



- Thanks to Simone and John...
- My name is Lennart Reifels I am the Manager of Neami national Training Team.
- I am here to present about the Neami Leadership Development program.
- The way you could look at this presentation (within the context of the three presentations today) is pretty much as an organisational case study, which is also particularly interesting in so far as it takes place at a national level..
- But before I start let me give you an brief overview of what I'm hoping to talk about..

Neami LDP

- Overview
 - Context & Background
 - Need for Leadership Program
 - Key Program Content Areas
 - Outcomes & Learnings

- Initially I will talk about the overall context and organisational background that have given rise to the need for the leadership program
- Then I will provide an overview of the key content areas of the program, and will go in into a bit more detail with two of those
- Following that we will look at the outcomes of the program and some of the key learnings from its implementation
- Good, but before we get started I wanted to share two quotes with you..

Quotes

- *The process of becoming a leader is very much the same as becoming an integrated human being.* (Warren Bennis as cited in A. Sinclair 2007)
- *Only in growth, reform, and change, paradoxically enough, is true security to be found.* (Anne Morrow Lindbergh as cited in W. Bridges 2003)

Comments:

- 1st reflects key emphasis in the philosophy of the program which placed particular emphasis on personal and professional leadership development through focusing on developing such vital 'soft skills' as Emotional Intelligence alongside more technical skills
- 2nd perhaps more a reflection on one of the key challenges facing MH organisations and leaders in current times (who are operating in environments that are increasingly characterised by a more or less constant state of flux and change)
- Now Neami hasn't been known as a particularly risk averse service – but instead as one that encourages reflective capacity on the part of staff that allows them to take 'calculated risks', to make sound decisions on their feet and to learn from experience

Context

- Changing MH Service Landscapes
- Sectoral Developments
- Novel Opportunities & Risks
- Organisational Capacity
- Workforce Diversity
- Greater MH Complexity
- Service Diversification

Now if we look at the context of the PSR sector from a historical perspective:

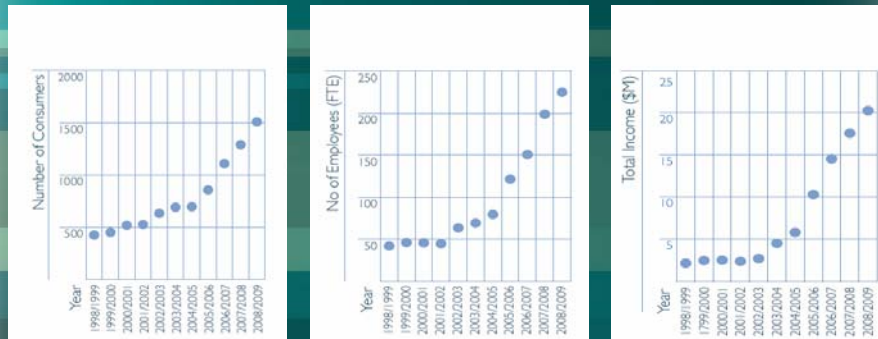
- Importance of the role of PSR services within the overall MH system increasingly recognised
- Over last 10 years increasing momentum in sectoral developments in a number of states
- Created opportunities for existing providers to expand, branch out and provide services at a broader scale
- With that come challenges and risks in adapting to new local contexts, need to build organisational infrastructure to support this growth and to develop workforce to sustain the provision of quality services
- Workforce diversity in the MH and PSR sector as a known challenge and asset (both at Management and direct service level alike)
- Greater complexity of MH issues partly also leads to greater diversity of novel PSR programs (Complex care, PARC)

Neami Background

- Neami provides community based psychosocial health & rehabilitation services to individuals experiencing a mental illness
- Snapshot:
 - 1278 consumers nationally
 - 220 staff (NSW, Vic, SA, WA and soon QLD)
 - Mainly state and federally funded
 - Annual Budget 20 Million
- Vision:
“Neami aspires to be the leading national organisation providing mental health services. Neami aims to influence service systems so that people with a mental illness are socially included in Australian society”

•21 year history and experience in supporting consumers with severe and enduring mental illness in the community

Organisational Growth and The Need for Leadership



...To illustrate organisational developments and growth ... which also gave rise to the need for Leadership Development Program, a dedicated Training Unit and other organisational infrastructure

Need for Leadership Program

- National Service Development
- Sectoral & Organisational Changes
- Need to develop Staff Capacity to Lead and Manage Change
- Organisational Culture & Consistency
- Career & Succession Planning
- Lack of relevant Leadership Programs

