



The leadership framework for sport and recreation in Aotearoa New Zealand

December 2017



Foreword

Sport and recreation is an integral part of life for many New Zealanders, contributing to the development of Aotearoa New Zealand's cultural identity and to the physical, social and economic well-being of New Zealanders. With a growing and changing population, the continued success of sport and recreation in Aotearoa New Zealand requires new ways of thinking and operating to meet emerging demographic and technological challenges. Recent studies have consistently highlighted 'leadership' as one of the most significant talent issues facing organisations around the world, and Aotearoa New Zealand is no exception. Leadership is a role that all of us play, rather than a function that is linked to our title, and new leadership models are needed for the organisations of the future¹.

The development of this Framework has been co-led by Sport NZ and Sport Wellington, with strategic leadership provided by a Governance Group. Wellington-based leadership consulting firm, Winsborough Ltd, were engaged to lead the consultation process and provide expertise to develop the content for this Framework, as well as tools, resources and programmes to give the Framework practical application. A Governance Group and Design Team representing different parts of the sport and recreation community were established to ensure the project remained on track and delivered the best outcome for our sector. Importantly, more than 1,500 people who work and volunteer in sport, recreation and community organisations have contributed their leadership experiences, observations and aspirations to this Framework. Interviews, focus groups, surveys and presentations engaged people throughout the length and breadth of New Zealand. This Leadership Framework has been created by people in the sector, for people who work and volunteer in sport and recreation, representing the views of many who share a real desire to make a positive contribution to the communities they serve.

This new model of leadership for sport and recreation organisations challenges everyone to clearly understand the role 'leadership' plays in what they do. It is relevant whether they are a paid worker or a volunteer, and whether they contribute at an individual level or as a leader of others.

A deliberate and sincere effort has been made to reflect Aotearoa New Zealand's bicultural foundation in this Leadership Framework. A Māori Reference Group introduced leadership concepts and language that resonate with Tikanga Māori. This provides both a challenge and support to our sector, and signals the importance of diversity and inclusion for our future. This as an ongoing and important part of this Framework and the leadership development system it will generate.

Robyn Cockburn, Chair
Leadership Framework Governance Group

Whakataukī

A note about the whakataukī used throughout this Framework:

From a traditional perspective, the kumara was among the most prized dietary staples, requiring special attention to ensure a successful harvest and therefore the survival of the whānau and hapū. From the preparation and harvest of this simple food source, strong leadership themes emerge that lend themselves to this Framework.

He rau kumara he rau tangata – many kumara, many people

This proverb refers to how a single purpose can bind many people to a common cause.

E tupu atu kumara e ohu e te anuhe – as the kumara grows, caterpillars emerge and gather around it

This proverb refers to the strength of leadership and how it can act as a source of strength to a community.

He aka kumara – the leading vine of the kumara

This proverb references the importance of communication in developing community.

It is worth noting all whakataukī and proverbs have contextual and situational value, and can often have multiple meanings. Readers are encouraged to discover the meaning of unfamiliar and/or untranslated terms and words in this Framework in the spirit of being a curious learner (a key leadership trait).

Jason Ake
Māori Reference Group

¹ DUP Global Human Capital Trends 2017 p 83



The **Puna** represents a spring (of ideas and resources), a well, or pool – something from deep down that comes to the surface, spreads and is shared and available to all. Like sport, water is key to good health and vitality.

The two stylised **koru** represent the balance in our community – between sport and recreation, between paid and volunteer workforces, and between competitive and social sport.

The **spiral** conveys the journey that all sports people, athletes, coaches, officials and administrators must make in their pursuit of excellence. It challenges people to understand their inner strength – not just for now, but throughout this journey.

In this adaptation, the **koru** are reinforced by a system of **outer pillars** which recognise the many support mechanisms required to create an inclusive, diverse and vibrant sport and recreation system, with leadership at the centre.

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People involved in building this Framework

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Contributors

1,500 people working and volunteering in sport and recreation in Aotearoa New Zealand who participated in interviews, focus groups, surveys and workshops

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About Sport and Recreation in Aotearoa New Zealand

Sport and recreation in Aotearoa New Zealand has a rich heritage, developed over multiple centuries and influenced by the coming together of Māori, European, and many other cultures.

