



Designing leadership development programs linked to Leadership Expectations

Including Leadership Expectations in your agency's leadership development approach and activities creates positive leadership change in your agency and across the public sector.

This guide:

- supports [Building Leadership Impact](#) and the condition for positive change: Opportunities for development and extension
- includes suggestions to extend and adapt existing or planned development activities to incorporate Leadership Expectations
- provides steps to design in-house or Commission external providers of leadership development programs
- Includes guidance on managing copyright requirements when engaging a provider.

Why include Leadership Expectations?

Including [Leadership Expectations](#) in the design of leadership development activities helps to:

- build a common leadership language
- embed a clear understanding of what is expected of all staff
- create clear alignment between development needs and learning outcomes
- align the sector on the expectations of leadership to create consistency
- build the overall impact of leadership for a high performing public sector.

It is likely you already have development activities and approaches to leadership development in your agency. Implementing Leadership Expectations is an opportunity to review your current content and approach, not necessarily to replace them but to complement them.

The design of appropriate leadership development activities goes beyond a one and done approach of attending a seminar, webinar or workshop. Shifting how people think about leadership and affecting changes in behaviours are critical to develop mastery of a context and transition to higher contexts.

Steps when planning or reviewing development activities.

Map existing development initiatives	<ul style="list-style-type: none">• Begin by mapping existing (or planned) development activities to the expected behaviours and associated mindsets in Leadership Expectations.• For existing programs that have some content and activities already aligned to Leadership Expectations, update the language in all learning descriptions and communications to match Leadership Expectations.
Start with the desired end in mind	<ul style="list-style-type: none">• When starting from scratch, establish which context is being addressed in the development initiative.• Once identified, review the expected behaviours in the context.• Be clear about what the expected behaviours, mindsets and behaviours in action mean and what success looks like. This is essential to establish the correct learning outcomes.
Align the expected behaviours to the learning outcomes	<ul style="list-style-type: none">• Once you have established what you aim to achieve from the development initiative, design your learning outcomes and align them to the expected behaviours.• Designing the learning outcomes first, ensures the development of relevant activities, experiences and methods, that support the desired behaviour change.
Sense check the proposed development initiative	<p>To maximise the impact of a development initiative, ask the following questions.</p> <ul style="list-style-type: none">• Does each activity help individuals understand what they need to do to meet the expected behaviours?• Does the activity connect the behaviours in action specifically to the learning and any learning experiences proposed?• Does the activity help individuals address possible personal barriers to adopting new mindsets and behaviours (that is, their deepest 'below the surface' thoughts, feelings, assumptions and beliefs)?• Does the activity support development of new thinking, mindsets and behaviours as habits (that is, through a degree of discomfort by taking staff out of their comfort zone and challenging their existing paradigms)?

Non-formal learning

For most individuals, the majority of development occurs through non-formal learning and most do not have formal learning outcomes. Leadership Expectations can easily be incorporated into this style of learning.

Use existing talent	<ul style="list-style-type: none">• Identify people who demonstrate mature levels of the behaviours in their current leadership context. This can be done through existing performance measures or by using the Behaviour self assessment or a 360° assessment.• Once identified, use these people to 'buddy' or mentor others who need to develop the behaviours displayed by the identified individuals.
Coaching	<ul style="list-style-type: none">• Leverage coaching to shift an individual's behaviour or mindset.• Align coaching goals to the expected behaviours in Leadership Expectations. Use coaching to assist individuals establish ways to develop their mastery so they can be the best they can be at their context, and prepare them for transition the next context. For leaders who do transition to the next context coaching can assist them to make the mindset and behaviour shifts required for success in the new context.
On the job learning	<ul style="list-style-type: none">• Be strategic when selecting on the job learning opportunities.• Determine what learning outcomes will be achieved by undertaking the opportunity, and which behaviours or mindsets this is helping to develop.• If the opportunity does not link directly to a development need, either reframe it or look for other opportunities.• Ensure the staff member understands how the opportunity links to Leadership Expectations and the changes expected to be seen as a result of the opportunity.
Self reflection	<ul style="list-style-type: none">• Build in mechanisms where the language, behaviours and mindsets of Leadership Expectations are used regularly, for example in performance reviews and feedback conversations.• Support individuals to reflect on where their current behaviours are on the mastery scale and where they are expected to be (or what they aspire to).• Encourage individuals to create informal development opportunities to build towards their desired behaviours and level of mastery.

Recommended approaches to working with external providers.

The Commission has encouraged agencies to embed the 7 expected behaviours into their leadership development programs. Agencies may engage external providers to achieve this.

Make copyright requirements clear	<ul style="list-style-type: none">• When engaging external providers, ensure that both you and they are aware of the copyright that applies to the Building Leadership Impact and Leadership Expectations materials.• The full copyright statement and its application is detailed from page 5 of this guide.
Set expectations prior to engaging	<ul style="list-style-type: none">• Inform providers before you engage them that they need to incorporate Leadership Expectations in their product.• Supply the provider with key Leadership Expectations information and desired outcomes in the request for quote or negotiation stages.• Ensure the desired specifications related to Leadership Expectations are clearly stated in quote and tender documents so they form part of the contract.• Source an alternative provider prior to engagement if the provider is not prepared to change their material or include Leadership Expectations.
Invest time in critical briefings and reviews	<ul style="list-style-type: none">• Once engaged, provide the contractor with a detailed brief about Leadership Expectations.• Provide detailed information on what success looks like in terms of the expected behaviours, mindsets and behaviours in action.• Work with the provider to co-design practical examples and activities that relate to your agency and Leadership Expectations.
Check the fine print	<ul style="list-style-type: none">• Providers may include product development charges to customise their content to include Leadership Expectations; however, it is worth the investment to ensure consistency of messaging and to achieve a fit for purpose product.• If the provider is taking content directly from Leadership Expectations, they may not charge the agency for incorporating it into the agency's leadership development program.• When providers are creating bespoke materials for your agency, request the intellectual property (IP) remains the property of your agency. This allows you to reuse or adapt the materials in the future and reduces the risk of materials your agency has paid for being given free of charge to others or being on sold to others.

Copyright requirements when using an external training provider

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Scenarios where copyright protections apply

Scenario	Relevant section of the copyright statement and its application
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Scenario	Relevant section of the copyright statement and its application
<p>The agency needs to engage a provider to deliver training related to Building Leadership Impact and Leadership Development that has already been developed.</p>	<p>The copyright statement only allows for providers to be contracted by the agency to develop and deliver training. Where delivery only is required, the Commission will need to grant a copyright licence for the provider to deliver this training. Please contact the Strategic Leadership Talent team by emailing leadership@psc.wa.gov.au</p>
<p>Provider is commercialising the content without express permission from the Commission. For example, private commercial training organisations may seek to use the Commission’s materials in their open market public sector training programs (that is, not developed and delivered for a specific agency) and/or claim that their course is aligned with the objectives of Building Leadership Impact and Leadership Expectations.</p>	<p>You must not reproduce, modify, communicate or use in any other way the material (or any part thereof) for a commercial purpose without the prior written approval of the Public Sector Commission.</p> <p>Providers who wish to use the material in their open market training must obtain written approval from the Public Sector Commission, as outlined in the copyright statement. Requests can be emailed to leadership@psc.wa.gov.au</p> <p>This ensures that the Public Sector Commission retains ownership and control of the material, managing its use and positioning.</p>