

# Creating and Sustaining Fieldwork Partnerships

Developing Fieldwork Coordinator  
Leadership Capability

# Developing Fieldwork Coordinator Leadership Capability



## Learning Outcomes

At the end of this session participants will:

- Identify and manage key fieldwork partnership relationships
- Evaluate your own personal strategies for managing key fieldwork relationships
- Develop a networking approach and strategy for your role as a fieldwork coordinator
- Evaluate a range of influence building strategies which facilitate strong industry partnerships

# Community Engagement



- As a fieldwork coordinator it is important to understand who are the stakeholders in your community. By having a well defined community, that are loyal and supportive of your program, it is easier to tailor communication messages, strategies and brokering techniques (the focus of this module) that are sensitive to, and reflect the concerns and interests of, your WIL community.

# 'Community engagement'



- ....is a planned process with the specific purpose of working with identified groups of people, in this case your fieldwork community or stakeholders. The linking of the term 'community' to 'engagement' serves to broaden the scope, thus shifting the focus to a collective concept.
- There are some principles of engagement which, Petts and Leach (2000) note are key to underpinning successful engagement with your WIL community. These include:
  - Having clear objectives as to what you wish to achieve in collaboration with your community or WIL agencies. In other words, what each party provides to the other;
  - Being clear on agendas, procedures and quality processes;
  - Ensuring appropriate representativeness and inclusivity so that the community is fully represented;
  - Opportunities for deliberation, learning and responsiveness, as well as valuing what all stakeholders can offer; and
  - Transparency and trust through open communication and authentic relationships.



Inform	Consult	Involve	Collaborate	Empower
<b>Public Participation Goal</b>				
To provide stakeholders with balanced and objective information to help them understand problems, solutions and alternatives to WIL program	To obtain stakeholder feedback on analysis, alternatives and /or decisions	To work directly with stakeholders throughout the process to ensure stakeholder concerns and aspirations are understood and considered	To partner with stakeholders in all aspects of the decision making process, including development of alternatives, innovations and identification of preferred solution(s).	To give final decision making to the stakeholders
<b>Promise to Stakeholders</b>				
We will keep you informed	We will keep you informed, listen and acknowledge concerns and provide feedback on how stakeholder input influenced decision	We will work with you to ensure stakeholder concerns and directives are reflected in alternatives and provide feedback as to how these concerns and directives influenced the decision	We will look to stakeholders for direct advice and innovation in formulating solutions and incorporating advice into recommendations to the maximal extent possible	We will implement what you decide
<b>Example Tools</b>				
Fact Sheets	Public Comment	Workshops	Committees	Ballots
Websites	Focus Groups	Deliberate Polling	Consensus Building	Delegating decision
Open Houses	Surveys Public Meetings		Participatory decision making	Community decision group

## A Community Engagement Model..

<http://www.iap2.org>

# Activity 1: Community Engagement



- In what ways do you engage with your community in planned and purposeful ways?
- Break out into groups of 4. Each group will be given one engagement strategy from Table 2 to unpack further and to look for examples they have used as a fieldwork coordinator.
- Also discuss tools used and the benefits/risks associated with this engagement strategy. Use the table above to guide your thinking.
- We will revisit these in the larger group and share examples and explore where we focus our Brokering activities in terms of community engagement.
- **Example:** Introduction of new Professional Association Evaluation of Competency Tool.
- **Strategy:** Inform: Informing WIL Agencies of new competency evaluation guidelines. Fact sheet, website and open house. Benefit: easy to administer, one way communication, gets information out quickly to all stakeholders. Risks: may have questions, may not apply tool correctly. How do you deal with issues and concerns?
  - 1. Inform
  - 2. Consult
  - 3. Involve
  - 4. Collaborate
  - 5. Empower

