Ipswich City Council Capability Handbook

Contents

Introduction 2

The Core 4 capability groups 5

Leadership levels and responsibilities 6

What's your learning style? 7

Accountability – *develop self* 9

Accountability – *manage risk* 15

Relationships – *communicate effectively* 20

Relationships – *work collaboratively* 25

Contribution – *deliver outcomes* 30

Contribution – *continuously improve* 35

Leadership – *develop others* 40

Leadership – *manage change* 45

Introduction

At Ipswich City Council (ICC) it is not just about what we do, it is how we go about achieving it, informed by our values.

As leaders our aim is to:

- Be ethical, fair and consistent leaders who role model our values
- Lead the delivery of high quality programs and services to the community in a sustainable and effective way
- Share and be open to feedback, ideas, and opportunities to improve
- Ensure a safe and healthy workplace for our people and the community
- Build an ethical, inclusive and constructive culture that attracts and retains skilled and talented employees

To achieve this it is important that we all have a clear understanding of what our role is and what is expected of us as leaders. Only when we are working together with absolute transparency can great things be achieved.

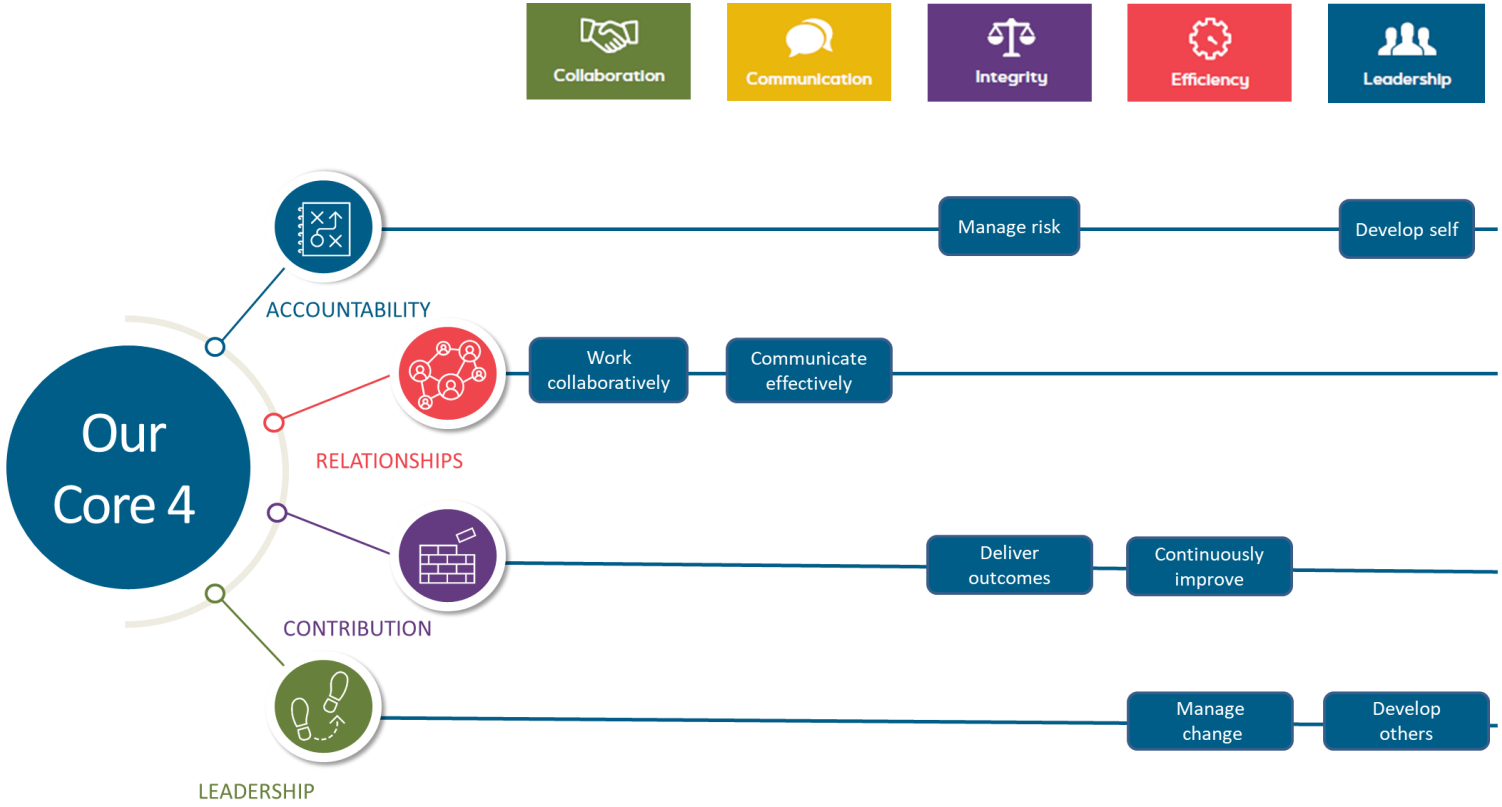
Values are the behaviours we want our people to demonstrate. The Core 4 are the capabilities we will build to demonstrate our behaviours. Each set of behaviours have 4 levels increasing in complexity with the responsibilities of the role (leader to executive leader). These are explained in more detail in the following pages.

This capability handbook should be used in people processes such as:

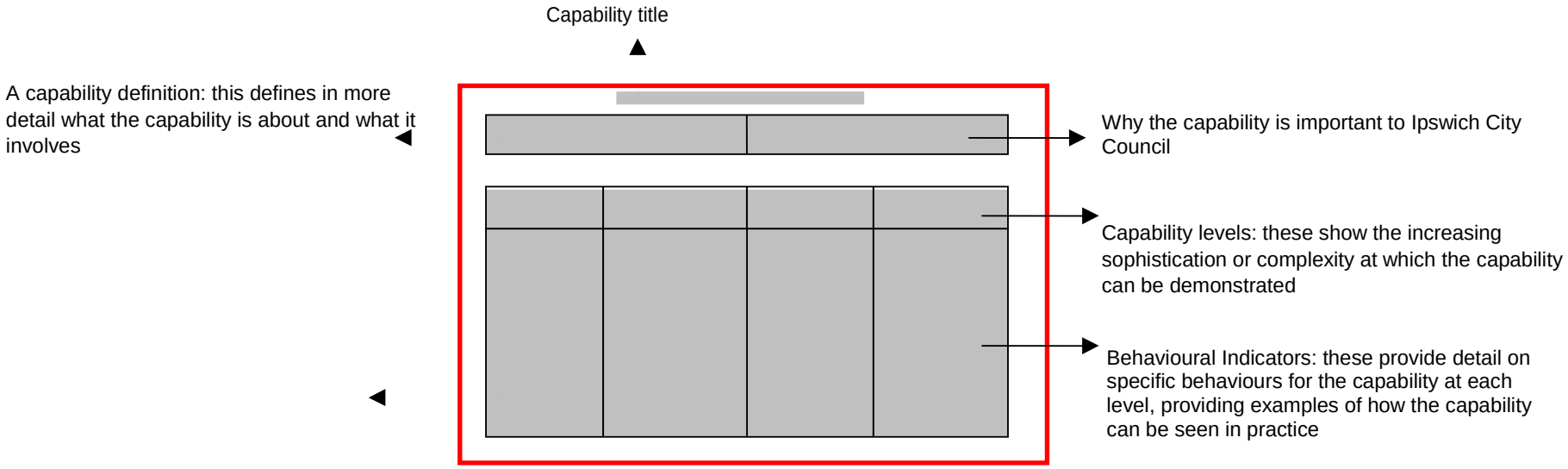
1. Performance Development	2. Learning and Development
3. Recruitment	4. Talent Management

Capability Framework mapped to the ICC values

The four capabilities and eight competencies will build capability to embed our organisational values.



The capabilities are displayed in the following format:



This dictionary provides guidance on the meaning of each of the capabilities and their levels of complexity.

Please note: A Section Leader includes all the capabilities of a Leader plus those of a Section Leader. A Branch Leader includes all the capabilities of a Leader and Section leader, and this continues to be cumulative through the leadership levels.

The Core 4 capability groups

Accountability

Develop self

Develop self-awareness and capability through learning, making improvements and accepting opportunities

Manage risk

Maintain a high standard of performance, behaviour and safe work practices through ethical decision making and actions

Contribution

Deliver outcomes

Contribute ideas and energy to the development and achievement of team and organisational goals

Continuously improve

Gather evidence and insights, identifying and implementing improvements and solutions

Relationships

Communicate effectively

Communicate effectively and respectfully, providing excellent customer service aligned to the needs of the community

Work collaboratively

Build and maintain collaborative relationships, engaging others across council and the community

Leadership

Develop others

Understand strengths and capabilities of others, empowering them to achieve our shared purpose

Manage change

Adapt to and embrace change and new ways of working, positively influencing and supporting others

Leadership levels and responsibilities

A leader's required level of capability aligns with the level and responsibilities of their role. The levels are cumulative in that employees demonstrate the capabilities and behaviours at their level and the preceding levels. As employees progress through the levels, they will spend less time on producing individual work and more time leading and empowering others to do work.

Leader *Leading others*	Team leader, supervisor, coordinator, manager	• Accountable for own performance and performance of team • Leads individual contributors and programs of work to achieve team outcomes • Takes direction from a senior leader or branch leader • Has high level expertise in their field coupled with foundational leadership skills
Section Leader *Leading teams and/or programs*	Section manager, manager, team leader	• Accountable for the performance of their team/s to achieve operational outcomes • Leads leaders, individual contributors and/or programs of work • Takes direction from a branch leader or executive leader • Has operational and strategic leadership, experience and skills
Branch Leader *Leading leaders*	Branch manager	• Accountable for the performance of their teams to achieve strategic and operational outcomes • Leads section leaders and leaders • Takes direction from executive leader • Has high-level operational and strategic leadership, experience and skills
Executive Leader *Leading a function or organisation*	Chief executive officer, general manager	• Accountable for function/organisation performance through defining strategic direction • Leads branch leaders or executive leaders • Has significant strategic leadership experience and extensive experience in own field • Has solid foundational knowledge of broad organisational characteristics

What’s your learning style?

