Emerging Leaders' Framework

A better practice guide to identifying and developing emerging leaders within the ACT Community Services Industry

May 2019

Contents

Part One

Introduction

This introductory section of the Framework provides a brief overview of the Industry Strategy and Workforce Plan. It highlights the important role leadership development plays in activating the latent capacity of an organisation's workforce.

It provides a definition of emerging leadership, discusses the roles and responsibilities of emerging leaders and their respective organisations and suggests a development cycle to assist in thinking about the broad learning and development periods that individual leaders go through in their careers.

How to use this Framework

This Framework is for emerging leaders, their organisations and system leaders.

For emerging leaders, it defines who emerging leaders are, offers an approach to self-identification and a register of learning and development opportunities.

For organisations, it provides guidance in supporting emerging leaders as they develop and grow their abilities and work to realise their potential.

For system leaders it provides a suite of strategies to support organisations and individuals nurture a stronger leadership culture.

The Framework comes in four parts:

Part One: (this section): provides an introduction to the Industry Strategy and leadership as well as a development cycle relevant to emerging leaders and their organisations.

Part Two: provides emerging leaders with an approach to uncovering their leadership potential and a register of leadership development opportunities (and scholarships) available to them.

Part Three: provides a suite of approaches to identifying and developing emerging leaders for organisations based on their current levels of capacity and capability.

Part Four: provides strategies for government and peak industry bodies in their role in providing system leadership.

The Framework is not definitive. Rather, it helps emerging leaders and their organisations to consider the process of investing in, and supporting the development and growth of people who demonstrate commitment to the task of leading within their sector and the potential to do so effectively. The Framework is a dynamic work in progress and will be refreshed by Industry periodically.

Information for the guide

Much of the information contained within the Framework has come from consultations with emerging leaders and their organisations as well as the project team's expertise and experiences in leadership development. Consultations with Industry were in relation to:

- context and its impact on organisations in the Industry;

- how emerging leaders are identified and how organisations develop leadership potential;

- characteristics and attributes of emerging leaders; and

- how emerging leaders prefer to learn about and engage with their development.

ACT Community Services Industry Strategy

The ACT Community Services Industry Strategy 2016-2026 outlines the vision for an inclusive, equitable and sustainable Community Services Industry.

Released in 2016, the purpose of the Strategy is to:

- provide the Industry with the opportunity to identify priorities for investment for the 0.34% levy collected in 2015/16 and 2016/17;

- present a shared understanding of a vision for the Community Services Industry that will assist in forward planning;

- offer increased opportunities for organisations to plan and prepare for future demand and workforce requirements by identifying emerging trends;

- present a strong case for the value of the Industry as a contributor to the health and wellbeing of the people in the ACT and a significant contributor to the ACT economy which will deepen the understanding of community services within and outside the industry; and

- position the industry as a sustainable, effective and strengths-base, and to align with key ACT Government reforms and initiatives.

In June 2017, Industry leaders came together to discuss the implementation of the Strategy and the actions necessary to help grow, strengthen and sustain the future workforce.

The need for a skilled workforce to meet the growing demand for services and provide more flexible and responsive client-centred care has been identified as a major challenge for the industry going forward. Leadership development and succession planning in particular emerged as a priority theme within the first implementation plan, the Community Services Workforce Plan 2017-2020.

Industry leaders recognised the increasing need for organisational leadership, collaborative partnerships, and the importance of nurturing and developing leadership potential..They agreed that organisations and the sectors more broadly, required assistance to identify and develop future Industry leaders.

Project Overview

The Emerging Leaders' project (Action Item 4.2) is one of five projects contained within the Industry's inaugural Workforce Plan 2017-2020 which have been prioritised for implementation by the ACT community services industry leaders.

Emerging leaders have an important impact on the ACT Community Services Industry. They represent the next generation of leaders and potentially provide their organisations with sources of renewed energy, fresh ideas, different perspectives, new knowledge, innovation, commitment and passion.

The objectives of the Emerging Leaders' project are to:

- develop a methodology to help identify key and emerging leaders in the industry which supports career development and succession planning.

- identify potential scholarship pathways for leaders in the industry.

- identify and develop a dynamic platform which contains learning and development opportunities.

This project reached out to CEOs of community organisations, supervisors and managers of emerging leaders and emerging leaders themselves in several ways. Input from stakeholders was gathered through four separate methods.

Figure 1.1 Stakeholder input methods

October 2018 - January 2019: Co-design group

To include representative users in the design and validation of the framework

November 2018: Industry interviews

To gather input from underrepresented Indigenous, mental health and disability organisations or individuals for the framework.

October 2018: Industry focus groups

To gather the views and experiences of former employees and emerging leaders in relation to how emerging leaders are identified and developed across Industry.

September 2018: Organisational maturity survey

Online survey to establish a baseline of organisational maturity in relation to emerging leader development practices.

Definition

A working definition

An emerging leader is someone who, in their attitude and behaviour, and in the course of their day-to-day work demonstrates the commitment, and potential to take on leadership roles and responsibilities.

Emerging leaders are identified through a combination of the following factors:

- their personal and/or career values and the degree to which these values align with their organisation's values;

- their personal characteristics / attributes i.e. integrity, influence and commitment to learning and development;

- their leadership potential as determined by their capacity and interest to develop the qualities required for effective performance in leadership roles; and

- conversations with colleagues, senior managers and current and former leaders both within and outside the Industry.

Where organisations nurture and support their emerging leaders, they are better able to activate latent capacity, proactively plan for the sustainability of their workforce and meet the operational and systemic challenges facing the Industry.

Commitment to, and investment in the development of emerging leaders will result in a strong team of capable, committed and talented people that can strategically progress the work of their organisations and the Industry into the future.

The development of emerging leaders is therefore in the interest of every organisation, every sector and the system itself if it is to remain relevant and responsive to clients, stakeholders and the Canberra community.

What is leadership?

Leading is not just about stepping into a formal leadership role. Nor can you assume that those people who occupy traditional leadership roles are automatically leading.

Leading begins with a way of thinking and being. People lead in many different forms; in thought and ideas and in practical deeds; through informal as well as formal roles. Sometimes it is only when there is an absence of good leadership that individuals and teams are able to articulate the true nature and practice of leadership which is required within their organisations or networks.

The Industry's leadership needs are situational and contextual. That is, there's no one leadership model or practice that could be applied to the Industry. In order to successfully lead and manage the significant change taking place across the Industry, the Industry requires adaptable, agile leaders who possess and apply a variety of leadership styles.

For example it may be that transformative leaders i.e. those who look to create impact, change and make a difference may be best suited to settings where there is a strong set of values and a sense of mission. Transactional leaders may be more drawn to opportunities to deliver services, strengthen structures and build cultures.

Whatever the practice, it is important to be pragmatic, to understand the different leadership theories, styles and practices and how they could be applied within different contexts.

Leadership is about creating an environment that enables individuals and teams to be and do their best.

- John Kotter

Irrespective of leadership styles or models, the Industry's unique leadership development environment offers emerging leaders:

- interesting and challenging work across policy, program, service delivery and corporate functions providing potential for a variety of leadership roles and a breadth as well as depth of capabilities, knowledge, skills and experiences;

- a mix of leadership opportunities in professional and technical areas and in more general leadership and management areas;

- opportunities to learn from recognised subject matter experts, effective leaders and experienced mentors within organisations and across the sector; and

- sectors which support and encourage on the job, relationship based as well as more formal forms of continual learning and development.

Responsibilities

Learning about leadership is a continual endeavour. Becoming a fully effective leader is a continual work in progress and continual learning is vital to such progress.

Emerging leaders are therefore responsible for:

- learning about themselves and other people;

- working with stakeholders on a common cause/shared interest;

- engaging directly with clients, stakeholders and communities to understand their contexts, their views, their needs and their expectations.

- using their strengths for the benefit of others;

- influencing views, attitudes and change;

- advocating on behalf of clients and communities;

- empowering people they work with and helping them to develop and grow;

- helping to solve complex problems;

- helping to make organisations in the sector more effective; and

- leaving a positive and enduring legacy.

The effective development of emerging leaders and their maturing over time is responsibility for every successful, serious and committed community services organisation.

An organisational leaders' responsibilities are to:

- articulate a shared understanding of the big picture;

- develop their organisation's purpose, and priorities;

- build a strong, respectful and supportive organisational culture;

- model the agreed attitudes, behaviours and capabilities; and

- align the emerging leader and their team's effort with organisational priorities and outcomes.

System leaders' responsibilities are to:

- identify and implement sustainable funding models for leadership development at all levels across Industry;

- foster greater levels of industry collaboration;

- expose and share Industry wide leadership development opportunities;

- collect data and report on learning and development activities, succession planning;

- design, develop and deliver industry-wide leadership development activities; and

- highlight and disseminate better practice in learning and development.

An Emerging Leader Development Cycle

Emerging leader development cycle

The learning and development lifecycle is a way of thinking about the broad learning and development periods that individual leaders go through in their careers.

