
<th>Display/Importance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Others</td>
<td></td>
</tr>
<tr>
<td>Display: Significant Others</td>
<td>6.2</td>
</tr>
<tr>
<td>Importance: Significant Others</td>
<td>5.8</td>
</tr>
<tr>
<td>Self Display: Self</td>
<td>4.7</td>
</tr>
<tr>
<td>Importance: Self</td>
<td>6.5</td>
</tr>
</tbody>
</table>

#### Detail

<table>
<thead>
<tr>
<th>Display/Importance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Staff</td>
<td></td>
</tr>
<tr>
<td>Display: Professional Staff</td>
<td>6.1</td>
</tr>
<tr>
<td>Importance: Professional Staff</td>
<td>5.2</td>
</tr>
<tr>
<td>Academic Peers</td>
<td></td>
</tr>
<tr>
<td>Display: Academic Peers</td>
<td>6.6</td>
</tr>
<tr>
<td>Importance: Academic Peers</td>
<td>6.3</td>
</tr>
<tr>
<td>Agency Peers</td>
<td></td>
</tr>
<tr>
<td>Display: Agency Peers</td>
<td>6.1</td>
</tr>
<tr>
<td>Importance: Agency Peers</td>
<td>5.6</td>
</tr>
<tr>
<td>Supervisor</td>
<td></td>
</tr>
<tr>
<td>Display: Supervisor</td>
<td>6.1</td>
</tr>
<tr>
<td>Importance: Supervisor</td>
<td>6.0</td>
</tr>
<tr>
<td>Self Display: Self</td>
<td>4.7</td>
</tr>
<tr>
<td>Importance: Self</td>
<td>6.5</td>
</tr>
</tbody>
</table>

If there is agreement between what you say you do (Display) and what others say you do, then you have the same perceptions of the extent to which you display this role.

If, however, there is a difference of 1.0 or more, then you do not have the same perceptions of the extent to which you display this role. You will need to consider why this is so.

You need also to look at whether there are any differences in the scores given for the Importance of the role. Again where there is a difference of 1.0 or more, you need to consider why this might be so.

* Score is 1.0 or more below Self.
* Score is 1.0 or more above Self.
3. ICVF RESULTS – INNOVATOR ROLE

3.1 YOUR INNOVATOR SCORE

This score tells you how well you are able to:

– See need for new courses/delivery approach
– Be Innovative

Display: Significant Others 5.7
Importance: Significant Others 5.6
Display: Self 5.0
Importance: Self 6.0

Display: Professional Staff 5.8
Importance: Professional Staff 6.0
Display: Academic Peers 6.2
Importance: Academic Peers 6.0
Display: Agency Peers 5.2
Importance: Agency Peers 4.3
Display: Supervisor 5.5
Importance: Supervisor 6.0
Display: Self 5.0
Importance: Self 6.0

If there is agreement between what you say you do (Display) and what others say you do, then you have the same perceptions of the extent to which you display this role.

If, however, there is a difference of 1.0 or more, then you do not have the same perceptions of the extent to which you display this role. You will need to consider why this is so.

You need also to look at whether there are any differences in the scores given for the Importance of the role. Again where there is a difference of 1.0 or more, you need to consider why this might be so.

* Score is 1.0 or more below Self.
* Score is 1.0 or more above Self.
3. ICVF RESULTS – BROKER ROLE

3.2 YOUR BROKER SCORE

This score tells you how well you are able to:

– Maintain necessary networks within and outside of the University
– Secure necessary resources

**Summary**

<table>
<thead>
<tr>
<th>Display</th>
<th>Importance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Others</td>
<td>Significant Others</td>
<td>5.7</td>
</tr>
<tr>
<td>Self</td>
<td>Self</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Detail**

<table>
<thead>
<tr>
<th>Display</th>
<th>Importance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Staff</td>
<td>Professional Staff</td>
<td>5.8</td>
</tr>
<tr>
<td>Academic Peers</td>
<td>Academic Peers</td>
<td>6.2</td>
</tr>
<tr>
<td>Agency Peers</td>
<td>Agency Peers</td>
<td>4.8</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Supervisor</td>
<td>6.0</td>
</tr>
<tr>
<td>Self</td>
<td>Self</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Almost never/ Not important (1) Almost always/ Very important (7)

If there is agreement between what you say you do (Display) and what others say you do, then you have the same perceptions of the extent to which you display this role.

