Integrated Competing Values Framework (iCVF)—Competencies for Course Coordinators

MENTOR

1. Developing Subordinates
   - Succession planning – supporting staff, mentoring and coaching them in preparation for future roles within the course, Faculty, University
   - Developing trust and respect for others by building relationships with colleagues
   - Offer development opportunities by sharing expertise, coaching, mentoring, supporting decisions to engage in further study and development
   - Role modelling best practice

2. Communicating Effectively
   - Give clear guidelines—written clarity, simple language, ensure information is succinct and concise
   - Communicate with congruence—avoid mixed messages, create open communication opportunities, employ active listening, appropriate body language, ask questions
   - Use “mistakes” as learning opportunities: build effective feedback processes by asking questions
   - Be available

3. Understanding Self and Others
   - Sharing/regular meetings (informal, formal)—build strong networks within the course team for learning and development of self and team
   - 360° review—self awareness, ask for feedback, ways of improving your leadership

FACILITATOR

1. Conflict
   - Invest energy into working with interest groups and identify common interests
   - Reduce conflict by building systems that encourage learning, information sharing and open communication
   - Demonstrate respect in interactions with others, use positive language
   - Mediate and counsel/arbitrate where necessary between staff, students, outside parties
   - Use of influence vested in role as Course Coordinator, but also use networks and contacts to build relationships which support conflict management and minimization
   - Develop networks and relationships, along with conflict management skills that enable success when managing interdisciplinary issues, use these skills to break down silos within professional groups
   - Acting as a mediator for allocation of resources from the top to the course—promote transparency, create opportunities for discussion and acceptance of decisions

2. Using Participative Decision-Making
   - Build opportunities for staff input and participation in course decisions
   - Investigate motivators for staff that encourage involvement
   - Create opportunities and strategies to engage higher level staff in course decisions and planning
3. **Building Teams**
   - Develop strategies for including "critical" members of the team, find ways to open involvement and sharing of their ideas
   - Develop strategies for managing "dysfunctional" members of the team in isolation or with your Head of School/Dept
   - Use strategies which build consensus in the group and enable you to come to appropriate decisions – find ways to get group to “buy in”
   - Be brave when you need to stand your ground for the overall course
   - Use your self talk to help you develop your patience and understanding

**MONITOR**

1. **Monitoring Personal Performance**
   - Actively participate in the performance review process—prepare the right information and documentation to ensure you have an appropriate work development plan to enable you to deliver optimal performance
   - Personal reflection – monitor your work and actions, look for ways of improving efficiency and effectiveness, ask for help, ask questions
   - Diagnostic tools (personal, 360°, peer coach) involve others in giving feedback and ideas for improvement

2. **Managing Collective Performance**
   - Monitor Course Review Data and student feedback results to see where improvement can occur in the course
   - Run regular meetings to reflect on and build the course team and course outcomes
   - Facilitate the course team to help them make decisions which support and develop the course positively

3. **Managing Organisational Performance**
   - Be familiar with University, Faculty and School Plans, Targets and Monitoring tools
   - Develop course goals on a regular basis, review them regularly, involve the team in establishing these and develop a set of metrics to monitor progress
   - Monitor staffing, student numbers, and resources to ensure course can be delivered appropriately

**COORDINATOR**

1. **Managing Projects (Courses)**
   - Set aside adequate time for planning course delivery
   - Ensuring delivery of course is well structured across study periods
   - Examine staff mix/skills for course delivery, work with unit coordinators, HOS/HOD etc. to recruit/retain staff for the course
   - Monitor course metrics as part of annual course review and student feedback report results – monitor trends and report results. Use the results to work with —Faculty, the teaching and learning department, Open Universities Australia (OUA) and other stakeholders
   - Develop communication systems so course team are aware of timelines, deadlines etc…
   - Assist in and try to access develop grants for curriculum development and renewal and manage these projects
   - Develop systems to minimise risk in course delivery.
### 2. Designing Work
- Up-skill self and course team by accessing, promoting and implementing training/education on e-learning or other types of skills necessary for the course e.g. assessment practices
- Work closely with University sectors that support IT and other administrative support services for course can run smoothly and efficiently
- Work with course team and others to develop standardised course documentation, look/feel in WebCT/Blackboard etc…
- Run information sessions for staff to generate interest, involvement in course development

### 3. Managing Across Functions
- Work with unit coordinators and year/stream coordinators to build and integrate a course across its year span
- Involve key players to create ownership and participation in the course – even though they come from different areas.
- Create open communication systems that ensure information is disseminated to key people
- Manage expectations between staff, your teaching and learning department, OUA and other internal and external stakeholders involved in the course