These periods are marked by leadership development related activities which, when carried out successfully, enable individuals to develop themselves in a thoughtful and systematic manner.

The lifecycle helps guide the conversations emerging leaders should be having with supervisors in relation to leadership development as well as in identifying development opportunities which suit learning styles and preferences.

Figure 1.2 Emerging leader development cycle

Figure 1.2 Emerging leader development cycle

1. Leader Preparation

Becoming self-aware and exploring new leadership challenges

2. Transitioning leader

Exploring context and intentionality, engaging in workplace conversations in relation to identity and attitude

Organisational Context

Building organisational strength through agile, ready and capable workforces and leadership

3. .Developing leader

Earning the leadership roles, learning the ropes and gaining traction

5.. Leadership mastery

Building expertise, reputation and adaptability. Sustaining leadership performance

4..Applied leader

Building confidence, credibility, leadership attitudes, knowledge, and performance

Glossary

Aptitude - refer to potential

Capacity is the extent of focus, time, space and resources that an individual or organisation has available or can create.

Capability is a specific ability, skill or talent which an individual or organisation possesses and demonstrates.

Development refers to processes that individuals and groups engage in which results in individual and professional growth that equips and positions them for more complex or senior roles or tasks. Development is generally carried out in response to potential. It is focused on the future.

Industry refers to the ACT Community Services Industry.

Industry Strategy refers to the ACT Community Services Industry Strategy 2016-2026.

Industry values refers to the six values identified within the Industry Strategy including equity, diversity, inclusivity, respect and recognition, leadership and continuous improvement.

ISSG refers to the Industry Strategy Steering Group

JCGRG refers to the Joint Community Government Reference Group

Leadership refers to a system of attitudes, behaviours and capabilities designed to cope with change.

Learning refers to the cognitive, emotional and social processes that individuals and groups engage in which results in new knowledge, skills, experiences, perspectives and attitudes that are related to their roles and work in their organisation and in the sector as a leader.

Management refers to a system of attitudes, behaviours and capabilities designed to cope with complexity.

Performance is how well an individual or organisation undertakes a piece of work, or activity.

Potential is the personal capacity and interest to develop the qualities required for effective performance in leadership roles.

Sectors refers to the various components of the Community Services Industry in the ACT including aged care, disability, youth and family services etc.

Training refers to the acquisition of skills, generally technical in nature, which are necessary for a leadership job, function, role or task.

Figures

Part Two

Individuals

This part of the Framework is designed to provide individuals from across the ACT Community Services Industry with a foundational set of resources, models and development options that will assist them in preparing for, and learning about leadership.

Individuals are taken through a series of short reflections and self-assessments to help them identify their aspirations, motivations, values as well as their level of readiness and aptitude for leadership development. An indicative list of learning and development options for emerging leaders has been developed and which highlights the breadth and depth of opportunities available within the Industry.

Kolb's action learning cycle and learning preferences matrix have been included to provide emerging leaders with a more nuanced and considered understanding of how leaders learn and to shape a practical and intentional approach to leadership development.

A Definition

A working definition

Emerging leaders are individuals who, in their attitude and behaviour, and in the course of their day to day work demonstrate the commitment, and potential to take on leadership roles.

An emerging leader's responsibilities are to:

- learn about themselves and other people;

- work with and through stakeholders on a common cause/shared interest;

- engage directly with clients, stakeholders and communities to understand their contexts, their views, their needs and their expectations;

- use their strengths for the benefit of others;

- influence views, attitudes and change;

- advocate on behalf of clients and communities;

- empower people they work with and helping them to develop and grow;

- help to solve complex problems;

- help to make organisations in the sector more effective; and

- leave a positive and enduring legacy.

Reflecting on this definition,

- What are those important attitudes and behaviours which define effective leaders within your organisation and the ACT Community Services Industry?

- What are the attitudinal or behavioural objectives which you feel you need to develop in order to achieve your leadership aspirations?

- How do these emerging leader responsibilities fit into or relate to your current role/work?

Characteristics of an emerging leader

Although leaders come in many shapes, there are several characteristics which have been identified as being important attributes for emerging leaders and their careers within the ACT Community Services Industry.

These characteristics include:

Commitment – Emerging leaders are committed to their sector, its issues and its people.

Influence – Emerging leaders have a point of view, a perspective and a desire to have a bigger impact in the sector.

Respect – Emerging leaders are respected for not just what they do, but for how they do it.

Self-awareness – Emerging leaders are self-aware and reflective. This enables them to continually challenge their limits and grow.

Initiative – Emerging leaders are proactive when it comes to personal and professional opportunities to learn and develop as well as to identify opportunities to improve practices and outcomes.

Performance – Emerging leaders have a solid track record of achieving outcomes. They continually seek out feedback on their performance.

Risk aware – Emerging leaders challenge the status quo and push boundaries.

Presence – If they weren't in the role there would be a noticeable absence of leadership.

Vision – Emerging leaders can see the 'big picture' and self-project themselves into that vision.

Visibility – Emerging leaders are network-driven and visible to more than just their immediate team / organisation.

Reflection questions

- Complete the following self-assessment. What aspects of your character and nature are most suited to leadership? Are there any attributes which are not listed above which you feel play an important part in helping you realise your leadership potential?

Figure 2.1 - Leadership characteristics self-assessment

Statements Scoring 36-50: You seems to have the right qualities to support you as a leader; 26-35: There is a good foundation there; 25-16: You have some work to do to develop your leadership potential; 0-15 Is leadership one of your core values?	1 Not like me at all	2 A little like me	3 Somewhat like me	4 A lot like me	5 Exactly like me
A. I am committed to learning about leadership and being accountable for my own learning and development.					
B. I have influence over issues, ideas, and with people across my organisation and network.					
C. I maintain high levels of integrity and professionalism when I go about my work.					
D. I am good at regulating my time, attention and emotions, and I am aware of my strengths and weaknesses.					
E. I am self-motivated and driven.					
F. I am a strong and reliable performer.					
G. I am continually looking at ways to do things better and to challenge myself and the status quo.					
H. I have a strong belief in my capacity to meet the challenges ahead. My colleagues respond positively to this confidence and belief.					
I. I am constantly focusing on the future and thinking about my organisation's vision and how it can be realised.					
J. I have strong relationships with individuals and organisations through which I engage in collaborative practices and knowledge sharing.					

Identification Process

You can begin preparing for leadership at any stage in your career. Typically it begins with a period of self reflection.

Stage 1 Self reflection

Our values reflect what is most important to us in our lives as well as our careers. Gaining greater clarity around your values and where they overlap in the context of your emerging leadership will assist you in building greater personal and career satisfaction. It will also empower you to make informed leadership development related choices.

You can assess your values along four dimensions

- Material: How much will I gain from the job?

- Social: Do I like and respect the people I work with and will I like and be respected by them?

- Emotional: Will I enjoy the work itself and the experience of doing it? Will I look forward to being involved with the problems of the job?

- Worth: Will this work contribute to a greater good - is it worthwhile?

The ACT Community Services Industry has identified six values which underpin its vision of an inclusive, equitable and sustainable Community Services Industry. These values are equity, inclusivity, diversity, leadership, recognition & respect and continuous improvement. The full descriptions of each of the values are available by visiting the ACT Community Services Industry Strategy 2016-2026.

Reflection questions

- How important are these values to you? How are they expressed in your day-to-day work? Does your organisation have its own set of values and if so, where and how do they complement or compete against the Industry values?

- Consider undertaking a self-assessment of your personal values to identify further values. Can you identify ways these values have influenced your life, career to date, your work and your desire to be a leader?

While performance is a visible and important aspect of leadership, it is necessary to look beyond your ability and expertise to better understand your leadership potential.

Your leadership potential is defined as your capacity and interest to develop the qualities required for effective performance in leadership roles.
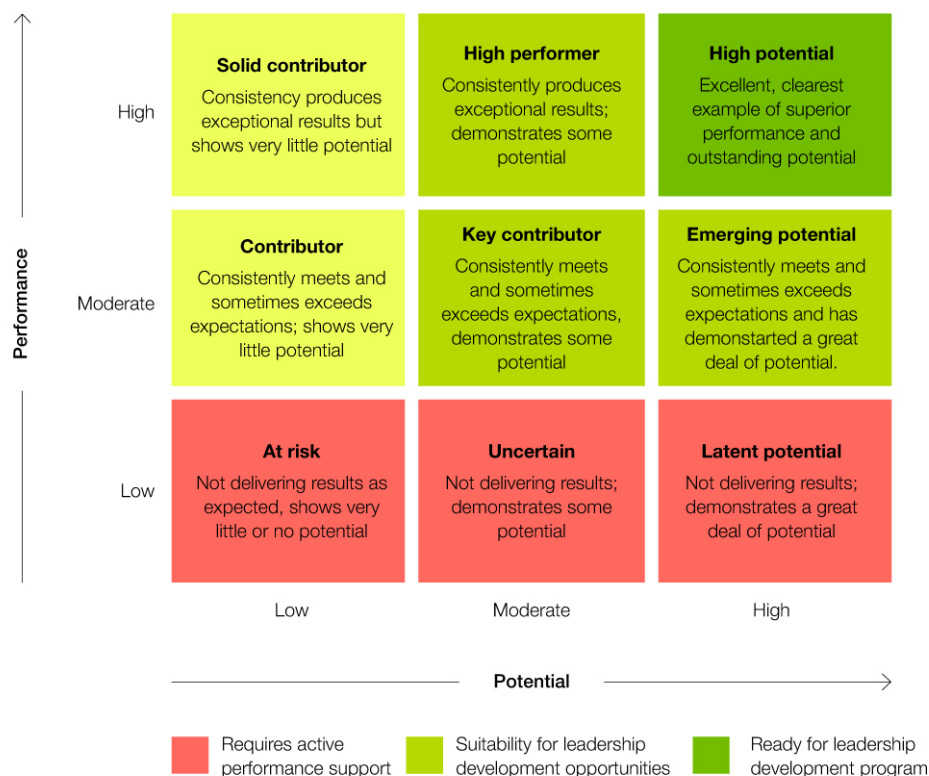
Those qualities include a mix of your personal and career motivations, your personality traits (discussed earlier under characteristics) as well as your experiences and competencies.