Traditional Māori society was extremely competitive and, as in many other cultures, sport was used as a mechanism to hone practical skills that contributed to the health, well-being and safety of whānau, hapū and iwi structures. This competitive nature survives in contemporary sporting settings in Aotearoa New Zealand. In addition, outdoor recreation has been “an important mechanism for linking people and place, or tangata whenua with their turangawaewae, exploring the natural environments and cultural traditions of their tupuna, reinforcing basic values of Māori culture and instilling a sense of pride”².

The New Zealand government has historically supported sport and recreation in a wide range of contexts, because of its benefits to individuals and the nation. In 1937, New Zealand was one of the early Commonwealth countries to legislate for government involvement in sport and recreation. Successive New Zealand governments have led, facilitated and funded sport and recreation for social, political and economic benefits. People undertake policy and planning, manage indoor and outdoor spaces and places, and provide programmes, competitions and events.

Today, the New Zealand sport and recreation sector encompasses a combination of non-profit, for-profit, and government organisations, operating at local, regional and national levels. Powered by over 1 million volunteers and 100,000 paid staff, recreation and sport contributes more than \$7 billion to the New Zealand economy³. Sport and recreation receives significant investment from national and local governments, the education and training sector, and community and commercial organisations. Local government expenditure on sport and

recreation is estimated to be over NZ\$450 million in 2016⁴.

Organisations encompass the broad spectrum of sport and recreation activities enjoyed by many New Zealanders, from informal, occasional play, and remote and extreme outdoor activity, to organised sporting endeavours ranging from social to professional.

Individuals, groups, organisations and governments involve themselves in sport and recreation for a range of motivations including personal enjoyment, entertainment, social interaction and national pride. Government agencies seek political leverage, economic gain, and population health and well-being. Recreation and sport reflect communities, and cultural diversity continues to shape recreation and sport preferences, whether for organised team or club play, fitness activities, outdoor recreation, and adventure sports⁵. New Zealand is also internationally recognised as a leading high-performance nation.

The diversity of our nation and the needs of the sector require a sound leadership framework as the foundation for the development of sport and recreation in Aotearoa New Zealand. This Leadership Framework represents a shared vision for great leadership across the broad range of settings that exists in our sector, and it provides a unifying foundation for a sport and recreation leadership development system that is owned by the sector, for the benefit of the sector.

² Māori Recreation and Conservation Estate, Hirini Matunga, Centre for Māori Studies and Research, Lincoln University 1995, chap 2.2.

³ Skills Active Aotearoa Ltd. (2017). Sport and recreation industries: Workforce scan 2017. Wellington, New Zealand.

⁴ Sport New Zealand. (2016). Annual report. Wellington, New Zealand.

⁵ Sport New Zealand. (2016). Annual report. Wellington, New Zealand.

How to use this resource

This document is presented in three parts.

Part One – Framework Overview: provides an overview of how the Framework was built and introduces the key concepts underpinning the design and philosophy of the Framework.

Part Two – Framework Elements: provides a more detailed look at the Framework, the key leadership elements, and how these elements work together.

Part Three – Framework Maps and Guides: provides detailed maps and guides for the five leadership contexts that apply to working and volunteering in New Zealand's sport and recreation sector.

A note on language: Throughout this document terms such as 'those leading', 'in leadership' and 'when leading' refer to the act of leadership, rather than role titles. The act of leadership applies regardless of whether you are in a paid or voluntary role. It applies equally to those with formal authority for resources and decisions, and those who must influence without formal authority. Leadership is everyone's responsibility – not just the responsibility of those in senior-level roles. For each of us, it is about how we do what we do – whether we are leading an organisation or team, or working at an individual level – to make a positive difference through our mahi. In this respect, the term 'leader' refers to each and every one of us.

“The act of leadership is about behaviour – it is not tied to a role or position.”



FRAMEWORK OVERVIEW

The Leadership Framework for Sport and Recreation
in Aotearoa New Zealand

Framework Overview

He rau kumara he rau tangata – Many kumara, many people

Building and applying our leadership framework

This Leadership Framework has been created in consultation with more than 1,500 people who work and volunteer in sport, recreation and community organisations. Through interviews, focus groups and surveys, from Northland to Invercargill, we asked people about the value leaders add, what is done well, what could be done better, and importantly – what’s needed for the future. These insights were incorporated with a wealth of research, information and expert input to form the Leadership Framework for sport and recreation in Aotearoa New Zealand.

