

Leadership for Academic Work – colleague feedback questionnaire

From Ramsden (19)

In your experience, how characteristic of this person are the following behaviours?
Circle the number on each line which indicates your response.

		<i>Very characteristic</i>		<i>Moderately characteristic</i>			<i>Not at all characteristic</i>	
1	Works to build the reputation of the work unit	7	6	5	4	3	2	1
2	Delegates responsibility fairly and consistently	7	6	5	4	3	2	1
3	Motivates people to do more than they ever thought they could	7	6	5	4	3	2	1
4	Provides guidance in the development of scholarly habits and practices	7	6	5	4	3	2	1
5	Has an inflated sense of her/his own importance	7	6	5	4	3	2	1
6	Readily acknowledges colleagues' contributions	7	6	5	4	3	2	1
7	Brings new ideas about research into the work unit	7	6	5	4	3	2	1
8	Encourages participation in decision-making	7	6	5	4	3	2	1
9	Brings a good understanding of the 'big picture' of higher education to the work unit	7	6	5	4	3	2	1
10	Actively works to develop others as leaders	7	6	5	4	3	2	1
11	Wants things her/his own way	7	6	5	4	3	2	1
12	Conveys a sense of excitement about teaching	7	6	5	4	3	2	1
13	Welcomes questioning of his/her ideas	7	6	5	4	3	2	1
14	Inspires respect for her/his own ability as a researcher	7	6	5	4	3	2	1
15	Inspires respect for	7	6	5	4	3	2	1

	her/his own ability as a teacher							
16	Seems to be more at home with things than with people	7	6	5	4	3	2	1
17	Sets a challenging climate for academic work	7	6	5	4	3	2	1
18	Manages the work unit's resources effectively	7	6	5	4	3	2	1
19	Facilitates collaboration between academic and administrative staff	7	6	5	4	3	2	1
20	Raises and faces difficult issues or touchy subjects	7	6	5	4	3	2	1
21	Works to create a shared vision of the future direction of the work unit	7	6	5	4	3	2	1
22	Advocates the interests of the work unit to the senior management of the university	7	6	5	4	3	2	1
23	Rewards people who show initiative	7	6	5	4	3	2	1
24	Helps good people develop their skills	7	6	5	4	3	2	1
25	Can be overly critical of others' mistakes	7	6	5	4	3	2	1
27	Works to bring more resources into the school/faculty/centre	7	6	5	4	3	2	1
28	Brings new ideas about teaching into the school/faculty/centre	7	6	5	4	3	2	1
29	Maintains simple and effective administrative procedures	7	6	5	4	3	2	1
30	Talks about change in a positive way	7	6	5	4	3	2	1
31	Doesn't show a lot of concern for the people with whom he/she works	7	6	5	4	3	2	1
32	Works to build understanding between different groups/points of view	7	6	5	4	3	2	1

	in the work unit							
33	Helps colleagues seek resources to support research	7	6	5	4	3	2	1
34	Champions other people's ideas as well as her/his own	7	6	5	4	3	2	1
35	Manages the work unit so that decision-making is transparent and open	7	6	5	4	3	2	1
36	Helps staff by providing opportunities for professional development	7	6	5	4	3	2	1
37	Gets people moving collaboratively towards a common purpose	7	6	5	4	3	2	1
38	Isolates herself/himself from colleagues	7	6	5	4	3	2	1
39	Conducts the business of the work unit in an organised and efficient manner	7	6	5	4	3	2	1
40	Works for the school/centre/faculty as much as for him/herself	7	6	5	4	3	2	1
41	Encourages people to share ideas and learn from each other	7	6	5	4	3	2	1
42	Establishes a climate where staff are accountable for their performance	7	6	5	4	3	2	1
43	Stimulates the lively exchange of ideas and theories between colleagues	7	6	5	4	3	2	1
44	Doesn't make his/her expectations clear	7	6	5	4	3	2	1
45	Shows an interest in talking about ways of improving teaching	7	6	5	4	3	2	1
46	Enables you to think about old problems in new ways	7	6	5	4	3	2	1
47	Addresses problems quickly and doesn't allow them to get out of hand	7	6	5	4	3	2	1
48	Ensures an equitable	7	6	5	4	3	2	1

	distribution of workloads							
49	Shows concern for students and their needs	7	6	5	4	3	2	1
50	Considers problems from a university perspective as well as a local one	7	6	5	4	3	2	1
51	Encourages people to regard mistakes as opportunities for learning	7	6	5	4	3	2	1
52	Works to create an environment that supports quality research and scholarship	7	6	5	4	3	2	1
53	Can be abrasive under pressure	7	6	5	4	3	2	1
54	Doesn't 'follow through' on issues	7	6	5	4	3	2	1
55	Praises and supports colleagues' successes	7	6	5	4	3	2	1
56	Ensures that colleagues take account of student expectations and satisfaction	7	6	5	4	3	2	1
57	Gets things done	7	6	5	4	3	2	1
		<i>Not very satisfactory</i>		<i>Satisfied</i>			<i>Extremely satisfied</i>	
Overall, how satisfied are you with the academic leadership that this person is currently providing?		7	6	5	4	3	2	1

This instrument was developed with the assistance of John Swinton as part of academic leadership programmes organised by the Griffith Institute of Higher Education, Griffith University.

Specific feedback

In this section we ask you to take a little time to consider specific comments you would like to make or specific feedback you would like to provide to this person. People typically report this 'customised feedback' as being particularly valuable in stimulating specific personal changes or confirming current approaches. Remember that this person is seeking your honest and frank perceptions of their behaviour. All comments will be typed and provided in a collated form.

What do you appreciate most about this person's leadership and wish them to continue doing?

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What would you like this person to do *more of* as an academic leader?

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What would you like this person to do *less of* as an academic leader?

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What are the particular issues, problems or challenges for this person's work unit that you would like them to address?

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