The nine-box matrix is a better practice approach to assessing your leadership potential. Achieving a high potential rating would suggest that you are ready, committed and able to participate in appropriate leadership development activities.

Additional reflection questions

- Have a look at the matrix and consider where you currently sit. Do you feel you are able to demonstrate your full potential in the role? If not, what factors hold you back?

- How satisfied are you with your current performance and your impact at work?

Figure 2.2 - Performance Potential Matrix

High	**Solid contributor** Consistency produces exceptional results but shows very little potential	**High performer** Consistently produces exceptional results; demonstrates some potential	**High potential** Excellent, clearest example of superior performance and outstanding potential
Moderate	**Contributor** Consistently meets and sometimes exceeds expectations; shows very little potential	**Key contributor** Consistently meets and sometimes exceeds expectations, demonstrates some potential	**Emerging potential** Consistently meets and sometimes exceeds expectations and has demonstarted a great deal of potential.
Low	**At risk** Not delivering results as expected, shows very little or no potential	**Uncertain** Not delivering results; demonstrates some potential	**Latent potential** Not delivering results; demonstrates a great deal of potential
	Low	Moderate	High

Performance (vertical axis)

Potential (horizontal axis)

- Requires active performance support
- Suitability for leadership development opportunities
- Ready for leadership development program

Adapted from M.M. Lombardo & R.W. Eichinger

Uncovering your latent potential

Given the nature and scope of your work you may find yourself performing well in some areas but not as well in other areas. Hone in on a one or two areas which are important to you and your organisation and consider the following suggestions to help uncover latent potential and ignite your performance.

Consider your engagement

Talk to your supervisor about your role and the degree to which you are engaged in the job, your team and your organisation. Does the role provide you with enough opportunity to utilise your skills and provide you with a feeling of accomplishment or being valued?

Complete a 360 assessment

In addition to providing information around your strengths and development needs, a 360 assessment would also provide insight into the extent to which you are aware of how people and events impact your performance.

Look for a diversity of experiences

Look for opportunities within different functional areas, organisations or sectors i.e. cross-sector project teams in order to develop a richer, more balanced perspective of leadership.

Identify a mentor

A mentor can help build self-efficacy, enhance performance, refine leadership skills and identify and clarify leadership development goals. They act as a confidential sounding board, and are able to draw upon their experience to provide to you with insights, knowledge and a safe space to experiment and ask questions.

Explore your learning styles

Understanding how your preferences and approach to learning can impact upon leadership performance. Explore Kolb's action learning cycle and learning preferences (Part 2) to understand how you can expand your potential by fully engaging in learning experiences.

Shadow an expert

Shadow a leader for a period of time or during a critical period to watch and observe how they respond to shared challenges or situations.

Practising judgement

Practice using your judgement by pre-committing to a decision. You can do this by choosing an interpretation of which issues are critical and which are not and then selecting the appropriate response. By pre-committing to a judgement you increase the chances of disagreement but you will also have daily opportunities to learn, improve, and recalibrate your judgement.

Stage 2. Observation

Begin observing other more senior leaders within your organisation or externally. Speak to them and find out what their leadership roles are like. What motivates them and what inspires them. This may provide clues for you to discover these things about yourself.

Ask experienced leaders (and former leaders):

• What are the most important values they demonstrated as a leader?

• What are some of the traits or strategies they employed to motivate others?

• How they leveraged their leadership skills as an emerging leader into a more formal leadership role?

• What are some of the characteristics they displayed which they felt helped them to stand out?

• What's the most difficult part of leadership?

Soliciting and considering feedback of this nature can help you to see your "blind spots" and help you to better understand the expectation of you by people working with and for you.

Stage 3. Conversation

Engage your supervisor, senior leader and/or mentor in a discussion around the steps you and your organisation can take to begin preparing you for leadership development opportunities including stepping up into leadership roles within the organisation or the Industry.

Your conversation checklist includes:

• Stating your leadership aspirations including your underlying motivations for leading.

• Discussing your organisation's governance arrangements, how decisions are made and by whom, knowledge sharing etc.

• Identifying some learning objectives based on key capability gaps along with some learning and development activities.

• Developing a shared understanding of expectations.

• Identifying the nature and level of support which needs to be in place for you to pursue learning and development opportunities and/or to 'step up' into leadership positions.

• Putting in place some important milestones so that you'll know you're on track.

• Agreeing how you'll remain accountable for your learning and growth as a leader including how you propose to share your learning with colleagues, peers and the organisation.

Stage 4. Action

To support you in taking action and embarking on your learning journey you could consider preparing a simple learning contract.

Based on your thinking and input from the preceding sections, as well as development opportunities listed in the proceeding pages, complete this learning plan for yourself. If appropriate, share this with your manager and get his/her support.

Figure 2.3 Learning Objectives Plan

What are you going to learn? (Objectives)	How are you going to learn this? (Strategies)	Target date for completion	How are you going to know you've learnt it? (Evidence)	How are you going to prove you've learnt it? (Validation)
Learning Objective 1				
Learning Objective 1				
Learning Objective 1				

Broadly speaking there are three kinds of learning objectives:

- Knowledge objectives: which relate to facts, concepts, principles, theory, background information etc.

- Skill objectives: which relate to how to…, procedures, tasks, techniques, specific behaviours to be displayed etc.

- Attitude objectives: which relate to role expectations, self-image, traits, motivations, values, perceptions, assumptions and opinions.

When framing your learning objectives:

- keep objectives simply phrased.

- frame less rather than more objectives.

- objectives can be measurable and non measurable.

- as you work through the templates, ask yourself "is this doable"?

Be creative and proactive when it comes to identifying learning and development opportunities. An indicative list of L&D opportunities is contained within Part Two.

Learning and development opportunity register

Type of opportunity	Description	Current programs / opportunities
Shadowing For skill objectives	The learner shadows an expert for period of time or during a critical period to watch and observe how the expert deals with an issue or situation. Includes debriefing session.	To be built by the Sector / Industry (reference to Strategy 6)
Interview an expert For knowledge and attitude objectives	The learner prepares a set of questions based on their needs and asks an expert (or several) for their views and experiences. Interviews are typically informal discussions.	To be built by the Sector / Industry (reference to Strategy 6)
Expert tutoring For knowledge and skill objectives	The learner is tutored or coached by an expert on how to do certain things. The learner is provided the opportunity to practice and is given on the spot feedback by the expert.	To be built by the Sector / Industry (reference to Strategy 4 & 6)
Secondments, attachments and placements For knowledge, attitude and skill objectives	Temporary opportunities to experience different organisational contexts including other not for profits, government agencies or even the private sector to obtain different perspectives, new knowledge, professional relationships and to work on issues from different points of interests.	To be built by Industry (reference to Strategy 4) Disability Empowerment Skills Exchange (DESE); Fulbright (Scholarship)

Type of opportunity	Description	Current programs / opportunities
Self-awareness exercises For attitude and skill objectives	Self-awareness instruments and reports which help learner to better understand their styles, preference, personalities and the impact on their practice of leadership. All forms of self-awareness information should involve a debrief with by suitably qualified professional.	• Thinking styles assessment i.e. Herrmann Brain Dominance Instrument • Personality assessments i.e. Myers-Briggs, DiSC Profile • Strength assessment. I.e. Realise2 • Self-reflection including taking time each evening to reflect on your behavior for the day. How do you perceive yourself? How do others perceive you? What can I learn from observing my behavior today? • Personal values assessment i.e. . Barrett Values Centre • Emotional Intelligent behaviours assessments i.e. Genos • 360 degree assessments of leadership capability • Journaling including capturing your inner thoughts and feeling in a journal to help objectify them. • Observe others. In observing other people, we can often learn a great deal about our behaviour.

