

A photograph of a modern, multi-story building with a large glass facade. The building is surrounded by a paved area where many people, likely students, are walking. The sky is clear and blue. The text "Leadership development: competency and coaching" is overlaid in white, bold, italicized font across the center of the image.

***Leadership development:
competency and coaching***

Felicity McGregor, University of Wollongong
presentation for CAUL 2/09

A word cloud of human resources and management terms on a black background. The words are arranged in various orientations and colors. The largest word is 'Performance-management' in white. Other prominent words include 'DEVELOPMENT-programs' in white, 'ATTRIBUTES' in green, 'Projects' in green, 'Profiling' in purple, 'CareerPlanning' in teal, 'SUCCESSION-Planning' in light blue, 'LEADERSHIP' in orange, and 'MBTI' in green. Smaller words include 'Knowledge' (vertical, white), 'investorsINpeople' (white), 'Skills' (white), '360-degree-feedback' (white), 'COMPETENCIES' (green), 'COACHING' (vertical, white), 'Acting-up' (red), and 'Acting-up' (red).

Knowledge
ATTRIBUTES
investorsINpeople
Projects
DEVELOPMENT-programs Skills Profiling
360-degree-feedback CareerPlanning
Performance-management
COMPETENCIES
COACHING
Acting-up
SUCCESSION-Planning
LEADERSHIP
MBTI

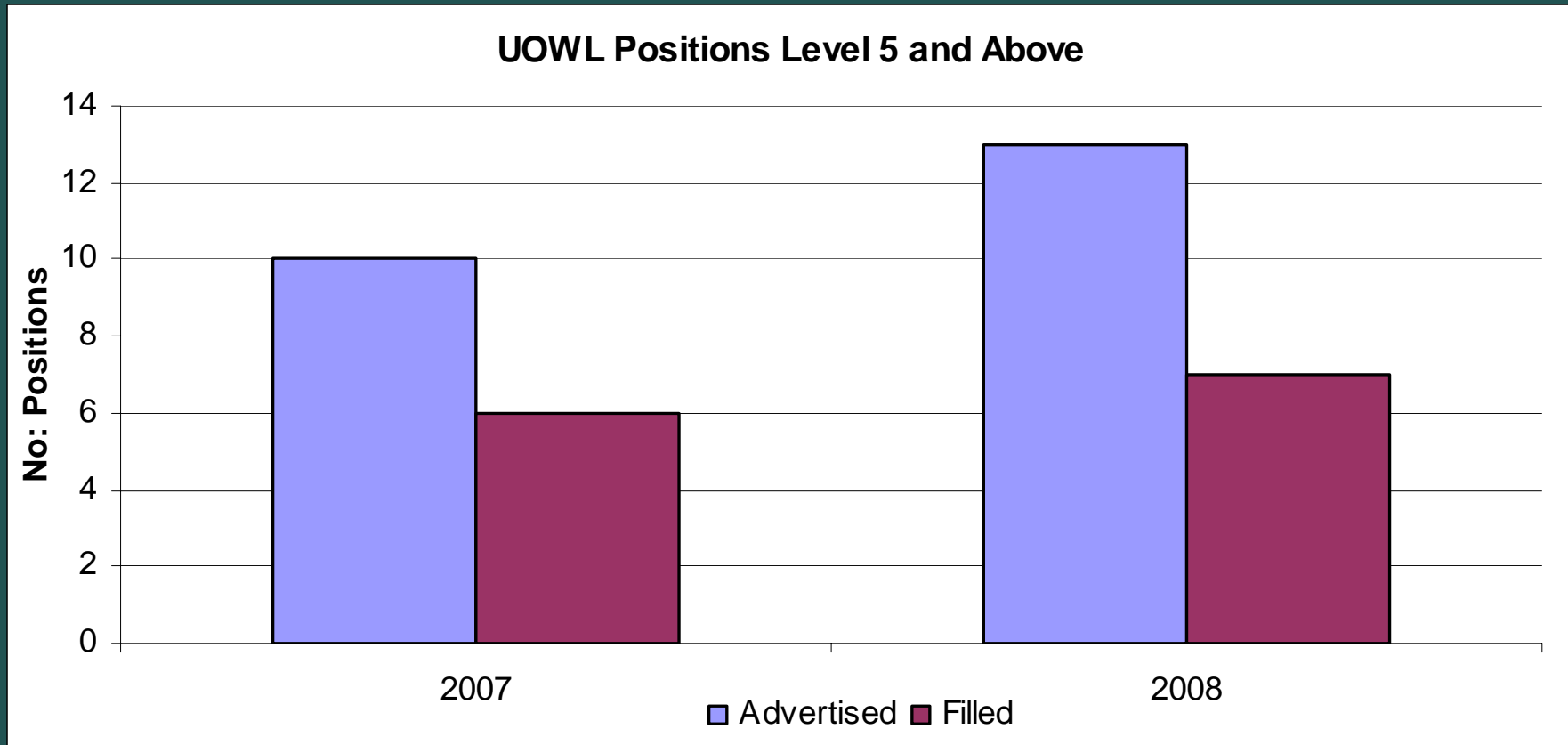
In summary

From 1995 ABEF & liP frameworks guided staff development & management of a workplace characterised by:

- Equitable development opportunities
- Personal & professional attributes for all levels
- An ‘ideal’ culture supporting agreed values, career development, empowerment, capacity for change etc
- Expectation of initiative, emergence of leaders

which worked for many years but

Limited recruitment success



ADRI

Approach

Intent & planning

- Prepare next generation of leaders
- Grow leaders from within
- Integrate performance mgmt/career development
- Create culture for people to thrive & develop