To respect the diverse ways people like to learn, we’ve grouped development options into three learning styles; visual, auditory and hands-on. Select the style that works best for you.

Visual

Visual learners will typically retain more information when they can see something that graphically depicts what they are trying to learn. Visual learners learn by reading and writing and fit well into the traditional style of learning by using books and writing notes.
Visual learners like images.
Visual learners tend to stay interested in traditional style presentations of classes except if they don’t have a pen and paper.

Auditory

Auditory learners take in information through listening and speaking. They best understand new content in situations like focus groups, networking, team meetings and group discussions. Auditory learners have the ability to associate audio cues with certain information, aiding in retention and memory.

Hands On

Tactile learners are hands on. They can read or listen to information all day long, but for it to really sink in they prefer firsthand experience with practical applications. They take the term ’hands on’ literally. To fully understand what they’re doing, they need to see exactly how everything works in real time as they take part in the process. They need to attempt something themselves by doing, not just watching or listening.

Not sure what your style is? Check out your learning style here.

Leadership is the capacity to influence human thought, emotion, and behavior ***starting with my own.***

Accountability – *develop self*

Definition	Why is it important?
Develop self-awareness and capability through learning, making improvements and accepting opportunities.	"*Understanding others starts with understanding self*" (Socrates) Research shows that a high self-awareness score is the strongest predictor of overall success. Spending time understanding what you do well and what you can do better helps build self-awareness, self-knowledge, authenticity, self-regulation, and adaptability.

Leader	Section Leader	Branch Leader	Executive Leader
• Shows drive and commitment to achieving goals • Examines and reflects on own performance and behaviour • Seeks opportunities to develop technical and leadership skills • Utilises constructive feedback to develop self and improve outcomes • Actively engages in performance and development conversations	• Seeks and accepts challenging assignments to apply and develop knowledge • Reflects on own performance, behaviour and impact • Actively seeks feedback and alters behaviour to further develop leadership skills • Actively leads performance and development conversations	• Shows drive and motivation to serving the community and organisation • Critically reflects on own performance, behaviour and impact • Visibly role models a commitment to self-development through seeking and accepting development opportunities and stretch assignments • Seeks and acts upon constructive feedback, modifying behaviour to improve personal and organisational performance	• Shows high levels of drive and motivation to serving the community and advancing the organisation • Critically reflects on own performance, behaviour and impact as a leader • Creates an organisational culture of reflection and self-development • Visibly role models a commitment to self-development through seeking and accepting feedback, development opportunities and assignments, improving technical and leadership knowledge

What this looks like in practice

What this looks like	What this isn't	How to improve
• I know my personal strengths and weaknesses. • I can take constructive feedback on board without getting defensive or upset • I listen and ask questions when I am given feedback • I am receptive to talking about my improvement areas • I use the strengths of others in my team to complement my work • I welcome my direct reports and peer ideas, challenges and opinions openly • I solicit opinions and viewpoints from other perspectives prior to making important decisions • I apply the values of ICC into practice through my actions	• I have no need to analyse my personal strengths and weaknesses • I rarely seek feedback • I tend to come across the same problems over and over again • I tend to "wing it" even when I don't know the answer/s without asking others for advice or help • It is rarely my fault when things go wrong. There is usually a reason or someone/thing else is the cause of my problems. • I find performance discussions a waste of my time because I hear the same thing over and over again • I am already an expert in my field and don't need others telling me what to do • I am only accountable to myself	• Take the time to understand the leadership charter and what that means to my role • Work on my own self-awareness • Know what skills I want to develop • Identify leaders I admire and learn from them. • Be curious – ask questions from others • Speak openly about my improvement areas • Seek to learn more about other people • Reflect and think about why people behave the way they do • Listen to hear, not to answer • Get to know my direct reports and why they come to work • Share and be open to feedback • Make time to hear from my direct reports • Be open to receiving constructive feedback as an opportunity to grow

How to expand your skills

Ideas for visual learners

Books/Reading	Carol Dweck; "**Mindset; Changing the Way You Think to Fulfil Your Potential"** (2017)	Booktopia
	Carol Travis & Elliot Aronson, "**Mistakes Were Made (But Not by Me)**" (2014)	Booktopia
	Maria Gonzalez, "**Mindful Leadership: The 9 Ways to Self-Awareness**" (2012)	Booktopia
	Simon Sinek, "**Leaders Eat Last**" (2017)	Booktopia
	Daniel Goleman, "**The Emotional Intelligence**" (1996)	Booktopia
Pinterest	Create a Pinterest board and add images to inspire you to be open to criticism, develop yourself and critically reflect.	
TED Talks	Dr Adam Fraser: "**The Third Space"** (2012) 6 mins You Tube	
	Brene Brown: "**The Power of Vulnerability**" (2010) 20 mins TED Talks	
E-Learning Ipswich Library – Tutorials – Lynda.com	Air New Zealand Inspiring Voices: "**Steven Hansen**" (2016) 3 mins YouTube	
	Lynda.com, **"Leading Self**, **Become your best self by learning skills to improve your confidence, discover your strengths, and achieve your goals**" 10 courses online via the Ipswich Library/Learn/Tutorials/ Lynda.com:	
	Lynda.com, "**Leading others always begins with leading self**" (4m 35s) Ipswich Library/Learn/Tutorials/Lynda.com	
	Lynda.com "**Leading and Managing the Whole Self with Big Think**" (29m 15s) Ipswich LIbrary/Learn/Tutorial/Lynda.com	
Documentaries	Jack Zenger, "**The Inspiring Leader**" (2014), *51 mins video* - Ipswich Libraries Virtual Branch Streaming video	
	Daniel Goleman, "**Emotional Intelligence**" (2014), 40 mins Ipswich Libraries Virtual Branch Streaming video	
Online/Blogs	Extended DiSC Blog: Blog	
	The Value of Employee Feedback (using DiSC)	
	Candid Culture: Giving Feedback requires trust. No trust, no feedback. 26 July 2020	
	Pragmatic Thinking (Brisbane based) 12 must-read leadership books	
	Leadership Gurus – Global Gurus Top 30	
	Life and how to survive it: How Accountability Can Improve Your Life	
	AIM: Achieving Self-Awareness: How to Know What you Don't Know (19 Aug 20)	
Workshops	DiSC for Leaders - e-Hub link to course here	
	AIM short courses click here	

How to expand your skills

Ideas for auditory learners

Workshops	DiSC for Leaders	e-Hub link to course here
Ask for Feedback	Seeking feedback increases both the accuracy of our understanding and people's evaluation of our overall effectiveness. Ask for private/confidential feedback from multiple sources as people are more likely to share ideas that will help develop self-awareness. Asking publicly or face to face may not provide you with a true reflection of your strengths and weaknesses. Speak to your Business Partner about how ICC provide feedback on performance.	
Audio books	Sebastian Coe, "**The Winning Mind**" (2010)	Ipswich Libraries Virtual Brach E Audiobooks view resource online
	The Arbinger Institute, "**Leadership and Self-Deception: Getting out of the Box"** (2008)	Ipswich Libraries Virtual Branch E Audiobooks: view resource online
	Ken Blanchard et al, "**Self Leadership and the One Minute Manager**" (2018)	Ipswich Libraries Virtual Branch E Audiobooks: view resource online
	Brene Brown, "**Dare to Leader: Brave Work, Tough Conversations. Whole Hearts**" (2018)	Ipswich Libraries Virtual Branch E Audiobooks: view resource online
Podcasts	Future Women Leadership 'Series: The Importance of learning from other leaders (Podcast One Australia) 16 July 2020 Future Women Leadership Series: Gaining the respect of your team, (Podcast One Australia) 25 May 2020 Brene Brown, Unlocking Us with Brene Brown (Spotify Original) Simon Sinek, A Bit of Optimism Rob Dial and Kast Media, The Mindset Mentor Adam Grant, WorkLife with Adam Grant: Season 3, Episode 4: Authenticity Is a Double Edged Sword Daniel Golman, Being Well Podcast: Discovering Your Emotional Intelligence	
Online Social Groups	Top 20 Leadership and Management Experts you Should Start Following, Lifehack.org	**TED Circles** is an open community of small groups that engage in conversations about big ideas TED circles

How to expand your skills

Ideas for hands on learners

Secondment	Secondment is an assignment from Ipswich City Council to another organisation for a period of time keeping your employment and benefits at Ipswich City Council. It provides you with an opportunity to see how things are done in another organisation, share knowledge and skills with others with a hands on experience. Contact your Business Partner in People and Culture to learn more.
Team building activities	Spend time getting to know your team. This could be volunteering as a team at a community event or getting together casually at events to celebrate team achievements. Getting to know your team can build relationships that pay off in the long run. Taking the time to know what is important to your team members shows them that you value them as more than just a worker but also as an individual, which in turn, builds trust.
Mentoring	Identify a person (either at ICC or external) that you believe would inspire you to grow and develop. Ask if they would consider being your mentor. Explain that you are a 'hands on' learner and are seeking a likeminded mentor to coach you professionally. Agree on how often you meet, where and when then book the time in your calendar. If you're not sure of mentoring is for you, check out this practical guide to mentoring: Marie Taylor: Business Coaching & Mentoring (2017) available at the Ipswich library. Or listen to the podcast Mindset Mentor for some inspiration found on Spotify, Apple Podcast or Stitcher.
Tours of other organisations/teams	Learn from others by going on a site tour to another organisation and/or team and seeing how they achieve their business goals. Come back and with your team, brainstorm what you liked and could implement in your team to learn and grown from others.
Higher Duty opportunities	Have a chat to your manager about potential opportunities to lead at a higher level when they are away or a leader in another area is away. This is a great chance to "try on" the next level and see firsthand what the next level of leadership is really about.