Type of opportunity	Description	Current programs / opportunities
Digital learning For knowledge objectives	The internet has a wide range of learning resources many of which can be accessed for free. This includes podcasts, webinars, apps, digital books, videos, interviews, research databases, electronic articles and newsletters, blogs and internet radio programs	To be identified and shared by emerging leaders. Some examples include InnovationLab; Community leadership podcasts; AIM podcasts; ABC's This Working Life podcast; McKinsey podcasts
In role learning For attitude, knowledge and skill objectives	Opportunities to take on higher duties on a temporary basis or opportunities to lead at level on an ongoing basis. In role learning needs to be approached and managed in a deliberate manner if learning is to be effective for individuals.	To be built by the Sector / Industry (reference to Strategies 8)
Mentoring For attitude, knowledge skill and attitude objectives	A senior guide within or external to the organisation/sector who can provide wisdom, advice, contacts and perspective. Mentoring relationships need to be self-selected and self-managed to be effective.	ACTCOSS Pilot Board Mentoring Program Mentoring Guide and Support Resources (Volunteering & Contact ACT) WOB Mentoring Program

Type of opportunity	Description	Current programs / opportunities
Communities of practice For knowledge and skill objectives	Communities of practice are forums of people sharing similar professional roles or interest and meet regularly to share information and practices discuss common issues and provide shared resources.	• Community Development Peer Network (ACTCOSS) • HR Network (ACTCOSS) • Human Rights Network (Email group only) • Homelessness Network (Email group only) • Canberra Living Conditions Network • Justice Reform Group & Justice Network • Community Sector Policy Officer Network (ACTCOSS) • Community Assistance Support Program Peer Network (ACTCOSS) • Communications Network (ACTCOSS) • Reconciliation Peer Network (ACTCOSS) • Social Enterprise Peer Network (ACTCOSS) • Communities in Control
Coaching For attitude and skill objectives	A professional who can assist the learner to discover ways of effectively leading on a real time basis. The coach can assist individuals gain traction in their new roles for example.	Coaching Guide and Support Resources (Volunteering & Contact ACT)

Type of opportunity	Description	Current programs / opportunities
Networking For knowledge objectives	Opportunities to broaden and deepen professional contacts. Networking can expose learners to other experts with different perspectives. Professional relationships formed from networking can provide additional support and source of relevant information.	• Community Development Network (CDNet) • Peaks Forum • Leading Social Change Board Network • Cross-Sector Networking Forums (Woden Community Service)
Peer support For attitude objectives	Colleagues at similar levels who can provide encouragement and act as sounding boards. Peers can also reassure individuals that they are not alone in their challenges and difficulties.	• Reconciliation Peer Network • ACT Nannies Group (ACTCOSS) • Peer Support Guide and Support Resources (Volunteering & Contact ACT)
Job Swaps For knowledge, attitude and skill objectives	Exchanging roles with other individuals at similar levels to enable a broadening of skills across the organisation. Job swaps also encourage a deeper appreciation of and sensitivity to different roles and pressures in an organisation.	To be built by Industry (Strategy 8)
Stretch assignments For knowledge, skill and attitude objectives	Tough or complex assignments which stretch learners intellectually, in their skills and in their resilience are a powerful development option.	• Young Social Pioneers Program (Grants) • Community led grants (Scholarship)

Type of opportunity	Description	Current programs / opportunities
Sector wide project teams For knowledge skill and attitude objectives	Opportunities to influence and learn from important sector wide issues and to work with diversity, alternative views and dynamic relationships. Sector projects provide opportunities to build collaborative, negotiation, conflict management and relationship building skills.	• Ian Potter Foundation Grant (Scholarship) • Meyer Foundation Grants (Scholarship)
Sector conferences, and forums For knowledge, attitude and skill objectives	Opportunities to broaden and deepen sector related knowledge and to anticipate change. Attending leadership specific conferences can also help individuals to learn from other agencies, fields and other experts.	• ACTCOSS Biannual Conference • ACOSS National Conference • Cross sector info sessions - ATSI Focus • Community Directors Conference
Supervision (On the job feedback) For attitude, knowledge skill and attitude objectives	Precise feedback, advice and encouragement provided in timely response to actual performance (or lack of). Timely, constructive workplace feedback is critical to the building of good professional habits.	Supervision Guide and Support Resources (Volunteering & Contact ACT)

Type of opportunity	Description	Current programs / opportunities
Formal programs For attitude, knowledge skill and attitude objectives	Generic, public based programs or programs designed specifically for organisations. These programs assist in building specific leadership skills, techniques and approaches. Formal based programs should be used as part of a larger workplace focused development process or as a temporary measure.	• ACTCOSS Emerging Leaders Program • Next Generation Leaders Program (Scholarship) • Anstice MBA (Scholarship) • FastLead, SheLead, • Diploma of Leadership & Management • AICD Scholarships for Women in Disability (Scholarship) • NDS Learn & Develop Program • Australia Council for the Arts Future Leaders Program • AICD & CBC Future Leaders Program

Action Learning Cycle

Being an effective leader requires a commitment to learning and development.

The action learning cycle represented below offers up an approach which encourages emerging leaders from across the Industry to expand their potential to fully engage in learning and development experiences.

The four phases of the cycle include:

**Experiencing** – being open to, aware of, valuing experience.

Reflecting – making use of, and investigating the experience.

Thinking – analysing and creating meaning from the experience.

Acting – preparing for action and trying things out.

The learning journey can begin in any of the four phases. Ideally you should aim to cycle through all four phases when learning something.

Figure 2.5 Kolb's Action learning cycle
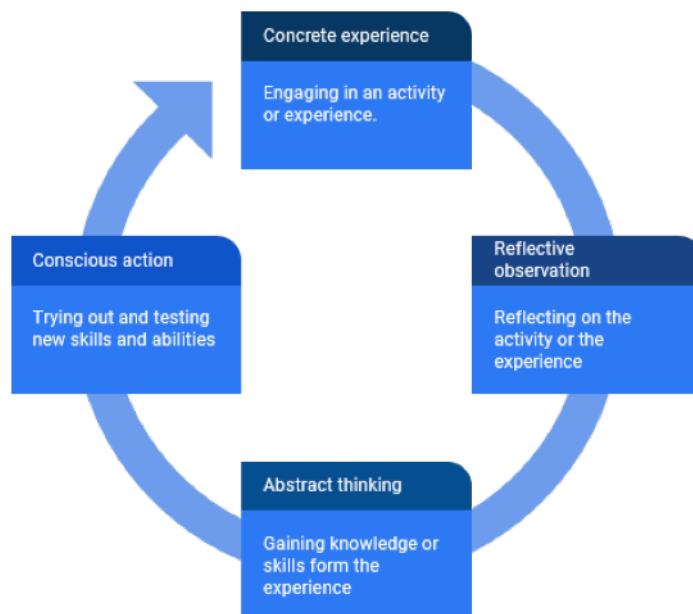
Reflective question

- There may be occasions when a learning phase is skipped or focus is just given to one phase. Consider why this is the case?

Learning Styles

While we all learn all the time, we do not all learn in the same way. As a result of our unique set of life experiences and backgrounds, we each develop a preferred style of learning. This learning style is simply the way we prefer to absorb and make sense of new information.

Our learning style affects the way we solve problems, make decisions and develop and change our attitudes and behaviour. It also largely determines the career which we will find most comfortable in and the kind of learning experience we each will find effective, agreeable and growth promoting.

Here are brief descriptions of the four Kolb learning styles:

Diverging (concrete experience / reflective observation)

People with this style tend to diverge from conventional solutions, coming up with alternative possibilities. They perform better in situations that call for the generation of ideas. Research shows that people with the diverging style are interested in people and tend to be imaginative and aware of their emotions.

Assimilating (abstract thinking and reflective observation)

People with this style excel in inductive reasoning and assimilating disparate observations into an integrated explanation. They are interested in abstract concepts. For those with the assimilating style it is important that theory is logically sound and precise.

Converging (abstract thinking and conscious action)

People with this style seem to do best in situations where there is a single, correct answer or solution to a question or problem. For those with the converging style, knowledge is organised so that they can focus it specifically on the correct solution.

Accommodating (concrete experience and conscious action)

People with this style are most interested in doing things, in carrying out plans and experiments, involving themselves in new experiences. People with this style excel when they are in situations where one must adapt or accommodate.

The following table maps learning strengths and preferred learning opportunities to each stage of the action learning cycle (earlier slide). It is meant to help you identify the leadership development options and methodologies that best meet your needs and preferences.