Deployment

Implementing

- Ideal culture -Values & attributes
- MBTI
- Development programs
- Workplace assignments

Improvement

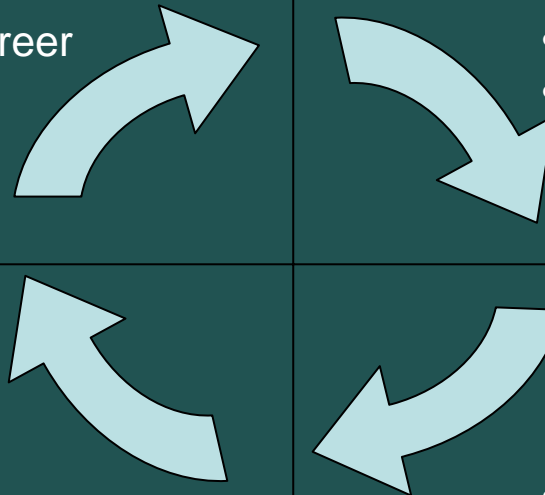
Learning & adapting

- Identify new strategies
- Seek expert help
- Workforce analysis
- Succession planning

Results

Evaluating

- Some good internal appointments
- Staff embrace opportunities
- Recruitment difficult
- No critical mass of potential senior leaders



Phase 1- Identifying competencies

Aim: Establish the competencies that need to be assessed for succession planning/leadership development

Method: Lominger Leadership Architect workshop

Definition: *Competencies are observable and measurable characteristics of a person that include using knowledge and demonstrating skills, behaviours and abilities that contribute to performing well.*

Workshop Participants = 16



- LEC Library Executive Committee (University Librarian plus 4 Associate Librarians)
- CAT Coordinators' Action Team (all team leaders)
- 2 with leadership aims
- 2 Cadets

The workshops

- Participants assessed 67 competencies in light of goals & future challenges
- Limit of 9 (CAT = 8, LEC = 9)
- These formed **success profiles** for UOW Library
- Included indication of developmental difficulty of each
- What were they?

Managing-VISIONandPurpose

Organisational-AGILITY

PERSPECTIVE

Developing-Direct-Reports

Intellectual-Horsepower

Building-EFFECTIVE-Teams

Organising

INNOVation-Management

Strategic-Agility

Self-KNOWledge

Confronting-Direct-Reports

Comfort-Around-Top-Management

Drive-for-Results

Business-Acumen

NEGOTIATING

Political-SAWVY

Competency - example

- Political savvy – judged difficult to develop

Explanation: *Organisations are complex mazes of constituencies, issues and rivalries. They are peopled with strong egos and empire-driven individuals who defend their area from attack and influence from outsiders. There are many traps and dead ends in organisations. More ways to turn wrong than right. People who are politically savvy accept this and deal with it. Not to be confused with being “political” which is a polite term for not being trusted, political savvy involves getting things done in the maze with the least noise for the maximum benefit.*

Political savvy

Unskilled eg:

- May not deal with upper management persuasively
- May be too direct and not consider impact on others etc etc

Skilled eg:

- Anticipates the land mines and plans accordingly
- Views corporate politics as a necessary part of organisational life

Some remedies, assignments and readings suggested

Phase 2 Career interviews

Consultant met with each participant to discuss career aims, level of ambition, barriers to achievement etc

Conclusions:

- A lot of untapped potential
- Perception of a large gap between CAT and LEC
- Uncertainty about how to cross the gap
- Deterrents for some included loss of flexitime, limited extra \$\$, work/life balance

Phase 3 Assessment

- LEC assessed each participant against the competencies
- Scale DK1-5 (5 = towering strength; 1 = a serious issue)
- Also assessed % of role covered by competencies and ranked importance
- CAT group self assessed against the competencies
- Individual scores compared with the average of LEC's ratings.
- Differences of more than 1.1 considered significant

Phase 4 Feedback

UL met with group to explain overall findings and then met with each individual to share individual ratings and deliver messages, for example:

- **LEC potential** – *committed to investing in you*
- **High capacity to progress** – *believe you can go further, encourage to take on more*
- **Valued** – *we want to keep you, offer enrichment, projects*

Phase 5 Coaching

- 4 individual sessions scheduled for April – October then review
- One session to include their LEC member
- Aims: agree goals, accelerate progress, work on real issues, clarity about what needs to be done
- Competencies one reference point, MBTI used
- Coaching = asking, solution focussed, individual orientation, remedial, proactive
- Coaching workshops for participants

Results - general

- Success profiles developed
- Leadership competencies ‘owned’ by staff
- Coaching integrated for leadership ‘targets’
- Improved goal clarity
- Target group motivated, focussed, pushed but felt self-directed

Results - specific

- 2 cadets in Team Leader roles
- Existing Team Leader takes on leadership of a challenging new team
- Those needing qualifications for progression have started
- LEC members have some new perspectives



Pros

- Agreed competencies enable ownership and targeted development
- Use of validated instrument helped remove perceptions of prejudice
- Consultant viewed as objective
- Program tailored to our needs
- Commitment, motivation high for most of group

Cons

- Time consuming
- Resource intensive
- Management of competing priorities

Future

- Use Lominger framework for all staff?
- Extend leadership identification and coaching to others
- Continue to focus on front runners
- Find ways round constraints of personnel systems
- Integration with all other aspects of performance management and development

Conclusion — *really worthwhile!*



Questions?

Bert Flugelman *Hargrave Library Sculpture*