



WELLINGTON REGIONAL LEADERSHIP DEVELOPMENT SYSTEM

Nuku Ora
An active Wellington region

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¹ Sport and Recreation sector workforce to 2026, Sport New Zealand, NZRA and Skills Active March 2013



OVERVIEW

Introduction

This document describes the Leadership Development System (LDS) for the Sport and Recreation Sector (the Sector) in the Greater Wellington Region (the region). For the purposes of the LDS, a “system” may be defined as an interconnected network of leadership development opportunities that, collectively, will result in the region having - (i) increased leadership capability, and (ii) a culture of leadership development.

The purpose of the LDS is:

- to support the process of on-going individual and organisational growth within our region
- to promote a culture of leadership development within our entire workforce
- to grow the leadership capability needed to deliver on the current and future sport and recreation needs of Wellingtonians - and, by extension, ultimately New Zealanders.

The case for increasing the Sector’s leadership capability is made strongly by the 2012 BERL study into the paid workforce sport, recreation and fitness industry. In the Sport and Recreation sector workforce to 2026 report, published in March 2013, BERL identifies the need for improved cohesion and leadership in our Sector to meet the broad and potentially overwhelming workforce challenges it faces, and to deliver on the sport and recreation needs of New Zealand’s changing and growing population.¹

The System (LDS) described in this document is the Wellington Region’s response to the BERL report. This document, while focused on the Wellington Region, is easily transferable to other regions around New Zealand. It can be the catalyst for a national leadership development system for the many paid and volunteer workers who create sport and recreation opportunities for New Zealanders.

Background

In response to the BERL report, Sport NZ established the online learning management system, Sport Tutor as part of its Sector workforce plan. Sport Tutor hosts Puna which supports the Leadership Framework for Sport and Recreation in Aotearoa New Zealand (the Framework), as well as a range of related online resources and courses to support organisations and individuals in their leadership development activities. The Framework was created in consultation with 1,500 people who work and volunteer in a wide variety of roles and settings within the Sector (that is, created “by the Sector for the Sector”). Its maps, guides and reflections describe what effective leadership looks like in the range of leadership contexts that exist in our Sector.

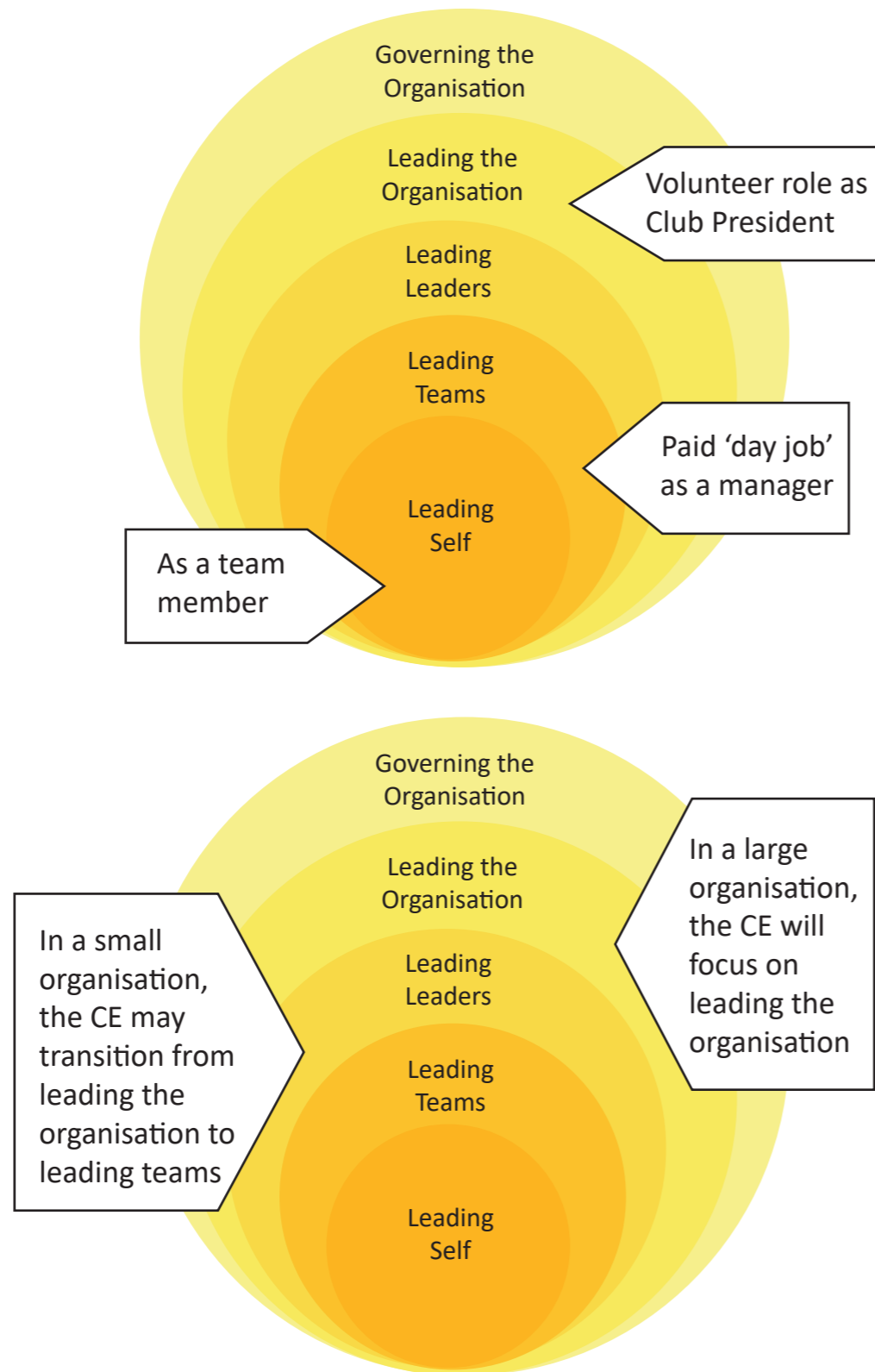
Free to access Puna resources can be found at www.puna.co.nz