Figure 2.6: Learning stages, strengths and opportunities matrix

Learning Stage	Learning Strength	Preferred Learning Opportunities	Preferred Learning Facilitator
Concrete Experience	Learning by experience Relating to people Sensitivity to people / feelings	Learning from new experience, games, role plays etc. Peer feedback and discussion Personalised counselling	Coach and helper
Reflective Observation	Learning by reflection Careful observation before making judgements Viewing things from different perspectives Introversion - looking inward for meaning	Lectures Opportunity to take an observer role, to see an issue from different perspectives Objective tests of one's knowledge about an issue	Guide and task setter
Abstract Conceptualisation	Learning by thinking Logical analysis of ideas Systematic planning Deductive thinking - acting on the basis of one's understanding of a situation	Reading theory Study time alone Clear, well structured presentation of ideas	Communicator of ideas
Active Experimentation	Learning by doing Ability to get things done Risk taking Extraversion - acting to influence people and events	Opportunities to practice and receive feedback Small group discussions Projects and individualised, self-paced learning activities	Role model

Part Three

Organisations

This part of the Framework suggests better practices for organisations in identifying and developing their emerging leaders.

Organisations have different maturity levels in how they go about identifying emerging leaders. Their maturity is based on their organisational capability set, their agility and resilience as well as their capacity i.e. the amount of time, resources and space available to them. It is important that organisations are supporting in selecting the approach which reflects their capacity and their organisational culture.

Better practice principles for nurturing a learning and development culture along with developing future leaders have been referenced. Several leadership development activities have been mapped across to the Emerging Leader development lifecycle (Figure 1.2) to guide organisations in co-ordinating meaningful and impactful development opportunities for their emerging leaders.

Identifying emerging leaders

Organisational maturity

ACT Community Services organisations are incredibly diverse. There are close to three hundred organisations operating across the ACT and region and each possesses their own unique set of capabilities, capacities and expertise.

Designing an approach to identifying emerging leaders should therefore not be a one-size fits all approach. It should be based on the organisation's current level of capability and capacity.

By asking organisations to self-identify their level of maturity in relation to leadership development practice, we should be better positioned to support organisations make incremental adjustments to their internal procedures, policies and practices that are both realistic, sustainable and which have a positive impact on organisational culture.
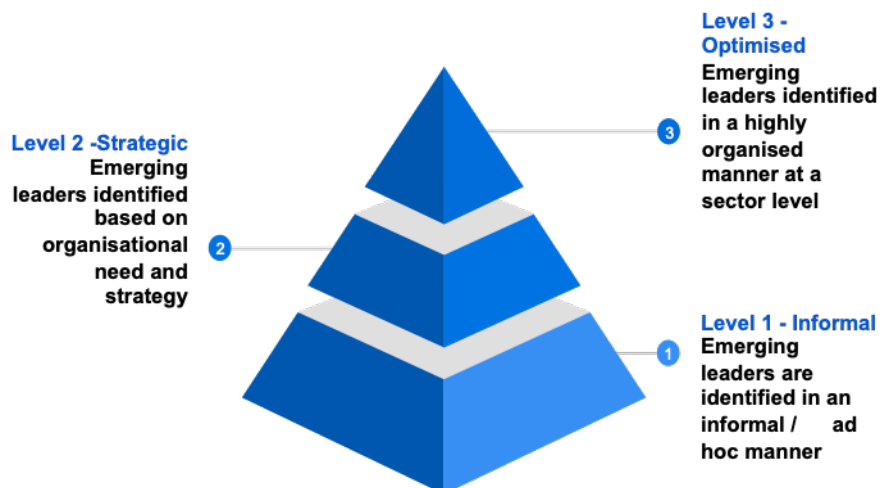
This Framework identifies three levels of organisational maturity when it comes to emerging leader development practice.

Level 1 - Informal - The identification of emerging leaders occurs in an informal and ad hoc manner.

Level 2 - Strategic - The identification of emerging leaders is based on a strategy and a shared understanding of the leadership capabilities, behaviours and attitudes required by the organisation.

Level 3 - Optimised - The identification of the next generation of industry leaders is undertaken through collaborative, sector-wide activity.

Figure 3.1 - Organisational maturity hierarchy

Level 3 -
Optimised
Emerging
leaders identified
in a highly
organised
manner at a
sector level

Level 2 -Strategic
**Emerging
leaders identified
based on
organisational
need and
strategy**

Level 1 - Informal
**Emerging
leaders are
identified in an
informal / ad
hoc manner**

Level 1 - Informal
An approach to identifying emerging leaders

This approach to identifying emerging leaders is for those organisations who have limited or constrained capacity i.e. resources, time and space to spend on identifying and developing leadership potential.

Despite the constrained environment and resources, there are several important steps these organisations can take to address leadership needs or gaps, to improve their performance and importantly to respond to the aspirations of their emerging leaders.

Stage 1 - Observe

An individual's performance defines their ability and expertise and whilst it is a criteria you must keep in mind, when it comes to leadership, organisations should aim to look beyond performance. They should look at an individual's aptitude, desire to grow, and overall potential.

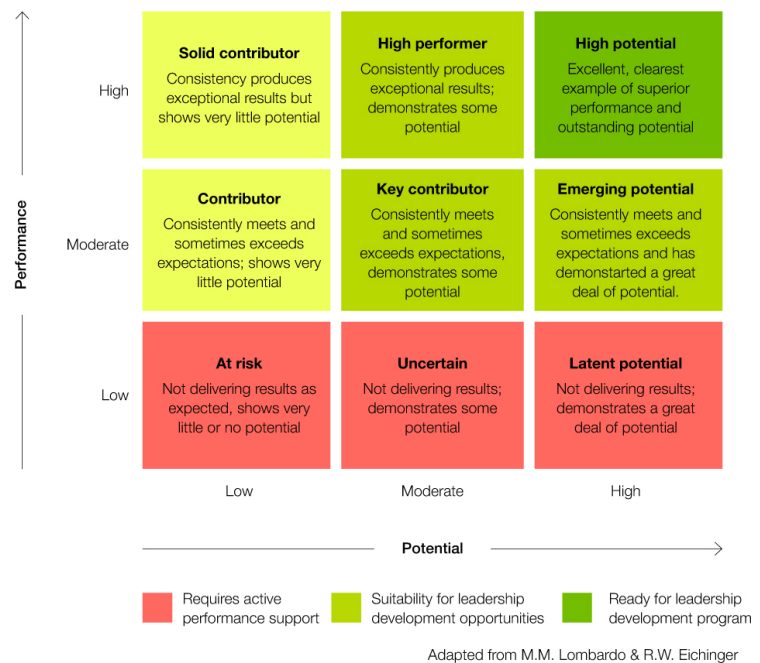This nine-box matrix can assist senior managers within organisations assess an individual's leadership potential.

Figure 3.2 - Performance Potential Matrix

Stage 2. Source feedback

Senior managers should seek feedback from others on the individual's performance as well as their engagement, visibility, contribution outside of their immediate team.

Talk to their peers, clients and the network about how they contribute to their organisation's culture and its mission. If they weren't in the role would there be a noticeable absence of leadership?

Performance			
High	**Solid contributor** — Consistency produces exceptional results but shows very little potential	**High performer** — Consistently produces exceptional results; demonstrates some potential	**High potential** — Excellent, clearest example of superior performance and outstanding potential
Moderate	**Contributor** — Consistently meets and sometimes exceeds expectations; shows very little potential	**Key contributor** — Consistently meets and sometimes exceeds expectations, demonstrates some potential	**Emerging potential** — Consistently meets and sometimes exceeds expectations and has demonstarted a great deal of potential.
Low	**At risk** — Not delivering results as expected, shows very little or no potential	**Uncertain** — Not delivering results; demonstrates some potential	**Latent potential** — Not delivering results; demonstrates a great deal of potential
	Low	Moderate	High

Potential

- Requires active performance support
- Suitability for leadership development opportunities
- Ready for leadership development program

Adapted from M.M. Lombardo & R.W. Eichinger

Are there any visible areas of weakness or barriers hindering their performance? Could these areas of weakness be addressed through changes to the organisation's policies, processes or practices or re-mediated through targeted learning and development?

Stage 3. Engage in conversation

Engage emerging leaders in a constructive discussion about their motivations and aspirations to lead within the organisation / Industry / in their career. What does the individual need from their supervisor and their organisation to successfully transition to a leadership role?

This is the time to begin putting in place targeted and realistic development preparations and ensuring that adequate support is available. Reflect upon the key themes which arose through the observation and feedback stages and identify some potential learning objectives. Supervisors should also use the opportunity to establish a shared understanding of the context and bigger picture; a shared understanding of mutual expectations; goals, targets and accountabilities; awareness of each other's work styles and preferences; agreed protocols and procedures to keep each other the loop and how to escalate issues; and regular catch ups.

Stage 4. Planning and accountability

There is recognition by the organisation's senior executive(s) of the individual's leadership potential and the organisation's responsibility to implement a learning and development plan for the individual. A senior leader signs off on the development plan and progress is discussed at regular 'check-in' sessions or performance appraisal sessions.

Level 2 - Strategic
An approach to identifying emerging leaders

This approach to the identification of emerging leaders is useful for those organisations who have a clear strategy for developing the capability and capacity of its workforce in line with strategic priorities and workforce analysis.

This approach helps to ensure that the organisation identifies emerging leaders with the right attitudes, behaviours, capabilities who are able to step into leadership roles that the organisation considers to be critical to achieving its outcomes.

