



Developing Leadership

Who? What? Where?



A resource guide for people across the APS who are actively involved
in leadership development policy, strategy and delivery

NOVEMBER 2003

Introduction

Developing Leadership—Who? What? Where? is intended to assist in the promotion of a broader understanding of leadership development issues in the public sector. It seeks to provide readers with a snapshot of current leadership development programs and other initiatives in a variety of Australian Public Service (APS) agencies. The resource was initially developed and co-sponsored by the Department of Defence and the Australian Public Service Commission (then PSMPC) as a result of the Developing Leadership Seminar held in September 2001.

One of the clear messages from the 2001 Developing Leadership Seminar, was the enthusiasm participants' had for case studies of leadership programs and more details about programs referred to during the Seminar. This updated volume will build on that information and provide contact points for those who want additional information.

The Leadership Development Network initiated by the APSC and supported by a number of other agencies, will continue to pursue the aims of the Seminar and to provide opportunities for interested agencies to pursue particular cases in more detail (including comments from those who participated in the programs described).

The 2003 Resource Guide has been updated by the Leadership, Learning and Development Group of the APSC, based on contributions from agencies who participated in the 2001 Developing Leadership Seminar together with other agencies who have expressed an interest in providing information on their current programs.

Other agencies who are interested in participating in this resource are encouraged to contact the Leadership, Learning and Development Group of the APSC on (02) 6271 6560.

Australian Public Service Commission

November 2003

ACT Health

Leadership Programs/Initiatives

ACT Health is a vibrant and committed organisation that provides a range of co-ordinated health and health care services designed to deliver improved health and community well-being for all people. ACT Health incorporates The Canberra Hospital, Calvary Public Hospital, Community Health, Mental Health, Population Health and the Department of Health.

The organisation is responsible for providing the people of the Australian Capital Territory with the best health care possible through the implementation of the ACT Health Action Plan 2002, and aims to be recognised for delivering the best health care and health-related services in Australia. Over 4000 people are employed in a wide range of occupations covering professional, scientific, technical, clinical and administrative areas.

ACT Health supports the building of leadership capability at a range of levels. This support includes encouragement of entry level and front-line supervisory staff to complete relevant certificate-based courses including the Certificate IV in Business (Frontline Management). A significant number of staff each year undertake graduate programs in the medical, nursing and administrative areas and various external study courses; leadership behaviours are addressed in many of these programs.

ACT Health's Staff Development Unit conducts a large program of in-house training courses and workshops each year. These workshops include *developing productive teams, learning to lead, innovation in leading* and *coaching to improve performance*. The Unit also arranges regular meetings of a middle managers' network which focuses on topics and issues that are relevant to their role as managers and leaders.

ACT Health is supporting a repeat of the *Leaders of Change* Program previously conducted for staff of The Canberra Hospital and Mental Health. This Program will now be conducted for staff from all areas of ACT Health. Leaders of Change is aimed at equipping our emerging leaders with the skills, knowledge and confidence to effectively lead and manage change at the individual, team and organisational levels and to foster a culture of leadership, trust and innovative ways of learning and decision making. The Program will assist in identifying and addressing key challenges and issues, increasing the leadership capacity across all areas of ACT Health and creating a network of positive, inspired and confident leaders committed to taking ACT Health forward.

Leaders of Change is open to a range of staff from ASO5, RN2, PO1, TO3 through to SOGC, RN4, SPOC, SOTS, GSO10 and others in equivalent classifications, or who have significant line management responsibilities, from all areas of ACT Health. The Program will be conducted by Andrew Greatrex of Emerging Leaders Pty Ltd and includes completion of diagnostic tools by all participants (including a 360 degree feedback instrument), a modular series of workshop sessions and a number of 'action learning' projects addressing key challenges and issues facing ACT Health. Coaching and optional mentoring arrangements are also available in the Program.

At the more senior levels, ACT Health encourages their Senior Officer Grade As and Bs and equivalent classifications to participate in the Take The LEAD Program being coordinated for ACT Public Service agencies by the Chief Minister's Department and presented by The Nous Group. Senior Executives are encouraged to participate in the ACT PS Executive Leadership Program coordinated by Chief Minister's Department and delivered by Yellow Edge with support from IBM Business Consulting.

A diagrammatic representation of building leadership capability in ACT Health is attached.

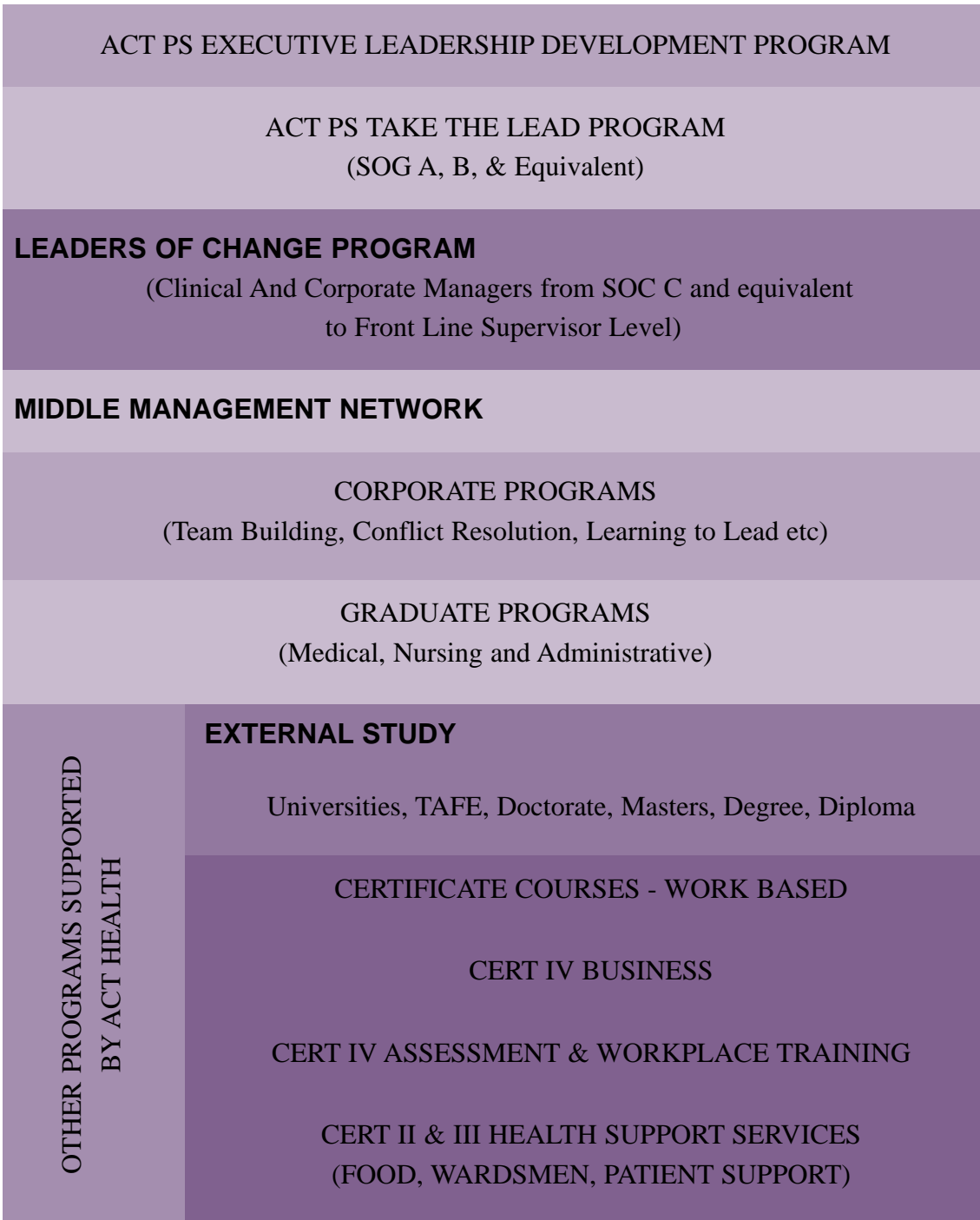
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BUILDING LEADERSHIP CAPABILITY



Australian Bureau of Statistics (ABS)

The ABS is Australia's official statistical agency. It provides statistics on a wide range of economic and social matters, covering government, business and population in general. It also has an important coordination function with respect to the statistical activities of other official bodies.

The ABS has a Central Office in Canberra and eight Regional Offices—one in each State and Territory capital city. The Regional Offices have responsibility for the Australia-wide operations of particular statistical collections, but overall program responsibility remains in Central Office. Regional Offices also allow the ABS to maintain close contact with State and Territory clients, including State government agencies, and with ABS data providers.

The ABS Mission is:

‘We assist and encourage informed decision making, research and discussion within governments and the community, by providing a high quality and responsive national statistical service’

Key Organisational Characteristics

The ABS has approximately 3000 staff across Australia, of which 1600 are located in the Central Office in Canberra. The average length of service in the ABS is 11.5 years, and the average age of ABS staff is 40 years.

In addition to the ongoing impact of substantial numbers of ABS staff making the transition from work to retirement, the ABS is faced with several current and emerging business priorities that are impacting upon the direction and focus of HR policies and strategies within the organisation.

ABS business priorities include:

- an increasing need for ABS staff to provide knowledge leadership through awareness of current and emerging statistical policy issues and debates;
- undertaking statistical coordination responsibilities and influencing non-ABS statistical activities;
- establishing and maintaining strong business partnerships with external agencies; and
- through close stakeholder consultation, development of a greater understanding of client needs.

ABS staff are also managing increasingly sophisticated user expectations of, and demands for, ABS statistics. This includes higher expectations of quality with informed users seeking access to a greater range of ABS products, and access to ABS staff for 'value added' interactions. The ABS is also committed to improving business processes through structural, functional and technological changes that enhance the efficiency, effectiveness and responsiveness of the ABS.

The HRD environment

In recognition of the need to develop and maintain a skilled and flexible workforce, ABS is firmly committed to the provision of learning opportunities relevant to meeting current and future organisational needs. This commitment is reinforced in the ABS Corporate Plan, which recognises that people are the key to achieving the ABS mission, and that the ABS will support their development and well being.

ABS is committed to providing a range of learning and development opportunities for staff at all levels. This commitment includes, but is not limited to, a wide range of formal corporate development programs.

ABS encourages employees to embrace an ethos of learning that permeates daily work and interpersonal interactions.

ABS employees are encouraged to seek opportunities for learning beyond the training room to broaden their experience and improve their effectiveness.

The national Learning and Development (L&D) team recognise this and works in partnership with all ABS employees, and a wide variety of internal and external subject matter experts, to create learning experiences that are the platform upon which to base on the job learning, further personal career development and organisational growth.

Learning can be derived by formal and informal means, both within and external to the ABS. Formal courses, on line learning, utilisation of resources from ABS Learning Centres, on-the-job training, mentoring and importantly, day to day work experiences are all effective ways of learning. Achievement of a skilled and more effective workforce is seen as joint responsibility between managers, employees and the national L&D team of ABS.

Learning and Development

The Learning and Development (L&D) team is a national team that supports the training and development needs of the ABS. Provision of a range of development activities are streamed into some broad categories:

- Statistics and ABS Core Business Processes;
- Leadership and Management Development;
- Information Technology;
- On Line Learning; and
- Special Focus Projects (such as Project Management to deliver outcomes, Coaching and the National Statistical Training Institute).

Each Regional Office has full-time HR staff. There is strong communication and support amongst the Regional Office L&D areas, with resource sharing and participation in national programs and projects. The Central Office area, which has a team of approximately 20 staff engaged in a variety of HRD activities is also responsible for L&D related policy, strategic planning and management and national program design, development and delivery.

ABS HRD moved several years ago to access some training and related developmental services from external sources. This required a broadening of the skills base of HRD staff to include contract management, project management and relationship management. ABS has successfully implemented this approach which has resulted in L&D staff developing a strong blend of skills and experience nationally to service the organisation and deliver improvements in workforce capability.

In operation, the ABS L&D follows a simple model of instructional design:

- needs analysis and identification;
- design of solution;
- development of solution;
- delivery of solution; and
- evaluation.

ABS has a sophisticated system of analysing and identifying learning needs. Each staff member has in place a formal performance agreement and a number of approaches have been applied to individual learning plans. A Lotus Notes based system for recording and analysing needs has been developed internally. The various business groups across the country all have peak forums for the discussion of learning and development needs in their line business areas.

At the highest level, an ABS Human Resource Strategy Committee provides strategic direction to L&D, and all aspects of HR, to make decisions on matters of budget and relative priority for competing needs. A feature of this approach to the management of learning and development within the ABS is the continued and strong commitment from the Senior Executive of the organisation.

L&D National Leadership and Management Group

The primary task of this team is to position the ABS, and its people, to meet the business and people management challenges of the future. The value added of the National Leadership and Management team to the ABS is realised through our collective expertise, experience and commitment to the ABS, its people, and values. By engaging with the diversity of experience and views of team members in developing programs, ABS seeks consistent quality outcomes through shared ownership of all national Leadership and Management Development Strategies.

The group seeks to assist, influence and support the decision making process within the ABS through our collective links to the ABS Human Resource Strategy Committee (ABSHRSC), Regional Director's (RD's)

and L&D Managers. Team members work in partnership with line business when developing interventions and seek advice on how to respond to, and implement, the strategic directions for learning that emerge from the ABSHRSC, RD's and the L&D Director.

A joint venture between the Central Office and regional L&D Management was undertaken to revise and implement the National Leadership & Management Learning Strategy. The strategy defines management learning as learning activities related to, and supporting, the successful realisation of the strategic objectives and core business of the ABS. The strategy adopts a continuous learning approach which defines the accumulation and application of management information, skills, competencies, knowledge and experience. This framework is designed to bring together the comprehensive collection of national programs that fall under the umbrella of L&D Leadership and Management Development.

ABS Leadership & Management Development Strategic Goals

1. Actively support the ABS achieve its strategic goals and organisational mission as articulated in the ABS Corporate Plan.
2. Leadership and Management learning activities will focus on enabling ABS core business and align with corporate directions and priorities
3. Leadership and Management development activities provide cost effective options which are flexible and adaptable to meet divergent national needs and strive for continuous improvement.
4. The National Leadership and Management Development Team will strive to continuously improve integration of management and leadership development with Statistical and Information Technology development activities.
5. The National Leadership and Management Development Team will work collaboratively with regionally located national team members to develop and maintain ABS national standards regarding training of presenters, development of learning resources and ensure national consistency and direction in the provision of leadership and management learning activities.
6. National equity of access to management learning activities will remain a high priority.
7. Leadership and Management Development activities will incorporate and reinforce APS Values, APS Code of Conduct, Occupational Health and Safety Guidelines and Diversity principles.