The Framework has been created by the sector for the sector, and is informed by best practice from New Zealand and around the world. It is a resource for everyone who works or volunteers in sport and recreation.

The Framework is designed to be used both as a universal plan as it stands and to generate a range of tools, resources and programmes to provide wider access to its content in a practical and targeted way. These may be coaching/development guides, self-reflection tools, conversation prompts for peer discussions and ‘Do More’ ‘Do Less’ statements, to help people focus on the critical areas that add the most value in their leadership context.

Leadership is a deliberate act, and this Framework orients people to the tasks, actions and behaviours that underpin effective leadership. It provides focus for reflecting and learning. It presents an opportunity for anyone working or volunteering sport or recreation to better understand how to bring leadership into the role they play.

Sport and recreation is a large and important sector in New Zealand, comprising a vast array of organisations. All organisations have various leadership contexts, with similarities and differences, ranging from leadership as an individual or a team member, to leadership of an organisation. The Framework provides a universal description of leadership while also describing the unique value that leadership offers in different contexts within New Zealand Sport and Recreation. In this way, we can see what is common across different leadership contexts, and what is unique or different to each context.

Differences in leadership contexts are influenced by:

- *future focus*: shifts from short-term “What’s the plan to deliver this month?”, through the longer-term implications of actions “What capability is required in year two of the plan?”, to developing a vision and direction for the organisation over the next five or more years
- *breadth of contact*: the number and frequency of key stakeholder interactions, as well as the range of key stakeholders involved
- *breadth of impact*: moves from having an impact on oneself and the team to an impact on multiple teams, the whole organisation and then on the sector and wider society, and
- *breadth of responsibility*: a clear shift in accountability that develops from a responsibility for achieving and/or influencing individual and team outcomes to a responsibility for achieving/influencing organisation-wide outcomes.

Concepts that underpin the design and philosophy of the Leadership Framework

Everybody who works or volunteers in sport and recreation has leadership responsibility. Depending on the context of your role, you will have a leadership focus that ensures you contribute the most value for your team, your organisation and your community.

“Leadership is everyone’s responsibility.”

Me Uru Kahikatea – The Kahikatea stand

The kahikatea is a sturdy native tree clustered in lowland forest and swampy areas. As it grows, its root system intertwines with those of its neighbours, thus making the stands impervious to the toughest storms. Leadership is a resource for the group. The focus is not on ourselves, but on the value we provide for others. In leading, we serve. Leadership isn’t a state of blissful being. Followers want something practical from those leading. This Framework therefore focuses on the tasks and behaviours that those leading are encouraged to do for the benefit of those they lead.

“Leadership is a resource for the group.”

Although the focus of leadership is on others, the act of leadership begins with the self. This means role-modelling the behaviours that add value to sport and/or recreation outcomes and doing what is needed for the team, the organisation and the community. This requires as much focus on development as on leadership. Everyone who works or volunteers in sport or recreation, in whatever capacity, is encouraged to reflect on how they develop, as well as what behaviours they wish to develop.

“Leadership development is one-part leadership, one-part development.”

Leadership development occurs predominantly through experience, guidance and active reflection; and it can be greatly enhanced by mentoring, coaching and formal learning opportunities. Leadership happens in key moments. To become self-aware, to receive and act on feedback, and to continuously learn from these insights requires active engagement from those around us. As leaders, we must first develop ourselves, become a person that others want to follow, and recognise and embrace the responsibility that leadership development (whether it is our own development or that of others) sits with all of us.

“Leaders develop leaders.”



FRAMEWORK ELEMENTS

The Leadership Framework for Sport and Recreation
in Aotearoa New Zealand

The Leadership Framework

E tupu atu kumara, e ohu e te anuhe – As the kumara grows, caterpillars emerge and gather around it

The Leadership Framework for Sport and Recreation in Aotearoa New Zealand

The Leadership Framework for sport and recreation in Aotearoa New Zealand represents the weaving together of the critical leadership elements that members of the sport and recreation community have identified for the sport and recreation sector to be successful. It focuses on practical aspects of leadership, for both paid and voluntary roles – describing what people do to add the specific value required of them in their particular leadership context, for the benefit of those they are leading and for those they serve. The Framework represents effective leadership, informed by research, as well as by the beliefs and experiences of people who work and volunteer in sport and/or recreation.

