



Public Sector
Commission

Leadership Expectations

Overview

**Building
Leadership
Impact**
in practice



Introducing expectations of the public sector

Leadership Expectations is the foundation for putting Building Leadership Impact into practice as it sets out the expected behaviours, associated mindsets and behaviours in action that support positive leadership change in different contexts.

It is aligned with the 6 conditions needed to set the environment for positive leadership behaviour change detailed in **Building Leadership Impact:**

1. Clear expectations in context
2. Robust self reflection
3. Personal responsibility for growth
4. Understanding what “good” leadership looks like
5. Productive feedback
6. Opportunities for development and extension

Putting all 6 conditions in place and taking into account how to improve leadership from a behaviour change perspective provide the basis for each person to make deliberate and incremental positive changes to their leadership behaviours. These collective changes have the power to increase the overall impact of leadership for a high performing public sector.

Leadership Expectations is about the ‘how’ of leadership – how people show up and approach their work. By defining the expected behaviours and mindsets, along with examples of the behaviours in action in all leadership contexts, it provides a shared understanding of the practical application of leadership and growth that is critical for individual, agency and public sector success.

The expected behaviours also apply to those whose focus is on being knowledge leaders rather than people leaders, adding value through their specialist and technical skills.

Leadership Expectations supports the development of everyone in the public sector in each leadership context while also providing insight into the shifts required and the challenges to be met in transitioning to lead in new contexts.

Critically, leadership begins with personal leadership that everyone needs to draw on and apply in their work. For some, development continues into positional leadership with responsibility for not only their own personal leadership but also for the leadership of others through a single team, multiple teams and business areas or across an entire agency.

Leadership Expectations has been developed for a wide range of uses including individual reflection and assessment, performance conversations, feedback, development and progression, recruitment and selection, and onboarding.

There are 4 elements in Leadership Expectations

- **Contexts**
How and where we add value through our work
- **Expected behaviours**
How we lead and what is expected of us
- **Mindsets**
How we think about and approach our work
- **Behaviours in action**
How we demonstrate leadership



Contexts

How and where we add value through our work

The expected behaviours and mindsets are applied uniquely to each context, painting a picture of what leadership looks like in practice as each person works towards improvement for greater impact.

Everyone works in a particular leadership context that determines the contribution of work required, and the applicable levels of complexity, responsibility and accountability. Each context has a different time span between decisions being made and outcomes being realised.

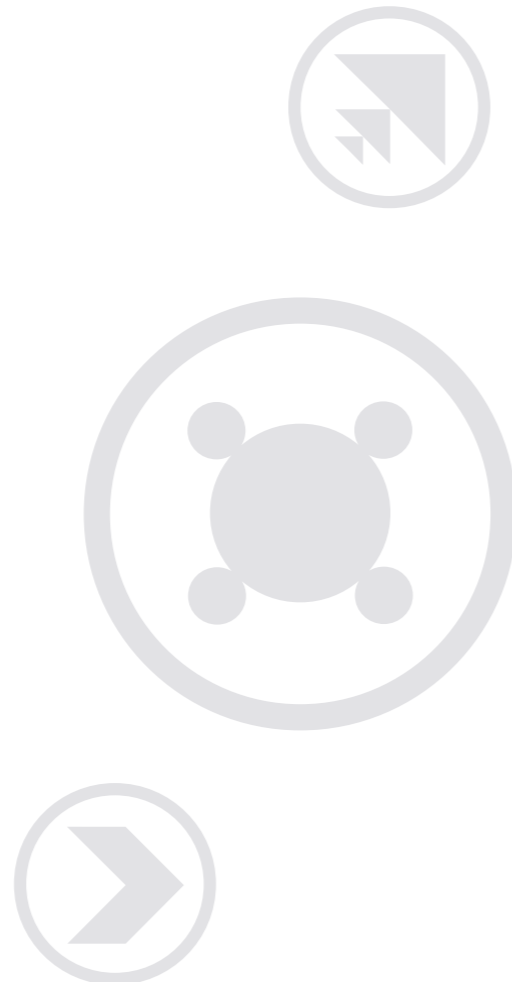
Personal Leadership is the first of the 7 contexts. This is where each person adds operational value, completes their work to a high standard, is willing to seek feedback and learn, and builds and nurtures relationships. Everyone starts here and carries personal leadership into all contexts they may transition to.