"Management is doing things right; Leadership is **doing the right things.**"

Peter Drucker

Accountability – *manage risk*

Definition		Why is it important?	
Maintain a high standard of performance, behaviour and safe work practices through ethical decision making and actions.		Good governance concerns the way decisions are made and the manner in which services are provided to the community. Good governance includes having effective structures, systems, processes, procedures, and culture in place to ensure the council is properly operated. It involves continually embedding the right practices in the right way into council, and understanding that everyone plays a role in this. Through this, overall performance will be improved and council will deliver better value to the community	
Leader	**Section Leader**	**Branch Leader**	**Executive Leader**
• Demonstrates and models the values and abides by the code of conduct • Sets the standard for the ethical use of team resources and funds • Recognises and addresses inappropriate behaviour, misconduct and conflicts of interest • Makes required decisions, seeking guidance where required • Takes personal responsibility for decisions and managing risk • Promotes responsibility for the safety and wellbeing of team members	• Models and sets the expectations for behaviours reflective of the values and code of conduct • Upholds integrity of team through responsible management of resources and funds • Makes sound and timely decisions using available information • Monitors and addresses inappropriate behaviour, misconduct and conflicts of interest, empowers others to report breaches • Takes accountability for the safety and wellbeing of team members	• Models and fosters behaviours reflective of the values and code of conduct • Upholds integrity of teams through responsible management of resources and funds • Makes and implements timely decisions, even when information is incomplete or ambiguous • Takes personal accountability for decisions, withstanding organisational and public scrutiny • Takes accountability for the safety and wellbeing of team members	• Drives a high-performing culture, modelling ethical and professional behaviour • Manages resources and funds in the best interests of the community • Creates a climate where others are empowered to report inappropriate behaviour, visibly and promptly addressing breaches • Creates a culture of evidence based decisions, empowering leaders to take educated risks • Takes personal accountability for decisions, withstanding organisational and public scrutiny • Demonstrates accountability for safety and wellbeing

What this looks like in practice

What this looks like	What this isn't	How to improve
• I work together with my team and other parts of Ipswich City Council (ICC) to achieve outcomes for the community • I am able to provide feedback to my team and have difficult conversations where necessary so we are performing as a team • I report any conflicts of interest • I know and work within the legislation, policies, Certified Agreements (CA's) and Awards that affect the team • When in public I'm very aware that myself and the team are representatives of ICC and need to ensure we act with integrity and transparency • I'm able to help others in making close calls on values/ethical matters	• I struggle to see how the values have anything to do with my job as a leader • I couldn't tell you what the council's values are • Legislation changes so much that I struggle to keep up • When push comes to shove, the job has to get done regardless of the "how" • If "bending the rules'" is going to make the process quicker and easier, then that's what we'll do • I like to push the limits to get my job done • Achieving an outcome is more important than how we got there • I'm afraid to give negative feedback in case I "stuff it up" by saying the wrong thing and end up in trouble	• Become familiar with legislation, policies, CA's and Awards that impact you and your team • Keep updated through email subscriptions or networking groups when changes occur • Consult with your People and Culture Business Partner to discuss any "sticky issues" that you're not sure about • Conduct a team session where you go through the values and discuss what they mean to the team, turning the discussion into action items – values your team live and breath • If you're unsure of the ethics of a situation, discuss the issue with your leader or colleague who you respect and trust.

How to expand your skills

Ideas for visual learners

Books/Reading	David Pich and Ann Messenger "**Leadership Matters**" 2017 – Chapter 5, Ethical Leadership	Ipswich Library
	Aubrey Malphurs, "**Values-Driven Leadership**" (2004)	Booktopia
	Ken Blanchard "**The Heart of a Leader**" (2007)	Booktopia
	Maria Gamb, "**Values-Based Leadership for Dummies**" (2018)	Booktopia
	Thaler, R. (2009) "**Nudge: Improving Decisions About Health, Wealth, and Happiness"**	Booktopia
	Bazerman, M. (2020) "**Better, Not Perfect: A Realist's Guide to Maximum Sustainable Goodness**"	Booktopia
Visuals	Place posters and visual reminders around the office walls to keep the ethics and values "front of mind" – use as a talking point	
TED Talks	Kelly Richmond Pope "**How Whistleblowers Shape History**" (2017) 12 mins TED Talks Halla Tomasdottir and Bryn Freedman "**The Crisis of Leadership and a New Way Forward**" (2019) 14 m TED Talks Simon Sinek "**Why Good Leaders Make You Feel Safe**" (2014) 12 mins TED Talks	
E-Learning Ipswich Library – Tutorials – Lynda.com	Lynda.com, "**Ethical Decision Making"** Lynda eLearning course (1h 5m) Ipswich Library/Learn/Tutorials/Lynda.com Bob McGannon, "**Business Ethics**", Lynda eLearning course (53m 55s) Ipswich Library/Learn/Tutorials/Lynda.com	
Documentaries	Kanopy (Firm): "**Leadership Lessons Learned the Hard Way**" 2016 Ipswich Virtual Library	
Online/Blogs	Subscribe to Local Government Association of Queensland LGAQ for news updates and conferences to connect, innovate and achieve.	

How to expand your skills

Ideas for auditory learners

Workshops	Ethical Leadership Local Government Association Queensland Annual Conference	e-Hub link to course here LGAQ Events
Ask for Feedback	In your regular meeting/tool box with your team, raise one of the values and talk about what that means/how this value can be applied in your team. Ask the group for their input – Are we doing this? What is working well? What could be done better? – For example, The value of "efficiency". If you're unsure ask your Business Partner for some ideas relevant to your department.	
Audio books	Andrew Leigh "**Ethical Leadership: Creating and Sustaining an Ethical Business Culture**", 2013	Booktopia
	Sunil Savur, Sukhbir Sandhu "**Responsible Leadership and Ethical Decision-Making**" (2017)	Booktopia
	Toni Osborn Faddis "**The Ethical Line; 10 Leadership Strategies for Effective Decision Making**" (2019)	Booktopia
Podcasts	**Simon Sinek, Episode 14: Ethical Fading with Lenny Wong (33 mins) (****a really good Podcast****) Havard Business Review "A New Model for Ethical Leadership" (28 mins)	

Online Social Groups Networking	Halla Tomasdottir and Bryn Freedman "The Crisis of Leadership and a New Way Forward" August 2020 "How Change Happens TEDCircles	Subscribe to Local Government Association of Queensland LGAQ for news updates and conferences to connect, innovate and achieve.	Follow Max Bazerman on Twitter @BazermanMax And @harvardhbs – professor of ethics and decision-making at Harvard.

How to expand your skills

Ideas for hands on learners

With your team	When legislation changes and it affects your team ask a representative from the Legal department to a team meeting to talk about what these changes mean to your part of the business. Ask the representative to provide case studies or examples for the team to put the change into context. Brainstorm after they leave about what needs to change and have action items for team members to implement the changes.
Join a project teams	Join a project team. Project teams regularly make decisions that affect the whole of ICC and require careful consideration of the Code of Conduct and Values of the business, such as collaboration, communication, integrity and efficiency that can quite often contradict one another. Be part of a team that are required to take these values into account when making decisions.
Team building activities	Put together (or ask various team members to put together) a number of controversial scenarios that could or have occurred in your department. Make sure the scenarios explain who was involved and what happened. Ask the team to work out what they should do next according to our values, code of conduct and legislation. Give them time to work it out then discuss what they've come up with and why they came up with that answer. Explain why it would be right or wrong. If you don't feel comfortable facilitating this discussion, ask your Leader or Business Partner to help facilitate.
Mentoring	Identify a person (either at ICC or external) that you believe demonstrates ethical decision making and to whom you respect. Ask if they would consider being your mentor. Explain that you are a "hands on" learner and are seeking a likeminded mentor to coach you professionally. Agree on how often you meet, where and when then book the time in your calendar. If you're not sure of mentoring is for you, check out this practical guide to mentoring: Marie Taylor: Business Coaching & Mentoring (2017) available at the Ipswich library. Or listen to the podcast Mindset Mentor for some inspiration found on Spotify, Apple Podcast or Stitcher.
Teach others	Offer to be a mentor for someone who is aspiring to be in your leadership role in the future, demonstrating the value of collaboration in the process. Help the mentee think through the decision making process in solving every day (and not so every day) problems which involve making tough decisions by applying the code of conduct, ethics and values into the equation. For further assistance, check out the HBR Guide To Coaching Employees (2015) available at the Ipswich Central Library

Relationships – *communicate effectively*

Definition		Why is it important?	
Communicate effectively and respectfully, providing excellent customer service aligned to the needs of the community		According to the Code of Conduct, as a Council employee it is expected that you will strive to provide excellent customer service and treat members of the public and work colleagues equitably and with honesty, fairness, sensitivity and dignity. In order to achieve a high standard of conduct we must all have the skills to communicate effectively and be able to build trust internally and externally through having quality conversation and the ability to manage difficult situations.	
Leader	Section Leader	Branch Leader	Executive Leader
• Communicates clearly and respectfully, translating complex or technical information for others • Actively listens and displays empathy, encourages input from others • Tailors communication style and content to suit needs of audience • Cascades key information down to team in a timely manner • Understands needs of community and takes responsibility for delivering service-focused outcomes	• Communicates and presents clearly and respectfully, translating complex information for others using appropriate language and method • Actively listens and display empathy, creates opportunities for others to have their say • Cascades organisational messages to teams in a timely manner, explaining implications and checking for understanding • Understands needs of community and takes responsibility for delivering service-focused outcomes	• Communicates and presents clearly with credibility, engages with, and translates complex information for all audiences • Actively listens and display empathy, creates opportunities for others to contribute to discussions • Understands the organisational need for timely communication, provides key messages in a timely manner • Promotes a service delivery culture, ensuring community is the focus of all we do	• Creates an organisational culture of respectful communication and high quality customer service • Actively encourages and supports the viewpoints of others, listens and displays empathy • Proactively reads situations for misunderstandings, responds skilfully and appropriately • Clearly communicates organisational messages in a timely manner, explaining key concepts for diverse audiences • Ensures community needs are the centre of all organisational strategies and objectives