## DIRECTOR

### 1. Vision, Planning and Goal Setting
- Contribute to Faculty, School and Course plans and teaching and learning plans – prepare documents, provide statistics etc…
- Provide feedback to Advisory Boards about courses, increase involvement of external stakeholders
- Contribute to marketing of course
- Monitor and plan for staffing, recruitment and support of course teaching staff (in house and sessional)

### 2. Designing and Organising
- Work with curriculum design team and staff to map and review course on a regular basis
- Run regular meetings with course team to review, design, restructure and modify course as necessary

### 3. Delegating Effectively
- Delegating work to teaching, sessional and administrative staff
- Dealing with conflicts or issues regarding delegated work with those parties that are involved
- Provide feedback and information as part of the performance review management process

## PRODUCER

### 1. Fostering Productive Work Environment
- Create an environment of openness so you are accessible to course team, while also ensuring have protected time to complete responsibilities
- Work with staff, HOS/HOD to ensure clarity and consistency of role expectations
- Work with HOS/HOD to ensure appropriate resources available to enable course team to deliver high quality teaching experience
- Ensure open communication systems in place so everyone is aware of issues, information, etc.

2. **Managing Time and Stress**
   - Avoid procrastination
   - Abandon perfectionism
   - Develop system of prioritising
   - “Clear your desk” approach
   - Set guidelines around accessibility to subordinates, staff, students
   - Use “best work time” to complete important work

3. **Working Productively**
   - Develop systems to manage email
   - Stay focussed on the big picture to stay motivated – celebrate small steps, break larger projects into smaller components
   - Productivity vs Efficiency
   - Build relationships that sustain productivity – work to minimise conflict, break down barriers that reduce productivity, develop an understanding of how to work with individual personalities

**BROKER**

1. **Presenting Ideas Effectively (verbal and written)**
   - Develop good presentation and communication skills for information delivery at meetings i.e. internal/external
   - Keep up to date with curriculum, discipline knowledge and pedagogy, remain current
   - Work with others to develop excellent funding applications to HoS/HOD/external bodies so one can promote and develop initiatives

2. **Negotiating Agreement and Commitment**
   - Develop skills which enable broad consultation on curriculum – with school, external parties/stakeholders, university wide
   - Work with course staff—sessional/tutors service teaching – regarding issues pertaining to course delivery and effectiveness
   - Liaise and foster relationships with external agencies which support University teaching programs (fieldwork etc…)

3. **Building and Maintaining a Power Base**
   - Reframe and reconsider “power base” to something akin to a web of networks that support your course efforts – e.g. A relationship network
   - Develop initiatives with stakeholders so that resources (money and personnel) can be linked with benefits to others (i.e. field placements)
   - Maintain regular open communication with senior members – keep them informed and asked to be informed
   - Empowering others (i.e. training and mentoring junior/sessional staff) – build these relationships – they are your “soldiers”
   - Develop positive and effective communication strategies —with all stakeholders— polite, flexible, making others feel valued, being prepared to do things for others— step up when asked
   - Compliance and working within university policy/executive direction
   - Participate in Faculty and University wide committees/activities – build external networks within the University
INNOVATOR

1. Living with Change
   - Facilitate the change process through using a range of problem solving and change management initiatives
   - Update staff on changes in University policy (reporting) and feedback – ensure communication is open and honest
   - Developing policy—micro and macro levels which support and embed change initiatives
   - Balance responsibilities to stakeholders (internal and external)
   - Develop a positive attitude about change
   - Acknowledge the uncertainty of change, support those involved in managing change

2. Thinking Creatively
   - Stay positive, use positive thinking
   - Use problem solving strategies to be creative
   - Create a team of early adopters/change enthusiasts to help lead change
   - Look for ways to overcome barriers such as lack of money, time, negativity and individual agendas
   - Use your networks to gain ideas
   - Be aware of current and anticipated future developments within the discipline and consider ways to incorporate within the curriculum

3. Creating Change
   - Negotiate within your role opportunities to create or bring about change
   - Consider variables and stakeholders in change process and ensure they are involved/informed (University, students, local and international, external bodies, undergraduate and postgraduate, discipline variations)
   - Ensure you have support of senior leaders and those that can support the change process (e.g. HOS/HOD)

Reflection
Select one competency that was identified in your iCVF as being in need of development. In your reflective journal—using the competencies above—consider what strategies you could develop and how you might go about applying them to your particular work environment.