A large portion of the people in the public sector operate in the Personal Leadership context and their work has a significant impact on Western Australia. It is important to develop those who are in this context so they can be their best and deliver even better services for the community. It is also vital that personal leadership is developed and continues to be developed as people transition to other leadership contexts as either people leaders or knowledge leaders.

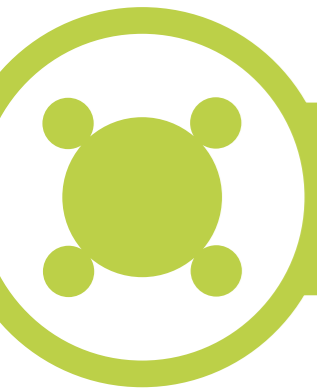
For those wanting to transition to lead in new leadership contexts, higher levels of personal growth and commitment are needed to make the required shifts in thinking and behaviours for success in the next context.

Progression and transition are not related to how long someone has been in a position or leadership context. Rather, they are related to how ready a person is to take on new thinking and behaviours – and enact them.

In all agencies, every role fits in one of the contexts.



- **Personal Leadership**
Leadership in this context is about the work of individuals not yet in traditional leadership positions who make a direct and immediate difference to the agency.
- **Leading Others**
Leadership in this first formal positional leadership context is about motivating and enabling others to deliver high quality work that contributes to the agency.
- **Leading Leaders**
Leadership in this context is about getting results through leaders and their teams in a single business area, and by influencing leaders in other business areas.
- **Multiple Area Leader**
Leadership in this context is about leading teams to achieve the strategic direction of a number of different business areas and to implement the associated operational strategies.
- **Executive Leader**
Leadership in this context is about shaping complex initiatives covering multiple business areas as well as having a key responsibility in corporate governance.
- **Agency Leader**
Leadership in this context is about having end of line responsibility for shaping and delivering agency corporate strategy and governance that deliver key government services.
- **Statewide Leader**
Leadership in this context is about end of line responsibility for shaping policy at whole of state and sector levels to drive long term sustainable service delivery and create public value.



Expected behaviours

How we lead and what is expected of us

Leadership Expectations describes the leadership behaviours expected of everyone in the public sector regardless of pay grade, classification level, role or place in the hierarchy of an agency.

Behaviours can be seen – they are how people present themselves and how others experience them. They are concrete and explicit.

The expected behaviours are grounded in contemporary leadership theory and tailored to the unique requirements of the sector.

Everyone needs to demonstrate the expected behaviours. While these expected behaviours are the same for everyone, how each behaviour is demonstrated varies according to the leadership context.

Having a defined set of expected behaviours contributes to a collective focus on performance and improvement, and creates a shared understanding of what is expected of each person.



Mindsets

How we think about and approach our work

Setting expectations of behaviours is critical but is not sufficient on its own which is why Leadership Expectations also specifies the mindsets that need to be consciously adopted for behaviour change and greater leadership impact.

Mindsets are the thought patterns and beliefs that drive behaviours and determine how people approach their work. Mindsets cannot be seen but influence discretion, judgement and decision making, and define the way individuals solve problems. Mindsets determine what behaviours look like.

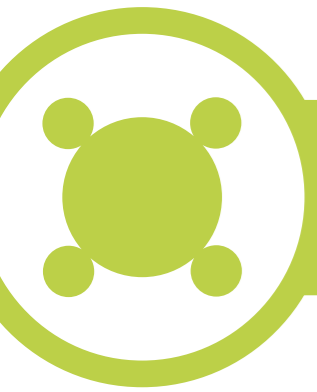
Each expected behaviour has a specific mindset that needs to be consciously adopted and applied. When this is done, the expected behaviours are demonstrated and leadership growth can be pursued.

The expected behaviours are:

- **Lead collectively**
Seek and build key relationships, work together and focus on the greater good.
- **Think through complexity**
Think critically, work with ambiguity and uncertainty, assess solutions and impacts, and take calculated risks.
- **Dynamically sense the environment**
Be in tune with the political, social and environmental trends that impact the work; understand and recognise the needs of others and leverage relationships for desired outcomes.
- **Deliver on high leverage areas**
Identify priorities, pursue objectives with tenacity and display resilience in the face of challenges.
- **Build capability**
Proactively develop others; share learning to promote efficiency and effectiveness; and champion diversity and inclusion.
- **Embody the spirit of public service**
Display empathy, compassion, humility and integrity, and a genuine passion for the work; demonstrate a responsibility to Western Australians; and work in the interests of the public good.
- **Lead adaptively**
Continuously seek to understand personal strengths and areas for improvement, be adaptive to change and adjust leadership style in different contexts.