In summary what has given rise to this program is:

- Neami's service development at a national scale (involving growth & diversification)
- Sectoral & organisational changes (such as growth and diversification) which may also be reflected in changing policy imperatives and funding guidelines
- Need to develop staff capacity to lead and manage change processes
- Need to maintain organisational culture and philosophy and consistency in approach (almost despite the growth)
- Pivotal for career and succession planning (interestingly a lot of in-house upward movement) enabling
- Lack of relevant Leadership programs that reflect the particular work environment and philosophy of organisations like Neami

Key Considerations

- Neami as a Learning Organisation
- Develop Leadership Capacity and ability to manage Change
- Notion of Leadership
- Strong emphasis on Soft Skills complementing more technical skills
- Logistical challenge

Key considerations in the development of the LDP:

- Further Developing the Learning Organisation
- Maintaining organisational values & philosophy in view of organisational growth
- Inclusive, Liberating or Enabling Leadership which contrasts sharply with the traditional 'command and control' or approach to leadership (or what Sinclair describes well as the heroic or ego-driven approach)

Tendering Process: Several universities applying and NMIT winning the tender who then co-developed and also delivered the majority of the program alongside key Neami staff

The Program

- 1 Year program (Nov 2007 – Nov 2008)
- Aligned with Advanced Diploma in Community Services Management
- Target audience: 40 Neami Managers, Practice & Senior Practice Leaders
- Delivery modes: Face to Face, Online Tutes, Communities of Practice
- Additional Learning Processes: Mentoring, Reflective & Raw flow journaling, Self-coaching

Delivery modes: employed variety of learning platforms including a mix of

- Face to face workshops
- Online tutes and
- Communities of practice (drawing individuals with disparate work roles together to solve organisational problems)

Additional Learning processes:

- Mentoring
- Reflective & Raw Flow Journalling
- Self-Coaching

Importance of experiential learning processes which are integral to the program

Key Content Areas

1. Emotional Intelligence
2. Creative Problem Solving
3. Behaviour Styles
4. Creating a Learning Environment
5. Control & Influence in Leadership
6. Managing Change & Development
7. Managing Conflict
8. Project Management & Program Development
9. Managing Organisational Finances
10. Managing Employment Relationships

Overall the Program is comprised of 10 Modules

Brief Notes on each of these key content areas (with examples):

Highlight soft (beginning) and technical skills (end)

Two areas / concepts will be singled out and elaborated upon to better illustrate the overall program:

- Emotional Intelligence
- Control & Influence

Emotional Intelligence

Key Component	Definition	Hallmark / Competencies
1. Self-Awareness	Ability to recognise and understand your moods, emotions and drives and their effect on others	Self-confidence Realistic self-assessment Self-deprecating sense of humour
2. Self-Regulation	Ability to control or redirect your impulses and moods Propensity to suspend judgment and to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change

PSR work is essentially about people relating to each other

Research has shown that EQ is equally if not more important for success than technical skill and IQ

EQ is about studying ourselves and using that knowledge to manage ourselves and our relationship with others so that we can maximise our potential to truly live our intentions

Requires: Authenticity, realistic assessment of oneself

Based on the work by Daniel Goleman and A.B. Lynn

Five key components of EQ

1. Self-Awareness
2. Self-Regulation
3. Motivation
4. Empathy
5. Social Skill

Emotional Intelligence

3. Motivation	A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence	Strong drive to achieve Optimism, even in the face of failure Organisational commitment
4. Empathy	Ability to understand the emotional makeup of other people Skill in treating other people according to their emotional reactions	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and consumers
5. Social Skill	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	Effectiveness in leading change Persuasiveness Expertise in building and leading teams

Control vs Influence

- Examining different forms of power
- Traditional 'control and command' approach to Leadership
- Influence mind set...
- Recognition of a spectrum of situations and responses

Key Program Outcomes

- Net Benefit for organisational capacity
- Shared Language and conceptual framework
- Personal & Professional Development
- Facilitates Succession Planning
- Qualification Pathway
- Benefit for the wider sector

Key Learnings

- Varied Participant Experience Levels
- Utility of Learning Modes
- Integrating existing work & study load
- Benefit of key concepts to direct service staff
- Ongoing organisational commitment and support to keep LDP culture alive

Recognition that key concepts and skills like Emotional intelligence can also usefully be developed in direct service staff

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