If, however, there is a difference of 1.0 or more, then you do not have the same perceptions of the extent to which you display this role. You will need to consider why this is so.

You need also to look at whether there are any differences in the scores given for the Importance of the role. Again where there is a difference of 1.0 or more, you need to consider why this might be so.

* Score is 1.0 or more below Self.
* Score is 1.0 or more above Self.
3. ICVF RESULTS – DELIVERER ROLE

3.3 YOUR DELIVERER SCORE

This score tells you how well you are able to:

- Ensure program is designed and delivered
- Motivate program staff
- Set clear and achievable teaching and learning goals for the team
- Communicate and clarify goals with program staff
- Schedule, coordinate and solve program issues

**Summary**

* Display: Significant Others 5.9
  Importance: Significant Others 5.8

* Display: Self 4.0
  Importance: Self 5.7

**Detail**

* Display: Professional Staff 6.0
  Importance: Professional Staff 5.5

* Display: Academic Peers 6.3
  Importance: Academic Peers 6.2

* Display: Agency Peers 5.3
  Importance: Agency Peers 5.5

* Display: Supervisor 6.1
  Importance: Supervisor 6.0

Display: Self 4.0
Importance: Self 5.7

If there is agreement between what you say you do (Display) and what others say you do, then you have the same perceptions of the extent to which you display this role.

If, however, there is a difference of 1.0 or more, then you do not have the same perceptions of the extent to which you display this role. You will need to consider why this is so.

You need also to look at whether there are any differences in the scores given for the Importance of the role. Again where there is a difference of 1.0 or more, you need to consider why this might be so.

* Score is 1.0 or more below Self.
* Score is 1.0 or more above Self.
3. ICVF RESULTS – MONITOR ROLE

3.4 YOUR MONITOR SCORE

This score tells you how well you are able to:
– Regularly collect and distribute information on the program’s performance
– Monitor the program’s performance

Summary

<table>
<thead>
<tr>
<th>Role</th>
<th>Display</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Others</td>
<td>5.8</td>
<td>5.6</td>
</tr>
<tr>
<td>Self</td>
<td>4.2</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Detail

<table>
<thead>
<tr>
<th>Role</th>
<th>Display</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Staff</td>
<td>5.7</td>
<td>5.3</td>
</tr>
<tr>
<td>Academic Peers</td>
<td>6.4</td>
<td>6.2</td>
</tr>
<tr>
<td>Agency Peers</td>
<td>5.1</td>
<td>4.7</td>
</tr>
<tr>
<td>Supervisor</td>
<td>6.0</td>
<td>6.1</td>
</tr>
<tr>
<td>Self</td>
<td>4.2</td>
<td>5.0</td>
</tr>
</tbody>
</table>

If there is agreement between what you say you do (Display) and what others say you do, then you have the same perceptions of the extent to which you display this role.

If, however, there is a difference of 1.0 or more, then you do not have the same perceptions of the extent to which you display this role. You will need to consider why this is so.

You need also to look at whether there are any differences in the scores given for the Importance of the role. Again where there is a difference of 1.0 or more, you need to consider why this might be so.

* Score is 1.0 or more below Self.
* Score is 1.0 or more above Self.
3. ICVF RESULTS – DEVELOPER ROLE

3.5 YOUR DEVELOPER SCORE

This score tells you how well you are able to:

– Develop staff
– Act as a mentor and coach
– Be aware of strengths and weaknesses of program team
– Develop and maintain the program team
– Arrange for appropriate development activities for program team

Summary

* Display: Significant Others 6.1
  Importance: Significant Others 5.8
* Display: Self 4.5
  Importance: Self 5.5

Detail

* Display: Professional Staff 5.8
  Importance: Professional Staff 5.3
* Display: Academic Peers 6.6
  Importance: Academic Peers 6.4
* Display: Agency Peers 5.8
  Importance: Agency Peers 5.4
* Display: Supervisor 6.3
  Importance: Supervisor 6.0
  Display: Self 4.5
  Importance: Self 5.5

If there is agreement between what you say you do (Display) and what others say you do, then you have the same perceptions of the extent to which you display this role.