# A Case Study - Broker Role



- You are a 36 year old full time academic, Stephen Ratchapurra who completed his Ph.D. in clinical pharmacology 2 years ago. You hold a permanent Lecturer position in a School of Pharmacy. Your role involves part time fieldwork coordination (40%), teaching pharmacology to the undergraduate students (30%), and conducting drug trials in collaboration with Pfizer (a drug company) and supervision of Masters and Honours students (30%). You have been with the School for a year and were recruited because of your research background and industry connections.
- Your Head of School (HOS), Stephen Gestburg, is very conservative, has a traditional view of pharmacy having been with the University for 21 years (7 of which has been in the HOS role). He will be stepping down at the end of his term in 3 more years. He is nearing retirement and most likely wants to leave behind a legacy of having run a solid and good school. He is a direct person, prefers face to face communication and wants loyalty from his staff. The school, one of two in the State, turns out adequate graduates capable of servicing the community in local pharmacies and hospitals. The second school opened 3 years ago in response to a demand for more pharmacists in the State/Country.

# A Case Study - Broker Role



- You have a very broad view of the role of the pharmacist in society and have been somewhat frustrated by the traditionalist view in this school (placing students in conventional pharmacies – hospital based and community based) but have not really been in a position to influence a change in focus. This is due in part to being relatively new on staff and concerns that the Head of School may not share your vision for the WIL program.
- At present your job entails organising the placements for the students through the agency contact, sending out the evaluation instruments, collecting them and forwarding the results to the Board of Examiners. You also intervene in any student placement problems. The role is very transactional and administrative. You can see a greater role for partners in the WIL community at the University, in particular, for expanding placement numbers and models, providing input in to the academic curriculum, as well as building networks and contacts for more innovative and cutting edge placement experiences.
- You want to engage the community more so in the WIL program and be seen as the preferred provider and program for pharmacy education in the State. From what you have observed in your role for the past year there is not much engagement with the WIL community. Students are placed in agencies and recruited for employment upon graduation. Beyond this, there is little reciprocal engagement between the WIL community and the academic program and University other than that related to the administration of placements.



# A Case Study - Broker Role - Questions



- Who might be the key stakeholders with a specific interest in building a stronger partnership between the University and the WIL agencies.
- What level of engagement might be appropriate for these various stakeholders? How could this engagement be structured/implemented?
- What information might be needed to support this community engagement?
- What protocols, systems and processes might need to be put in to place to support this community engagement?
- What are some possible ways in which this community engagement model could be resourced?
  
- In answering the above questions, consider how could some of the **brokering strategies\*** discussed in this module be used to build and strengthen a community engagement model and to bring the Head of School on board with this initiative?
  - **Managing Upwards, Expertise, Personal Attraction, Effort, Position Power, Sources of Influence, Emotional Intelligence.\***

**Task:** How might broker a successful community engagement model for this program?

# Managing Upward



- Understand your supervisor
- Understand yourself
- Take Action
  - Develop a compatible relationship
  - Develop a set of mutual expectations
  - Manage the flow of information
  - Be dependable and straightforward
  - Use your supervisor's time and resources wisely

# Managing Upwards – Brokering



- Finding Benefits for Your Supervisor....
  - Ongoing problems
  - Biggest challenges
  - Supervisor’s strengths/weaknesses – mode of operating
  - Your talents – how do they complement your supervisor’s
  - Keep your supervisor informed – open and honest
  - Protect your supervisor
  - Listen carefully, work fast and be creative

# Increasing Your Upward Influence



- **Expertise**
  - Knowledge is power
- **Personal Attraction**
  - Agreeable Behaviour
- **Effort**
  - What will benefit the Boss and WIL Agencies?
- **Sources of Position Power**
  - Centrality, Criticality, Visibility, Relevance

# Influencing: Sources of Power and

## Tactics (French & Raven, 1959 cited in Quinn et al. 1997)



	Types	Tactics
Position Power ↓	Legitimate	Legitimization Consultation Rational persuasion Ingratiation
	Reward	Exchange
	Coercive	Pressure
	Connection	Coalitions
Personal Power ↑	Information	Rational persuasion
	Expert	Rational persuasion
	Referent	Inspirational appeal Personal appeal

# Networking

(Henderson R. (2005). *Networking. Management Today*, October, 34-36, 38-39)



- “If you are not a master networker, it is highly unlikely that you will be an effective leader or have any substantial influence in your networks, communities or workplace.” p. 34