What this looks like in practice

What this looks like	What this isn't	How to improve
• I act with the customer in mind • I am able to establish and maintain effective relationships with customers (both internal and external) and am able to gain their trust and respect • I don't allow problems to fester but deal with them firmly and in a timely manner • I communicate clear boundaries and expectations to my team • I see conflict as an opportunity to improve • I used focused listening skills to really understand what's happening • I have the patience to hear people out • I can accurately restate the opinions of others even if I disagree • I can build report with others • People say I am easy to approach and talk to	• I can become defensive if I disagree with someone else's perspective • Sometimes I may miss the point others are trying to make • I have been guilty of cutting people off when they are talking and sometimes finishing their sentences • I sometimes interrupt a person talking to propose a solution or make a decision, they take too long to get their point across • In a difficult situation I may avoid necessary action due to past experience or concern for union involvement • I don't reveal much about myself at work, I can be hard to know what I'm really like • I may try to smooth over real issues and problems • Sometimes my desire to be liked and easy going can be misinterpreted as a "push over" or too easy to influence	• Make fewer solution statements early in a discussion and ask more questions – curiosity questions such as "what if" or "how do you see that"? • Listen without interrupting to understand. Restate what the other person has said to signal understanding. Listeners don't always offer advice or solutions unless it's obvious the person wants to know what they should do • Customers and employees complain; it's their job. Be ready for good news and the bad. Don't' be defensive; just listen and respond to legitimate criticisms and note the rest. You need to not get overwhelmed by the negativity, people who have positive opinions speak up less • To build relationships and trust you have to invest some time. Work on understanding people without judging them. Get to know your team.

How to expand your skills

Ideas for visual learners

Books/Reading	Peter Mills, "**Don't fix me, fix the workplace: a guide to building constructive working relationships**" 2017	Ipswich Library
	Rose Bryant-Smith, "**Fix Your Team: the tools you need to rebuild relationships, address conflict and stop destructive behaviours**" 2018	Ipswich Library
	Christine Comaford, "**Power Your Tribe: Create resilient teams in turbulent times**" 2018	Ipswich Virtual Library
	Mike Robbins, "**We're All In This Together: Creating a team culture of high performance, trust and belonging**" 2020	Redbank Plaza Library
	Brene Brown, "**Dare to lead: brave work, tough conversations, whole hearts**" 2018	Ipswich Library
TED Talks **E-Learning Ipswich Library – Tutorials – Lynda.com**	Lynda.com. "**How to Effectively Deliver Criticism**" (13m 25s) Lynda eLearning via Ipswich Library Tutorials Lynda.com. "**Improving Your Listening Skills with Dorie Clark**" (29m 2s)Lynda eLearning via Ipswich library Tutorials Lynda.com. "**The Coaching Habit with Michael Bungay Stanier**" (8m22s) Lynda eLearning via Ipswich library Tutorials Lynda.com. "**Building Trust and Collaborating with Others with Gemma Leigh Roberts**", 8 hours - 9 separate courses with a certificate at the end Lynda eLearning via Ipswich library Tutorials Simon Sinek "**Why Good Leaders Make You Feel Safe**" (2014) 11m 47s TED Talks General Stanley McChrystal, "**Listen, Learn…..then Lead**" (2011) 14 mins TED Talks Tony Salvador, "**The Listening Bias**" 2013 (11 mins) TED Talks	
Documentaries	Kanopy (Firm) "**The Value of Great Leadership**" 2015 (32 mins) Ipswich Virtual Library	
Online/Blogs	IDEAS.TED.COM Leaders: Is it all about you? Check yourself with these warning signs. (2020)	
Workshops	Quality conversations e-Hub link to course here AIM short courses click here	

How to expand your skills

Ideas for auditory learners

Workshops	Quality Conversations	e-Hub
Questions to ask yourself	**The Mindset of Listening**. We'd all like to be better listeners, but it can be hard to break the habit of only half-paying attention to others. Here are some questions to ask yourself to help make your new behaviour stick. What's your motivation? Why do you want to improve your listening skills? How are you demonstrating your interest? Do you understand the real problem? What are the consequences when someone doesn't feel heard? Click here to learn more….	
Audio books	Nathan Jamail "**Leadership Playbook: Creating a Coaching Culture to Build Winning Business Teams**" 2014	Ipswich Virtual Library
	Brene Brown "**Dare to Lead: Brave Work. Tough Conversations. Whole Hearts**" 2018	Booktopia
	Dale Carnegie "**How to Win Friends and Influence People**"	Booktopia
	Chad Veach "**Help! I Work With People: Getting good at influence, leadership and people skills**" (2020)	Audible
Podcasts	Google podcasts "Think Fast, Talk Smart: Communication Techniques" 2020 (23 mins) Mindful Communication "Episode 54: The #1 Way to Build Trust With Others" 2020 (15 mins) (Spotify) Mindful Communication "Episode 61: The Art of Deep Listening" 2020 (40 mins) (Spotify)	
Online Social Groups Networking	Join your local Toastmasters Club to build your confidence with speaking (and listening)	

How to expand your skills

Ideas for hands on learners

Secondment	Secondment is an assignment from Ipswich City Council to another organisation for a period of time keeping your employment and benefits at Ipswich City Council. It provides you with an opportunity to see how things are done in another organisation, how they communicate with internal and external customers and make a difference.
Join other project teams	Put listening and questioning skills to the test by going outside of your comfort zone and join a project team with people you don't normally work with. Experience what it feels like to go through the norming, forming, storming performing phases of a new team and how communication, influencing, negotiation, trust and engagement play a big part in the success of a project.
Team building activities	There are many team building activities (check this one out) that work on developing relationships both within the team and with your customers. Start by watching this 3 minute clip via Lynda on Ipswich Library/Learn/Tutorials to plan and facilitate your team building or contact your Business Partner to work on the skills you want the team to develop and how you can cultivate the outcome.
Mentoring	Identify a person (either at ICC or external) that you believe demonstrates excellent communication skills and to whom you respect. Ask if they would consider being your mentor. Explain that you are a "hands on" learner and are seeking a likeminded mentor to coach you professionally. Agree on how often you meet, where and when then book the time in your calendar. If you're not sure of mentoring is for you, check out this practical guide to mentoring: Marie Taylor: Business Coaching & Mentoring (2017) available at the Ipswich library. Or listen to the podcast Mindset Mentor for some inspiration found on Spotify, Apple Podcast or Stitcher.
Tours of other organisations/teams	Know of a team who has a reputation for excellent customer service and team culture? How about getting in touch and asking if your team (or a selection) can go on a guided tour of their team or organisation. Come back from the tour and brainstorm what your team could do different to achieve a similar outcome.
Coaching	Coaching in its essence is putting questioning and listening skills to the test, challenging those you are coaching to go the extra mile. Goal setting, supporting, encouraging, observing, empathising and giving feedback are all part of the role. Put these skills to the test and ask your leader to observe how you went and areas you can improve to continuously grow and learn.

Relationships – *work collaboratively*

Definition	Why is it important?
Build and maintain collaborative relationships, engaging others across council and the community	There is a high return for the council and community if lateral relationships are working. It leads to more efficient use of time and resources and the easy exchange of ideas and talent. We can waste resources by "reinventing the wheel" if we don't all work together and create a seamless experience for the customer, both internal and external. To do this we need to have a workplace where people feel safe and valued – where we trust, care about, and listen to each other to share ideas, thoughts and experiences to bring about collaboration and innovation. By fully engaging and maximising the capability of the workforce we can achieve greater, more efficient outcomes across council and the community.

Leaders	Section Leaders	Branch Leaders	Executive Leaders
• Develops respectful working relationships with colleagues and team • Encourages and models an inclusive and supportive team environment • Shares knowledge and information within and across teams • Recognises and encourages different experiences and ideas, values the diverse contributions of others • Keeps section leader regularly updated of work progress and issues, celebrates success	• Develops respectful working relationships across the organisation • Encourages and models an inclusive and supportive team environment • Identifies opportunities for collaboration and shares knowledge across teams • Empowers others to contribute their ideas to ensure diversity of thought • Regularly updates branch leader on progress, recognises achievements	• Establishes effective working relationships with leaders and colleagues • Models and contributes to building a culture of inclusion and respect • Develops cross-departmental approaches and networks, overcoming barriers to remove silos • Harnesses differing thoughts and ideas to capitalise on the positive benefits of workplace diversity, engages in strategic diversity activities • Recognises and celebrates success	• Develops and maintains effective working relationships across council, community and sector • Champions inclusivity, setting the expectation that all staff respect diversity of ideas and backgrounds • Advocates and models collaboration, orchestrating cross-departmental cooperation • Harnesses differing thoughts and ideas to capitalise on the positive benefits of workplace diversity, engages in strategic diversity activities • Open acknowledges and celebrates achievements of the organisation and community