Leadership Contexts in the Framework

The Framework describes five leadership contexts (leading self, leading teams, leading leaders, leading organisations and governing organisations) and the unique “value add” in each leadership context. The Framework also acknowledges that in our Sector, many roles span several leadership contexts. This requires leaders to become more conscious and deliberate about how they add value in their different leadership contexts.

Puna together with all the related and interconnected resources, initiatives and programmes described in this document are the core LDS opportunities for developing leadership capability in our region.

Resource guides for each of these leadership contexts can be found on the Puna website - www.puna.co.nz



THE PHILOSOPHY

Underpinning Philosophy of the LDS

Leadership development in our region is underpinned by the understanding that:

- Leadership is everyone’s responsibility: leadership in our region is a shared responsibility and is not necessarily tied to a title or a specific role. Therefore, everyone who works and volunteers in sport and recreation (whether in play groups, clubs, teams or regional/national organisations) needs to bring leadership to how they perform their role.
- Leadership development is an ongoing process: rather than a one-off event, effective leadership development is ongoing. For this reason, leadership programmes on their own are not enough and must be supported by other systems, structures and processes to embed learning and sustain development.
- Leaders develop other leaders: our region will have more effective leadership capability if leaders assume responsibility for developing other leaders, in both formal learning settings and informal or work-based settings.

How Leadership Development Occurs

Leadership development is a process and needs to be viewed as more than merely formal training and education. It needs to be extended into the workplace, connecting the workplace with formal learning. Based on research, the 70:20:10 model of development is a guideline for how an individual's leadership development occurs:

- 70% of development occurs through challenging workplace experiences
- 20% is derived through developmental relationships; coaching and feedback on performance or experiences
- 10% of development is a result of formal education, courses or reading



On-the-job learning

On-the-job Learning (Workplace Experiences):

Most leaders cite on-the-job experiences as the key events that shaped them as leaders and taught them important leadership skills, behaviours and mind-sets. For challenging work experiences to be beneficial, the leader must be supported and coached; otherwise there is risk of performance decreasing or plateauing, with associated drops in team performance. A 'sink or swim' mentality will not set a leader up for success. Putting experience at the centre of leadership development is the premise here.



Learning through others

Learning Through Others (Developmental Relationships Through Coaching and Mentoring):

Developmental relationships typically consist of coaching and mentoring, either within the workplace or external to it. Coaching and mentoring relationships help leaders apply formal learning to their own context. They also help leaders navigate their careers more successfully, especially the challenges of transitioning to a new role or leadership context.

This may range from formal mentoring or coaching sessions to more informal coaching or mentoring opportunities; for instance as part of performance development processes in the workplace. Developmental relationships within the workplace may include peer coaching and ongoing coaching conversations with managers. Leadership development does not occur by chance, and so engagement between leaders and their reports must be structured and deliberate.



Formal learning

Formal Learning (Leadership Development Courses):

Leaders need formal learning opportunities to be exposed to new ideas and frameworks. Formal learning opportunities may consist of residential, extramural, internal, or external training across intrapersonal, interpersonal, leading teams, and technical skills. Typically, this formal learning would be a leadership development programme where not only do the participants develop their leadership skills, they also develop a network of other leaders in the region.

