

**ABS Leadership & Management Charter & the Senior Executive Program
Australian Bureau of Statistics
Workshop on Human Resources Management and Training
Budapest 5 - 7 September 2012
Day 1 Session 3 Management Development**

Background/Context/Known Facts

1. The ABS People Plan (Attachment A) is the key strategic document that promotes a people oriented culture in the ABS with a focus on leadership, communication, innovation and engagement.
2. The purpose of the People Plan is to support organisational performance and sustainability through a coherent and focussed implementation of people related initiatives, aligned with ABS business objectives.
3. The ABS Leadership and Management Charter is one component of the People Plan. The charter articulates the strategic vision for developing leadership at all levels, and nurturing our high potential staff.
4. The charter states the ABS commitment to support our people to become better leaders and managers of people, and gives guidance on what development programs are available for them to do so. The charter also gives clarity on the leadership attributes most valued for futures leaders in the ABS.

Section 1: ABS Leadership and Management Charter

1. Over the last few years the ABS has put increasing focus on developing leadership and management capability. The ABS is a technical organisation however as you progress into management levels, the ABS expects their leaders to have capability in both technical and people management. In the current and future labour environment, the organisation has also recognised the importance of providing tailored development opportunities to selected employees to ensure a high quality pool of internal candidates with varied experience and progressive leadership capability to support future organisational sustainability.
2. The ABS Leadership and Management Charter (Attachment B) is a document available to all staff. It is a comprehensive and inclusive capability development charter designed to provide greater transparency and structure to the development of ABS leaders and managers. The charter clearly articulates the organisational strategy in relation to leadership and management development and it provides information to enable capability development at all levels for all people.
3. The ABS Leadership Attributes are a central component of the charter. These attributes reflect expectations in the ABS Role, Responsibility and Capability Statements and the ever changing environment. These attributes guide leadership and management development initiatives, and give focus to individuals interested in being a future ABS leader. They also inform the assessment of our talent and help to identify high potential staff.

4. The charter details the leadership pathway for staff at all levels; incorporating experiential on the job development as a focus, informal development through coaching, mentoring and other networks, self-learning and formal development opportunities.

5. The leadership pathway starts at the personal leadership stage, moves through section or branch leadership and continues on to organisational leadership. It connects these stages with the leadership maturity of the person; developing leaders, established leaders, accomplished leaders and Senior Executive Leaders (SES).

6. Building leadership and management capability is part of the development conversation with all staff in relation to the Development & Performance Agreements – the formal performance management scheme in the ABS.

7. The existence of the charter assists in moving the culture of the organisation to accepting a more contemporary performance culture approach. Our training curriculum is guided by the 70/20/10 principle:

On the Job - 70% of developmental needs are met by on the job activities (leadership and management roles, stretch assignments, project roles, implementing change, leading innovation, acting on performance feedback, rotations).

Informal - 20% of development needs are met through exposure with other relationships like networking, mentoring and coaching, workshops or by self-help options like reading management literature or participating in seminars or conferences.

Formal training – 10% of developmental needs are met through formal training programs. The formal training component is designed to challenge our managers to self-reflect, be open to feedback from others, and to build core capability in areas consistent with senior leadership roles.

Section 2: Senior Executive Program

8. One example of our management programs is the Senior Executive Program (SEP), available to all Director level staff (one level below SES). The Senior Executive Program was designed within the context of the charter and the SEP program filled a critical gap in the suite of formal programs available.

Case Study: Strategic Executive Program (SEP)

9. The Strategic Executive Program was developed to fill a skills development gap for Directors. The program was designed giving due consideration to the ABS Leadership Attributes. The critical skills required were:

- Thinking Strategically and being innovative;
- Achieving Results with and through others;
- Building capability in others;
- Influencing upwards; and
- Engaging appropriately with stakeholders and clients.

10. There had been no specific program for Directors in the ABS for some time, with the exception of the ABS Leadership Program which only catered for 'high potential' Directors. This created a significant risk for the ABS as Directors have large teams and are critical to managing the current business, and a key group required to transform the business.

11. The Strategic Executive Program (SEP) also addressed one of the ABS' People Plan's key priorities in building and sustaining executive leadership. It is a five day residential development program and is conducted with a maximum of 22 participants.

12. The aim of the program is to enable participants to:

Think differently – challenge their thinking about high level strategic questions.

Act differently – deal with organisational complexities.

Deliver Results – displayed through Integrated Leadership System (ILS) capabilities.

13. After attending the SEP program Directors will have had the opportunity to:

- Further develop their capability in the leadership discipline;
- Act constructively from 360 degree feedback;
- Increase and strengthen their performance in their current roles; and
- Become more equipped to move into more senior leadership positions.

Section 3. Governance

14. The ABS Executive Leadership Group (Australian Statistician and four Deputies) have a strong role in managing the Director talent of the ABS. they play a key role in selecting participants, in sponsoring the program and in addressing the SEP participants on topical issues.

15. The Executive Leadership Group (ELG) program sponsor is a Deputy Australian Statistician. The ELG sponsor engages with the SES managers of the participants and ensures good discussions are held pre and post program about learning needs and actions taken once back in the workplace.
16. The program also has an SES mentor who attends the full 5 day program to give an organisational perspective and support participants and the providers.
17. The Human Resource Assistant Statistician meets with the sponsor and mentor and with the program providers prior, during and after the program to ensure goals are clear, track progress and maintain the relevance of the program to the ABS.
18. There is also a strong role for managers of the participants - considerable interaction with managers of participants is expected, along the following lines:
- discussion between the participants and managers before the course about the manager role and the expectations of them in supporting the participant, particularly after the course back in the workplace;
 - discussion between participant and manager before the program about what the participant hopes to achieve through participation, with a focus on elements of the attributes;
 - discussion after the program about main learnings and the creation of a development action plan;
 - incorporation of key actions into Development and Performance Agreement; and
 - extensive follow through by the manager.
19. Coaching and mentoring is provided within the program from the mentor and course providers. Participants may also be encouraged to seek a coach or mentor to support them outside the program.