Stage 1. Identify strategic and operational priorities

Organisational leaders are open and transparent about the organisation's key strategic and operational priorities and the required capabilities and characteristics of their workforce. They should provide their workforce with information pertaining to the operating context and its impact on the organisation; the nature of leadership within the organisation and the role of leaders; the leadership capabilities, behaviours and attitudes required of future leaders along with an indication of the leadership culture which needs to develop; and the performance expectations for leaders.

Stage 2. Alignment

Following the articulation of the organisation's priorities and future operating environment, emerging leaders have a clear understanding of the criticality of leadership and its role in helping the organisation achieve its mission. The organisation would undertake work to translates these needs into a suite of leadership capabilities, behaviours, attitudes and knowledge and skill sets for the workforce otherwise known as a capability framework.

Stage 3. Emerging leader talent pool

Individuals should be encouraged by the organisation to engage in regular conversations with their supervisor to review and benchmark their performance, capabilities, behaviours against key leadership capabilities. Organisations may wish to use Figure 4.3 to assist in determining whether an individual is ready for leadership development opportunities.

Stage 4. Road map

The organisation's leadership team would construct a road map which guides the organisation in relation to the ongoing development of its emerging leaders. Supervisors and managers would refer to the road map for guidance in relation to leadership development activity, resourcing and support.

This Progress Awareness matrix enables organisations to reflect upon the progress of individuals in their roles and the degree to which they have been exploring, testing and building upon their capabilities and potential.

Individuals who fall in section….

1. Demonstrate clear leadership potential. Organisations should engage the individual in conversation about their leadership aspirations and personal / career motivations and consider offering higher duties, leadership roles or stretch projects.

2. Demonstrate some signs of leadership potential. Organisations should assist the individual in drafting a learning and development plan.

3. Are not eligible for leadership development. They may require active performance management or equivalent intervention.
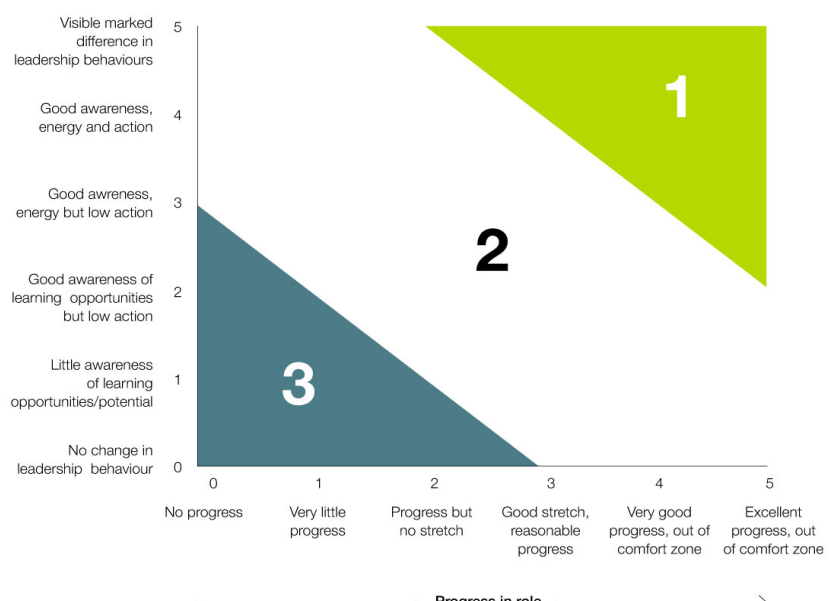
Level 3 - Optimised
An approach to identifying emerging leaders

The third approach to identifying the next generation of Industry leaders targets those organisations who, through being active members of a collaborative and cohesive sector have built an environment which is primed for leadership development.

This approach targets those organisations who are members of strong, mature, collaborative clusters and who have shared needs and challenges when it comes to leadership development and succession planning. Organisations who opt to pursue this option, do so because they acknowledge the shared challenges facing their sector and the Industry, particularly in identifying and developing the next generation of leaders.

Given the collaborative nature of their cluster they are able to pool their resources, efforts and time towards building long-term, sustainable leadership bench strength.

Stage 1. Assessing strategic and operating environment

The cluster undertakes a high level assessment of the capacity and capability of organisational leaders and their workforces to anticipate and effectively respond to changing priorities, contexts and emerging needs. The assessment would analyse and map, leadership capability across the workforce. What are the common, unique or unspoken leadership capabilities / attitudes / behaviours required by the cluster now and into the future to meet its priorities; and the degree to which leadership and succession planning is prioritised and resources allocated to respond to current and future leadership challenges.

Stage 2. Preparing the workforce

The cluster begins to address areas of leadership vulnerability and capability gaps through a series of structural, operational and personnel adjustments. Concerted effort is made towards building the capacity, agility and capability of the workforce to anticipate and effectively respond to the strategic and operating environment. The cluster works collaboratively to offer a mix of capacity building activities as well as capability development.

Stage 3. Building bench strength

In the course of building and strengthening workforce preparedness, emerging leaders may be revealed through forums, meetings and as a result of their performance. The matrix presented in Level 2 would help support identification.

Stage 4. Collaborative succession planning

Building and investing in leadership bench-stretch enables the cluster to rapidly and appropriately select and deploy pre-qualified individuals for breakthrough projects, task-forces or leadership roles.

Learning & Development Principles

Consider how your organisation might go about designing and implementing leadership development activity. In doing so, here are some better practice principles to consider:

- development needs are based on leadership capabilities, behaviours and mindsets that are deemed important by the organisation as well as by the individual.

- development should, as much as possible be contextual and based on the organisation/Industry's strategy.

- the development curriculum incorporates work on attitudes, knowledge and desired leader performance.

- development experiences are an integrated blend of on the job, relationship based and formal learning opportunities.

- development is supported and valued in a visible way by the organisational executive.

- senior organisational leadership are involved in the actual imparting of knowledge and attitudes as well as role modeling desired performance.

- preferred learning styles of emerging leaders are appreciated and catered to the extent practical, within the design.

- learning should occur through a positive frame i.e. building on an individual's strengths rather than correcting a development area.

- ensuring sufficient reach across the organization, and using system reinforcement to lock in change

- application of learning is designed to be part of the learning, not an activity left for after.

- evaluations are taken seriously and measure and assess workplace impact.

Questions for Reflection

- Reflect on and identify some examples of how these principles are applied in your organisation.

- What other opportunities can you identify in relation to how these principles could be applied in your organisation?

Preparing for leadership

Stage 1 - Leader preparation

Organisations have a role to play in assisting emerging leaders to learn and develop at each stage of the leadership development lifecycle (Figure 1.2).

The first stage in the cycle involves leader preparation. The focus here is on understanding oneself better by being self-aware and developing emotionally intelligent behaviours.

Figure 3.4 Stage 1 of the emerging leader development lifecycle

1.   Leader
preparation

Becoming self-aware
and exploring new
leadership
challenges

Better practices to assist individuals with learning and development for the leadership preparation stage include:

Figure 3.5 Stage 1 development options

Development options
Providing access to self-awareness and diagnostic processes.
Providing advice and guidance in establishing mentoring relationships.
Providing tool kits or resources on holding learning and development related conversations for both individuals and supervisors.
Providing to assist individuals to map their personal leadership and learning journey.
Providing access to peer networks and forums.
Providing access to professional coaching services through external coaching providers.

Stage 2 - The Transitioning Leader

The second stage in the cycle is the transitioning leader. This stage in a leaders development is associated with the exploration of identity, attitude and an individual's philosophical stance. Having the appropriate leadership attitude ensures emerging leaders are open to improvising, adapting, and action learning which are all critical to navigating the many complexities inherent within the Community Services Industry.

Figure 3.6 Stage 2 of the emerging leader development lifecycle

2. Transitioning leader

Exploring context and intentionality, engaging in workplace conversations in relation to identity and attitude

Better practices to assist individuals with learning and development for the leadership transition stage include:

Figure 3.7 Stage 2 development options

Development options
Ensuring organisational induction processes for new incoming leaders are provided.
Providing regular and timely informal and formal feedback on progress.
Providing mentoring and coaching support service for individual leaders who are new to role.
Encouraging individuals to seek out current and former leaders across the Industry to discuss aspects of leadership.
Encourage staff to engage in peer support forums which focus on leadership challenges and opportunities in the sector
Engaging in observational learning from personal experience and the personal stories, live case studies and real world examples.
Attitudinal expanding relationships where leaders get to know and interact with people with different ways of thinking and different perspectives.

Stage 3 - The Developing Leader

The third stage in the cycle is referred to as the developing leader.

This stage is primarily focused on acquiring and consolidating leadership skills and knowledge through on the job learning and experience.