Using the 70/20/10 model as a guideline, it is important that organisations, and the wider region, create a culture that supports the development of leaders in the workplace through coaching, mentoring and developmental feedback – especially when leaders are in transition to other roles or leadership contexts. Formal education, training and courses provide leaders with the time and space to develop greater self-awareness and a deeper understanding of how they need to add value in their current leadership context; or in the future leadership context they may be transitioning to.

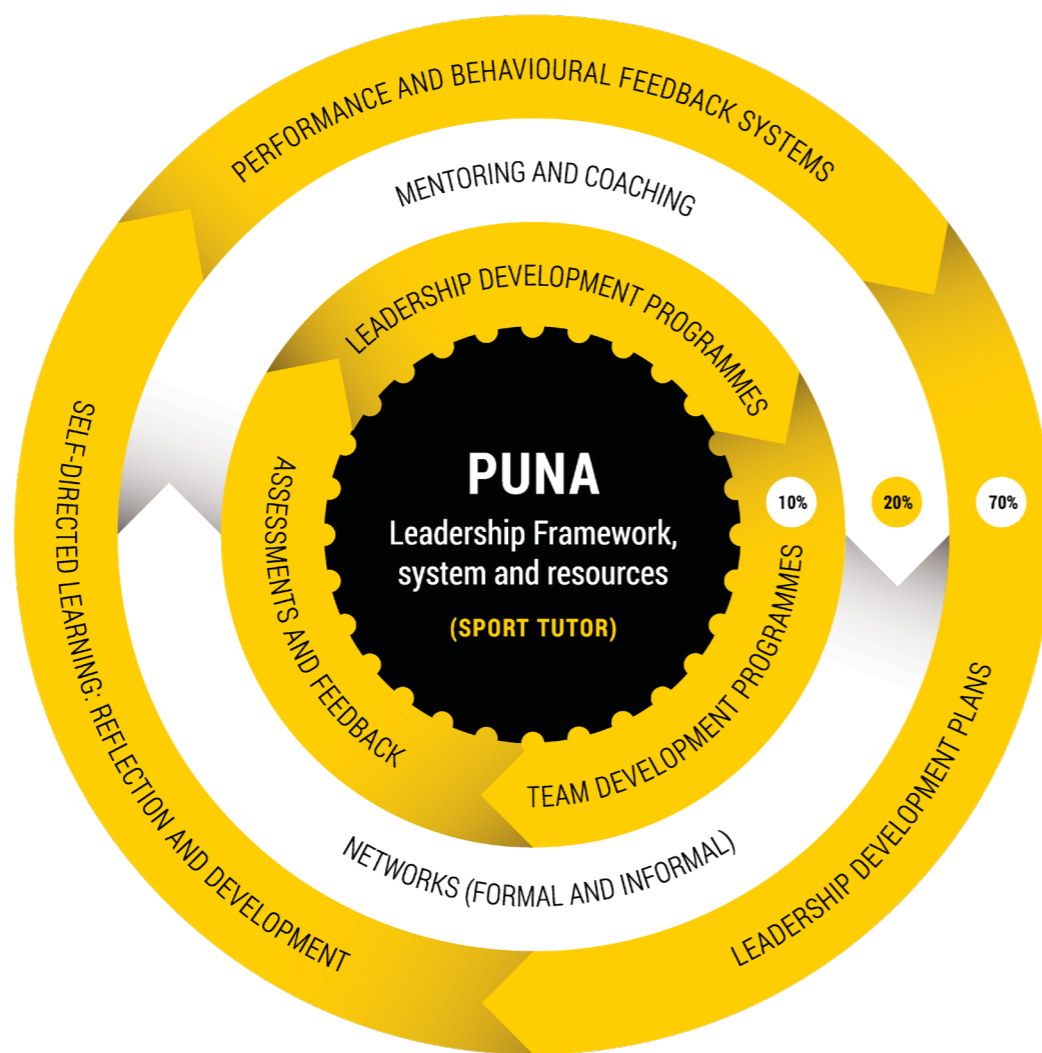


LEADERSHIP DEVELOPMENT SYSTEM ELEMENTS

The LDS is a system of interconnected leadership development opportunities (LDS Core Elements) that align, intertwine and overlap for the individuals and teams they seek to develop.