The expected behaviours with associated mindsets are:

- **Lead collectively**
consciously adopting the mindset **“I am part of something bigger.”**
- **Think through complexity**
consciously adopting the mindset **“There is more than one solution.”**
- **Dynamically sense the environment**
consciously adopting the mindset **“There is always more to the story.”**
- **Deliver on high leverage areas**
consciously adopting the mindset **“Some actions are more powerful than others.”**
- **Build capability**
consciously adopting the mindset **“We are only as good as our people.”**
- **Embody the spirit of public service**
consciously adopting the mindset **“We do everything for the public good.”**
- **Lead adaptively**
consciously adopting the mindset **“I am forever curious, forever learning.”**



Behaviours in action

How we demonstrate leadership

Leadership Expectations provides examples of what the expected behaviours look like in each leadership context.

As people grow in a particular leadership context, their behaviours develop and mature. Competency is about the mastery of behaviours. With this in mind, specific examples of what “good” leadership looks like for each expected behaviour are given at 3 levels of mastery and in every context.

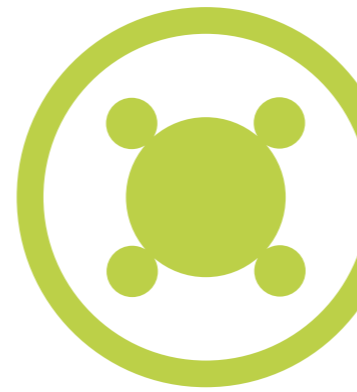
The examples give leaders and managers a concrete mechanism against which they can assess maturity when reflecting on their own

performance and the performance of others. This enables them to identify what needs to be done to improve leadership performance and impact.

The examples also allow leaders to gauge their readiness to move to new leadership contexts, and understand the shifts needed in their mindsets and behaviours for transition to be successful.

The levels of mastery are:

- **Developing**
Demonstrated behaviours are evolving and starting to add value in the context.
- **Proficient**
Demonstrated behaviours are appropriate for the context and have room to grow.
- **Mature**
Demonstrated behaviours are those expected of someone who is fully developed in the context and can stretch.



Using Leadership Expectations

For individuals, managers and agencies

Leadership Expectations has wide applicability for everyone in the public sector as well as at the agency level for strategic workforce planning and activities.

Individuals can use Leadership Expectations to:

- understand the expectations of their context
- identify what “good” leadership looks like in terms of expected behaviours
- assess themselves against the expected behaviours in their context
- reflect on their performance
- inform discussions related to their performance and career progression
- identify areas for personal development and growth
- identify and critically consider the shifts in mindsets and behaviours required when transitioning to lead in a new context.

Managers can use Leadership Expectations to:

- inform recruitment and selection by considering the context and expected behaviours
- support setting clear expectations as part of onboarding new staff
- inform performance and career progression discussions
- identify areas for individual and team development
- support individuals in transitioning to lead in a new context.

Agencies can use Leadership Expectations to:

- inform recruitment and selection practices and templates
- inform setting clear expectations as part of onboarding new staff
- inform performance development and management protocols and templates
- inform staff development and training priorities
- inform succession planning
- identify the support required for individuals as they transition to lead in new contexts.

Guidance and support

The Commission has guidance and resources to support individuals, managers and agencies to use Leadership Expectations. These are mapped to the 6 Building Leadership Impact conditions they align with and to the application of Leadership Expectations by individuals, managers and agencies.

Support for development is provided through Development Maps, a specifically curated suite of on-demand, self paced learning for each expected behaviour in each context.

There is also learning designed for those in the Personal Leadership context for agencies to deliver. This learning addresses each of the expected behaviours with a focus on mindset shifts and creating new habits.

A Learning and Development Prospectus outlines exciting, unique and bespoke opportunities specifically created for the sector and fully aligned with Building Leadership Impact and Leadership Expectations.

Acknowledgement of Country We are proud to deliver our services from Whadjuk Noongar boodja. We acknowledge and pay respect to Elders, Traditional Owners and Custodians from the many land and language groups of Western Australia.

This publication can be copied in whole or part with due acknowledgement.
Copies are available in different formats on request.

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