The major benefits of taking a nationally strategic approach such as this include:

- Provides one ABS approach to development and fosters consistency in message;
- Provides a development 'road map' for the individual;
- Provides a foundation for other HR systems;
- Provides a guide for staff and managers; and
- Provides efficiency through the coordination of effort and elimination of duplication

Delivery of Leadership & Management Development in ABS

Where solutions to identified needs require a 'training' activity, the ABS National Leadership and Management Development Team performs an expert 'training brokerage' function on behalf of the ABS. This involves a national team of internal human resource development (HRD) specialists identifying internal needs and linking the servicing of those needs to the best possible external providers.

To streamline this process, a National Leadership and Management 'Preferred Provider Panel' has been established. Providers appointed to this panel are required to provide services in relation to the design, development, delivery and evaluation of management and leadership training on an 'as needs' basis. This arrangement allows for a combination of both menu and demand driven training courses and provides the flexibility to respond to critical issues and changing corporate priorities.

The ABS National Preferred Provider Panel comprises training providers specialising in strategic HRD planning, others that are ideally suited to develop detailed instructional strategies for specialist needs and specific target groups, and training providers with extensive menus to deliver the most cost effective training for the largest target groups. This panel provides the highest quality services to the ABS and is able to meet corporate leadership and management development requirements.

A combination of menu and demand driven training courses and programs also provides ABS with the flexibility to respond to critical issues and changing corporate priorities. It also supports the maintenance of an overarching ABS HRD strategy as well as the application of the variety of learning solutions that underpin such a strategy.

The National Leadership and Management Development Team works in close partnership with panelists to ensure that leadership and management training sits firmly within the overall strategic context set by the ABS National Human Resource Management Strategy Committee, and that organisational development and change is effected.

ABS Leadership and Management Development Programs 2003–2005

Flexible learning in the ABS incorporates distance elements, classroom based and on the job learning, the development of a network of 'Learning Centres' to facilitate self paced learning, plus, the increasing use of multi-media and 'on line' learning. The development of managers and leaders in ABS is based upon a simple construct of focus on self, team, the business of the ABS, and our external environment. Content varies dependant upon focus group, but outcomes of all programs are consistent with developing staff in the above dimensions. Whilst budget and need determine year to year priorities and extent of provision of certain programs, the key corporate leadership and management programs in the ABS are:

ABS Leadership Program (ABSLP)

A succession management program focused on the development needs of staff in the SES feeder group. This program is national and from time to time, opportunities for participation are extended to leading international statistical professionals and agencies. This program is conducted on an as needs basis, generally, about every eighteen months.

ABS Strategic Management Program (ABSSMP)

A national succession management program focused on the development needs of staff in the Executive Level 2 feeder group for staff considered likely to be promoted to this level in the medium term. This program addresses needs driven by succession management and planning issues in the ABS and is run on an as need basis.

ABS Manager Development Program (ABSMDP)

This program is focused on the development needs of staff who are in middle management roles within the ABS (APS6–EL1). The content develops the skills and experience required by managers at this level and focuses on developing knowledge and capability required to enable and maximise performance of staff and effectively manage in a dynamic APS/ABS change environment.

ABS Introduction to Management Program (ABSIMP)

This program is focused on the development needs of staff in front-line management or supervisory roles (APS4–5). The content develops the skills and knowledge required by managers at this level and focuses on developing knowledge and capability required to effectively manage in a dynamic APS/ABS change environment.

In addition to the core corporate training programs, specific seminars and self-contained short courses are also conducted to target priority, emerging and topical issues. Examples of priority training issues include:

- Performance Management;
- Coaching in the workplace;
- On-the-job training;
- Change Management;
- Project Management; and
- Business Analysis.

Emerging and topical issues include:

- Government and agency reform; and
- Changes and Innovations in the ABS Business Environment.

There are also ongoing seminars and presentations arranged across the ABS and delivered by ABS subject matter experts.

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Australian Communications Authority (ACA)

ACA Management and Leadership Development Program 2000–2003

The need for a dedicated Management and Leadership Development Program within the ACA was identified as an important priority in the ACA's Human Resources Strategic Plan 2000-2003; People Management in the ACA. The outcomes of the 1998 and 2000 Workplace Diversity Surveys, along with feedback on the Performance Management and Feedback System (PFMS) supported the need for managers in the ACA to further develop their skills and knowledge in leadership and people management. Consequently, the Management & Leadership Development Program was nominated as the major development program in the ACA Human Resources Development Plan 2000-2001.

Work on a paper detailing a Management and Leadership Development Program commenced in October 2000. In December 2000 the paper was presented to the ACA Executive and after some amendments were incorporated, the Management and Leadership Development Program was endorsed by the ACA Executive.

The Program was based on a framework of five key elements relating to leadership and management skills and qualities. This framework had been developed by the Australian Public Service Commission (APSC) and is titled the Senior Executive Leadership Capability Framework.

Four components make up the overall Management & Leadership Development Program:

- Management and leadership seminars
- In House development activities
- External places on management and leadership courses
- An ACA Management/Leadership Network

In January 2001 the ACA sought tenders to deliver:

- the In House development component, and;
- the ACA Management/Leadership Network.

Following shortlisting, three organisations were invited to provide a presentation to the tender evaluation panel. A unanimous decision was made to contract Melbourne based management consultants, The Nous Group. Their proposal provided a pragmatic approach to address the ACA's needs involving top down coaching (commencing with ACA senior management), a series of workshops, guest speaker presentations and the formation of an innovative management/leadership network.

The target group comprised:

- The ACA senior management team (13 members)—SES level
- 60 Managers—mainly EL 1 & 2 level

Senior managers nominated managers for the program with an emphasis on those who were performing supervisory roles.



A Steering Group was formed comprising eight ACA members and the Project Manager from The Nous Group. The Steering Group chose the title "Leading Edge" for the program after considering several options.

The outcomes sought from Leading Edge were improved management and leadership skills in relation to the Senior Executive Leadership Capability Framework. In order to measure this all Leading Edge participants completed a 360 degree feedback questionnaire prior to the commencement of the Leading Edge residential workshops.

In June 2001 ACA's senior management convened for a two day residential workshop to launch formal Leading Edge activities. In late July and August three groups of 20 ACA managers attended three-day Leading Edge residential workshops. Senior management buy-in was gained for these workshops with two senior managers attending each workshop.

Topics covered in the workshops included: understanding personality and team roles; creating a Leading Edge team; giving and receiving feedback; what does the ACA want from its leaders?; and, an ACA Leadership Charter.

To enable application of the themes covered in the workshops in the workplace, participants formed small project groups to address management and leadership challenges the ACA faces. Each project team was assigned senior management mentors to assist with the projects.

At the end of the manager's workshops The Nous Group launched the Leading Edge website, an online resource for participants and a foundation of the Leading Edge networking activities.

In early September senior managers attended a second offsite workshop to further refine and strategically develop Leading Edge for its second phase. A key component of this workshop was the further development and refinement of an ACA Leadership Charter following comments and input from the manager's workshops.

In late October the three groups of managers attended a further three two-day residential workshops where the final version of the ACA Leadership Charter was signed off. These workshops focused on strategic thinking and the strategic challenges the ACA faces. Further work was undertaken by the project teams on their nominated topics prior to the presentation of their results to the ACA Executive in November.

In early December the ACA Executive met for their third and final workshop for 2001. This workshop provided a wrap up of Leading Edge in 2001 and the decision was made to offer the program again in 2002 to remaining EL 1 & 2 staff with the balance made up of staff at the ACA 5 & 6 levels.

Evaluations received on Leading Edge activities for 2001 indicate over 85% of participants rated the workshops as very good or excellent. The program achieved a high profile within the ACA and was something many staff aspired to participate on.



Leading Edge 2002 followed a similar approach to the 2001 program. Sixty managers ranging from the ACA 6 to EL 2 level were nominated by Executive Managers to participate.

The Nous Group made some changes to the design and content of Leading Edge, the most significant of which was basing the program on the ACA Leadership Charter rather than the APSC Senior Executive Leadership Capability Framework.

The program commenced with a 360 degree feedback exercise in February. The 360 degree questionnaire was based on the ACA Leadership Charter. In March three separate three day residential workshops were held in Melbourne. The workshops looked at personal and team behaviour and roles, ACA strategic direction, leadership theory and the role of followers. The 2002 stretching projects were allocated during the workshops with cross functional and cross locational teams of four to five managers working on a variety of topics with relevance to management and leadership issues.

A second round of residential workshops was held in June in the Canberra region. The three workshops were of two-days duration and focused on feedback, coaching, managing knowledge and creating a leading edge team. The project teams continued their work at the workshops and presented their reports and findings to the ACA Executive in July 2002.

Evaluations of the workshops revealed more than 83% of participants rated the program as very good or excellent.



In October 2002 a group of 25 staff at the ACA 5&6 levels participated in the first module of Next Wave Leading Edge. This program was an abridged version of the Leading Edge program (Next Wave comprised two modules with a total duration of four days). The topics that were rated highest on Leading Edge as well as those topics perceived to have the highest impact in the workplace were retained for the Next Wave program.

The group was allocated into five project teams to research and make recommendations on the further development and promotion of the ACA Leadership Charter. A single group presentation was developed during Next Wave Module 2 and presented to past Leading Edge participants at the Leading Edge Workshop days in Melbourne and Canberra in December 2002. The group's findings and an associated paper outlining key recommendations formed an agenda item at the ACA's Human Resource Steering Committee's first meeting for 2003 in February.

The Leading Edge workshop days, facilitated by The Nous Group, were held in Melbourne and Canberra in early December 2002. They were designed as an opportunity for all past participants of Leading Edge to get together and reflect on the learnings from Leading Edge as well as to maintain networking among participants and provide input for the next phase of management and leadership development in the ACA. The workshops were a resounding success with over 90% of past Leading Edge participants attending.

Another group of 25 participants at the ACA 5&6 levels commenced Next Wave in February 2003. Like the 2002 group they also worked on a project, this time based on the Chairman's four key challenges for people management in the ACA.

In March 2003 another group of predominantly EL 1&2 staff commenced Leading Edge. It is anticipated this will be the last Leading Edge program offered as, at conclusion of this program, all ACA staff at the Executive Levels will have participated on Leading Edge.

The Leading Edge residential workshops have been supplemented by the project work described above as well as a series of guest speakers on leadership topics, informal networking opportunities and two major workshop days designed to reinforce and further develop the principles of Leading Edge for all past participants.

At time of writing around half of the ACA's 400 staff has participated in Leading Edge.

Other initiatives in management and leadership development in 2003 include feedback training for all ACA managers and supervisors and a pilot coaching program due to commence in September 2003.

Promotion of the ACA Leadership Charter has continued with the production of mouse mats, large colour posters and information sessions for all staff.

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Australian Customs Service

Customs has recently integrated its development programs into a single framework which addresses interpersonal, managerial and job specific skills and knowledge for staff from Levels 1 to 4. (APS 2 to EL1) The framework, which is competency based, contains units from the Frontline Management stream as well as other human resource management units which specifically address leadership in the workplace. For example, officers who supervise staff are required to address units such as:

- Participate in, Lead and Facilitate Work Teams;
- Establish and manage Effective Workplace Relations; and
- Provide Leadership in the Workplace.

Competency assessment recognises that skills and knowledge can be acquired in a variety of ways and that formal training or course material is not always required. Customs has developed programs to assist first time supervisors and managers to develop the relevant skills and knowledge. One of these programs is the Level 3 and 4 (APS 5 to EL1) *Management and Supervisor Development Program*.

The need for this program was identified through Workforce Planning projects carried out through 1998 and 1999. It was designed to develop a broad understanding and application of management approaches and strategies to deliver organisational outcomes. While based on Customs specific management responsibilities, it has been delivered in a broader context addressing modern management and leadership principles.

Sessions covered during the program include:

- The Role of Managers;
- Leadership;
- People Management;
- Planning;
- Communication and Information Management;
- Change Management in Customs;
- Ethics and Conduct;
- Financial Management;
- Performance Management;
- Government Processes and Representation; and
- Current Management Issues and Approaches in Customs.

In relation to the leadership segment, the aims are to:

- identify the key elements of leadership in the Customs management environment;
- identify senior management's views about leadership in Customs;
- identify the difference between leadership and management in Customs;
- identify strategies to transfer learning throughout Customs;
- highlight the importance of having a systems view and of strategic thinking;
- identify the need for Customs leaders to focus on achieving results; and
- identify how to recognise and harness emotional intelligence.

Participants are required to demonstrate acquisition of skills by applying Customs management approaches in the workplace. This is assessed primarily in the pre-course period and reviewed post-course after three months in conjunction with supervisors, to evaluate the extent of learning. The program, which has been conducted in conjunction with the University of Canberra, has been piloted once and is currently undergoing evaluation.

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Australian Electoral Commission (AEC)

Background

In December 2000 the Australian Electoral Commission's (AEC) Management Board held a strategic planning and leadership workshop. The workshop was preceded by workshops in Sydney and Melbourne to seek staff input to help shape the strategic plan. Staff who were unable to attend the workshops had the opportunity to send their comments in writing.

The Strategic Plan and Leadership Framework were developed by AEC's Management Board in partnership with the Value Creation Group and contributions from staff.

Strategic Themes

The AEC's major areas of focus are the following strategic themes:

- Engaging and involving our people;
- Promoting leadership;
- Improving core business processes;
- Managing relationships with our customers and stakeholders;
- Promoting a performance culture; and
- Promoting confidence in the AEC.

Leadership Development Principles for the AEC

To further progress leadership development across the AEC, Management Board agreed to the following set of leadership principles:

- aligning the process to the strategic direction;
- ensuring the process is dynamic;
- involving the senior leadership group in teaching, coaching and mentoring,
- making the process compulsory for managers at Executive Level 1 and above;
- resourcing the process appropriately;
- ensuring the process is interactive and action learning based;
- integrating the process with core business processes;
- promoting openness;
- promoting and connecting with AEC's core values;
- marketing AEC's philosophy of leadership development and
- consistency of the leadership development framework nationally.

Program Objectives

The AEC's leadership development framework aims to further enhance leadership capabilities and behaviour of AEC leaders by:

- utilising a model that provides for key behaviours/attributes that are relevant to the AEC;
- providing a process and environment for multilevel constructive (360) feedback to leaders;
- assisting leaders to receive feedback in a constructive manner and to appropriately address the feedback received; and
- providing a leadership development program that addresses development needs for the AEC at an individual and broader group level were relevant based on feedback given to the AEC leaders, so as to continually enhance leadership within the AEC.

The AEC and individuals will gain maximum benefit from a system that trains and coaches participants in how to give feedback and receive feedback from multilevel sources.