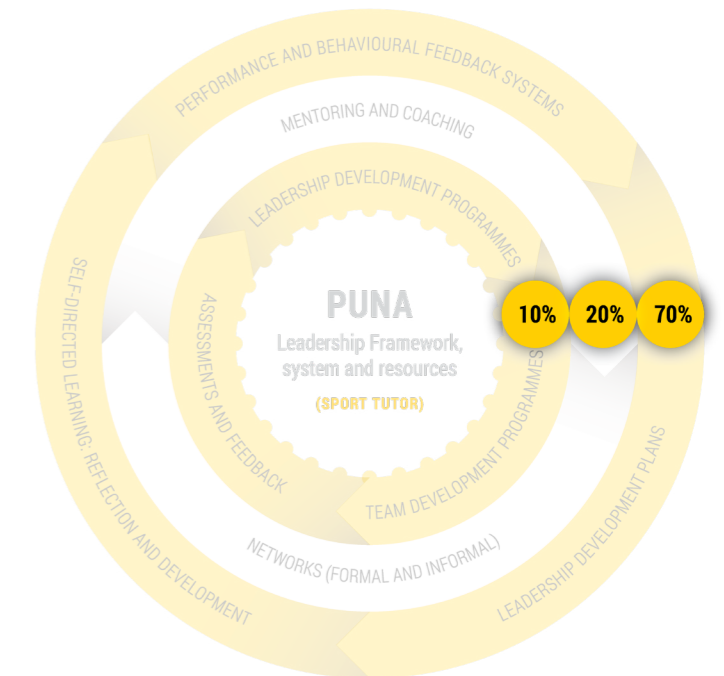
An example of an interconnected leadership development process could see: coaching and mentoring is provided; based on this coaching, behavioural and performance goals and objectives are set; leadership experiences and reflections are had; behavioural and performance feedback is given; and then the coaching and mentoring happens again.

This cycle could happen within an hour and/or over the period of months and demonstrates how leaders can develop other leaders.



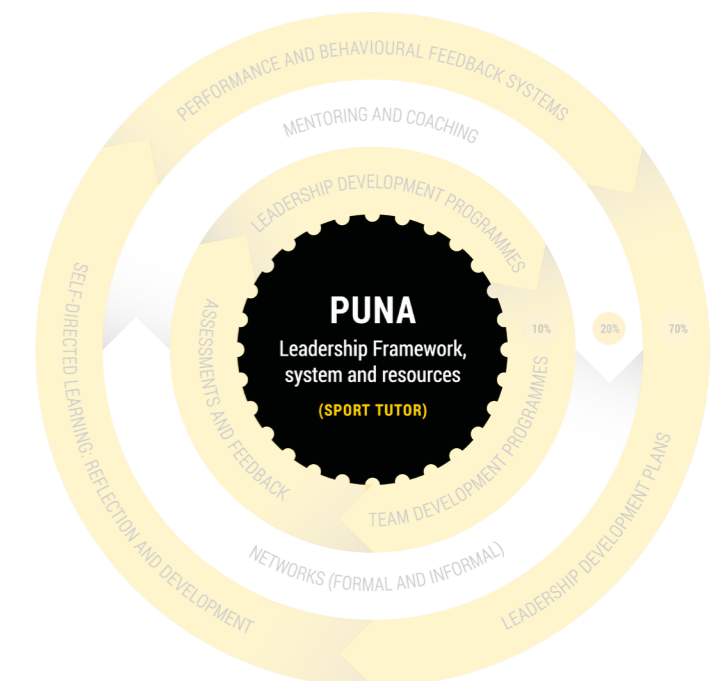
The Percentage Split

Development is a process that occurs in a range of settings. Research tells us approximately 10% of leadership development happens in formal settings, 20% by learning from others (e.g. coaching and mentoring) and 70% on-the-job and having challenging work-place experiences.



Puna - Leadership Framework Resources

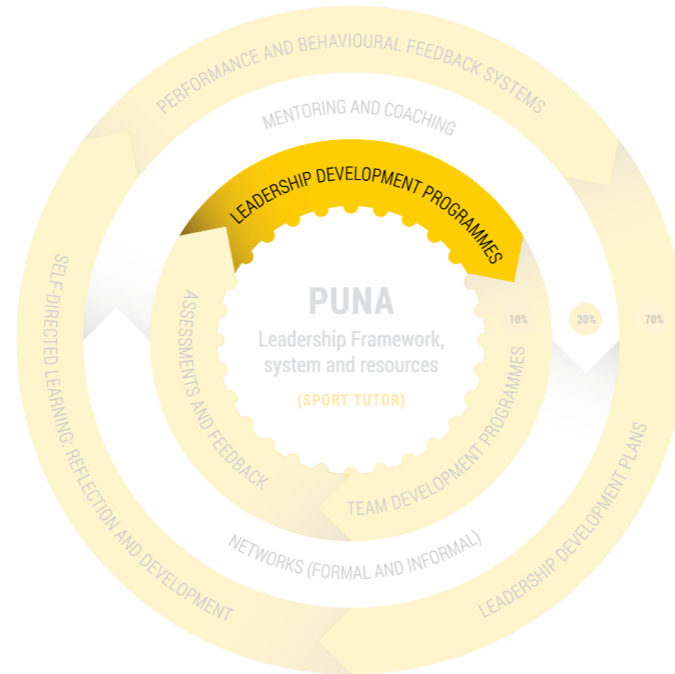
Puna is the LDS driver in that it provides the leadership language, mental models, and best practice guides, templates and resources to guide leaders, teams and organisations in their development activities. In this way, it is the “source” for all other LDS components and creates the opportunity for cohesion within the Sector.



