Context identifier

## This tool helps you to identify the leadership context for agency job roles.

When using this tool consider:

* the key focus areas of the role
* how the person undertaking that role should spend their time
* the impact of the role in terms of decision making and influence
* how the role should add value to the agency.

Start with a high level approach by reading the overviews of each context below. For some roles, you will be able to identify the context from the broad description.

|  |
| --- |
| Context Overview |
| PersonalLeadership | 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. |
| LeadingOthers | Leadership in this first formal positional leadership context is about motivating and enabling a team to deliver high quality work that contributes to the agency. |
| LeadingLeaders | 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.  |
| ExecutiveLeader | Leadership in this context is about shaping complex initiatives covering multiple business areas as well as having a key responsibility in corporate governance. |
| AgencyLeader | 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. |
| StatewideLeader | 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. |

**Important to note**

In the Leading Others, Leading Leaders and Multiple Area Leader contexts, leadership is expressed in 2 parallel pathways:

* People leaders focus on leading and managing people.
* Knowledge leaders focus on leading and managing specialised knowledge and technical expertise. Knowledge leaders do not have direct reports.

**Next steps**

* If it is not immediately clear from the overview which context the role is aligned to, narrow down the context using the context checklists. Read the descriptors on the following pages and tick those that apply to the role. The context with the most ticks is most likely to be the context.
* If the number of ticks sits across more than one context and you need more detail to compare, dive deeper using the [comparative profiles](https://www.wa.gov.au/government/publications/comparative-profiles). You can also explore the full detail of the contexts in [Leadership Expectations](https://www.wa.gov.au/organisation/public-sector-commission/leadership-expectations).
* If it is still not clear, a discussion with the head of the division about their expectations of the role can add further information to the mapping.

## 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.

|  |  |
| --- | --- |
| In Personal Leadership individuals: | ✓ |
| work largely at the operational level, often at the frontline and in a defined area of responsibility, with personal accountability for delivering excellence |  |
| are individual contributors but are also aware of how their role supports their team and agency in delivering strategic goals |  |
| use their knowledge, skills and abilities, drawing on supervision and help from others as needed to get the job done |  |
| make decisions and use their discretion about how the work is done to deliver better quality |  |
| contribute to generating solutions and use their discretion about how the work is done to deliver specific tasks that make a difference in the immediate to short term. |  |
| They spend the majority of their time: | ✓ |
| being responsible for delivering tasks against plans for the present and near future |  |
| communicating with stakeholders and working with team members |  |
| managing priorities and time to ensure tasks are completed as required |  |
| identifying and raising concerns in a timely manner where problems are emerging |  |
| communicating with and keeping managers informed. |  |

## Leading Others

Leadership in this first formal positional leadership context is about motivating and enabling a team to deliver high quality work that contributes to the agency.

|  |  |
| --- | --- |
| Leading Others: | ✓ |
| follow one of two parallel pathways: as a people leader (focused on leading and managing people) or a knowledge leader (focused on leading and managing specialised knowledge and technical expertise) |  |
| get the work done by enabling, supporting and influencing others |  |
| balance time between doing the work and coaching, guiding and developing others, prioritising others success over individual contribution |  |
| are accountable for ensuring delivery on the range of projects and responsibilities within their remit |  |
| consider present and future work needs when allocating time to teams and/or projects they lead |  |
| articulate how work is to be done, providing clear direction and feedback. |  |
| **People leaders also:** |  |
| spend more time managing others, and less time completing technical and professional work themselves |  |
| see the success of their direct reports and their team as a priority  |  |
| set the team climate. |  |
| **Knowledge leaders also:** |  |
| spend more time training others, developing their own depth of knowledge and communicating to a broad range of stakeholders |  |
| deliver results through their personal expertise and ability to develop the required skills in those around them |  |
| are seen as specialists in their domain of expertise. |  |
| They spend the majority of their time: | ✓ |
| planning the workload and monitoring the outcomes of their responsibilities including the teams and projects |  |
| deepening the knowledge, skills and experience associated with their domain of expertise and developing a strong network of expert peers |  |
| communicating with all stakeholders and collaborating with peers |  |
| monitoring workflows and, if problems emerge, redirecting efforts in a timely manner |  |
| **people leaders** allocate time to communicate with direct reports.  |  |

## 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.

|  |  |
| --- | --- |
| Leading Leaders: | ✓ |
| follow one of two parallel pathways: as a people leader (focused on leading and managing people) or a knowledge leader (focused on leading and managing specialised knowledge and technical expertise). The difference between people leaders and knowledge leaders is amplified in this context.  |  |
| Create a culture of high performance and accountability while embedding best practice |  |
| Add value by providing direction and developing and coaching their leaders to achieve operational objectives |  |
| no longer act as individual contributors but shift their thinking from supporting others to do good work to influencing leaders in other business areas |  |
| make decisions about how services should be provided based on the resources at hand, making trade offs between current work and potential future work  |  |
| focus on attracting and developing the next generation of leaders and experts to ensure agency sustainability. |  |
| **People leaders also:** |  |
| support their leaders to enable their teams to deliver excellence |  |
| guide their leaders to decide how services can be undertaken by their teams to realise strategic goals |  |
| align their leaders and teams with the strategic directions of the agency. |  |
| **Knowledge leaders also:** |  |
| display a significant depth of knowledge in their domain of expertise and a broad understanding of the work of the agency |  |
| are recognised as credible knowledge leaders in their domain of expertise |  |
| are skilled in influencing without line management authority.  |  |
| They spend the majority of their time: | ✓ |
| enhancing their domain of expertise and embedding good professional practice in their teams |  |
| coaching the next generation of leaders and experts |  |
| making decisions about priorities of current work against future potential work |  |
| communicating effectively with those in their business area and/or with a broad variety of stakeholders. |  |