Peer Support

A feature of the Leadership Framework is peer support. Participants have the opportunity to identify a peer partner with whom they can discuss and identify:

- Areas to explore further;
- Questions to ask which will create further insight; and
- Strategies for managing the interaction with their supervisor and direct reports.

Addressing development

Feedback is captured centrally to ensure confidentiality. Individuals can seek assistance identifying areas for development as well as the appropriate leadership development intervention. Options will be tailored to individual needs and may include interactive action learning programs such as executive coaching, mentoring, as well as attendance at APSC SES training modules. An AEC wide leadership development program will be implemented to address common areas requiring development.

Rolling out the leadership model across the AEC

Leadership assessment and development is initially commencing with Senior Advisory Committee members. Once this process is finalised and any refinements undertaken to leadership development it will then be rolled out to executive level employees with support from senior executives. Development needs for AEC leaders will be assessed by utilising a form of 360° feedback instrument that is based on the leadership capabilities and behaviours. The leadership behaviours have application to all leaders across the AEC. Assessment against the leadership model will over time be integrated with the AEC performance management program for all AEC leaders.

A People Leadership Framework for the Australian Electoral Commission

Leadership Values:

AEC leaders uphold and promote the APS Values and Standard of Conduct and the AEC Values of:

- Transparency,
- Integrity and Accuracy,
- Independence and Neutrality,
- Service,
- Respect for the Law and
- Mutual Respect.

Leadership Capabilities:

An AEC leader will:

- Provide direction
- Communicate well
- Create the right climate
- Be Values driven
- Be People focused
- Be Achievement Oriented

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Australian Taxation Office (ATO)

The Commissioner for Taxation endorsed the Australian Public Service Commission (APSC) Senior Executive Leadership Capability Framework as a framework for leadership in the Australian Taxation Office (ATO). All senior leadership, SES and EL2 levels, selection criteria use this framework. An interpretation of the leadership framework is an Attachment (B) to the current Executive Level 2 (EL2) Agency Agreement and states that a portion of EL2 Performance Pay will be assessed against this leadership criteria.

Leadership behaviours of SES/EL2 staff and all other staff with 4 direct reporting management roles will be assessed via the multi-source feedback process. The leadership questions are aligned to the APSC Senior Executive Leadership Capability Framework and were developed with extensive consultation across the ATO. This bi-annual questionnaire process is intended to encourage desired leadership behaviours in the organisation.

Information sessions have recently been held Australia wide for SES/EL2 staff to promote a shared understanding of the APSC framework and to assist senior leaders to translate the leadership capabilities into their own work environment.

An ATO business line has developed a leadership program based on the ATO strategic management system and all managers of that line plus other selected staff and managers from other lines have participated in this program. Other business lines have utilised consultants to provide/develop leadership programs for their manager/team leaders.

Succession planning initiatives are being actively pursued in some areas of the ATO including participation in the APSC Career Development Assessment Centre (CDAC) over the last financial year. This program, which is aimed at identifying EL2 officers with the potential to move into the SES level within the next 2 years, has seen 14 people from across the ATO participate in the program. Some business lines have also used the Performance Agreement process to identify high performers at different levels of their business in order to fast track their experience in preparation for promotion to key areas. Some areas in the organisation have used an Assessment Centre approach to further identify areas of excellent performance and capability and also to identify risks to their business where capability weaknesses are uncovered.

Current ATO management programs also incorporate some leadership theory and the principles as outlined in the endorsed framework.

The ATO has also promoted effective leadership for senior executives through a number of corporate fora

- Senior Executive Dialogue Days that include all ATO SES are held quarterly. These days are used to discuss and resolve key corporate issues; develop relationships; explore cross line influences; achieve a cultural shift in our approach to leadership and involve and acknowledge the role of all SES in key planning processes in the ATO.
- One Leadership Forum has been conducted corporately where SES and EL2's were directly involved in corporate planning and the discussion of key issues of the ATO. Some business lines also conduct regular similar forums for their EL2's. These are designed to inform and involve this leadership level in the strategic direction of the business line.

The Future

- Limited funding
- More emphasis on accountability
- Centralised management
- Increased reliance on an effective performance management measurement system that will provide the organisation with an accurate picture of its current staff capability and feedback for development purposes. (a snap shot of the past)
- Changed business structure
- More rigor around measuring capability

- Reduced recruitment—increasing the need for effective succession planning
- More flexibility and mobility in our workforce
- Leadership for virtual team

Other Factors

- More collaborative approach with other government agencies (eg Australia Post, Centrelink) as partners in our business
- Global economy
- Electronic transmission—growth in electronic lodgment and electronic business transactions with our clients
- Agency Agreements (ATO has two, General Employees and Executive Level 2)
- Internal staff charter
- Development of the knowledge management worker concept
- Increased understanding and use of emotional intelligence.

As a result of a different financial and planning direction in the ATO since July 2001, attention will be focused on a single People Plan for the entire ATO. It is intended to encourage a corporate approach to all people issues, including leadership, which will also ensure savings.

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Centrelink

Centrelink's Leadership Framework provides the direction for our leadership development activities. It seeks to establish a consistent national approach to leadership development, initiate an enhanced approach to performance feedback, and implement a strategy for the development of potential leaders.

To date, activities where most effort is focused include implementing 360 degree feedback, the Leadership Qualities and Centrelink's Development Centre.

360 degree Feedback

Constructive feedback is increasingly recognised as key to enhancing leadership effectiveness. Centrelink has selected a company who will work with us to provide the 360 degree feedback participants with a direct assessment of their (perceived) performance. The instrument launches a process of professional development through specific feedback to participants on their leadership practices and how their colleagues in the organisation perceive these practices. Colleagues in this case include the individual's 'boss', 'peer' and 'direct report'. The selected company is the Australian licensee who will administer the questionnaire and collation of the responses in a report rating the participant against twenty two leadership behaviours at a structured feedback session.

People Management is negotiating a Deed of Agreement with the company, which should be ready for use across Centrelink in the next month. When required by teams, National Office will issue the company with work orders to purchase their services.

The primary objectives for using the tool are:

- it provides participants and their observers with a flexible and structured process which is easy to use throughout Centrelink, nationally;
- it will compare the participant's current leadership practices against Centrelink's Leadership Qualities; and
- it will assist large numbers of people by providing feedback and useful advice on their leadership development planning which integrates with other Centrelink tools and processes such as TILPs, performance management and the Development Centre.

Leadership Qualities

Centrelink's executive group has agreed to nine Leadership Qualities to take the place of its current Leadership Capabilities. The Qualities, which are linked to the APSC's Senior Executive Leadership Capability Framework, are measures which have the highest probability of delivering successful outcomes on future business objectives. They also cascade to all levels of leadership within Centrelink communicating the vision for the organisation in terms of critical requirements of the leadership role. We have developed elements, performance criteria and performance measures for each Quality and looked at both external and in-house leadership programs to determine their potential to deliver components of the Qualities.

The 360 degree feedback instrument can accurately measure each of the nine Leadership Qualities providing useful information for individual and organisation wide development and succession planning.

Centrelink's Development Centre

Another key component of Centrelink's Leadership Framework is the Development Centre. The Development Centre draws together the Leadership Qualities and the 360 degree feedback instrument in a 'virtual' site. The Learning Executive Group, which has a representative for each component of Centrelink's business, will meet soon to agree on the design and delivery format for conducting the Centres and on the selection process for participants.

A preliminary outline of how the Centres might operate follows. During the course of the Centre, participants will engage in a range of activities/exercises addressing the business and political issues of the day and the future, organisational priorities, strategic directions, self awareness and the Leadership Qualities. The

exercises will stretch participants and allow clear identification of skill levels and development opportunities. Feedback, follow-up and development steps/options are crucial outcomes for each participant. We propose that participants will attend a pre-course briefing about the Centre in terms of its purpose, the process of feedback and follow-up, and setting up the development initiatives.

The 360 degree feedback instrument is required to be completed prior to participating in the Centre.

The primary objectives for the Centres include:

- clear identification of development needs for leadership performance;
- clear identification of where the performance bar is set for future and current performance;
- the feedback processes and follow-up support methods act as a team building, coaching/mentoring and succession planning system; and
- the possibility of matching people, learning experiences, jobs and the organisations needs.

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Child Support Agency (CSA)

Background

Child Support Agency (CSA) Leaders have been developed and extensively engaged over several years to participate in building CSA's future. This has occurred at two levels:

- National, all leadership roles
- Regional leadership teams

We have achieved much having transformed nearly every aspect of our business.

Leadership development has been a focus in the CSA business plan over several years. Our efforts have shown a gradual increase in our leadership ability in our Corporate Health studies. For this reason it continues to remain a focus in our business plan for 2003- 2004.

In 2003-2004 we are concentrating on designing a leadership development framework that primarily focuses on Client Service Leadership. It will encompass our current development programs and bridge identified gaps.

Capability Framework

CSA's capability framework specifies the leadership behaviours expected of all staff in CSA. Performance Management and Advancement Processes have been designed around demonstrating these capabilities. Our capability framework will form the basis of our leadership development framework.

Current Development Programs

National Leadership Development Products

Business and Learning Forum

Aim: To enhance business outcomes by shaping and building the CSA senior leadership capabilities to respond to the organisation's future needs.

Target Participants: Focused on all senior staff EL2s and above.

The Program: The Business and Learning Forum is held twice a year and consists of a range of business and learning focused content aligned to current organisational needs.

CSA Leadership Conference

Aim: To bring together all leadership teams in CSA to craft the next phase in CSA's journey to achieve excellence in service to the community and to separated parents. To develop key responses to managing these critical issues to be implemented at the national, regional and team level of CSA.

Target Participants: All CSO6s and above

The Program: In May 2003 our first conference was aimed at;

- building a shared understanding of CSA's aspirations for the future
- identifying the critical issues impacting on our capacity as an organisation to deliver on our future aspirations and;
- developing key responses to managing these critical issues to be implemented at the national, regional and team level of CSA.

Team Leadership Development Programs

Aim: To develop competent and confident team leaders, coaches and other potential team leaders who are able to maximise their teams' contribution to CSA business.

Target Participants: The program is targeted at new or inexperienced team leaders, coaches and other potential team leaders.

The Program: The program is made up of stand alone modules that cover:

- What CSA expects of its leaders—an introductory module presented by the General Manager that defines CSA's expectations of team leaders in terms of understanding strategic direction and leading people to achieve business outcomes.
- Giving honest feedback focuses on individual differences and giving honest feedback.
- Advancement for Team Leaders
- Using the EP process to improve team members' performance.
- Decision Making considers Legal, Ethical, Overt, Natural Justice, Equity and Sensible aspects of decision making
- Managing Change
- Managing for Maximum Performance
- Optimising Flexible Working Arrangements
- Managing Leave
- Managing Probation
- Workplace Relations

Business Coaching

Aim: To provide client service officers one on one leadership and support to build their capabilities across CSA's four capabilities Quality Client Service, Working with Others, Achieving Results and Corporate Values. It is aimed at building client service leadership amongst client service officers.

Target Participants: APS5 Coaches coaching all client service officers (APS3, APS4).

The Program: Formal and informal coaching sessions are individually designed for client service officers, based around identified national, regional, stream and individual needs. All formal coaching is evaluated and outcomes measured.

Graduate Program

Aim: To develop leaders of the future who have a good understanding of CSA's corporate objectives and business directions as well as a detailed knowledge of our core business. To build on each graduate's personal effectiveness to enable graduates to influence cultural change throughout CSA.

Target Participants: Participants are selected through an internal selection process of high performing staff generally APS3s to APS6s and an external recruitment campaign.

The Program: The main elements of the graduate program include

- 3 work placements in 3 different core business areas of CSA
- Formal learning through a Graduate Certificate in Public Administration tailored for CSA through the University of Canberra.
- A mentoring program

Regional Leadership Development Products

Leadership programs as part of regional development programs are run separately by each region. Programs generally consist of cascaded Business and Learning Forum Material, Team leader development modules and other material has identified as a regional need.

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Commonwealth Scientific and Industrial Research organisation (CSIRO)

CSIRO has a number of leadership/management development programs currently in use:

- Working with People;
- Peer Coaching;
- Project Management in CSIRO;
- Grow your Business—Leveraging Intangible Assets;
- Managing People—Managing Performance;
- Leading Teams Module A and Module B;
- Seven Habits of Highly Effective People;
- Team Membership Workshop;
- Leading the Research Enterprise; and
- Leadership Consortium's Leadership Development Program.

Working with People

Course objectives

To assist leaders and members of work teams to:

- Utilise new and enhanced communication skills
- Act with greater confidence in their team
- Develop leadership and motivational strategies for each team member
- Utilise skills and strategies to deal with difficult situations

Implement a learning plan involving managing individual performance in the work team and designing an intervention in the workplace, with support from your supervisor and PD Manager

Content

At the conclusion of the course, participants will have:

- A basic understanding of individual differences in behavioural styles and how these impact relationships
- A basic understanding of contemporary leadership and management including the essential differences between these roles
- A sound understanding of, as well as practice in, effective communication skills including rapport building, effective listening and constructive assertiveness
- A sound understanding of, as well as practice in, giving constructive feedback and receiving feedback from others in the workplace

Peer Coaching

Course objectives

For participants to:

- Learn how to work or consult more effectively with our 'clients' and each other
- Build a learning set ie a group of peers whom you can work with to improve your personal effectiveness
- Describe how your personal effectiveness impacts on your effectiveness in influencing your key stakeholders
- Practice the art of influence through understanding your own personal effectiveness
- Achieve greater influence with key decision makers
- Act as coach to peers, staff and management
- Improve the quality work with key stakeholders

Who should participate

Staff with team management and leadership responsibilities who wish to enhance their personal effectiveness and influencing skills.

Project Management in CSIRO

Course objectives

For participants to:

- Link the practice of project management with the directions of the organisation;
- Understand the issues involved in Conceiving, Planning, Delivering and Closing projects and be aware of and use appropriate tools, techniques and process to help manage projects;
- Determine what information is needed to plan, budget and manage a project, eg: life cycle costing, cost management, pricing, budgeting, effort logging etc.
- Determine how and when to involve clients to optimise project success ie: project delivered on-time, on-budget and to an agreed quality standard;
- Understand the organisational, financial and political aspects of project management;
- Be aware of how CSIRO Project Workflow can assist you in managing your project.