Leadership Development Programmes

Leaders need formal learning opportunities (such as leadership development programmes) to be exposed to new ideas and frameworks, and to grow their networks within our sector. Formal learning can help an individual become more competent in their current roles or transition to new roles.

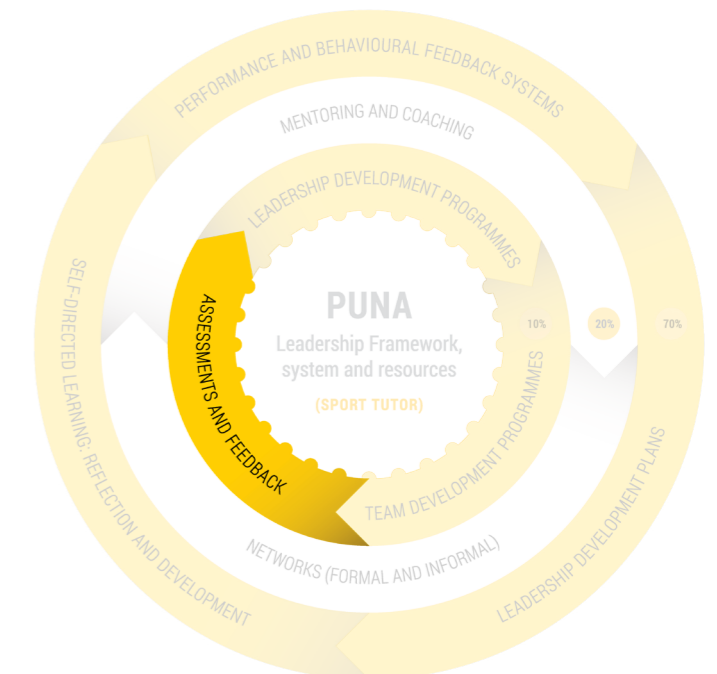
Formal Development



Assessments and Feedback

Assessment tools such as personality tests, 360 feedback assessments and cognitive tests are essential to leaders gaining insights into their performance on the job and their impact on others. This “strategic self-awareness” is an essential foundation for improved leadership performance. Assessments are a valuable adjunct to individual and team development programmes.

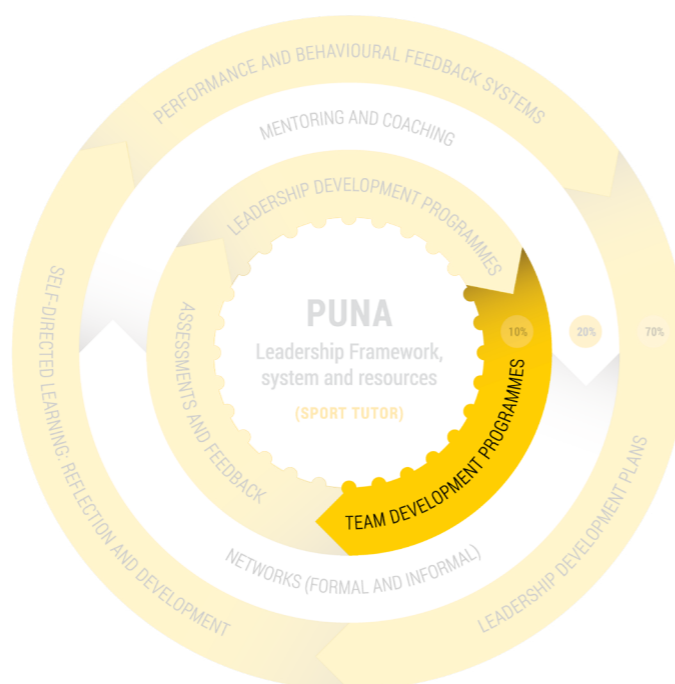
Formal Development



Team Development Programmes

Leadership development is most effective if it occurs in the environment a leader operates in. Leadership team development programmes enable the entire team to develop a shared leadership language, common mental models, a shared understanding of their context and challenges and enhanced levels of trust – all leading to improved performance.