What this looks like in practice

What this looks like	What this isn't	How to improve
• I can quickly find common ground and solve problems for the good of all • I easily gain trust and support from peers • I have relationships with other departments in council which enables me to make the customer experience (either internal or external) seamless • I use collaboration tools, such as Objective, to work toward common goals • I share information with my peers when changes occur in the business that I know will benefit others in my team or other departments • I actively look for cross-functional solutions when faced with a problem	• My team do a great job but other departments let us down • I am not clear on what others do at council and don't believe collaboration would be of any benefit to me or my team • I often get frustrated with other parts of the business • I feel we are constantly competing against other departments for resources, such as budget, infrastructure or time • Working with other departments just slow us down and decreases productivity • Knowledge is kept within our team • I rarely interact with other teams or departments	• Put together or join an existing mixed-skills team to collaborate for a period of time on a shared project • Next time you hit a roadblock and progress comes to a grinding halt schedule a brain-storm/white boarding sessions with your team or ask a colleague for their thoughts. Use the knowledge of others to solve the problem • Use the opinions and various skill sets and backgrounds to solve problems • Stop reinventing the wheel – next time there is a problem gain insights from other teams/department and quickly resolve issues • Establish a team to solve a customer problem/s pulling skill sets together from different departments working towards the one outcome

How to expand your skills

Ideas for visual learners

Books/Reading	Bram Connolly "**The Commando Way: a special forces commander's lessons for life, leadership and success**" 2020	Ipswich Central Library
	Ken Blanchard et al "**Collaboration Begins with You: be a silo buster**" (2015)	Booktopia
	Daniel Goleman "**The New Leaders: Transforming the Art of Leadership into The Science of Results**" (2014)	Booktopia
	Rik Rushton "**The Power of Connection: how to become a master communicator in your workplace, your head space and at your place**" 2018	Ipswich Central Library
	Judith Katz, Fred Miller, "**Safe Enough To Soar: Accelerating trust, inclusion, and collaboration in the workplace**" 2018	Booktopia
Visuals	Create a flowchart of the organisation and map what knowledge/key resources sits in each department that your team could tap into – who the "go to" people are that can help you solve problems. Answer the questions: Who, What, Why, Where, When, and How. Click here to read more: "Breaking Down Silos".	
TED Talks	Lorna Davis "A guide To Collaborative Leadership" (2019) 14 mins TED Talks	
E-Learning	Creating a Culture of Collaboration with Lisa Bodell (26m 30s). Lynda eLearning via Ipswich Library Tutorials	
Documentaries	Kanopy (Firm), "**Work Place Excellence: Recognition & Feedback**" (2015) 13 mins. Ipswich Virtual Library	

How to expand your skills

Ideas for auditory learners

Workshops	e-Hub link to course here AIM short courses click here	
Audio books	Michelle Tillis Lederman, "**The Connector's Advantage: 7 Mindsets to Grow Your Influence"** (2019)	Booktopia
	Dawna Markova, Angie McAurther, "**Collaborative Intelligence: Thinking with people who think differently**" (2015) 8h 47m	Audible
	Daniel Goleman et al, "**HBR's 10 Must Reads on Collaboration**" (2015) 5h 35m	Audible
	Indi Young, "**Practical Empathy: For Collaboration and Creativity**" (2016) 4h 36m	Audible
Podcasts	Lorna Davis, "**A Guide To Collaborative Leadership**" (2019) 14 mins TED Talks Jessi Hempel, LinkedIn's Senior editor, "**Hello Monday**" Apple Podcasts HBR's IdeaCast, Weekly podcast, "**How Personalities Affect Team Chemistry**" (26mins) Click here Alison Green, "**Ask a Manager**", play on App Store or Google Play Teamistry, "**The Team of Teams**" (2h 41mins) App Store or Google Play	
Online Social Groups Networking	Discuss talks in small group sat TEDCircles.com	

Networking	Join the Council's social club to meet people outside of your team Get to know other departments – who, what, why, where, when and how	Join local government groups such as Local Government Association of Queensland LGAQ to network	Feel uncomfortable networking? Read this to learn more and get tips on how to network.

How to expand your skills

Ideas for hands on learners

Influencing	Don't' just ask for things from other departments; find some common ground where you can provide help. What do the peers you're contacting need? Do you really know how they see the issue? Is it even important to them? How does what you're working on affect them? If it affects them negatively, can you trade something, appeal to the common good, figure out some way to reduce the work (volunteering staff help for example)?
Join other project teams	Join a mixed-skills project team. These groups tackle projects which require people with diverse skill sets and areas of expertise. Break down some walls across departments and tighten up connections between departments.
Team building activities	Take a problem that causes your team issues and schedule a brainstorm session. When a group of people pool their knowledge, skills, and expertise, then talk problems out and debate potential solutions, projects/work that was stalled will begin to move forward and people in your team have the chance to feel valued for their contribution.
Get to know other departments	The key to working effectively with other departments is to understand the different departments function with your organisation, and to get to know the people who work in them. To this, you can use the Who, What, Why, Where, When and How approach. Check out this article from Mindtools to learn more.
Supportive	Building trust is essential for different departments to work together. It's a give and take relationship. People you approach for assistance will likely be dealing with requests from other departments too. If you request can't be addressed immediately keep cool. You'll unlikely enjoy a good partnership if you make regular demands on other people's time but seldom offer anything in return. To learn more, visit Blanchard's ABCD Model of Trust.
Secondment	Want to know how other departments or organisations collaborate? Consider a Secondment into a project group that uses Agile project management as the core of how they run a project. Agile uses teamwork and collaboration as the foundations of work methodologies to allow teams to be more flexible and responsive. Find out firsthand how it works through a Secondment.

Contribution – *deliver outcomes*

Definition		Why is it important?	
Contribute ideas and energy to the development and achievement of team and organisational goals		Producing results means consistently hitting the goals and objectives set by you and others. It means pushing yourself and others to achieve stretch goals. It means keeping your eye on the ball and acting and talking with passion about Ipswich and our community. It is easier to get things done when everybody is pulling in the same direction. It is easier to get things done when everyone you need in your corner is supportive and pulling for you.	
Leaders	**Section Leaders**	**Branch Leaders**	**Executive Leaders**
• Contributes to developing team plans aligned to organisational goals • Effectively plans and prioritises team tasks, resources and budget, identifying and mitigating risks • Manages and evaluates own and teams work performance against plans • Shares expertise, knowledge and skills to achieve high quality outcomes • Takes responsibility for the quality and timeliness of the teams output	• Develops and implements team plans aligned to branch goals • Identifies and allocates resources and budget to achieve goals • Defines success and evaluates own and teams performance against this • Uses own knowledge and expertise of others to achieve outcomes • Takes responsibility for the quality and timeliness of the teams output	• Develops plans with clear and measurable goals, communicates linkages between teams, departments and community • Monitors progress of plans and projects, enables achievement of objectives by anticipating the impact of changes, removing barriers and mitigating risks • Seeks and applies the expertise of self and others to ensure achievement of outcomes, empowers team leaders to drive success • Takes ownership for actions and decisions, accepts responsibility for outcomes	• Sets and communicates ambitious organisational objectives for the benefit of the community • Creates a culture of quality and accountability, empowering leaders to drive their teams to succeed • Understands the current and future operational climate, considers emerging trends and changing requirements and responds strategically • Ensures effective governance and performance frameworks exist internally, enables achievement of objectives by removing barriers and mitigating risks

What this looks like in practice

What this looks like	What this isn't	How to improve
• I am able to marshal resources (people, funding, material, support) to get things done • I'm able to manage multiple activities at once to accomplish a goal • I am considered well organised and am clear on how my team's tasks contribute to the goals, strategies and vision of the business • I take accountability for my team's output and timeliness, even when things don't go to plan • My team know how they contribute to the vision and direction of the business • I have a talent management and succession plan in place for my team • I'm able to effectively manage budgets and project schedules, adapting when required to changes in the business	• I produce good results on my own but tend to struggle when the results have to come from the team • I tend to do too much work myself rather than delegating the work to others • I struggle to go outside of my immediate section/department to reach goals and objectives • I steer clear of taking risks • I do not clearly communicate the value of measures and KPIs • Team meetings are a waste of time • I lean towards the "tried and true" more conservative ways of getting things done rather than new and innovative trends • I'm not known for my organisation skills • I tend to procrastinate or get overwhelmed • I'm prone to give up on tough or repetitive tasks, I lose motivation when I hit obstacles • I can be debilitated by stress • Turnover is so high there's no point putting a succession plan into place	• It is vital that everyone in your team understands the bigger picture and how their role contributes to reaching these targets set for your section/department • Set goals for yourself and others. Agree on how these goals are going to be measured and accomplished (think SMART – specific, measurable, attainable, relevant and time-bound) • Get work done through others by delegating and empowering your team – not good at this? Read on for how you can develop this skill • Know how to manage underperformance • Assign tasks according to each team member's strengths • Encourage and motivate • Give feedback and recognition • Consistently set a clear vision about what success looks like by communicating achievements and targets. Check progress and dismantle barriers.