Content

- What is a project?
- What is Project Management?
- The stages in Project Management – Conceive, Plan, Deliver & Close
- An introduction to some tools/processes;
- Overview of costing and pricing issues
- Case Study—personal or provided

Grow your Business – Leveraging Intangible Assets

Course objectives

For participants to:

- Become aware of creating value from intangible assets;
- Gain a view of what assets need to be managed and how they relate to each other and the bottom line
- Develop an awareness of the three categories of intangible assets—External Structure, Internal Structure and Individual Competence
- Be introduced to the principals behind Knowledge Management;
- Be introduced to intangible factors such as individual competence, team chemistry and company image;
- Run a simulated organization and make selections on Customers, Staff and Tools and Processes, based on the strategic direction they have chosen;
- Be aware of the strategic implications of Customisation, Niche Marketing and Volume Production;
- Determine the focus for creating future growth;
- Identify actions and resources for bridging the gap locally

Content

- Being knowledge workers in the services sector
- Market Value and Intangible Assets
- The Knowledge Organisation
- Your place in the marketplace
- The Invisible Balance Sheet

- Setting Strategic Directions
- Mini-Simulation of running a knowledge organization
- Next Steps Planning

Managing People – Managing Performance

Course purpose

To assist leaders and supervisors of work teams to:

- Manage the performance of people
- Act with greater confidence in their team
- Develop leadership and motivational strategies for each team member
- Utilise skills and strategies to deal with poor performance
- Utilise skills for counseling staff
- Coach staff to improve their skill levels

Implement learning plan involving managing individual performance in the work team and designing an intervention in the workplace, with support from supervisor and PDM

Content

- Giving feedback to improve individual performance;
- The reward process used in CSIRO;
- Practice and use of the APA and CMP processes;
- Giving constructive feedback, receiving feedback from others and counseling in the workplace;
- Identifying training needs of people within their teams;
- The role of coaching on the job to improve performance and skill.

Leading Teams Module A— Leading Change in a Research Enterprise

To assist leaders of teams to:

- Recognize and reward the performance of people
- Foster Creativity and innovative thinking
- Inspire and empower others
- Develop others and encourage a commitment to learning
- Capitalise on diversity
- Establish climate of trust, openness and collaboration
- Identify and question own and other's assumptions and mental models
- Drive necessary change

Implement learning plan involving leading in the work team and designing an intervention in the workplace.

Content

- Recognition and reward processes in CSIRO;
- Leadership skills required to lead a team;
- The role of individual and group learning in enhancing performance;
- The change process and how to manage change;
- Team culture and how to build a climate of trust and openness;
- The role of the coach in improving on the job performance and skill;
- Team diversity and how to use it effectively.

Leading Teams Module B—Strategic Leadership

Course purpose

To assist leaders of work teams to:

- Set the direction for their teams and align people to that direction;
- Manage the human resources within their teams

Implement learning plan involving leading a work team and designing an intervention in the workplace.

Content

- Strategic direction setting;
- The effect of change on complex systems;
- The effect of external trends on the planning process;
- The relationship between change, strategy and leadership.

Seven Habits of Highly Effective People

Course objectives

Develop and enhance effective personal and interpersonal skills, creating a culture focused on teamwork, effective leadership and synergy. The workshop objectives;

- Courage to take on new challenges
- Create a united team with shared vision, mission and purpose
- Prioritising, accomplishing the most important things first
- Identifying win-win solutions, enhanced conflict resolution
- Deeper understanding and clearer communication within your team
- Greater 'buy in' from team members, taking advantage of diversity
- Continuous improvement

Content

This workshop provides a comprehensive approach to developing a foundation of organisational and personal success, motivating participants to incorporate the principles above and encouraging a balanced professional and personal life. The Seven Habits workshop helps create trust and form strong relationships, ultimately leading to superior results and realised objectives, for the individual and for the organisation.

This intensive three day workshop will help you see both yourself and others differently and, as such, becomes a catalyst for long term change, not just a motivational quick fix.

Team Membership Workshop

Course objectives

For participants to develop an understanding of:

- The role of teams in R&D and the factors that contribute to team effectiveness,
- The stages of team development and appropriate strategies to support each stage;
- Options to support teamwork in CSIRO and to increase team effectiveness and self-awareness of individuals working in teams

Content

- What is a team?
- How do they differ from groups?
- Why a team in R&D?

- The stages in team development—The Drexler Model
- Characteristics of effective teams in R&D

CSIRO Leading the Research Enterprise

This is the principal development mechanism for future CSIRO leaders. It is aimed at those individuals who are assessed as likely to have potential to attain senior management positions in CSIRO or external organisations within two—five years (up to four external participants are also able to attend). The core modules are conducted over a total of 12 days with a personal development plan guiding further individual interventions

Module 1 – Leading the Business

- The Challenge of Leadership in a Research Enterprise
- Markets and Competitive Drivers in a Science and Research Enterprise
- Strategic Planning and its links to Operational Plans
- Creativity and Innovation in Value Creation
- The Business of Governance
- Knowledge Management—Building a competitive advantage
- Mobilising and Leveraging Knowledge Workers
- Performance Management—Organisational and People Perspective

Module 2 – Positioning the Business

- Global trends and social issues
- Strategy development / context; changing world
- Emerging science, issues and trends
- Organisational model
- Policy issues and trends
- Scenario planning and Corporate task

Module 3 – Planning for the Future

- Presentations and Debriefs
- Development Planning
- Guest Speakers
- Topics and content developed according to individual group needs

Leadership Consortium’s Leadership Development Program

Four national companies identify between four and six potential leadership candidates to attend a residential program and then participate in a workplace learning project. The one week residential program will have a variety of presenters who can provide leading edge thinking and practice, have the ability to balance input, promote group interaction and provide expert support. All presenters will be fully briefed on the nature of the individual organisational projects, and be able to provide participants with consultancy advice throughout the week. At the end of the workplace project, each team will deliver their recommendations and project results.

Course objectives

1. Enhance participant's leadership capabilities
2. Expose participants to latest thinking and practice in leadership
3. Develop participant's capacity for ongoing workplace learning
4. Assist participants in applying their learning to the strategic project and within the broader organisational environment
5. Assist participants in critically reviewing and improving their own thinking and personal practice
6. Successfully achieve the outcomes of the strategic project.

Potential Participants

- Reporting to the top three tiers of management
- High potential candidates
- Already managing key people and/or functions
- Nomination endorsed by senior management

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Department of Agriculture, Fisheries and Forestry

Leadership Excellence Program

Organisational Context

The Department of Agriculture, Fisheries and Forestry's (the Department's) Performance through People (PtP) Plan provides a framework for the Department's people management activities. The goal of the PtP plan is to ensure that the Department delivers results and performance through its people. Having 'the right people in the right place at the right time' and that staff have high levels of skills and performance is fundamental to this goal.

Since mid 2002 the Department has been developing a framework for organising and targeting the Department's learning and development activities to ensure that staff are equipped with the capabilities that are important for the department in order to deliver on our objectives, both now and in the future. This approach will assist in ensuring that people development activities are closely aligned with business priorities.

An important element of this framework is the Department's leadership program **Leadership Excellence—Investing in our Future**.

Target group

The leadership program is aimed at SES and senior managers in both central and regional offices.

Outcomes sought

The *Leadership Excellence* program is focused on developing and enhancing people's leadership and management skills and engendering a common understanding of what leadership in the Department of Agriculture, Fisheries and Forestry means. Leadership in the department is characterised as having: a clear sense of vision; the ability to manage risk; a commitment to success; excellence in communication; and customer focus.

Program Structure

The *Leadership Excellence* program consists of:

- a one day introductory workshop;
- 360 degree feedback on leadership practices;
- a 3 day residential; and
- on-going executive coaching.

The program aims to provide participants with a deeper appreciation of their individual strengths, styles and areas for development. Using a variety of self-awareness instruments participants' leadership behaviours are benchmarked against the APS SES capability framework and the APS and Departmental values. The program also examines the organisational context to assist participants develop a solid appreciation of the Department's challenges and leadership requirements for the future.

Executive coaching

Executive coaching is key to ensuring that participants are supported in their application of learning to the workplace. The executive coach assists program participants to identify the particular learning priorities they should focus on, and access activities to address these areas.

General Comment

We are keen to ensure that the *Leadership Excellence* Program is tailored to the needs of departmental managers. To this end the program will be continually improved in line with participant and organisational feedback.

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Department of Defence

Defence is one of the largest organisations in the APS, with 90,000 Australian Defence Force personnel and civilians located across Australia and overseas and with a budget of \$15.8 billion in 2003-04. Leadership development activities and programs are run throughout the organisation, at corporate and program level. The Services traditionally have placed great emphasis on leadership development for their people throughout their careers.

This section will cover a selection of Defence's leadership development programmes and delivery agencies. A comprehensive survey of programmes titled, *Directory of Command, Leadership and Management Training 2003*, is available from the Centre for Command, Leadership and Management Studies at the Australian Defence College.

The Centre for Defence Command, Leadership and Management Studies

The Centre was established at the Australian Defence College in January 2002. The role of the Centre is to provide the Commander of the College with corporate-level command, leadership and management development advice, in order to help shape expertise in these areas at the College and across the Australian Defence Organisation.

The functions of the Centre are to:

- provide the Commander with specialist advice to ensure the command, leadership and management development activities sponsored by the College are conducted effectively and efficiently;
- provide a strategic-level framework to allow Defence individuals and groups involved in command, leadership and management development activities to share information and ideas amongst the Defence community;
- conduct research on command, leadership and management issues of interest to Defence and produce papers and articles; and
- support those command, leadership and management development activities referred to the Centre by providing advice on more appropriate, effective or efficient skills and strategies.

Leadership development within Defence is grounded in the '*Defence People Leadership Model*' (below), which places the onus on leaders to create the right environment to allow each individual to maximise his or her potential. It is believed that such an environment must foster five things: challenge, elbowroom, feedback, self-esteem and pride.

Defence's emerging emphasis is on development conducive to individuals mastering better leadership decision processes, rather than attempting to inculcate specific leadership knowledge, skills or attitudes.

Development occurs within the *Defence Leadership Development continuum* (below). It should be noted that most of the development occurs in the Education, Coaching and Mentoring, and Organisational Opportunities sections of the continuum. A number of programs have been established within Defence to support the activities highlighted in the continuum.

To be effective in Defence it is imPLICIT that the Defence senior leadership values be upheld. To be an effective senior leader in Defence it is imPLICIT that the Defence senior leadership values be promoted as well as upheld.

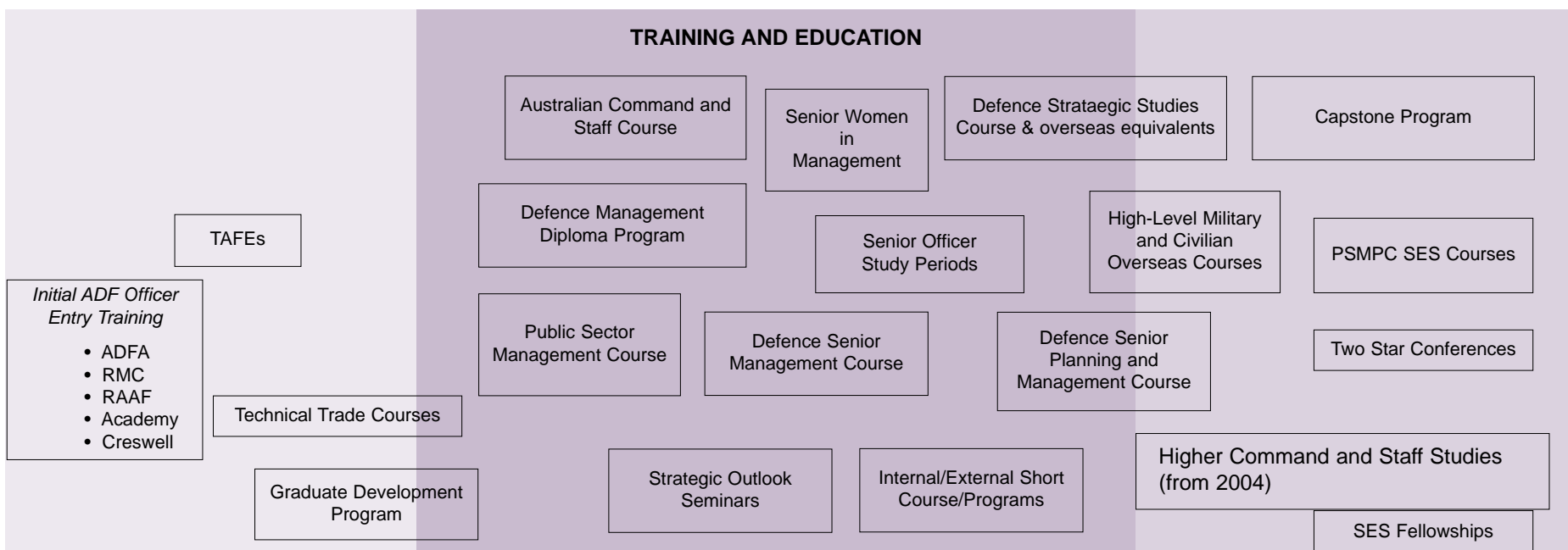
DEFENCE SENIOR LEADERSHIP VALUES— <i>Professionalism, Loyalty, Innovation, Courage, Integrity, Teamwork</i>		
PERFORMANCE PRINCIPLE	LEADERSHIP CAPABILITY Defence leaders:	LEADERSHIP BEHAVIOUR Defence leaders:
<p>Challenge</p> <p>People like a challenge and set new performance standards <i>when</i> they are clear about our purpose and understand where their contribution fits in</p>	<p>Set the standard for performance</p>	<ol style="list-style-type: none"> 1. Articulate and communicate performance expectations 2. Explain where people’s contribution fits in 3. Exemplify the standard and encourage/assist others to perform to the standard 4. Measure performance and reward/sanction appropriately
<p>Elbow-room</p> <p>People are responsible, accountable, exercise self-direction and self-control <i>when</i> their supervisor involves them in decisions affecting their workplace and allows them to do their job</p>	<p>Give meaningful direction</p>	<ol style="list-style-type: none"> 1. Involve people in decision-making 2. Communicate the objective with clarity 3. Link direction to corporate goals 4. Ensure people have what they need to get the job done, within resources allocated
<p>Feedback</p> <p>People exercise imagination, and creativity to solve problems <i>when</i> they get constructive feedback on their ideas and are confident that communication lines are open</p>	<p>Make communication a priority</p>	<ol style="list-style-type: none"> 1. Tell it as it is 2. Make sure messages are understood 3. Listen and respond 4. Actively create a trusting environment
<p>Self-esteem</p> <p>People who feel good about themselves do good work <i>when</i> their supervisor recognises a job well done—praise from supervisors does wonders for self-esteem</p>	<p>Create the climate for success</p>	<ol style="list-style-type: none"> 1. Take an interest in people as individuals 2. Explain people’s roles in the organisational direction 3. Value and acknowledge people’s contribution 4. Recognise people by name
<p>Pride</p> <p>People are proud of the job they do and the organisation they work for <i>when</i> the organisation is making a meaningful contribution to society, engendering trust and mutual respect</p>	<p>Persist until the job’s well and truly done</p>	<ol style="list-style-type: none"> 1. Celebrate the team’s achievements 2. Continually review progress and adjust priorities 3. Help people understand why the job is important 4. Understand the resources necessary to complete the tasks