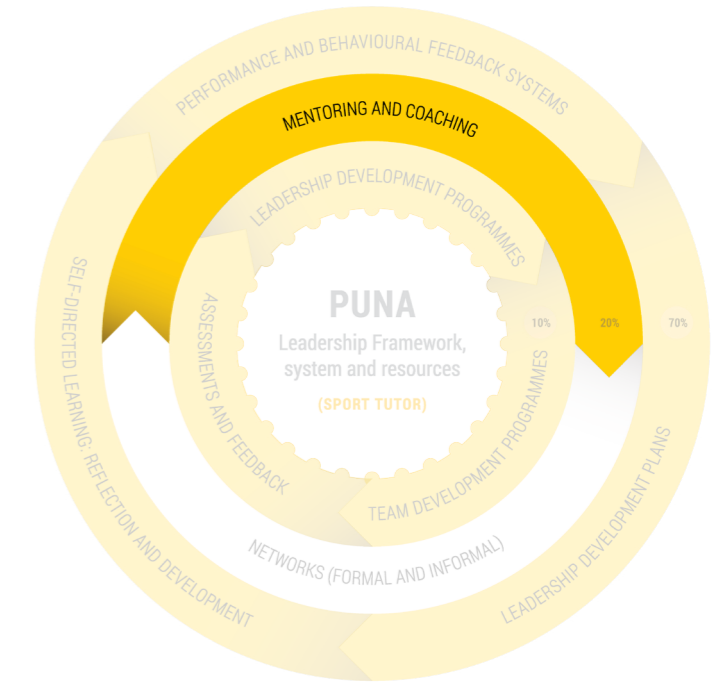
Formal Development



Mentoring and Coaching

Mentoring and coaching relationships help leaders apply formal learning to their own context. They also help leaders to navigate their careers more successfully and to meet the challenges of their current roles.

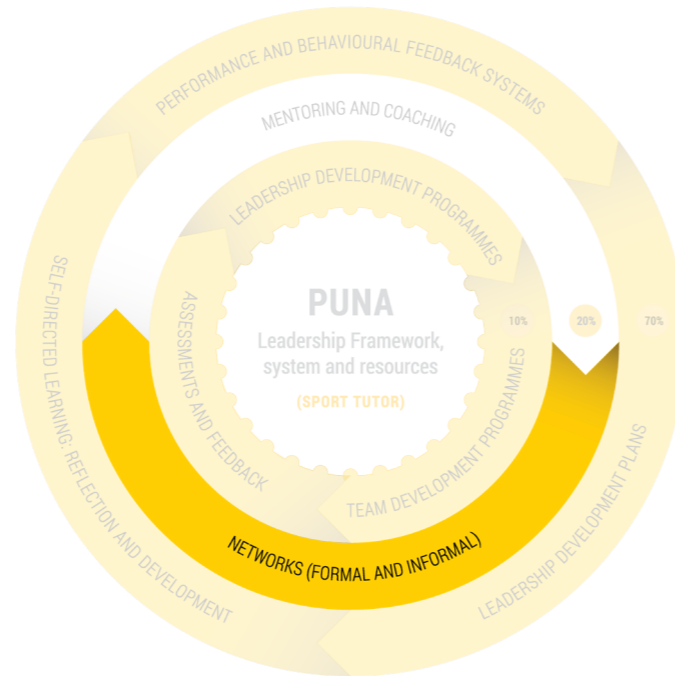
Learning Through Others



Networks (Formal and Informal)

Growing a powerful network is essential to effective leadership. In our Sector, formal and informal networks enable leaders to learn from and support each other, as well as to share ideas and resources. The Leadership Framework creates the shared leadership language and common mental models for these networks to communicate and collaborate effectively.