# Networking



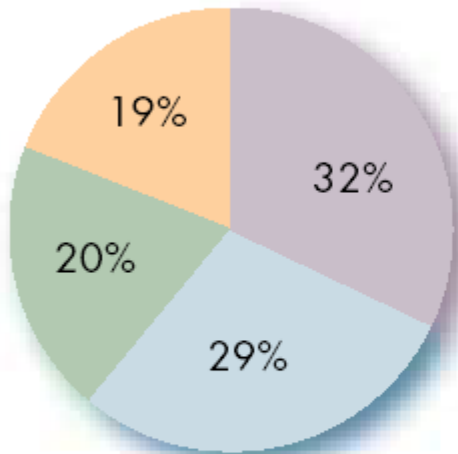
- Networking is a skill (Tarrant, 2007).
- Be clear about what you want to achieve. Have short and long term goals.
- Be altruistic, what can you offer to others that helps them?
- Build credibility, trust and be authentic
- Follow through quickly on promises or referrals to demonstrate respect for the sharing of resources.
- Referrals and contacts come with your reputation so build a profile where people see you as the one to go to.
- Focus on quality contacts, not quantity.

# Allocation of Activities by Time

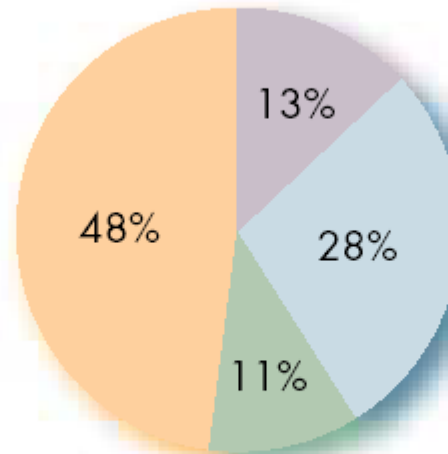
(Luthans 1988)



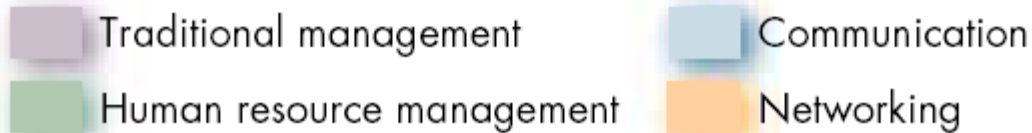
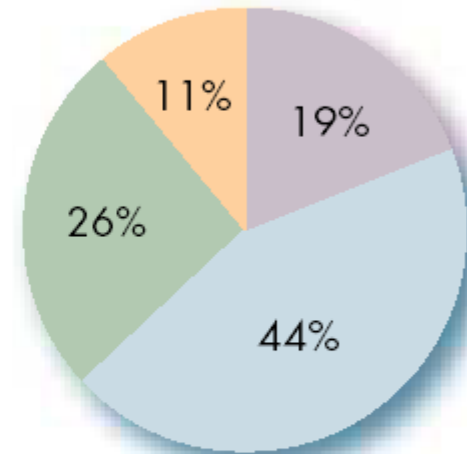
**Average managers**



**Successful managers**



**Effective managers**





# Emotional Intelligence

(Goleman, 1995)



- knowing your emotions – recognising feelings
- managing your emotions – ability to shake off anger, anxiety and gloom
- motivating yourself – marshalling emotions for outside good – delaying gratification, impulsiveness
- recognising emotions in others - empathy
- handling relationships – skill in interpersonal skills such as conflict management, active listening.

# Two poles of primal leadership



- **Resonance**
  - Driving emotions positively extends beyond ensuring that a job is well done
- **Dissonance**
  - Driving emotions negatively, undermining the emotional foundations that let people shine

# When do I use each style?



- Resonant Leadership
  - Visionary – clear direction
  - Coaching - development
  - Affiliative – motivation, team issues
  - Democratic – consensus, buy-in
- Dissonant Leadership
  - Pacesetting – quickly achieving goals
  - Commanding – crisis situation

How might Daniel employ the first four leadership strategies in his situation? Is there scope for the last two?