Captain (E) /APS5

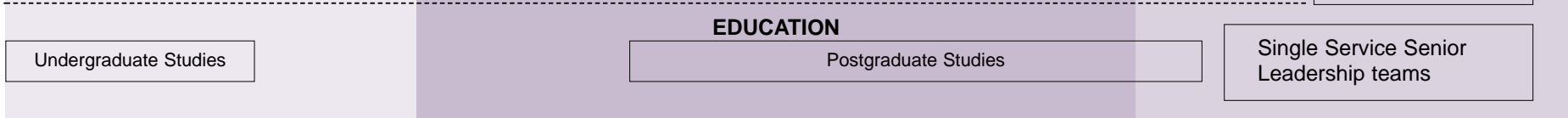
Brigadier (E) /SES1

Formal

TRAINING AND EDUCATION



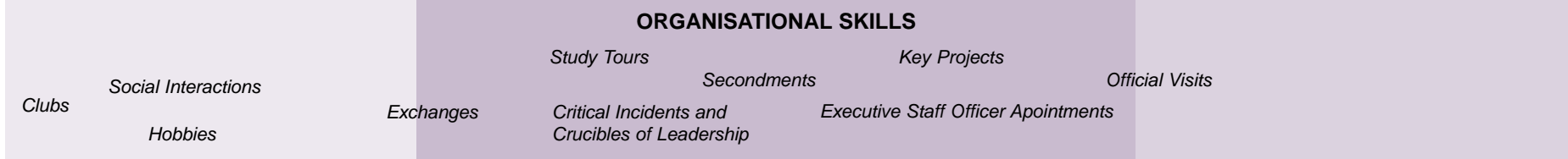
EDUCATION



COACHING AND MENTORING



ORGANISATIONAL SKILLS



3

Less Formal

Seniority **STRATEGIC LEADER**

Foundation Level

Transition Level

Corporate Level

CAPSTONE Program

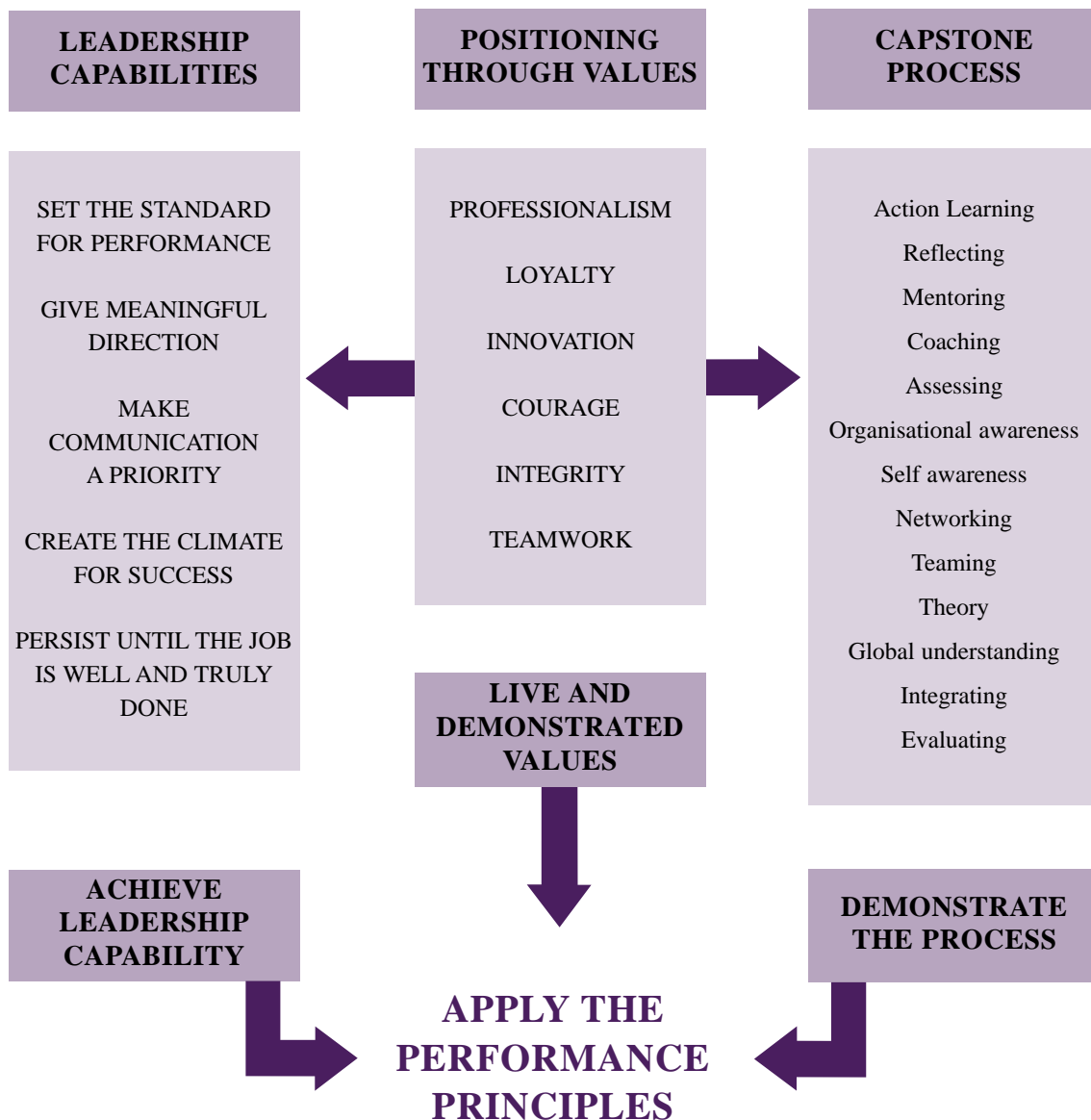
The aim of the CAPSTONE Program is to enhance the Defence leadership group's ability to take action and contribute to organisational renewal, business management and decision making.

The Program intends to achieve this by creating a space where participants and the Defence Senior Leadership Group (mentors, facilitators, observers and commentators) together explore their leadership roles and develop insights and strategies for leadership action in the current environment.

The target group for this Program is for SES Level 1 and their military equivalents on promotion to the Senior Leadership Group.

The program has been developed as a four-month program and is run three—four times per year, having started in 2001. The program is currently under review.

The following diagram explains the Program's conceptual framework:



Lessons Learnt

The Program would not have been able to proceed without::

- high level and visible support from the Defence Committee: actions speak louder than words;
- having a clear goal and an understanding of the detail needed to get there;
- creating a coalition of common interests;
- working all networks, and keep them engaged; and
- focussing on continuous improvement, and accepting risk.

Senior Officer Management

The Senior Leadership Group in Defence consists of members of the SES and star-rank officers in the Australian Defence Organisation (Brigadier equivalents and above)—approximately 250 officers in total. The Directorate of Senior Officer Management (DSOM) provides decision support to the Secretary and Chief of the Defence Force, information support to the Senior Leadership Group, and manages the process by which Senior Leaders are appointed, promoted, and separated.

Navy, Army and Air Force Programs

Leadership development occurs throughout a military member's career at both the officer and other ranks level. The primary military organisations responsible for this development are:

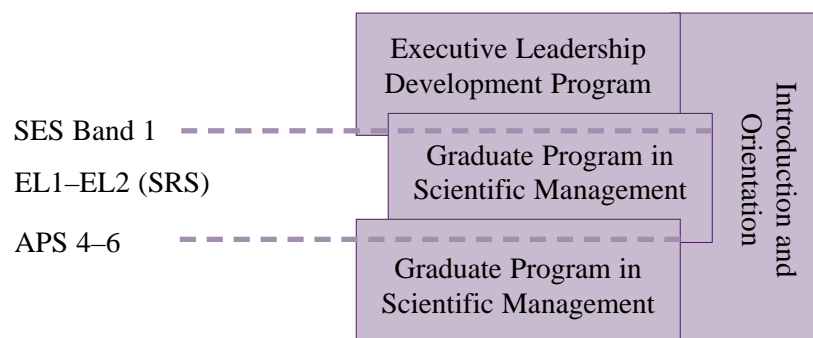
- Australian Defence Force Academy (in Canberra). In addition to the military leadership programme delivered over three years, the University of New South Wales, from July 2003, also delivers an academic leadership programme to all students at the Academy
- Navy (HMAS CRESWELL at Jervis Bay)
- Army (Royal Military College of Australia at Duntroon)
- Air Force (RAAF College at Point Cook)

Defence Science and Technology Organisation (DSTO)

A leadership and management development framework has been developed to meet DSTO's specific needs:

- value scientific excellence;
- research environment;
- highly specialised science and technology fields;
- low mobility, leading to long careers within DSTO; and
- geographically distributed work locations.

There are three programs within the framework:



Executive Leadership Development Program (ELDP)

The ELDP was created to fill a perceived gap in senior level in senior level succession planning, by better preparing senior staff to become Division chiefs (SES Band 2). It is a 12 month action learning program, with 12 – 20 participants per year. It has been running since a successful pilot was conducted in 1999.

The ELDP is aimed at developing a culture and relational environment in which people can achieve their potential, enjoy their work and have the capacity and support to challenge the underlying practices and thinking patterns in the organisation. In order to achieve this, the Program is based on experiential learning, involving assessment and feedback, leadership development and leadership support.

Graduate Program in Scientific Leadership

This program is a 12 month program, with 24 participants per year. It is currently being delivered by Melbourne University Private. The learning objectives for the program concentrate on the following areas:

- strategic thinking;
- knowledge management;
- clients;
- team development and management;
- managing people;
- business skills; and
- self-knowledge and self-management.

Using a 50% content, 50% experiential format, the Program addresses:

- managing client relationships;
- project management;
- teams;
- self-awareness;
- working with industry; and
- decision making

Participants who successfully complete the program are awarded with a Graduate Certificate in Scientific Leadership. The successful completion requires:

- supervisor assessment of performance against the agreed learning objectives;
- peer assessment within a team project; and
- an essay on a scientific leadership topic.

What has been learned

- senior management must drive the change;
- be clear about what you want to achieve;
- invest time in preparing the right program and finding the right provider;
- partnering with the provider—developing a strong, flexible, trusting and open relationship;
- emphasis on embedding learning in the workplace;
- value of improving interpersonal networks, knowledge and trust across the organisation;
- need to market programs to staff, and let participants speak for the results;
- continuous improvement and evaluation; and
- don't underestimate the work involved.

Defence Materiel Organisation (DMO)

The DMO is responsible for acquiring and supporting the equipment and systems, and promoting the industry support, that underpins Australia's Defence capability. The DMO was created on 1 July 2001 from three separate organisations. The new organisation consists of some 8000 employees (3000 military and 5000 civilian) dispersed across the country and overseas, and is responsible for approximately \$6 billion worth of expenditure each year.

The DMO is currently undergoing a program of internal reform, targeting organisational structures, people issues and business processes. An organisation the size and complexity of the DMO, coupled with this background of significant internal change and an increasing commercial focus, presents its leaders with some unique challenges.

There are some 770 civilian EL1 and EL2 employees and almost 190 military equivalents currently working in the DMO. This group occupies a key place in the organisation, influencing its culture and values, the motivation of staff, and the outputs of the organisation. The DMO Leadership Program for EL 1 and EL 2 who have significant managerial responsibility is called QUANTUM and it has the direct support and sponsorship of the DMO Executive.

QUANTUM

The Program helps participants create an environment into which DMO people will consciously volunteer to work to the best of their abilities to effectively deliver the DMO business outcomes. Quantum develops DMO leaders in a holistic way:

- as individuals
- in their capacity to lead people
- in their understanding of the organisational context in which they operate
- in their technical proficiency

Each session is conducted over a period of twelve months. During this period, participants are required to attend five residential learning modules, each of approximately five days duration, located in various locations around Australia. Each learning module covers the leader as a person, a change agent, a strategist, a tactician and as an activist.

Contacts

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Department of Employment and Workplace relations (DEWR)

The Department of Employment and Workplace Relations (DEWR) is a dynamic, innovative and customer-focused organisation that contributes to strong employment growth and the improved productive performance of enterprises in Australia. DEWR is represented in all States and both Territories. Currently, the organisation employs around 2,100 people. Information on DEWR can be obtained from our website at <http://www.dewr.gov.au>

Background to Leadership Development in DEWR

Leadership is a key organisational capability for DEWR. A People and Leadership Statement and Departmental Values are used to guide leadership behaviour and as a basis for performance assessment. Enhancement of our leadership capabilities is a key priority and as a consequence, DEWR has implemented a suite of Leadership Development Programmes for its emerging, middle and senior management group. These initiatives include:

- SES Futures Forum;
- Career Development Assessment Centres.
- Executive Leadership Programme for identified employees from APS6 to SES1 level who have shown potential to further develop their Leadership capabilities into senior leadership levels;
- Middle Management Leadership Development for employees at the APS6 and EL1 levels wishing to develop and enhance their leadership and management related skills
- Supervisory Skills Development for employees assuming or about to assume a supervisory role.