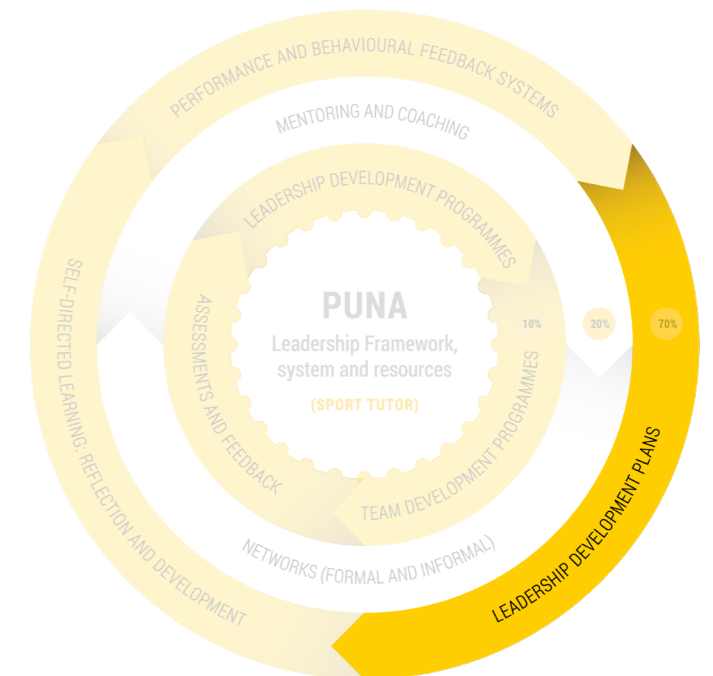
Learning Through Others



Leadership Development Plans

Most of leadership development occurs in the workplace. Leadership development plans help people embed formal education and experiential learning through setting measurable development goals. Coaching and regular feedback from the manager is essential to setting and attaining development goals.

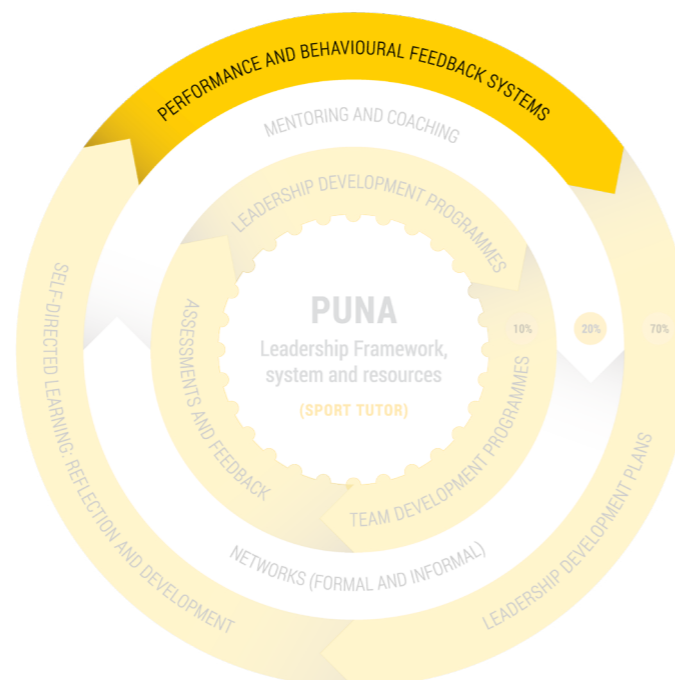
On the Job Learning



Performance and Behavioural Feedback Systems

Performance and behavioural feedback is essential to evaluating current performance and to unlocking potential performance. Embedding the Leadership Framework guides and maps into organisational performance management systems enables consistency not only within organisations but also among Sector organisations. This makes it easier for leaders to transition successfully to other leadership levels and to move more successfully between organisations.

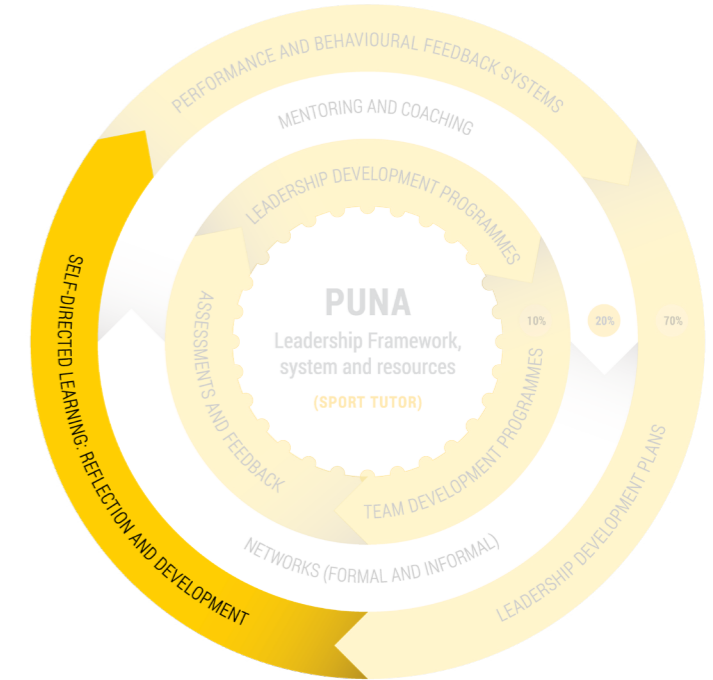
On the Job Learning



Self-directed Learning: Reflection and Development

Puna enables individuals at all levels of leadership (from team member to CEO) to explore self-directed leadership development opportunities, and to work with managers and peers to reflect on performance and set development goals. Self-directed learning is an intrinsically motivated and flexible way to develop.