## 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.

|  |  |
| --- | --- |
| Multiple Area Leaders: | ✓ |
| follow one of two parallel pathways: as a people leader (focused on leading and managing people) or a knowledge leader (focused on leading and managing specialised knowledge and technical expertise) |  |
| oversee the implementation of operational strategy and take the lead for shaping its short and medium term directions  |  |
| are responsible for multiple business areas or key priorities  |  |
| understand that collaboration with other areas in the agency is critical to success and consider the priorities and perspectives of other business areas when making decisions |  |
| eliminate methods that are no longer effective and develop better approaches to achieve the longer term strategy |  |
| contribute strategic value by determining the focus areas for delivery through a broader lens |  |
| determine the timing of future growth in their business areas, and demonstrate planned and considered positioning. |  |
| **People leaders also:** |  |
| develop and shape the leadership capability across their business areas |  |
| delegate while taking personal responsibility for successes and shortcomings. |  |
| **Knowledge leaders also:** |  |
| use the depth and breadth of their own technical expertise and that of their teams across the agency |  |
| develop whole of agency strategy and solve complex problems |  |
| achieve broad recognition in their domain of expertise.  |  |
| They spend the majority of their time: | ✓ |
| resourcing, delegating and processing short, medium and long term operational goals and reviewing the impact of outcomes |  |
| networking at a strategic level, seeking out external inspiration, new initiatives and opportunities to innovate or collaborate with other areas and agencies |  |
| listening and responding to people to build psychological safety and develop their leadership capability |  |
| embracing the new and unfamiliar and strategically developing their personal domain of expertise. |  |

## 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.

|  |  |
| --- | --- |
| Executive Leaders: | ✓ |
| shape large scale, complex initiatives while balancing the requirement to deliver both short and long term strategic goals |  |
| balance both vertical and horizontal responsibilities in and across the agency |  |
| are accountable for the business areas they lead as well as for redefining and shaping the agency |  |
| demonstrate considered and purposeful positioning of what they lead along with the timing for future growth |  |
| focus on leading and managing people as the span of accountability is broad, covering multiple business areas as well as the agency.  |  |
| contribute strategic leadership by valuing contributions from all business areas  |  |
| translate the agency’s strategy into operational objectives for their business areas. |  |
| They spend the majority of their time: | ✓ |
| thinking longer term – 5 to 10 years |  |
| deliberately setting aside time to reflect on key processes as well as on the conflict between short and long term goals |  |
| meeting with other senior agency leaders as well as direct reports for successful planning |  |
| consciously taking time out from ‘doing’ to reflect on and analyse their approach. |  |

## 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.

|  |  |
| --- | --- |
| Agency Leaders: | ✓ |
| are accountable for leading an agency, creating strategic direction and envisioning the future |  |
| make business decisions in the interests of the agency and the wider sector |  |
| apply a strong business acumen and create the strategic direction of their agency or several business areas in the agency |  |
| monitor trends and read local and global environmental contexts pertinent to their agency to derive strategy and protect and enhance services delivered by the agency |  |
| are cognisant of systems that are interdependent and how changes in one potentially impacts others |  |
| make collegial decisions about how best to account for change |  |
| are faced with decisions and problems which have greater impact, risk and increasing uncertainty |  |
| inspire, empower and influence to gain results that benefit the agency, sector and community they serve. |  |
| They spend the majority of their time: | ✓ |
| being responsible for the development and sustainability of the agency’s human and business capital |  |
| allowing space for thinking, reflecting, learning, analysing trends and strategising |  |
| networking with and meeting key people across a variety of fields and industry that may enable them to better identify and understand trends. |  |

## 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.

|  |  |
| --- | --- |
| Statewide Leaders: | ✓ |
| are accountable for creating future value and broader effectiveness by leading across the sector |  |
| make decisions for the agency and sector that have direct impact on the wellbeing and livelihood of Western Australians |  |
| are long term visionary thinkers, maintaining an outward and holistic perspective, dealing comfortably with the unknown |  |
| shape the future direction of the entire sector and are responsible for building the capability of all agencies to create long term value for the sector |  |
| identify opportunities, set the agency direction and proactively manage multiple external constituencies. |  |
| They spend the majority of their time: | ✓ |
| building a team of high achieving senior leaders and continuously developing their capabilities |  |
| building relationships with other statewide leaders and agency leaders, local, national and international peers, and leaders of industry |  |
| scanning internal and external environments and revising current strategies and priorities accordingly |  |
| forecasting the future needs of the community and strategising the agency’s future direction |  |
| leading and driving sector wide solutions generation. |  |