Current Leadership Programmes

Target Group	Program	Outcomes Sought	Comments/Providers
All SES	SES Futures Forum	Enabling and developing the SES to be more strategically focused on the challenges facing the department in the future.	Two day intensive seminar involving workshops and presentations. External facilitation and keynote speakers along with key internal stakeholders meet with all SES of the department to focus on key strategic issues facing the department. This helps develop senior leaders of the department in setting and shaping the operational focus of the department
EL2	Career Development Assessment Centre	The focus of the programme is the identification of development needs of EL2s showing potential to develop into SES ranks.	Operated through the APSC. The CDAC is specifically designed for the APS using the Senior Executive Leadership Capability Framework (SELCF). These development needs and strengths are identified through a range of assessment activities. These included a 360 degree questionnaire mapped against the SELCF and a series of simulation activities designed to mirror typical challenges faced by senior executives

Target Group	Program	Outcomes Sought	Comments/Providers
APS6– SES Band 1	Executive Leadership	Enhanced high level leadership skill and business capability development for identified high performing employees.	Moving into its second year in 2004, the Executive Leadership Programme (ELP) Programme includes: <ul style="list-style-type: none"> • Sophisticated analysis of delegate’s developmental needs • Tailoring of Individual Development Plans for all delegates • Coaching and mentoring development • Six workshops of 2 to 3 days each on specific business and leadership capability development including: <ul style="list-style-type: none"> - Strategic Issues - Governance - Performance Management - Work / Life Balance - Talent Management - Leadership & Teams
APS6 – EL1	Middle Management Leadership Program	<ul style="list-style-type: none"> • Enhanced understanding of leadership, within the context of the APS & DEWR • Demonstrate enhanced leadership and management behaviours in the workplace, particularly in relation to: <ul style="list-style-type: none"> ✓ Maximising team and individual performance; ✓ Influencing others; ✓ Managing change; ✓ Managing financial resources. • Identify opportunities to further develop their capabilities. 	This is the current major program targeting staff at the APS6/EL1 level. The program is being delivered by Global Learning. The programme structure includes: <ul style="list-style-type: none"> • Pre-course work (including 360 degree) • 3 day workshop (skills development) • six weeks on the job—project work; on-line tasks • recall day—action planning
New Supervisors	Supervision Skills	Instilling practical supervision skills.	Provided by an external provider. Course is run over two days with the focus on exploring the range of issues facing new supervisors including: <ul style="list-style-type: none"> • performance • coaching • communication • managing conflict and difficult people

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Department of Family and Community Services (FaCS)

Organisational Context

In 2002 FaCS undertook a very participative strategic planning exercise resulting in a new overarching Strategic Statement for 2002-2005 and yearly Priorities Plans outlining the key business activities for a one year period. FaCS continues to make significant progress against the three key outcomes in the Strategic Statement 2002-2005: Families are Strong, Communities are Strong, and Individuals Reach Their Potential.

Integral parts of the Strategic Statement are the Values that FaCS People Demonstrate, What FaCS needs to be good at, and the FaCS Organisational Capabilities that support us. All three acknowledge that FaCS capacity to succeed depends on the quality of our leadership and our people.

In line with this FaCS is continuing to run its senior leadership program – "Sustaining Success and Balance". We have also introduced a new program "Thriving with Success and Balance" for the EL2 group.

Sustaining Success and Balance

Target groups

The FaCS Leadership Program is aimed at supporting FaCS SES from the core department, the Child Support Agency and CRS Australia, as well as State and Territory Office Managers.

Outcomes Sought

The Program provides leadership support to senior FaCS executives. It aims to support participants to optimise their personal leadership effectiveness whilst maintaining sustainable work life balance. Strategic management has been integrated into the Leadership Program. Additional outcomes include developing a new Strategic Plan, and setting new strategic directions for the department.

Program Structure

The program offers a three tiered approach through a combination of facilitated learning retreats, individual coaching and peer support through learning groups. This approach has been designed to minimise cost and maximise relevance to FaCS' senior leaders.

The following information informs the program:

- best practice approaches to leadership including Emotional Intelligence;
- the APS SES Capability Framework;
- the FaCS Values;
- the FaCS Organisational Capabilities; and
- the FaCS Accountability Framework.

One-day leadership retreats

These one-day retreats provide practical support and learning opportunities for FaCS leaders. They focus on implementing the FaCS Values, finding practical ways to support the 2003–04 FaCS leadership aim of "Success and Balance". Business and strategic planning retreats are included in this program.

Executive Coaching

All program participants are offered up to three individual coaching sessions over 12 months. They provide targeted individual support and assistance for participants to embed the retreat outcomes into behavioural change. The coaching sessions are informed by the SES capabilities 360 degree feedback tool and are delivered by the program facilitators.

Thriving with Success and Balance

Target group

All FaCS EL2 staff across the organisation.

Outcomes sought

The EL2 program links to the themes of the senior leadership program, but does not replicate it. The premise for this program is that to be a good leader people need to know themselves and what drives them, as well as being able to coach others.

Program structure

This program offers a four tiered approach through a combination of residential workshops on Leadership and Emotional Intelligence, coaching workshops, an eminent speakers program and peer support through learning groups. Due to the large size of the target group the program, unlike the senior leadership program, has not been able to cater for the whole target group. We anticipate that the coverage will increase over the year and we hope that the program may be extended to the EL1 group in future years.

Leadership and Emotional Intelligence workshops

This is a three day highly interactive residential workshop offering frameworks, tools, theories and techniques for improving personal effectiveness. The content of these workshops covers skills to effectively manage self and relationships, the importance of influencing, representing and facilitating managerial and leadership roles, and ethics, values and integrity in leadership and personal effectiveness. The workshop is presented by Paul Jones and Dianne Van Meegan from the Centre for Public Management.

Coaching workshops

This is a one day workshop presented by Vantage Point Consulting, which provides participants with the skills to become effective coaches in their own work areas.

Eminent Speakers program

The speakers program provides the target group with an opportunity to hear key speakers in the area of leadership. Speakers to date have included Sandy Hollway, Prof Robert Spillane from MGSM, Kerry Gleeson founder of the Personal Efficiency Program. We also reserve a limited number of places when renowned overseas experts on leadership are presenting in Australia. Those who are chosen to attend these activities then present back to the larger group.

Learning groups

Learning Groups have been established for participants to provide each other with ongoing peer support. Learning Groups involve FaCS EL2 managers meeting in small groups on a regular basis to problem solve leadership challenges.

General comment

We were keen to ensure that both programs are tailored to the needs of FaCS managers, rather than running with an 'off the rack' approach. We are also keen to integrate leadership support with strategic management business responsibilities where possible. We believe that the approach we are taking, particularly in relation to the two issues of emotional intelligence and coaching, are providing a consistent and cascading effect throughout the organisation.

Contact

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Department of the House of Representatives

The Department of the House of Representatives' purpose is to support Australia's Parliament. In particular, it supports the House of Representatives in fulfilling its role as a representative and legislative body by providing advice and services of the highest standard, cost effectively.

The Department has approximately 250 staff based in Canberra, grouped into functional areas such as the Committee Office, Table Office, and Serjeant-at-Arms Office. The staffing levels across the Department include 4 SES staff, 54 Executive Band 1 and 2s and 26 Parliamentary Service Level 6 staff. In addition we have a number of staff at lower levels that have supervisory responsibilities. We therefore view that many people have the opportunity to display leadership and are encouraged to do so.

The Department of the House of Representatives has a number of strategies to encourage, develop and promote leadership. In 1998, the Department initiated involvement in the Investors' in People (IiP) process, and the standard was achieved in July of 2001. This required a significant investment in people practices especially advancing the leadership capability of staff.

Development of leadership skills and behaviours

One initiative included departmental staff identifying 13 leadership skills and behaviours. The skills and behaviours were identified by staff and have been developed into a Leadership Statement that acts as a blueprint of what is expected of departmental leaders. The skills and behaviours are used as a significant aspect of our performance management process. All staff with supervisory responsibilities are assessed by their supervisor and the staff they supervise on the extent to which they are demonstrating the characteristics.

Identifying leadership needs

The work performance management process assists to identify the leadership needs of individuals, however this information is confidential to the parties involved. On a Department wide basis, we also conduct a leadership survey seeking more anonymous feedback on supervisor performance and Executive practices. Surveys were conducted in 1998, 1999, 2001 and 2003. The most important data captured from the results of the surveys has been the difference between the value staff place on the particular leadership skills and behaviours compared with the ratings they give to their supervisor, their SES manager and the department's Chief Executive, the Clerk of the House of Representatives. Comparison between the 1998 and 2003 surveys reveals an average 26-percentage point improvement across the board. This represents a strong return on the department's investment in its leadership development program.

Additionally all SES staff have used the 360 degree feedback process developed in association with the Senior Executive Leadership Capability Framework. Participants in other programs are also required to use a 360-degree process to assess their current capability (eg DiSC).

Addressing and developing leadership capabilities

The Department also uses a number of programs to address needs. The intention is to develop a range of approaches from different providers focusing on:

- departmental needs, using internal programs;
- public sector issues, using external programs as provided through the APS Commission and Centre for Public Management;
- broader changes in the work environment, using Mt Eliza Business School; and
- more extensive development using accredited programs such as Graduate Certificates (Public Sector Management Course), and work-based programs such as the Senior Women in Management program

Internal customised programs

Introduction to Leadership

This two-day program is designed to equip middle management staff in the department with skills to work in teams and manage staff effectively, including: effective team leadership, managing conflict, assertiveness skills, managing meetings effectively, understanding of personality differences and implications for the workplace, giving and receiving feedback and managing marginal performance, demonstrating initiative and managing upwards.

Leadership Development Program—Coaching and Mentoring

To provide a focused development opportunity for Department of the House of Representatives staff as an extension to previous management and leadership training. The outcomes are to enhance skills and understanding in: self-awareness, motivating staff, setting direction and being innovative and creative.

Results

The leadership program is reviewed at the individual, area and departmental level. Nearly all senior staff, identified as having leadership responsibilities, have participated in relevant programs. Individuals attending the internal and external courses have provided positive feedback. The work performance management system provides much of the feedback on the effectiveness of the programs.

The results to date have indicated a change in culture in most work areas, as measured through the Investor in People process and the leadership surveys. As an outcome of this year's planning process the Department of the House of Representatives will continue to focus on evaluation to improve our ability to measure our performance improvement and introduce an executive coaching program.

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Department of Industry, Tourism and Resources

The Department of Industry, Tourism and Resources does not currently run a dedicated program for leadership development. Over the course of the 2003/04 year it aims to investigate mechanisms for this development that go beyond the now-almost traditional residential course supplemented by a 3-6 month follow-up.

Our initial thoughts are to possibly investigate the development of a set of management modules designed to allow individuals to improve their management capabilities. A complement to this would be a mentoring or coaching model designed to actively engage our leadership cadre (i.e. at least SES and EL staff) in actually practicing and perfecting their leadership skills beyond the management content.

Any further crystallisation of these ideas is not expected before early 2004.

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Department of Transport and Regional Services (DoTARS)

Organisational context

Our approach to leadership in DOTARS has been informed by several processes including our Staff Survey and staff focus groups. The Work Out / Work Up plan, which is the DOTARS workforce transition process recognises the continuing importance of learning and development for all staff.

A Learning and Development Taskforce was set up to develop recommendations on the future of learning and development in the department. Their recommendations included:

- Maintain our Investors in people accreditation
- Implement a mentoring and coaching programme
- Continue to encourage Plan on a Page, Results on a Page, and 360 degree feedback
- Promote the in-house Career Management Service.

Outcomes sought

The outcome DOTARS seeks is to be a *High Performing Organisation* and a *Great Place to Work*. This requires people management policies and practices that focus on developing higher performance through a values-based management approach.

To develop the capability of all our staff we need to provide them with the support and guidance they need so they are encouraged to take responsibility for their own development and build the individual skills needed to achieve DOTARS business objectives. We will do this by:

- Developing and promoting a new statement of learning and development that articulates the responsibilities, principles and practices we wish to encourage.
- Improving the capability of our junior APS level staff through developing a junior employee development programme that encompasses the current graduate programme and provides development opportunities for other APS 1–4 employees, to prepare them for APS 5/6 opportunities.
- Providing more opportunities for informal learning through knowledge sharing, mentoring and coaching, on-the-job training and mobility.
- Investigating how to retain high performers, to build our capability and for effective succession management.

The foundation of our approach to leadership in DOTARS is that leadership counts at all levels. We believe that leadership is a core skill that all staff need to nurture and develop. Key drivers for the development of our leadership initiatives include:

- All staff taking responsibility for their work performance;
- Improving productivity;
- Facilitating commitment to the organisation and enhancing the ability of all staff to contribute to DOTARS goals and objectives;
- Maintaining clarity of purpose; and
- Retaining and valuing key performing staff.

Programme structure

The successful Leading in DOTARS programme was concluded in May 2003. The 3-day programme was targeted at all staff in the department and conceived to realise the corporate priority of *promoting leadership at all levels and improving our people development to enhance our individual, team and corporate capabilities*. The programme targeted leadership and citizenship, interpersonal relationships and skills, communication techniques such as feedback and listening, teamwork and building.

A pilot mentoring programme was administered by the Regional Programmes and Transport Programmes Divisions. Evaluation was favourable and consideration is now being made to the future implementation of the programme in line with DOTARS' greater learning and development framework.

A strong emphasis continues to be placed on Graduate Development Programme.

Contacts

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Department of the Treasury

Background

The Department of the Treasury is a government policy advising organisation with approximately 750 staff, almost all of whom are located in Canberra.

Treasury's Management Model clarifies roles and accountabilities, as well as the leadership structure for the Department. The Work Value Matrix, an integral feature of the well-embedded Performance Management System, encourages and facilitates assessment of leadership at all levels.

Various opportunities are offered to staff at all levels to further develop leadership skills.

In particular, a comprehensive EL2 Leadership Development Program was implemented during 2000/2001 to enhance leadership skills to complement the new management arrangements, flatter structures and devolution of work responsibility.

Following the success of this Program an Executive Level Development Program (ELDP) was developed and tailored to the needs of the organisation. This was implemented in July 2003.

Target Group

The target group for the ELDP is all EL1 and E2 staff within Treasury who did not attend the previous EL2 LD Programs. From an organisational perspective, the EL group is pivotal to the achievement of Treasury's goals, and it is therefore critical for individuals to be skilled leaders and managers in their current and future roles, regardless of whether their role is mainly technical or non-technical. The more formal learning in the ELDP complements existing development opportunities, and the informal learning and development that takes place in the workplace.

Two ELDPs were conducted over a five month period with two more Programs scheduled for the remainder of the financial year. Each ELDP caters for 20 participants.

Desired Outcomes

The main objective of the ELDP is to provide a comprehensive range of development opportunities for ELs in Treasury to manage succession planning and to further build on people's skills in their management and leadership responsibilities.

It is intended that the Program will further develop knowledge and skills in areas identified in performance appraisal and career development discussions, consistent with Treasury's work level standards and the APS Commission Senior Executive Leadership Capability Framework. In general, it is expected that the Program will assist ELs with the performance of their current and future roles.

Program Structure

Existing programs have been researched and groups of Treasury staff have been consulted about the overall design and content of the Program. The Program is sequential in nature and consists of a (usually residential) core module on 'Leadership and Managing' and six additional modules which focus on specific areas (Coaching Skills, Teamwork, Output and Risk Management, Project Management, Influencing Skills, Strategic Thinking to Operational Planning) and build on the core module. In addition, there is a small self-improvement project for each participant to complete. It is expected that participants will attend all modules.

General Comments

Initial evaluations indicate that the Program has been very successful and has had an organisational impact. Demand for subsequent Programs is strong with General Managers involved in selecting participants.

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Department of Environment and Heritage (DEH)

The Department of Environment and Heritage has developed a Leaders Profile and a Team Members Profile that describe behaviours expected of effective leaders and team members. For each of these profiles questionnaires have been developed for multi-rater feedback. More than 800 of our 1300 staff have participated in multi-rater feedback this year. The questionnaires are completed on-line with data and reports collated automatically—a 'do-it-yourself' exercise. Briefing and debriefing sessions have been conducted for all participants prior to them having access to their report.