On the Job Learning





ENABLING A LEADERSHIP DEVELOPMENT CULTURE

A Leadership Development Culture

To meet the region's current and future workforce challenges, as well as the changing sport and recreation needs of our increasingly diverse and growing population, our regional sport and recreation partners need to describe, grow and sustain a leadership development culture where leaders develop other leaders. The requirement to develop leaders is never more pressing than when a leader is transitioning from operating mainly in one leadership context to another context.

Levels of Leadership

Transitioning to a new leadership context is a period of both excitement and risk. As leaders change roles they must learn to behave differently. Individuals may have to use old skills in new ways and acquire new knowledge about leadership in order to deliver on the priorities of the new role. For effective development to occur, individuals must understand both the expectations of the new role, as well as their own development needs.

What makes a leader successful in one leadership context may not necessarily make them successful in a more senior context e.g. an effective leader in the "lead teams" context does not guarantee success in the "leading leaders" context (see leadership context diagrams on page 6). Successful transition between leadership contexts does not just occur accidentally, it needs to be planned.

Each leadership context is expected to add value in different ways. The Framework describes the elements, tasks, behaviours statements and unique value adds within different leadership contexts. Effectiveness and success in each leadership context is underpinned by:

- A clear understanding of the work and tasks of that context/role
- A readiness to embrace the concept that what has previously made you successful will not necessarily deliver success in your new leadership context
- A willingness to learn and develop the skills necessary for success in your current/new leadership context.

Horizontal and Vertical Leadership Development

A transitioning leader needs to let go of some of the responsibilities, thinking, decisions, and actions that made them successful in their previous context. This requires both horizontal and vertical leadership development.

Horizontal development is about 'what you know' and the outcome is learning new skills, knowledge and competencies. This development often involves a formal learning setting.

Vertical development is about 'how you think' and gaining new perspectives and leadership mindsets. The outcome of vertical development is being able to think in more complex and sophisticated ways, thus being able to operate effectively in increasing ambiguity and complexity. Vertical development often occurs through coaching and feedback; and by learning on-the-job.

Experiential Leadership Development

Because most development occurs on the job, leaders need to maximise the opportunities for experiential. Experiential learning involves active experimentation, which includes the risk of failure. Managers play a key role in supporting the learning cycle by facilitating the development of those they lead through tasking, supporting, assessing and accepting appropriate risk. Workplace experimentation should also be supported by feedback and coaching to ensure true learning has occurred.

It is the manager's responsibility to create the conditions where an individual is given suitable and challenging tasks or projects, and to help the individual make sense of their performance on the job by providing effective feedback.

A strong organisational culture of developing others and prioritising this development is crucial to the success of experiential learning.

**“THE ACT OF LEADERSHIP IS ABOUT BEHAVIOUR
- IT IS NOT TIED TO A ROLE OR POSITION.”**

Developing Strategic Self-Awareness

Leadership development is most effective when a leader has a high degree of alignment between their identity (what they think about themselves) and their reputation (what others think and say about them). This alignment leads to a deeper understanding of how their behaviour influences and affects others (strategic self-awareness). The development of strategic self-awareness requires more than one source of feedback, and may comprise a mixture of:



The use of multiple feedback sources enables individuals to identify themes, compare their identity and reputation, and develop strategies to improve both their intrapersonal skill (how they think and behave) and their interpersonal skills (how they communicate and relate to others). The use of more than just one feedback source recognises the challenges associated with the development of these less tangible but critically—important skills. Also critical to developing strategic self-awareness is the practice of self-reflection. Self-reflection includes analysing one’s own observations on leadership behaviours and considering how this correlates with the feedback received from other sources.



The LDS provides a continuous development and support system for all members of the Sport and Recreation Sector in the Greater Wellington Region. A key focus of this system is accelerating how quickly leaders become effective when they transition to a new leadership context.

Leadership development does not happen by accident. Neither does a culture of leadership development simply emerge on its own. Both outcomes require conscious and deliberate effort, as well as the appropriate allocation of resources by those individuals and organisations that have the mandate to lead our Sector at national and regional levels. Puna provides the foundation for our LDS and our LDS is our regional response to the challenges identified in the BERL report.

The LDS acknowledges that most leadership development occurs in the workplace, as opposed to on a course, and emphasises the importance of on-going coaching and mentoring, as well as supportive management practices. Consequently, leadership development in our region is underpinned by the understanding that leaders develop other leaders. The opportunity exists for other regions to adopt the LDS and for a national LDS network to emerge.



An active Wellington region