Figure 3.8 Stage 3 of the emerging leader development lifecycle

3. Developing leader

Earning the leadership roles, learning the ropes and gaining traction

Better practices to assist individuals with learning and development for the leadership transition stage include:

Figure 3.9 Stage 2 development options

Development options
Providing performance related feedback and guidance for individuals from their supervisors and managers through informal and formal processes.
Providing access to approved internal and external learning and development activities.
Providing access to workplace learning and development activities, relationships and networks
Providing access to job relevant and appropriate professional, technical and disability services related development opportunities.
Providing stretch projects which encourage individuals to address a real problem in a specific context.
Providing access to opportunities for Higher Duties, secondments, task forces and projects.
Conversations structured around issues and dilemmas that lie behind the wicked problems that the organbisation faces. This means holding conversations about values, beliefs, assumptions, biases and paradigms.
Action oriented reflection through simulations and case in point learning which encourage leaders to examine why they behaved the way they did in various situations.

Cross-organisational collaboration

Collaboration is more than just working together, nurturing government-service provider relationships or community engagement. Transformative collaboration is about engaging with the right people to create new ideas, new possibilities, new solutions, new relationships, new ways of seeing and thinking.

In order for emerging leaders become skilled and effective collaborators, organisations must focus on nurturing better collaborative cultures and practices. Some suggestions include;

Establishing the purpose behind collaboration

Organisations must develop clarity of purpose, and articulate why cross-sector collaboration is critical to achieving their strategy. Asking the question "what can we do together that we could not do alone?" will help individuals to think beyond individual projects to identify bold whole of sector solutions and ideas.

Building capacity in the system

Creating focus, time, space and resources for collaboration to occur across the organisation / sector. This may require adjustments to governance arrangements, social networks and strategic partnerships, including the way people work.

Exploring opportunities to build collaborative capabilities through;

Sector-wide project teams

Opportunities to influence, advocate and learn from important sector wide issues. Projects such as the Joint Pathways Program, Children's First Alliance and HCCA's model of patient navigation for people with complex and chronic health conditions offer emerging leaders the opportunity to develop advocacy, influencing and negotiation skills.

Secondments, placements and job-swaps

Opportunities to experience different organisational contexts through temporary placements provides individuals with different perspectives, new knowledge, professional relationships and the opportunity to work on issues from different points of interests.

Peer support networks

Creating space and time for emerging leaders to learn, to innovate, to overcome challenges through participation on cross-sector networks helps develop collaborative capability. The ACTCOSS HR Peer Forum provides a safe and supporting environment for industry colleagues to discuss shared challenges and opportunities and identify solutions and ideas together.

Strategic partnerships

Encouraging the formation of strategic relationships with academia, other industries and the public sector in order to develop the propensity for more coordinated, multi-organisational responses.

When organisations fail to track and measure changes in leadership performance over time they not only increase the chances that leadership development activity won't be taken seriously, they are also unable to provide any guarantee as to the effectiveness of the intervention.

Monitoring Progress

Monitoring and reviewing leadership development activity has three main benefits:

- it encourages emerging leaders to reflect upon the value of the leadership development activity and its impact on their personal and professional growth;

- it encourages both the emerging leader and the organisation to consider how leadership development could be improved; and

- it instills confidence and trust amongst employees that the organisation is committed to and values investing in its people.

There are several ways in which organisations can monitor and promote the effectiveness of leadership development activity including;

Individual case studies

Case studies allow an organisation to showcase its leadership culture through a personal narrative. The case study would need to highlight the emerging leaders goals, their approach to development including reflections along the way, and the outcomes for the business. Showcasing an individual leadership journeys helps foster understanding, create conviction, and help others to realise opportunities.

Assessment tools

Assessment tools including 360 degree feedback exercises can measure and benchmark the extent of shifts in behaviour or awareness as well as the acquisition of new capabilities over time. Emerging leaders can also use the tools to demonstrate their own commitment to real change for themselves and the organisation.

Career progression

Organisations can track an individual's career progression and map it against the individuals own development plan. Questions such as how many individuals were promoted or assigned leadership responsibilities one, two or three years following the commencement of leadership development activity?

Organisational impact

Identifying some metrics which provide an indication of the health of leadership within the organisation such as clarity of purpose, visibility of leadership, communication, responding to future challenges could be captured in an online survey. This may also include the degree to which the organisation is living its values.

Part Four

System

There is a high level of uncertainty within the Community Services Industry about the future. The Industry is facing several systemic and emerging challenges which can not be solved by individual organisations and their leaders alone.

System leaders, such as those within government and peak industry bodies, are necessary for catalysing collective leadership around major challenges facing the Industry and for nurturing stronger and more adaptable leadership cultures.

This section of the Framework identifies eight strategic areas which require the attention of system leaders within government and peak industry bodies. These areas include;

- introducing an Industry-wide funding model for leadership development;

- nurturing a shared identity and purpose;

- recognising and supporting collaboration;

- exposing and promoting leadership development opportunities;

- data collection and reporting on leadership development;

- sponsoring industry-wide leadership development initiatives;

- commissioning a capability framework; and

- highlighting and promoting better learning and development practice across Industry

The System

The Community Services Industry is the second largest employer in the ACT employing 23,800 people, and with a supplementary volunteer workforce estimated to be double that of paid employees.*

The Industry Strategy acknowledges the need to draw on the extensive skills and knowledge of those within government and peak organisations and their experience and capabilities in system leadership to effectively lead such a sizable workforce.

System leaders are those leaders within government agencies and directorates, peak industry bodies, educational institutions, unions and employer associations and advocacy groups, as well as those organisational leaders who have responsibilities for sector-wide programs and initiatives.

System leaders recognise the many stakeholders involved in the development of emerging leaders and the onus on these individuals and bodies to lead and manage leadership systems, policies and practices in their respective contexts. The role therefore of system leaders is to adopt a collective approach and to encourage, empower and collaborate with others in the identification and development of future leaders across Industry.

This part of the Framework identifies eight priority areas which require the attention of and investment by system leaders in order to develop emerging leaders and nurture a stronger leadership culture Industry-wide. They include,

• introducing an Industry-wide funding model for leadership development;

• nurturing a shared identity and purpose;

• recognising and supporting collaboration;

• exposing and promoting leadership development opportunities;

• data collection and reporting on leadership development;

• sponsoring industry-wide leadership development activities;

• commissioning a capability framework; and

• highlighting and promoting better learning and development practice across Industry.

*Reference to ACT Long Service Leave Authority Industry Workforce Analysis - Community Sector (2016) and ACNC Report (2016)

Strategy Areas

Strategy 1: Sustainable Funding Models

The Industry is operating in a very competitive and increasingly constrained funding environment. Changes to the way government funds community organisations, including a move towards fee for service payments or outcomes based funding will present further challenges to organisations and their capacity to further invest in their workforce and in their ability to develop future leaders.

The System has acknowledged the importance of funding leadership development within the Industry's Workforce Plan 2017-2020 (Action Item 4.3). Leadership development does not have to be costly. Organisations which are open to thinking and acting in a considered and creative way in developing their leaders will succeed in designing and implementing leadership and workforce cultures that are agile, ready and sustainable.

System leaders will need to involve organisational leaders in discussions around sustainable funding models and incorporate their advice and recommendations to the fullest extent possible. There are several models which could be adopted.

Industry Partnerships

One of the most direct ways to develop emerging leaders is to engage an industry partner(s) who is focused, experienced and dedicated to delivering leadership development activities on behalf of the Industry. A new budget initiative or agreement would most likely need to be put forward to fund this model. Engaging a provider to design and deliver leadership content and programs would ensure consistency and equity across the Industry.

Industry levy

The Industry Strategy, which is funded by imposing a levy upon organisations in receipt of ACT Government funds, could be extended or expanded to include organisations in receipt of federal funding or based on an organisation's total annual income.

Grant specific

Every organisation applying for ACT Government funds would add a fee or a percentage of the total grant or eligible project fee to be directed towards the professional development of staff associated with the administration and delivery of the service. The funds would cover the costs of leadership development as well as backfilling positions.

Reimbursement

The ACT Government may choose to subsidise, reimburse or sponsor organisations who are facilitating or coordinating leadership development activities and who open up spots or provide opportunities to staff from outside their organisation.

Strategy 2: Shared identity

At the heart of transformational change there must be a galvanising industry-wide understanding of why the industry has come into being, why it matters, what unifies its constituents and what it hopes to achieve as an Industry that it couldn't previously achieve as separate sectors.

The Industry's identity and its shared purpose should become part of its brand. The brand provides an inward signal to the community services workforce of meaning, impact and pride, and an outward signal to clients, stakeholders and the broader community of professionalism, purpose and value.

A strong identity and brand will help to attract talent and engage emerging leaders. A shared identity helps emerging leaders see that their team's success as well as those of their organisation is inextricably linked to the Industry's purpose.

In building a strong shared identity, the System could consider the following strategies;

Belief Statement

The latest Aged Care Workforce Strategy purports the benefits of developing a belief statement which "expresses the truths that underpin the need for reform and change". Such a Statement would incorporate client and workforce insights on why the ACT Community Services Industry matters.

Clarity of roles and responsibilities

Leaders who share the same vision, values and identity, who work for a common good, are able to create internal cohesion and values alignment. System leaders need to articulate their role and responsibilities within the system. They must encourage organisational leaders to consider their responsibilities as system leaders too and to be visible and active across the sector.