The aims of these feedback processes have been to assist DEH people to:

- develop awareness of how their behaviour is perceived by others;
- gain constructive feedback on personal development;
- affirm their existing strengths;
- identify development needs and complete their development plan;
- build a culture in DEH which supports giving and receiving feedback;
- contribute to achieving Investors in People principles;
- discuss and clarify behavioural expectations in the workplace; and
- improve the way they work together.

The large number of participants involved has allowed norms to be set for Leaders and Team Members. Additionally, relative collective strengths and development opportunities can be identified for DEH's Team Leaders and Team Members. This information will assist in the development of DEH's next leadership development program. The behavioural profiles are also a precursor to the development of capability frameworks for DEH staff.

DEH has a third questionnaire for SES based on the SES Leadership Capability Framework, also as an online DIY. While this process was initially conducted annually for SES it is currently being conducted every two years for all Managers.

DEH Leaders' Profile

1. Set direction	
<p>Provide a sense of purpose and direction (1-1)</p> <ul style="list-style-type: none"> • Translates broad strategies and policies into practical terms for staff and clarifies goals, objectives, outcomes and priorities. • Personally contributes to and influences the development of major strategies. • Individuals are consulted and participate in objectives into the decision making process 	<p>This person ...</p> <p>Q1. Links the role of their section/team/area to DEH Division objectives and strategies.</p> <p>Q2. Influences the development and direction of major strategies related to their area of responsibility.</p> <p>Q3. Translates broad strategies and practical terms for staff.</p> <p>Q4. Involves people in the making of decisions that affect them.</p>
<p>Managing Change (1-2)</p> <ul style="list-style-type: none"> • Inspires people to accept change • Supports individuals to adapt to change • Involves people in planning and implementing change and seeks new opportunities within imposed change. 	<p>This person...</p> <p>Q5. Coaches and supports people through changes in the workplace.</p> <p>Q6. Involves their team and identifies opportunities when implementing change.</p>

<p>Planning (1–3)</p> <ul style="list-style-type: none"> • Ability to identify internal and external client/ stakeholders needs and expectations. • Evaluate and monitor plans. • Clarifies goals, objectives and priorities for the team. 	<p>This person...</p> <p>Q7. Clarifies client expectations for their work group.</p> <p>Q8. Involves their staff in reviewing and monitoring plans and priorities.</p> <p>Q9. Clarifies goals, objectives and sets priorities for the team.</p>
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<p>2. Interpersonal</p>	
<p>Communicates Clearly and Effectively (2-1)</p> <ul style="list-style-type: none"> • Communicates ideas and information in a clear, concise and unambiguous manner. • Feedback is sought when communicating ideas or views. • Social and cultural diversity is taken into account. • Active listening skills are employed with all interactions. • Questioning techniques are used to gain understanding of the views of people. 	<p>This person...</p> <p>Q10. Presents information and ideas clearly and concisely.</p> <p>Q11. Builds rapport with their audience and pitches their message at the right level.</p> <p>Q12. Seeks feedback on the ideas and views they put forward.</p> <p>Q13. Demonstrates an appreciation of the different needs of individuals.</p> <p>Q14. Actively listens to fully understand the views of others.</p>
<p>Negotiates and deals with conflict (2-2)</p> <ul style="list-style-type: none"> • Negotiate persuasively and take a flexible, collaborative and ethical approach. • Difficult situations are negotiated to achieve results acceptable to all the participants. • Potential and actual conflict situations are identified • Conflict situations are resolved constructively using a range of strategies 	<p>This person...</p> <p>Q15. Negotiates persuasively by putting a strong and logical case.</p> <p>Q16. Looks for common ground and considers the needs of the other parties.</p> <p>Q17. Identifies and constructively deals with conflict.</p>

<p>3. Take Responsibility</p>	
<p>Professionalism (3–1)</p> <ul style="list-style-type: none"> • Accepts personal responsibility/accountability face of setbacks. • Accepts consequences of actions • Demonstrates resilience in the face of setbacks. • Commitment to persevere and achieve positive outcomes. • Maintains personal motivation. • Promotes the wider interests of the Department. across DEH. 	<p>This person...</p> <p>Q18. Accepts responsibility for their decisions and actions.</p> <p>Q19. Demonstrates resilience and perseveres in the for achieving results.</p> <p>Q20. Maintains a committed and positive approach to achieving purposeful work outcomes.</p> <p>Q21. Works cooperatively with their colleagues</p>
<p>Client Service (3–2)</p> <ul style="list-style-type: none"> • Provides appropriate and timely solutions to client queries. • Follows-through on client service interactions. 	<p>This person...</p> <p>Q22. Responds quickly and courteously to client needs and follows-through on commitments made to clients.</p>

<p>Self Awareness (3–3)</p> <ul style="list-style-type: none"> Actively seeks feedback on performance Recognises personal strengths and weaknesses. makes an effort to develop their weaknesses. Demonstrates a commitment to own personal development 	<p>This person...</p> <p>Q23. Actively seeks feedback on their performance.</p> <p>Q24. Displays confidence in their strengths and</p> <p>Q25. Attends to their own personal development, balanced with the needs of their team</p>
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4. Motivation and Encouragement

<p>Motivation (4–1)</p> <ul style="list-style-type: none"> Generates and maintains motivation. Guides, mentors and develops people. 	<p>This person</p> <p>Q26. Generates an enthusiasm to achieve in their team.</p> <p>Q27. Recognises and acknowledges the achievements of others.</p> <p>Q28. Encourages and supports individuals to learn and develop.</p>
<p>Innovation and Creativity (4–2)</p> <ul style="list-style-type: none"> Identifies new approaches and creative solutions. Challenges ideas and thinking. Identify and understand risks. Willingness to take risks. 	<p>This person...</p> <p>Q29. Takes a creative approach to problem solving and improving outcomes.</p> <p>Q30. Questions conventional approaches in a constructive way.</p> <p>Q31. Displays a willingness to take calculated risks.</p>
<p>Effective Working Relationships (4–3)</p> <ul style="list-style-type: none"> Facilitates cooperation environment. Values individual differences and diversity of individual differences and diversity in their work team. Develops & maintains trust with people and openness. 	<p>This person...</p> <p>Q32. Fosters a cooperative and productive team</p> <p>Q33. Demonstrates an understanding of the benefits</p> <p>Q34. Builds trust with others through respect, honesty</p>

DEH Team Members Profile

1. Interpersonal

<p>Communicates Clearly and Effectively (1–1)</p> <ul style="list-style-type: none"> Communicates ideas and information in a clear, concise and unambiguous manner. concisely. Feedback is sought when communicating ideas or views. Social and cultural diversity is taken into account. Active listening skills are employed with all interactions. Questioning techniques are used to gain understanding of the views of people. 	<p>This person...</p> <p>Q1. Presents information and ideas clearly and</p> <p>Q2. Seeks feedback on the ideas and views they put forward.</p> <p>Q3. Appreciates the different needs and values of individuals.</p> <p>Q4. Builds good rapport with clients and colleagues.</p> <p>Q5. Actively listens to fully understand the views of others.</p>
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<p>Negotiates and deals with conflict (1–2)</p> <ul style="list-style-type: none"> • Negotiate persuasively and take a flexible, collaborative and ethical approach. • Difficult situations are negotiated to achieve results acceptable to all the participants. • Potential and actual conflict situations are identified. • Conflict situations are addressed constructively using a range of strategies. 	<p>This person...</p> <p>Q6. Puts forward a persuasive and logical case in discussions.</p> <p>Q7. Seeks common ground to achieve outcomes that benefit all.</p> <p>Q8. Deals with conflict constructively by focusing on the issues.</p>
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<p>2. Take Responsibility</p>	
<p>Professionalism (2–1)</p> <ul style="list-style-type: none"> • Accepts personal responsibility/accountability for achieving results. • Accepts consequences of actions • Demonstrates resilience in the face of setbacks. • Commitment to persevere and achieve positive outcomes. • Recognises the wider interests of the Department. 	<p>This person...</p> <p>Q9. Accepts responsibility for their actions and performance in their work team.</p> <p>Q10. Demonstrates commitment to achieving positive outcomes and perseveres in the face of setbacks.</p> <p>Q11. Works cooperatively with their colleagues across DEH.</p>
<p>Client Service (2-2)</p> <ul style="list-style-type: none"> • Provides appropriate and timely solutions to client queries. • Follows-through on client service interactions. • Clarify client and stakeholders needs and expectations. 	<p>This person...</p> <p>Q12. Responds to client needs and follows-through on commitments made to clients.</p> <p>Q13. Identifies the needs and expectations of their clients.</p>
<p>Self Awareness (2-3)</p> <ul style="list-style-type: none"> • Actively seeks feedback on performance • Recognises personal strengths and weaknesses. • Demonstrates a commitment to own personal development 	<p>This person...</p> <p>Q14. Actively seeks feedback on their performance.</p> <p>Q15. Displays confidence in their strengths and makes an effort to develop their weaknesses.</p> <p>Q16. Actively pursues opportunities for their own personal development.</p>

<p>3. Participate and Contribute</p>	
<p>Contribute to a shared purpose and direction (3-1)</p> <ul style="list-style-type: none"> • Clear about the goals, objectives and priorities of their section/team/area. • Understands role and works to a purpose of achieving the objectives of their section/ team/area. • Participate in making team decisions and the development of team plans. 	<p>This person...</p> <p>Q17. Seeks clarification on the priorities of the team when needed.</p> <p>Q18. Constructively participates in discussions on progress towards team objectives and milestones.</p> <p>Q19. Makes suggestions that assists the team in making decisions about priorities or the way they work together.</p> <p>Q20. Contributes to the development of team plans.</p>

<p>Innovation and Creativity (3-2)</p> <ul style="list-style-type: none"> • Identifies new approaches and creative solutions and improving outcomes. • Challenges ideas and thinking. • Gets involved in planning and implementing change. • Promotes and initiates change to improve effectiveness of work team. 	<p>This person</p> <p>Q21. Takes a creative approach to problem solving</p> <p>Q22. Questions conventional approaches in a constructive way.</p> <p>Q23. Actively participates in implementing change.</p> <p>Q24. Demonstrates a willingness to continually improve the effectiveness of the work team.</p>
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<p>4. Support and Encourage</p>	
<p>Effective Working Relationships (4-1)</p> <ul style="list-style-type: none"> • Facilitates cooperation • Values individual differences and diversity • Develops & maintains trust with people • Shares knowledge and experience with others. 	<p>This person...</p> <p>Q25. Cooperates and collaborates well with others to get things done.</p> <p>Q26. Demonstrates an understanding of the benefits of individual differences and diversity in their work team.</p> <p>Q27. Respects the rights of people to express their views.</p> <p>Q28. Maintains confidentiality when dealing with sensitive issues.</p> <p>Q29. Supports new and less experienced staff to learn and develop skills.</p>
<p>Motivation (4-2)</p> <ul style="list-style-type: none"> • Self motivated. • Contributes positively to the motivation of others. • Looks for opportunities in the face of change. • Supports others to adapt to change. 	<p>This person...</p> <p>Q30. Maintains a positive approach to their work even in the face of change.</p> <p>Q31. Demonstrates a keenness for their team to achieve the best results.</p> <p>Q32. Recognises and acknowledges the achievements of others.</p> <p>Q33. Demonstrates a willingness to accept change by identifying opportunities.</p> <p>Q34. Supports other people through changes in the workplace.</p>

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Geoscience Australia

Organisational Context

Geoscience Australia's Strategic Plan emphasises the value of developing Geoscience Australia staff through its second strategic goal:

'(to) Improve the capability of our organisation and staff'.

Geoscience Australia has further developed that goal through its People Management & Development Strategy 2003–2005. This includes a Learning and Development Strategy, which emphasises leadership development and its links to succession management.

Leadership Development

Geoscience Australia's investment in leadership training has been ongoing but highlighted in its importance through the workforce planning data that is annually collected.

Current strategies for leadership development are:

- an intensive 12 month graduate development program with a focus on leadership
- Executive Coaching with a panel of coaches for nominated senior managers; and
- A leadership development program aimed at the third management tier of the organisation, the '3T' Program.

The '3T' Program

The 3T program comprises 12 months of individualised learning for selected participants. It will include:

- Assessment of skill gaps and potential
- A blend of core management seminars/workshops
- An individualised learning program with coaching support
- Opportunities for participants to undertake experiential learning to build on the development of required skills and behaviours.

Target Group

The target group is typically a 'project leader' or 'director'. The cohort is approximately 70 staff who range from APS6 through to EL2 levels. The first group will consist of a selected group of 10–12 staff, essentially potential leaders.

Commencement

The program is due to commence February 2004.

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National Museum of Australia

Although the National Museum of Australia does not currently have its own Leadership Development Program, a project is currently underway to design a leadership development program to promote leadership activities at all levels of the organisation. This project has been identified as one means of meeting a priority outlined in the Strategic Plan for 2000-2003 to invest in the Museum's people.

The Museum also participates in a Cultural Management Development Program (CMDP) targeted to the APS 6 to Executive Officer levels. The CMDP is a joint training program with participants from the other cultural institutions in Canberra. The National Gallery of Australia administers the Program, with consultants from Upton Martin conducting the program's delivery.

The Museum also participates in an Advanced Workplace Skills Program for staff at the APS 4-5 levels, which is offered on a similar basis.

Both programs offer a mix of face-to-face training (including a residential component) and action learning project work.

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Cultural Management Development Program

The Cultural Management Development Program 2001 is the premier vehicle by which a number of Canberra's Cultural Institutions will be addressing their leadership and management training needs for their middle managers. It is coordinated by the National Gallery of Australia, involving a total of 20 participants in six modules.

The cultural institutions which participate in the CMDP include:

- National Gallery of Australia;
- Australian War Memorial;
- National Library of Australia;
- Screensound;
- Australian Institute of Aboriginal and Torres Strait Islander Studies;
- Qwestacon;
- National Museum of Australia; and
- National Archives of Australia.

The Program is conducted by Upton Martin Consulting with a number of guest speakers also involved. As part of the program each participant is required to complete a team project and report back on its outcomes. Each participating Agency is asked to submit project proposals and if their project is selected by one of the teams, they provide a sponsor who provides more detail regarding the purpose of the project.

The objectives of the Program are to:

- foster useful networking across managers in the participating cultural institutions;
- assist promising middle managers to enhance their management knowledge and skills through coursework and action learning and to stimulate new ways of thinking about their organisations and how they can best contribute to them;
- provide participants with an opportunity to demonstrate their commitment to learning; and developing unique solutions to problems through completion of a workplace based team project.