If, however, there is a difference of 1.0 or more, then you do not have the same perceptions of the extent to which you display this role. You will need to consider why this is so.

You need also to look at whether there are any differences in the scores given for the Importance of the role. Again where there is a difference of 1.0 or more, you need to consider why this might be so.

* Score is 1.0 or more below Self.
* Score is 1.0 or more above Self.

© 2012 Tricia Vilkinas and Greg Cartan
4. ICVF RESULTS – PRIORITISED

4.1 Display & Importance: Prioritised by Significant Others & Self

**Display**

Prioritised by Significant Others

- **Developer**: 6.08
- **Deliverer**: 5.91
- **Monitor**: 5.78
- **Broker**: 5.71
- **Innovator**: 5.67

Prioritised by Self

- **Innovator**: 5
- **Developer**: 4.5
- **Monitor**: 4.2
- **Broker**: 4
- **Deliverer**: 5

**Importance**

Prioritised by Significant Others

- **Deliverer**: 5.82
- **Developer**: 5.77
- **Innovator**: 5.58
- **Monitor**: 5.58
- **Broker**: 5.48

Prioritised by Self

- **Innovator**: 6
- **Deliverer**: 5.7
- **Developer**: 5.5
- **Broker**: 5
- **Monitor**: 5
5. COMPARISON WITH OTHER FIELDWORK COORDINATORS

5.1 Significant Others Scores Compared (n=20)

Are there any scores that differ from other Fieldwork Coordinators by more than one? What could the reasons be? These can be considered at the workshop.

NOTE: your own results are included in the 'Others' Averages' to give the overall group aggregate.
5. COMPARISON WITH OTHER FIELDWORK COORDINATORS

5.2 Self Scores Compared (n=20)

<table>
<thead>
<tr>
<th>Category</th>
<th>Effectiveness</th>
<th>Display</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not effective</td>
<td>Almost never</td>
<td>Not important</td>
</tr>
<tr>
<td></td>
<td>Very effective</td>
<td>Almost always</td>
<td>Very important</td>
</tr>
<tr>
<td>Developer</td>
<td>3.4</td>
<td>4.7</td>
<td>6.5</td>
</tr>
<tr>
<td>Monitor</td>
<td>5</td>
<td>5.7</td>
<td>6.3</td>
</tr>
<tr>
<td>Broker</td>
<td>4.8</td>
<td>5</td>
<td>6.3</td>
</tr>
<tr>
<td>Deliverer</td>
<td>5.3</td>
<td>4.2</td>
<td>5</td>
</tr>
<tr>
<td>Innovator</td>
<td>5.7</td>
<td>5.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Integrator</td>
<td>5.7</td>
<td>4.2</td>
<td>6.3</td>
</tr>
<tr>
<td>Others' Self Averages</td>
<td>4.7</td>
<td>5.3</td>
<td>5.9</td>
</tr>
<tr>
<td>Your Self Averages</td>
<td>3.4</td>
<td>4.2</td>
<td>5.3</td>
</tr>
</tbody>
</table>

Are there any scores that differ from other Fieldwork Coordinators by more than one? What could the reasons be? These can be considered at the workshop.

NOTE: your own results are included in the 'Others' Averages' to give the overall group aggregate.
6.1 WRITTEN COMMENTS
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 Fieldwork Coordinator. 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.
2. Developing your roles: possible actions to take

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:
Sample Participant

7.2 APPENDIX II: ICVF RESULTS MAP

NOTE: If there is insufficient data the graph will plot at centre.

SCALE: Centre of Radar = 1; Outside border of Radar = 7.