Encouraging policy positions

Encouraging organisations to engage in dialogue and debate around policy / service delivery in order to come to some agreement around reform and policy changes. Having a unified position on key issues will help to build a stronger identity.

Strategy 3: Stronger industry collaboration

Collaboration is critical for leadership development however encouraging current and emerging leaders from across Industry to collaborate on a regular and sustained basis, particularly those who hold different views, outlooks and with different philosophical stances can be challenging.

Good collaboration is apparent when there is cooperative planning, a willingness to help, consensus driven decision-making and commitment to action and follow-through.

The responsibility for leading collaboration across and within sectors as well as with nurturing collaborative capacities, capabilities and mindsets lies with organisational leaders. Organisational leaders need to adopt the mindset of a steward or custodian of their sector and strive for outcomes and benefits which are greater than just their organisations.

System leaders can help support organisational leaders to nurture stronger collaborative cultures and practices through;

Collaboration mindset

Understanding leaders' attitudes towards collaboration including the opportunities and barriers to effective collaboration both within and across sectors. This could be done through regular polling.

Industry leadership group

Utilising organisational leaders knowledge and experience to design, oversee and approve collaboration initiatives and to re-define the role of senior leadership groups and their relationships to other forums and committees.

Collaboration champions

Although training programs can help, they are most useful when embedded in a work culture that fosters ongoing reflection and dialogue. Recognise and showcase collaboration/culture champions who possess both a depth of understanding and skill in collaboration as well as a track-record of successful collaboration and who can help to promote awareness of the value and skills of collaboration.

Accountability

Strengthening accountable for, cross-sector collaboration through the establishment of agreed goals and targets..

Strategy 4: Promoting opportunities

The ACT Government and peak bodies play an important role in disseminating information and promoting leadership development opportunities. System leaders within government and peak bodies should continue to,

Promote the expertise of others

Identifying and promoting the expertise, experiences, knowledge and/or skills which exists across the Industry. Access to other leaders can provide a valuable source of encouragement and reassurance for emerging leaders that they are not alone in their challenges and difficulties. Individuals with specific or in-demand expertise and capabilities could be accessed by emerging leaders as mentors, sounding boards or as part of a human libraries project. Their expertise or skills could be identified as a 'shared resource or service' within their sector or cluster.

Circulate publications and research papers

Ensure wherever possible that research papers, survey data and reviews etc. commissioned by the System are made available to Industry. Industry should be provided with the opportunity to respond to findings and recommendations.

Save a seat

There are many conferences, information sessions, networking events run by, or sponsored by the ACT Government and peak organisations each year. Each of these events or programs could offer an emerging leader an important development opportunity. System leaders should set aside one or two tickets per event, program or activity for emerging leaders across the Industry.

Identify positions

The System should identify short-term / temporary placements or secondments for emerging leaders as well as positions of boards, forums and committees.

Strategy 5: Data collection and reporting

Evaluating the impact of the actions taken under the Workforce Plan 2017-2020 will be critical in determining whether the Industry has achieved the priorities outlined within the Industry Strategy. The System could consider;

Annual benchmarking

An annual Industry survey which benchmarks an organisation's maturity against eleven emerging leadership practices (adjacent). The survey, targeting senior managers and leaders is designed to track capability maturity in relation to developing emerging leaders.

Regular pulse polls

Pulse polls, especially those conducted in real-time through crowd-sourcing technologies would enable system leaders to regularly 'check-in' with emerging and current leaders to better understand leadership challenges and needs.

State of the Sector survey

The State of the Sector Survey could incorporate additional questions on organisational (leadership) culture.

Case studies

The System could build a database of case studies on emerging leaders to highlight their leadership aspirations and journey.

Figure 4.1 Organisational maturity survey questions

Organisational emerging leader practices
A. In our organisation, we know who our emerging leaders are.
B. We identify emerging leaders based on our organisational needs and the individual aspirations of potential leaders.
C. The development of emerging leaders in our organisation is based on some kind of plan
D. We have room in our staff structure for emerging leaders to take on leadership roles.
E. We identify development needs based on relevant capabilities required by our organisation as well as by the individual emerging leader.
F. Our approach to the development of emerging leaders incorporates the development of attitudes, knowledge and performance / behaviours.
G. The development of emerging leaders in our organisation is an integrated blend of on the job, supportive relationships and formal learning opportunities.
H. The development of emerging eladers is supported in a visible way by the organisational executive.
I. The development of emerging leaders is inclusive of, and accessible to people of diverse backgrounds.
J. Those identified as emerging leaders are supported and encouraged to stay in the organisation long enough to take on and grow into leadership positions.
K. We measure and evaluate the impact of the development of emerging leaders on organisational outcomes and the individual growth of the emerging leader.

Strategy 6: Industry-wide leadership development

Leadership development is a shared responsibility between government and industry.

Developing leaders at all levels through a suite of coordinated industry-wide initiatives will have a positive impact not only at the individual level, but at the organisational and system levels in helping to build leadership bench strength, boosting collective leadership capacities and nurturing a shared identity and purpose.

The System is in a position to lead efforts on Industry-wide development initiatives including:

• Industry induction programs / processes

• Industry graduate programs

• Emerging (Future) leaders' programs

• Whole of Industry coaching panel - the system would screen and access providers much like government panels do. The coaching panel would provide emerging leaders and their organisations with access to professional coaching services through external coaching providers.

• Shadowing a leader

• Human libraries - Human libraries identify and position subject matter experts or people with helpful experiences as "books" which emerging leaders can borrow and access to interview and talk with on topics or issues of concern.

- Leadership jams - A leadership jam is an energetic approach to designing solutions to leadership challenges. The purpose would be to get emerging leaders together to design leadership responses or approaches to vexing leadership challenges. The jam is participant and process driven, resulting in the rod testing of prototypes that can be applied eventually in the workplace.

- The establishment of a mentoring program including providing opportunities for emerging leaders to mentor, coach or teach junior or less experienced staff.

- Representative panel - identifying positions for emerging leaders on inter-organisational and internal committees, whole of industry / government task forces and project groups.

Strategy 7: Capability framework

Capability frameworks are used to both describe, and help create capable organisations.

They are fundamental components of many organisational workforce processes including workforce planning, learning and development, recruitment and selection, performance management and induction.

The large majority of Community service organisations have obligations under their respective Acts and Quality Frameworks to ensure that there are adequate numbers of appropriately skilled staff to meet their clients and stakeholders needs. Quality Standards require organisations to develop clear plans or strategies to strengthen and improve governance and leadership capabilities. A capability framework provides staff and stakeholders with a clear understanding of the behaviours that are valued and rewarded across the organisation and ensures that these are aligned with the organisation's strategic direction.

The development of a whole of Industry capability framework would be able to describe the technical skills as well as leadership behaviours and capabilities that underpin system leadership and which are commonly required by leaders across Industry.

They can provide clarity and assurance to emerging leaders regarding what is expected of them both as a contributor to, and future leader within the Industry.

Whilst we know that each organisation places different priorities against different capabilities and behaviours, the workforce data and needs analysis has revealed several in-demand capabilities including whole of Industry thinking, digital/data capability, decision making capability, collaborative partnerships.

An Industry-wide capability framework could focus on articulating those leadership capabilities as well as the behaviours and technical skills needed to support the Industry's strategic vision and purpose.

The framework would inform and guide system-wide workforce planning based upon agreed future business activities and commitments rather than assumptions including ensuring leadership development programs and activities target the skills and capabilities needed across Industry as well as by community sector organisations. It would provide a common language enabling managers and emerging leaders to discuss a range of issues from induction and performance expectations to learning & development and career planning.

Strategy 8: Building better practice

Providing clarity and consistency to Industry in relation to how the System will service the leadership development needs of Industry is an important way to build trust, help to professionalise the Industry and build a culture of continuous improvement.

The System should commit to adopting and embedding better system leadership practice in relation to;

- ensuring that leadership development opportunities are inclusive, accessible and acknowledge and reflect Industry's rich diversity;

- engaging Industry leaders in regular dialogue around leadership culture, capability and capacity;

- role modeling leadership values and capabilities for example by playing an active role in leadership development programs i.e. as project sponsors, mentors or coaches;

- identifying potential stretch / break through projects for emerging leaders to undertake within their home organisations;

- identifying representative panels, bodies, task forces which offer emerging leaders the opportunity to build self-efficacy, network and be exposed to important leadership challenges

- identifying a panel of coaches and coaching services including self-awareness tools which emerging leaders can access to help with introspection and self-discovery;

- identifying and promoting secondment and placement opportunities at the system and sector level which expose emerging leaders to different leadership contexts, cultures and operating environments;

- showcasing and marketing better leadership practice from across Industry;

- supporting the growth of communities of practice and peer-to-peer learning groups for emerging leaders;

- establishing an Industry-wide mentoring program which includes representatives (mentees and mentors) from industry associations, boards and funding bodies; and

- promoting and embedding the action learning cycle as an approach to learning and development more broadly.