Program Structure

- for managers NGA6 to EL2;
- coursework will comprise 14 days (6 modules of 2-3 days each);
- will be conducted over a 6 month period;
- team projects will be undertaken as vehicles for transfer of skills and knowledge to the workplace
- at the end of the program, participants will host a seminar to which managers from all participating agencies will be invited; and
- a re-call day about 1 month after the program to review learning and address individual workplace issues.

Content

The program will reflect, but will not necessarily be limited to:

- government policies and their impact on APS business and management;
- APS directions and reforms;
- management frameworks of performance management, project management, resource management, accountability, empowerment and responsibility;
- leadership and management styles, techniques and good practice;
- appreciating organisational cultures and their imprints on behaviour;
- leveraging individual difference and developing strengths;
- leading, managing and coping with change;
- new ways of organising work and people;
- client focus: internal and external;
- skills of collaboration, networking, teamwork, communication, presenting information, motivating people and managing stakeholders;
- innovation, creativity, knowledge management and continual learning; and
- career directions and life-work transitions.

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Australian Public Service Commission (APSC)

The Public Service Commissioner, under the Public Service Act, has responsibilities for:

- fostering effective leadership in the Australian Public Service Commission (APSC)
- supporting learning and development opportunities for APS staff, and
- facilitating continuous improvement in people management throughout the APS.

In support of these functions, the Leadership, Learning and Development Group (LLDG), in the APSC, provides a wide range of products and services to agencies and APS staff. The following material outlines some of these products and services that are directly involved in developing leadership.

- Senior Executive Leadership Capability Framework
- APS Leadership Capability Development Pathway
- Senior Executive Service (SES) Leadership Programs
- SES Breakfast Briefings
- Lunchtime Seminars
- EL Series
- Career Development Assessment Centre
- SWIM
- APS Development Programs
- Graduate Series
- Consultancy Services
- Public Sector Management Program
- ANZSOG
- IiP

Senior Executive Leadership Capability Framework

Senior Executive leaders in the Australian Public Service (APS) play a key role in the delivery of the core functions of the Service. They must be able to focus on the outputs specific to their agency, and the links between these outputs and broader government goals. This requires them to create a shared vision and sense of purpose for their organisation, whilst enabling and motivating their staff to achieve high performance.

The Senior Executive Leadership Capability Framework seeks to establish a shared understanding of the critical success factors for performance in APS leadership roles. The Framework identifies the five core criteria for high performance by Senior Executives. Each of the criteria heads a group of inter-related capabilities based on the requirements of the APS now and into the future.

The Framework has many potential applications, including:

- selection
- leadership development
- performance management
- short- and long-term planning for the Senior Executive Service, and
- broader organisational development initiatives.

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APS Leadership Capability Development Pathway

Aligned to the SELC Framework, the APS Leadership Capability Development Pathway was developed through extensive, validated research and consultation with a wide range of APS executives, senior executives and Agency Heads.

Five different techniques were used during the data collection process to ensure that people at the specified levels, and those one and two levels above, provided input into defining the requirements at level and the behaviours that contributed to high performance.

The Pathway seeks to introduce a common language to facilitate conversation, and develop a shared understanding of the type of leadership required by the APS at the different levels from Executive Level 1 to SES Band 3.

The primary intent of the Pathway is to guide leadership and career development for APS executive and senior executives employees. The Pathway describes the behavioural characteristics that distinguish high performance at each level and reflects the evolution of leadership capability required of APS employees as they move into executive and senior executive levels characterised by increasing complexity and ambiguity.

The Pathway articulates five core capability clusters for high performance. Each cluster heads a group of inter-related capabilities that differ across each level and, as a whole, reflect a developmental path to support career transition from one level to the next.

The Pathway builds on the success of the existing Senior Executive Leadership Capability Framework (the SELC Framework) and is intended to facilitate sustainability in APS leadership by providing a focus for leadership development at the executive and senior executive levels.

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Senior Executive Service (SES) Leadership Development Programs

SES Leadership development programs are a range of learning and development activities that aim to enhance the leadership capability of the SES. The programs are based on the Senior Executive Leadership Capability Framework, and are designed to reflect the current and future needs of the APS. The SES Leadership programs help individuals develop the capabilities required for high performance.

The suite of programs includes:

- *Career Development Programs*—designed to meet the needs of senior executives at key points in their career, as they take on new roles, responsibilities and challenges.
- *Expertise Development Programs*—concentrate on the comprehensive understanding of knowledge, skills and behaviours that contribute to success in senior executive roles. These programs are short seminars and workshops that develop both knowledge and practical skills.
- *Seminar Series*—a series of short, timely offerings designed to keep senior executives up-to date on current issues.
- *Leadership Extension Programs*—provide a range of opportunities for more experienced senior executives to broaden their exposure to current strategic and global issues.
- *Individual Development Services*—tailor-made activities designed to meet the specific needs of individual senior executives.

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SES Breakfast Briefings

Our regular SES Breakfast provide senior executives with a forum to hear and interact with leading speakers on contemporary issues. Briefings are held regularly throughout the year commencing at 7.10am and concluding at 9.00am.

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Lunchtime Seminars

The Commission's Lunchtime Seminars are open to all levels and are held on a regular basis to enable a broad range of APS staff to hear prominent speakers on issues of current interest. Speakers are from both the public and private sectors and discuss leading-edge management practices and reforms.

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Career Development Assessment Centre

The Career Development Assessment Centre was developed out of a need identified by portfolio Secretaries to broaden and strengthen the development of future senior executives, to prepare them for SES roles and to equip them to meet emerging challenges for the APS. The program is specifically targeted at high potential Executive Level 2s: its focus is to identify their performance strengths and development needs against the *Senior Executive Leadership Capability Framework*.

The Centre lasts for 2 days and involves individuals participating in:

- simulations designed to replicate a possible day in the life of a Senior Executive
- assessment of peer and 360 feedback reports, and
- initiating a personal development plan.

In the following two days, each participant attends a one-on-one 2 hour session with an organisational psychologist, and another one hour session three to five months later.

Participants' line managers also have a key role to play in supporting the individual's ongoing development.

The most recent CDAC Oversighting Report (August 2003) covering feedback from the period February to August 2003 confirms that a high percentage of participants continue to find that their involvement on CDAC is valuable and beneficial in making them a more effective leader.

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WEBSITE: www.apsc.gov.au/leadership/cdac.htm

Executive Level (EL) Series

The EL Series was developed in response to joint agency/APS Commission analysis into what agencies require of their EL staff and what agencies and EL's themselves see as their development priorities.

These programs reflect both core requirements and extension opportunities and incorporate leading edge approaches to development. The APSC offers quarterly EL updates which include detailed briefings on key Australian Public Service (APS)-wide issues, as well as a variety of interactive workshops and short sessions in half, one and two-day formats under the following topics:

- Career progression
- Communication skills
- Expertise development
- Results through people

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Senior Women in Management Program

The Senior Women in Management (SWIM) program is a personal and leadership development program for APS senior women managers at Executive Level (and their professional/technical or military equivalents). SWIM has run annually since 1988, and more than 350 women have completed the program. Participants on SWIM leave their regular roles to undertake this 10-month, full-time development program. The Program is a rigorous one, and consists of:

- structured, intensive workshops;
- group projects; and
- three Work Placements (of around 3-months each), which are undertaken outside the participants' home agency, within the public or private sector.

SWIM aims to produce highly motivated individuals who are better placed to contribute more effectively, and with confidence, in the roles required of managers and leaders in the changing public sector.

Contacts

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APSC Development Programs

The APS Development Programs are specifically designed for non-SES staff across all agencies. Through consultation with a wide range of agencies we develop and provide programs that are relevant, high quality and responsive to agency needs. The programs focus on developing knowledge and skills to maximise the performance of the APS.

Our suite of APS Development Programs cover the following broad topics:

- projects, outsourcing, tenders and contracts
- communication skills
- financial management
- policy development
- results through people, and
- career progression.

The learning objectives of the development programs have been linked to the competencies within the Public Services Training Package. The links between the APS Development Programs and the Public Services Training Package are informal; formal recognition of your skills needs to be handled by an accredited assessor.

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APSC Graduate Series

The APSC provides learning and development opportunities designed specifically for graduates joining the APS. The Graduate Series runs from March to October each year and comprises:

- Networking Sessions and Seminars—designed to give graduates the opportunity to hear from specialists on issues relevant to the APS. These sessions also provide the opportunity for information exchange and networking; and
- Skills Training Workshops—these one-day training workshops are specifically tailored to meet the development needs of graduates.

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Consultancy Services

The Consultancy Services team provides specialist support to individual agencies in the development of their people and organisational capabilities.

The Consultancy Services team works with a nationally selected group of skilled and experienced consultants. The team specialises in helping agencies deal with the issues commonly faced by APS organisations, and responding to the Government's reform agenda.

The Consultancy Services provides individualised development and consultancy solutions to agencies, ranging from delivery of development programs from the APSC's existing suite, to highly tailored programs and consultancy services. The team works closely with agencies to provide them with integrated solutions to their people and organization development issues.

The Consultancy Services team will:

- Help clarify agency needs and desired outcomes
- Work with agencies to tailor programs to needs
- Identify consultant providers who are best suited to deliver these programs
- make all necessary arrangements for program delivery
- work closely with agencies and preferred consultants to ensure that agreed program outcomes are met, and
- take care of all contractual requirements.

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Investors in People (IiP)

The Australian Public Service Commission supports APS agencies utilising the Investors in People (IiP) Standard—an internationally recognised quality standard for people management. IiP provides a framework for improving an organisation's performance by effectively integrating the skills and performance of its people with business goals. It also provides the opportunity to review performance against a recognised benchmark.

IiP encompasses processes that are fundamental to organisational performance and success, including:

- ✓ Business planning
- ✓ Performance management
- ✓ Management effectiveness
- ✓ Innovation
- ✓ Communication, and
- ✓ Leadership.

The Standard involves 12 indicators of good people management practice, based on the four principles of commitment, planning, action and evaluation.

As part of its support services, the APSC convenes regular meetings of IiP co-ordinators from across agencies.

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Public Sector Management Program (PSM)

The PSM Program is a unique national management program. A joint venture between Commonwealth, State and Territory Governments, the PSM Program is a national strategy to deliver first-class public sector management training.

The PSM Program provides the skills to successfully manage. Financial management, human resource management, team management, knowledge management, project management and their interactions are all covered in this comprehensive program.

Industry controlled and focused, the PSM Program combines tertiary study with experiential learning. It focuses on the strategic direction for the public sector, an integrated view of business planning and public accountability and the ability to lead. Common themes include accountability, ethics and relationship management.

On completion of the PSM Program, participants are awarded a tertiary post-graduate qualification at the Graduate Certificate level from one of four leading Australian universities. The PSM Program can also provide credit or advanced standing into further post-graduate programs at the Graduate Diploma, Masters, Masters (Honours) and Doctorate level.

The PSM Program equips middle to senior managers to meet challenges today and tomorrow.

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Australia and New Zealand School of Government (ANZSOG)

The Australia and New Zealand School of Government (ANZSOG) was established by a consortium of Australian and New Zealand Governments, Universities and Business Schools who share a vision of creating a world-class institution which focuses on the needs of the government and community sectors. Consortium members recognised that one of the significant challenges for all governments in the 21st century is to enhance the breadth and depth of policy and management skills and invest in the further education and development of those who are destined to be leaders in the public sector.

ANZSOG seeks to attract outstanding, high potential students from government and the government-related sector in Australia and New Zealand and in due course from other countries in our geographical neighbourhood.

ANZSOG is an independent company with its own Board. The School's members are governments, universities and business schools in Australia and New Zealand. It is both a teaching and a research institution headquartered in Melbourne and is a multi-State, multi-campus institution delivering its offerings at the campuses of partner universities.

ANZSOG is a company consisting of the following members:

Governments	Universities and Business Schools
Commonwealth Government	Griffith University
New Zealand Government	Melbourne Business School
Queensland State Government	Monash University
New South Wales State Government	The Australian National University
Victorian State Government	The University of Melbourne
	The University of New South Wales
	The University of Queensland
	The University of Sydney
	University of Canberra
	Victoria University of Wellington NZ

The School offers a range of programs including the Executive Fellows Program, and the Executive Master of Public Administration.

The Executive Fellows Program is an intensive residential program, teaching both by theory and case study methods. Its objective is to develop core skills and introduce new approaches and thinking for senior executives in the public sector.

The establishment of the EMPA was designed to foster:

- world-class public sector managers who have a broad view of, and excellent skill base in, management, service delivery and policy analysis across the spectrum of public sector activities
- managers who demonstrate a critical understanding of the central concepts and literature from the fields of public administration, public management and public policy
- managers who can undertake critical analyses of public sector issues using multidisciplinary perspectives and engage in informed debate of the issues
- managers who understand and can apply research methods and undertake independent research
- managers who are prepared for and committed to a long term public service career path
- managers who can improve service delivery and policy outcomes across all levels of the public sector in Australia and New Zealand.

The core curriculum is multi-disciplinary and application oriented, and emphasises technique, experience, judgment and value—in short, the 'trade-craft' of government. It builds on an explicit recognition that there is a corpus of knowledge, skills, competencies and values which are essential for effectiveness in Australian and New Zealand governments. The curriculum integrates the students' real-world roles as managers and policy advisers, by providing opportunities to integrate theory and practice. Subjects are delivered face-to-face at venues selected by the School or at one of the partner university's campuses.

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Web-sites of interest

The following sites have been chosen as useful sites which can assist leadership practitioners and trainers in developing their knowledge on the subject.

Articles

Facilitative Leadership—the Imperative for Change—<http://www.sedl.org/change/facilitate/>

Leadership Characteristics that Facilitate School Change—<http://www.sedl.org/change/leadership/>

Centres/Associations

Association for Leadership Development—<http://www.ald-inc.com/>

Centre for Creative Leadership—<http://www.ccl.org/>

Centre for Innovative Leadership—<http://www.cfil.com/>

Centre for Leadership and Change Management (University of Pennsylvania)

<http://leadership.wharton.upenn.edu/welcome/index.shtml>

Corporate Leadership Council—<http://www.corporateleadershipcouncil.com>

The Community Leadership Association—<http://www.communityleadership.org/>

The Leadership Centre – Washington State University—<http://www.wsu.edu:8080/~lead/services.htm>

Links Pages and On-line Resources

Big Dog's Leadership Link Page—<http://www.nwlink.com/~donclark/leader/leadlnk.html>

Ericae.net—<http://www.ericae.net>

Overview of Leadership in Organizations—<http://www.mapnp.org/library/ldrship/ldrship.htm>

The website for the Keirsey Temperament Sorter and Keirsey Temperament Theory—<http://www.keirsey.com/>

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