How to expand your skills

Ideas for visual learners

Books/Reading	Molly Fletcher, "**Fearless at work: achieve your potential by transforming small moments into big outcomes**" 2017	Ipswich Library
	Christine Comaford, "**Power Your Tribe: resilient teams in turbulent times**" 2018	Ipswich Library
	Rose Bryant-Smith, "**Fix Your Team: the tools you need to rebuild relationships, address conflict and stop destructive behaviours**" 2018 (Australian workplaces)	Ipswich Library
	Cy Wakeman, "**Reality-Based Leadership: Ditch the drama, restore sanity to the workplace, and turn excuses into results**" 2010	Booktopia
Visuals	Visuals of the team's charter including our purpose, core services, focus areas and how we achieve our goals	
TED Talks	Simon Sinek, "**How Great Leaders Inspire Action**" 2009 (more than 51 million views!) 17m 48s TED Talk Dan Pink "**The Puzzle of Motivation**" 2009 (more than 26 million views) 18m 24s TED Talk Margaret Heffernan, "**Dare to Disagree**" 2012, 12m 41s TED Talk	
E-Learning Ipswich Library – Tutorials – Lynda.com	Dave Crenshaw, "**Delivering Results Effectively**" 2019, Lynda eLearning via Ipswich library Tutorials Andy Jordan, "**Delivering Results with a Business-focused PMO**" 57m 22s, Lynda eLearning via Ipswich library Tutorials	
Documentaries	Kanopy (Firm), "**Work Place Excellence: Recognition & Feedback**" (2015) 13 mins. Ipswich Virtual Library NSW Government, "**Delivery Results, strategy mapping guide**" – checklist for change	
Online/Blogs	MindTools, "**High Team Performance, Quickly**" (2014) – Forming, Storming, Norming and Performing (7 min read)	

How to expand your skills

Ideas for auditory learners

Workshops	e-Hub link to course here AIM short courses click here	
With your team	Work together to define your team's purpose, vision, what that will look like, how success will be measured, what actions will the team take to get there – break down into 1, 3 and 6 month targets. What will your team do if/when you achieve these targets?	
Audio books	Mark Johnson et al, "**Lead from the Future**" 2020	Ipswich Libraries Virtual Branch
	Suzzanne Laidlaw, "**What's Your Plan? How to turn your business and life around with heart, vision and purpose**" 2020	Audible
	Simon Sinek, "**The Infinite Game, How great businesses achieve long-lasting success**" 2019	Audible
	W Gibb Dyer & Jeffrey H Dyer, "**Beyond Team Building, How to build high performing teams and the culture to support them**" 2019	Audible
Podcasts	Bound for Success, Sunshine Coast Council, "**Set Inspiring Goals and Optimize each day with Richard Thompson**" (52m42s) The McKinsey Podcast, "**How to master the seven-step problem-solving process**" 2019 (26m 46s) The Mindset Mentor "1% Better Every Day" and "Stop Dating Your Goals and Marry One of Them" 2020, (23m)	
Online Social Groups Networking	Discuss talks in small group sat TEDCircles.com	

How to expand your skills

Ideas for hands on learners

Delegate	Communicate, set time frames and goals, and get out of the way. People need to know what it is you expect. What does the outcome look like? When do you need it by? What's the budget? What resources do they get? What decision can they make? Do you want checkpoints along the way? Need more help on this? Speak to your business partner or take a look at this practical guide by Mindtools with worksheets you can download.
Join a project teams	Work with a project team and get exposure to a project's goals and how they go about driving outcomes across the business
Team building activities	Create a shared vision for change with the team. **Step 1**: Identify the teams vision for change, **Step 2**: Formulate your vision – remember a good vision includes a clear outcome, change for the positive, inspiring and causes others to want to help make it a reality, **Step 3**: Heat Check – does this vision inspire and energise the team? **Step 4**: Share the vision – put your team's vision in a visible place to be reminded each and every day. Need help? Speak to your Business Partner or log into the Library/Learn/Tutorials and check out this online course: Transformational Leadership
Mentoring	Identify a person (either at ICC or external) that you believe is successful and achieving outcomes. Ask if they would consider being your mentor. Explain that you are a "hands on" learner and are seeking a likeminded mentor to coach you professionally. Agree on how often you meet, where and when then book the time in your calendar. If you're not sure of mentoring is for you, check out this practical guide to mentoring: Marie Taylor: Business Coaching & Mentoring (2017) available at the Ipswich library. Or listen to the podcast Mindset Mentor for some inspiration found on Spotify, Apple Podcast or Stitcher.
Tours of other organisations/teams	Know of an organisation, department or team that appear to be kicking goals? How about a tour to see how they go about achieving results and reflect on what your team can take onboard to achieve similar outcomes
Higher Duty opportunities	Is your manager going away on leave? Take the opportunity to step up and lead at the next level. When they return reflect on what worked well, what didn't, what you'd like to continue and what development you may need to go to the next level in the future

Contribution – *continuously improve*

Definition		Why is it important?	
Gather evidence and insights, identifying and implementing improvements and solutions		Put simply, continuous improvement is important because it's the best way to ensure that we're doing things the most efficient, effective, and productive way, every single day of the week, and on every single component that we're working on. At ICC this means continuously improving on building trust with the community through transparent and effective processes, and decision-making in the public interest.	
Leader	**Section Leader**	**Branch Leader**	**Executive Leader**
• Utilises previous experiences to understand problems and their impacts • Uses current and new technologies to analyse information • Collaborates with team when considering solutions and implementing initiatives • Encourages suggestions and makes improvements to work tasks and processes	• Utilises past organisational experiences, trends and best practice to understand impacts of problems on team and organisation • Promotes the use of current and new technologies to analyse information • Identifies the most effective solution from a range of innovative options, coordinates team to implement initiatives • Encourages suggestions and implements improvements to work tasks and processes	• Draws on a wide range of research and experiences when faced with complex challenges • Thinks broadly considering multiple aspects, explores industry best practice and supports experimentation when formulating solutions • Promotes the research and engagement of new technologies • Champions innovation, empowers others to suggest new and creative ideas • Fosters and models a culture of continuous improvement	• Quickly understands new challenges and concepts across many subject areas, draws from own expertise and experiences • Critically analyses information considering diverse perspectives and best practice to formulate solutions and responses • Sponsors the introduction of new technologies to improve efficiency • Fosters and models a culture of continuous improvement

What this looks like in practice

What this looks like	What this isn't	How to improve
• I am able to use problem-solving skills to address foresee obstacles and make decisions • I am able to express complex ideas • I am always looking at new or better to improve what I do and how the team performs • I ask others for their input • I'm comfortable working outside of my comfort zone • I encourage my team to come up with new ideas • I live by the mantra "*you never fail until you stop trying"* • I tend to see the "glass as half full" and look for opportunities when others may see doom and gloom • I can see hidden problems and keep looking beyond the obvious for answers • I use problem solving methods to find effective solutions	• I live by the saying "*if it ain't broke, don't fix it*" • You're wasting your time if you think you can change the way things are done around here – better to accept what is • My role as a leader is better spent enforcing the rules and reprimanding those who break them • It's safer to use a manual system my team can access and use than attempt to work with organisation wide technology • I tend to be skeptical of changes and 9 times out of 10, have seen it all before • I prefer to do what worked before than start something new • I can sometimes be a "*fire-ready-aim*" type, getting impatient and jumping to conclusions too soon • I like routine and what is "tried and true" rather than learn or do something new • I don't like challenge or change	• **Join a network group** for your area of the business. Whether internal or external, meeting others and sharing your thoughts can help you look at problems and come up with solutions using the skills and knowledge of others • **Get out of your comfort zone**. Many busy people rely too much on solutions from their own history. They rely on what has happened to them in the past. They see sameness in problems that isn't there. Beware of "I have always…" or "Usually I…" Always pause and loo under rocks and ask yourself, is this really like the problems I have solved in the past? • **Subscribe** to industry best practice to connect, innovate and achieve – download podcasts to listen to in transit, read to keep up to date or attend in a conference or event, for example LGAQ • Get motivated. Work on your mindset. Check out "**The Mindset Mentor**" podcast

How to expand your skills

Ideas for visual learners

Books/Reading	Chantal Hofstee, "**Reach your goals without stressing out: a high-achiever's guide to a successful life**" 2018	Ipswich library
	Gerald Pieters, Doyle Young, "**The Everchanging Organization: creating the capacity for continuous change, learning and improvement"** 1999	Booktopia
	Charles Conn, "**Bulletproof Problem Solving: The one skill that changes everything**" 2019	Amazon
	Jim Collins, "**Good to Great: why some companies make the leap – and others don't**" 2001	Booktopia
TED Talks	Abhishek Gopalka "**How Motivation can Fix Public Systems**", 2019 (14 mins) TED Talk	
	Margaret Heffernan "**Forget the Pecking Order at Work**", 2014 (16 mins) TED Talk	
E-Learning Ipswich Library – Tutorials –	Lynda.com, Steven Brown, "**Lean Six Sigma Foundations"**: Lynda online via Ipswich Virtual Libraries	
	Richard Chua, "**Six Sigma Fundamentals"**, 2016. Ipswich virtual library	
	Kanopy (Firm), **"Work Place Excellent: Innovations & Continuous Improvement",** 2015. Ipswich virtual library	
Documentaries	"**Brene Brown: the Call to Courage**" 2019(1h 16m) Netflix "**Tony Robbins: I Am Not Your Guru**" 2016 (1h 56m) Netflix	
Online/Blogs	Joel Brown, "Addicted 2 Success" An inspiring collection of blogs from leading coaches around the world Six Hats Edward De Bono skills to problem solving – animated story (5 mins)	
Workshops	e-Hub link to course here AIM short courses click here	

How to expand your skills

Ideas for auditory learners

Workshops	e-Hub link to course here	
Ask for Feedback	Speak to your leader and have a frank discussion around your strengths and weaknesses. Use this document to go through the capabilities expected of your current leadership level and, if you wish to go to the next level, what capabilities you can expand on to grow your skills and abilities. Draft a plan of action and ask your leader to hold you accountable to your development goals.	
Audio books	Mark Goulston, Philip Godberg, "**Get Out Of Your Own Way: Overcoming self-defeating behavior**" 2018, (4h 49m)	Audible
	Sir John Hargrave, "**Mind Hacking: How to change your mind for good in 21 days**" 2016 (12h, 53m)	Audible
	Julia Gillard, Ngozi Okonjo-Iweala, "**Women and Leadership: Real Lives, Real Lessons**" 2020	Ipswich Virtual Library
	Gary Bishop, "**Unf*ck Yourself: Get out of your head and into your life**" 2017 (2 h 56 m)	Audible
Podcasts	Rob Dial, **The Mindset Mentor** "1% Better Every Day" 2020 (23m) – based on "Kaizen" – Continuous improvement David Allan, **Episode #83: David Allen with a Two-minute Tip – Get in Your Groove**" You Tube podcast Jeff Sander's The 5AM Miracle, "**12 New Productivity Tools to Optimise Your Life and Business**" podcast The Mindset Mentor "**Are you Already Dead**?" 2019 (10 mins) podcast	
Online Social Groups Networking	Join the Australian Institute of Management (AIM) and attend networking events	

How to expand your skills

Ideas for hands on learners

Secondment	Secondment is an assignment from Ipswich City Council to another organisation for a period of time keeping your employment and benefits at Ipswich City Council. It provides you with an opportunity to see how things are done in another organisation, how they communicate with internal and external customers and make a difference.
Team building activities	If you would like a hands on exercise how about choosing an activity that someone in your team can lead that puts everyone "out of their comfort zone" to try something new and different but yet, accomplishable and safe. What's important is to debrief the activity. Ask who found the activity easy, difficult or just not "their cup of tea". Ask how it felt, (e.g. frustrated, excited, boring?). Debrief that doing things differently can feel odd and sometimes downright frustrating but pushing through can certainly have its rewards. Link this to changes in your team and ask how each team member can support one another. Speak to your Business Partner for leader for more ideas on team building activities that can get your team onboard with continuous improvement.
Mentoring	Identify a person (either at ICC or external) that inspires you to continuously improve. Ask if they would consider being your mentor. Explain that you are a "hands on" learner and are seeking a likeminded mentor to coach you professionally. Agree on how often you meet, where and when then book the time in your calendar. If you're not sure of mentoring is for you, check out this practical guide to mentoring: Marie Taylor: Business Coaching & Mentoring (2017) available at the Ipswich library.
Tours of other organisations/teams	Know of a team who have been successfully transitioning from the old to new processes/procedures/systems of doing things and getting results? How about getting in touch and asking if your team (or a selection) can go on a guided tour of their team or organisation. Come back from the tour and brainstorm what your team could do different to achieve a similar outcome.
Coaching	Coaching others in its essence is putting questioning and listening skills to the test, challenging those you are coaching to go the extra mile. Goal setting, supporting, encouraging, observing, empathising and giving feedback are all part of the role. Put these skills to the test and ask your leader to observe how you went and areas you can improve to continuously grow and learn.
Higher Duty opportunities	Know of someone going on extended leave that may provide an opportunity for you to "step up" and try out the next level of leadership skills? How about raising your hand and getting some hands on experience at the next level? Ask your leader to gather feedback on how you went and create a development plan based on your experience.

Leadership – *develop others*

Definition		Why is it important?	
Understand strengths and capabilities of others, empowering them to achieve our shared purpose		Capabilities are an indication from an organisation to its workforce of the expected areas and level of performance. They are personal characteristics that contribute to effective or outstanding performance in leadership and provide us with an indication of the behaviours that will be valued, recognised and rewarded. By providing regular feedback and development opportunities we able building on these capabilities to proudly enhance the quality of life for our community.	
Leader	**Section Leader**	**Branch Leader**	**Executive Leader**
• Clearly communicates expected behaviour and work goals, building shared responsibility for their achievement • Provides regular feedback to improve performance and engagement • Initiates performance and development conversations, provides guidance, feedback and coaching, and addresses underperformance • Works with team to develop their skills through learning opportunities	• Clearly communicates expected behaviour and outputs • Builds shared purpose and passion by involving others to develop team goals, translating organisational objectives to aid understanding • Creates a high performing team by recruiting people from diverse disciplines and backgrounds • Initiates performance and development conversations, provides guidance, feedback and coaching, and addresses underperformance • Identifies potential successors to support succession planning	• Recognises the talent and aspirations of the workforce, enables development programs and activities • Translates organisational purpose and objectives into operational goals • Recognises and celebrates individual and team achievements, manages underperformance • Recruits people from diverse disciplines, backgrounds and perspectives • Shares knowledge and experiences through coaching, facilitates stretch assignments across departments • Undertakes succession planning to ensure service continuity	• Dedicates time to understanding others' capabilities and goals, empowers leaders to invest in personal and team development • Sponsors development programs, shares own knowledge and experiences through coaching and mentoring • Passionately articulates and champions the organisational vision, purpose and strategies, communicates desired future state • Considers future capability requirements, organisational size and shape to deliver for the community, empowers leaders to recruit and identify successors to meet these requirements

What this looks like in practice

What this looks like	What this isn't	How to improve
• I put time aside to meet with my direct reports on a regular basis, both in a formal and informal setting • I think of myself more as a coach than a boss • I use real situations that occur on the job as learning opportunities for my direct reports • I believe the best life lessons are learned through experience • I give continuous feedback to help others grow and develop • I know the strengths and weaknesses of my team • I set my team up to succeed by playing to their strengths and developing skills and abilities for their future • I am able to be straight with my team and give them accurate but balanced feedback in real-time • I delegate for development so one or two tasks are out of their comfort-zone	• I don't have time to develop my team, that's HR's job • Dealing with employees is the hardest part of my job • Maintaining skills and ensuring tickets are valid is the responsibility of HR, not mine • I prefer to bring in new employees than hire people from within the business • My experience with performance development systems has been a "tick and flick" exercise of no benefit to my team • In my opinion, the only way to develop someone is through attendance at a workshop • I'd prefer to just get on with the job than "down tools" to do paperwork for management • I don't' have time to "chat" with my team • I strongly dislike having performance discussion with my direct reports, I prefer HR to manage under performance • Uncomfortable discussion only create bad feelings – best to leave that job to the experts	• **You have to invest time** into your employees getting to know them. Why do they come to work? What are their aspirations? What do they enjoy and not enjoy? What skills do they think they have? Start thinking of yourself as a coach or mentor. It's your job to help your people grow. • **Feedback.** People need continuous feedback from you and others to grow. • **Development planning**. You need to put together a development plan that, if followed, actually would work. At least 70% of reported skill development comes from having challenging, uncomfortable tasks/assignments. • **Delegate for development**. Brainstorm with your direct reports all the tasks that aren't being done but are important to do. Assign each of your direct reports an out- of-comfort-zone task that they haven't done before

How to expand your skills

Ideas for visual learners

Books/Reading	Paul Roos, "**Here it Is: coaching, leadership and life**" 2017	Ipswich library
	Patricia Bossons, "**The Neuroscience of Leadership Coaching: why the tools and techniques of leadership coaching work**" 2015	Ipswich library
	Diana Jones, "**Leadership material: how personal experience shapes executive presence**" 2017	Ipswich library
	Michael Bunting, "**The mindful leader: 7 practices for transforming your leadership, your organisation and your life**" 2016	Ipswich library
	Marie Taylor, "**Business coaching and mentoring for Dummies**" 2017	Ipswich library
	Max Landsbert, "**Mastering Coaching: Practical Insights for developing high performance"** 2015	Ipswich virtual library
	Ken Blanchard and Mark Miller, "**Great Leaders Grow: becoming a leader for life**" 2012	Booktopia
TED Talks	John Maxwell, "**The 5 Levels of Leadership**" 2013 (27m 24s) YouTube	
	Peter Anderton, "**Great Leadership comes down to only two rules**" 2016 TED Talks,(17m 28s)	
E-Learning	Danita Bye, "**Millennial Leadership: Stop complaining, Start Coaching**" 2018 TED Talks	
Ipswich Library – Tutorials – Lynda.com	Nigel Cumberland, Course: "**Foundations of Performance Management** " 46m 55s Ipswich Virtual library/tutorials/Lynda.com	
	Gary Bolles, "**The Future of Performance Management**" 1h, 8m Ipswich Virtual library/tutorials/Lynda.com	
	Gary Bolles, "**Hiring and Developing Your Future Workforce**" 1h, 8m Ipswich Virtual library/tutorials/Lynda.com	
Documentaries	Bob McGannon, "**Modeling Courageous Leadership: Intelligent Disobedience**" 2013. Ipswich Virtual Library	
Online/Blogs	Michael Hyatt: blogs on **personal development, leadership, productivity**.	
	Dan Rockwell, "Leadership Freak " **Need a quick leadership inspiration story to start your day**? using 300 words or less	
	Mark Miller, "Great Leaders Serve" Leaders Serve – 144 posts	

How to expand your skills

Ideas for auditory learners

Workshops	e-Hub link to course here AIM short courses click here		
Audio books	Nathan Jamail, "**Leadership Playbook: Creating a coaching culture to build winning business teams**" 2014	Ipswich virtual library	
	Brene Brown, "**Dare to Lead**: **Brave Work, Tough Conversations. Whole Hearts**" 2018	Ipswich virtual library	
	John Maxwell, "**The 21 Irrefutable Laws of Leadership, Follow them and people will follow you**", 2020 (8h, 31 mins)	Audible	
	Michael Hyatt, "**The Vision-Driven Leader, 10 Questions to Focus Your Efforts, energize your team, and scale your business**", 2020	Audible	
Podcasts	The Kim Barrett Show Podcast "**Leadership: The No Bullsh!t Approach with Martin Moore from Your CEO Mentor**" 2020, 30 mins Podcast Martin Moore "**Live Mentoring Session #4 Enabling Your People**", 2020, 20 mins Podcast Martin Moore "**Keeping the Ones You've Got: Talent Retention**", 2020, 17 mins Podcast Simon Sinek "**A Bit of Optimism**", 2020, Podcast		
Online Social Groups Networking	Discuss talks in small group sat TEDCircles.com	Catch up with other leaders in the business on a regular basis on a casual basis and share ideas and experiences	Join your local Toastmasters Club to build your confidence with speaking (and listening)

How to expand your skills

Ideas for hands on learners

Secondment	Secondment is an assignment from Ipswich City Council to another organisation for a period of time keeping your employment and benefits at Ipswich City Council. It provides you with an opportunity to see how things are done in another organisation, how they communicate with internal and external customers and make a difference.
Lead by example	What is your development plan? How do you demonstrate continuous improvement? How are you continuously improving in your specialist field and as a leader of the business? Consider how you can take on challenging tasks or projects that will expand your abilities. Do you need to consider further study? Talk to your leader about your development whether that be within your current role or going the next level in your specialist field or within leadership. Put pen to paper and commit to your own development plan.
Team building activities	Consider the tasks required to be performed in your current team. Can multiple people do that task or is it restricted to a minority? If someone was away, could another person step in? Brainstorm with your team and trade tasks and assignments between two direct reports This may mean working out of their comfort zone or a new skill needs to learn.
Mentoring	Identify a person (either at ICC or external) that inspires you to continuously improve. Ask if they would consider being your mentor. Explain that you are a "hands on" learner and are seeking a likeminded mentor to coach you professionally. Agree on how often you meet, where and when then book the time in your calendar. If you're not sure of mentoring is for you, check out this practical guide to mentoring: Marie Taylor: Business Coaching & Mentoring (2017) available at the Ipswich library.
Coaching	Coaching others in its essence is putting questioning and listening skills to the test, challenging those you are coaching to go the extra mile. Goal setting, supporting, encouraging, observing, empathizing and giving feedback are all part of the role. Put these skills to the test and ask your leader to observe how you went and areas you can improve to continuously grow and learn.
Higher Duty opportunities	Know of someone going on extended leave that may provide an opportunity for you to "step up" and try out the next level of leadership skills? How about raising your hand and getting some hands on experience at the next level? Ask your leader to gather feedback on how you went and create a development plan based on your experience.

Leadership – *manage change*

Definition	Why is it important?
Adapt to and embrace change and new ways of working, positively influencing and supporting others	Being able to adapt to changing circumstances has accelerated in recent times. Ensuring the health, safety and wellbeing of people whilst taking action and making quick, ethical decisions with our people in mind has been key to ensure a safe and healthy workplace for our people and the community. Leading the delivery of high quality programs and services to the community in a sustainable and effective way means we have to be able to adapt, demonstrate resilience and flexibility supporting others as change leaders.

Leader	Section Leader	Branch Leader	Executive Leader
• Promotes change processes and helps team to understand purpose and benefits • Demonstrates flexibility, adapting self and team to changing priorities • Provides guidance and coaching to support team through change, identifying and overcoming barriers • Supports and influences others to manage and accept change	• Promotes change processes and actively engages in communication on change initiatives, explaining purpose and benefits • Demonstrates flexibility and resilience, adapting self and team to changing priorities • Provides clear guidance to support others with change, identifying and overcoming barriers • Contributes to, and involves others in aligning new systems and processes to ensure the success of organisational change	• Inspires others to embrace change initiatives, communicates change purpose and impacts • Drives resilience and flexibility, supporting others through coaching and leadership • Oversees the implementation of structured change, determining consultation required, implementing processes and systems and removing barriers • Identifies key stakeholders to influence others to manage and accept change	• Inspires others to embrace change initiatives, communicates a compelling case for the change to generate others' readiness • Focuses on organisational strategy and outcomes in times of change, aligning processes and systems to support the change • Cultivates an organisational culture that actively supports change and opportunities to improve • Obtains commitment from key stakeholders, mobilises to influence others

What this looks like in practice

What this looks like	What this isn't	How to improve
• I realise change is inevitable • I am able to quickly reprioritise when a situation arises • I'm happy to experiment and try new things • I am persistent, I will always find a new and creative way to achieve a positive outcome • I'm able to quickly grasp the essence of a new process/tool and run with the change • I'm able to think outside the box • I'm able to see the big picture • I can accept uncertainty and be optimistic about the future • I can tolerate "shades of grey" • I'm able to cope with setbacks and move on quickly from personal disappointment • I can portray a unified outlook with ICC to my team, even if I may disagree • I believe some circumstances cannot be changed but the way I respond to them is always a choice • I can work with scepticism, it keeps me from becoming complacent.	• I prefer to avoid change, I like what I know and feel comfortable doing • I resist change, I find it difficult to adapt • I feel often people (and organisations) want change for change sake • I prefer tried-and-true methods and am uncomfortable with ambiguity • It takes me a while to learn new things • I am afraid to take a chance on the unknown • I am cynical of trying new things and am generally negative towards change • I do not like to fail, I tend to avoid taking risks • I sometimes seek out change for change's sake regardless of the situation • I adapt so quickly I can leave others behind • "If it ain't broke, don't fix it" • I prefer a to work in a world that is black and white	• **Don't expect to get it right the first time**. This leads to safe and stale solutions. To increase learning, shorten your act and get feedback loops aiming to make them as immediate as possible. • **Use experts**. Find an expert or experts in your functional/technical business area and go find out how they thing and solve new problems • **Be persistent**. Success is usually more to do with tenacity than genius. Successful people keep going in the face of change, finding new and creative ways to achieve a positive outcome • **Think outside the box.** Read widely, and don't confine yourself to your own area of "expertise". Try to see links between apparently separate and diverse elements in your life and experience • **Scepticism vs cynicism**. A large proportion of people may be sceptical towards change. Scepticism, as long as it is above the line it can be healthy if it's respectful and focused on how to make best fit of the situation ("*I can work with scepticism, it keeps me from becoming complacent*").

How to expand your skills

Ideas for visual learners

Books/Reading	John Kotter & Holger Rathgeber, "**That's Not How We Do It Here!: A story about how organizations rise and fall – and can rise again**" (2016)	Amazon
	John P Kotter, "**Leading Change**" (2012)	Booktopia
	Linda Hill et al, "**HBR's 10 must reads for new managers**" (2017)	Ipswich Library
	Robert Kegan & Lisa Laskow Lahey, "**Immunity to Change: How to overcome it and unlock the potential in yourself and your organization**" (2009)	Booktopia
Visuals	Rogers Innovation Bell Curve on display to show how change gets adopted	
TED Talks	Big Think Edge, "**A Manager's Tookit for Supporting Change**" 2020, 23m 39s. Ipswich Library/tutorials/Lynda.com Gary Bolles, "**Leading Change**" 2018, 1h 12m, Ipswich Library/tutorials/Lynda.com	
E-Learning Ipswich Library – Tutorials – Lynda.com	Academy of Ideas, **Why We Struggle To change**, 2018 (7 mins, 37 sec), You Tube Anne Miesel, "**Six Tips to Cope with Change at Work**", 2018 (2m 10s) You Tube Peter Sage, "**How to Deal with Change in Life**" 2016 (15 mins) You Tube	
Documentaries	Kanopy, "**Managing Change in Organisations**" 2018 Ipswich Virtual Library	
Online/Blogs	Kotter's "**8 steps to leading change**" (PROSCI) click here	
Workshops	Change Management for Leaders eHub AIM short courses click here	

How to expand your skills

Ideas for auditory learners

Workshops	Change Management AIM short courses click here	e-Hub link to course here
Audio books	Sir John Hargrave, "**Mind Hacking: How to change your mind for good in 21 days**" 12h 53mins	Audible
	Renee Mauborgne, et al "**HBR's 10 Must Reads on Change Management**" 2015, 7h, 20 mins	Audible
	John P Kotter, "**Leading Change**", 6h, 34 mins	Audible
	John P Kotter and Dan Cohen, "**The Heart of Change: Real-life stories of how people change their organisations"**. 5h 33 mins	Audible
Podcasts	John Maxwell, "**Leading Through Change Series**" – Candid Conversations: Leadership Themes During Crisis podcast How to be awesome at your job "**073: Leading Change with Dr. John Kotter**" 2016 34 mins podcast Coaching for Leaders,"**224: How to Lead Through Uncertainty and Change, with Jacqueline Farrington**" (39 mins) Podcast Meisha Rouser, "**12 Principals of Change**" (23 mins 42 sec) Podcast	
Online Social Groups Networking	Discuss talks in small group sat TEDCircles.com	

How to expand your skills

Ideas for hands on learners

Join other project teams	Be part of the change. Drive the change, join process teams, join workgroups, be a leader and learn on the job as you implement change within the business or community.
Team readiness	If you're about to embark on change or are in the middle of change it's vital that your team are onboard remembering that change is a process, not an event. An organisation does not change until the individuals within the organisation change. To do this set time aside with the team: • Is the vision and purpose clear as to why the change is occurring – what is the purpose? • Identify who in your team are the early adopters and can influence others to get onboard? (see Law of Diffusion of Innovations) • Hold constant conversations over time. Talking and showing people constantly how to move forward. Create bridges. Plant seeds. Why this can be beneficial, how this is going to unfold, what the bridge looks like from where we are to where we are going, do they feel supported and assured to move forward • Facilitating change is a team effort. Everybody has to be part of the process and onboard with the change. Pay attention to the individual needs and concerns and address those concerns • Some people are going to need more attention than others to shift.
Mentoring	Identify a person (either at ICC or external) that you believe is successful in leading change in the organisation. Ask if they would consider being your mentor. Explain that you are a "hands on" learner and are seeking a likeminded mentor to coach you professionally. Agree on how often you meet, where and when then book the time in your calendar. If you're not sure of mentoring is for you, check out this practical guide to mentoring: Marie Taylor: Business Coaching & Mentoring (2017) available at the Ipswich library. Or listen to the podcast Mindset Mentor for some inspiration found on Spotify, Apple Podcast or Stitcher.
Tours of other organisations/teams	Know of an organisation, department or team that are going through and successfully adapting to significant change? How about a tour to see how they go about achieving results and reflect on what your team can take onboard to achieve similar outcomes
Coaching	Coaching people through change takes time and patience. Many people will feel that change is happening to them, rather than feeling they are a valuable part of the future of the organisation. People who benefit from the status quo- for example, expert users of legacy systems – will quite rightly recognise that they may lose out as a result of the change. Check this podcast (*26 mins*) for quick and easy coaching tips or speak to your Business Partner about how to coach your employees through change.