Framework Elements

The Leadership Framework describes three key anchors: Purpose, Culture and Delivery. These anchors orient us to the ‘why’, ‘how’ and ‘what’ of our leadership.

If we can successfully clarify purpose and establish the right culture, we are in the best position to achieve success through the right-hand side of the Framework: the delivery of key outcomes (the ‘what’). Delivery is about the impact we make and the value we add for the communities we serve; it therefore derives directly from our purpose.

The Framework also identifies where leadership shows up – as a role model, in teams, and in communities. This reflects the people-centric nature of the sport and recreation sector and the importance of whanaungatanga; it is a system of relationships, connections and networks.

The core of the Framework further defines how our leadership “shows up”. Creating a culture

that is ‘fit for purpose’, the tikanga of leadership. Culture resides in kaupapa – in people’s beliefs and behaviours; who we are and how we behave when leading are the things that deeply influence culture. While culture and tikanga underpin the ‘how’ of leadership, we can also describe this in terms of two key leadership acts – Collaborate (collaborating with people) and Navigate (navigating complexity).

Leadership is also relational and to be effective we must firstly manage ourselves well; we must strive to be role models. But leadership is not a solo act. It is about being a constructive and productive member of a team or group with a shared purpose and a common culture, and whose combined efforts underpin the delivery of key outcomes. Beyond this group or team are the communities we serve and this is the third place our leadership shows up. Effective leadership is about understanding others, building relationships and effectively influencing with and for these communities. Effective collaboration requires us to understand ourselves, understand others and understand the interplay between ourselves and others. Navigating complexity means working through, for example, competing demands and priorities, resource challenges, and planned and unplanned events. It includes tasks such as researching, thinking, analysing, planning, organising and prioritising. Successful leadership combines both collaborating and navigating – building relationships and working together, and finding a way through complexity and change. All the components of the Framework are interwoven. It is not about picking and choosing some tasks over others; effectiveness comes from embracing all the tasks and responsibilities described. Leadership is about how we behave and what we do – good intent is not enough.

Leadership anchors

Our purpose, our culture and what we deliver are the three key elements that underpin effective leadership. They orient us to the 'why', 'how' and 'what' of leadership.

Purpose - Kaupapa

Purpose is our 'why'. It is the first lens we should look through in embracing our leadership responsibilities. Effective leadership involves communicating, nurturing, role-modelling and achieving a clear sense of purpose at all levels – individuals, teams and communities. It includes values such as whanaungatanga and manākitanga.

People work best together when they have a shared purpose, whether they are in volunteer or paid roles. Having a clear sense of 'why' we do what we do gives meaning to work and is a strong motivator.

Clarity of purpose allows us to define roles, expectations and accountabilities, without which even the most well-intentioned group will struggle to deliver the right outcomes. This aligning of roles and expectations up, down and across teams and organisations provides strategic alignment and allows us to deliver maximum value for the communities we serve. It ensures effort and resources are appropriately focused and directed, and avoids waste, conflict, and duplication of effort.

Effective leadership relies on making the effort to clearly define purpose. This requires us to ask questions and align our purpose with that of our organisation; as well as to regularly and broadly communicate our purpose, in language that can be understood by all and in terms that resonate with all members of our teams and communities. This builds kotahitanga, shared ownership and responsibility for achieving our purpose.

Culture - Tikanga

Culture lays the foundation for effective leadership. Culture is informed by our purpose and is reflected in what and how we deliver. We see culture most overtly in the values, behaviours, actions and interactions of people – individuals, teams, organisations and communities. It is also visible in the systems, processes and structures of our organisations, and in the symbols and stories that identify us as a team, organisation or community. A fit-for-purpose culture is one that clearly reflects and aligns our purpose (our 'why') with the successful delivery of outcomes (our 'what'). We become role models when the culture is powerful enough that we willingly embrace the right behaviours, because we clearly see and understand the alignment between our 'why', our 'how' and our 'what'.

Deliver - Kawenga

The Framework is anchored on the right-hand side by the delivery of outcomes. These outcomes must be clearly defined and linked to our purpose. They are achieved through the behaviours, decisions and actions supported by our culture. Every person working and volunteering in sport or recreation should be able to tell the story of how their individual contribution of time and effort aligns with the purpose of their team, their organisation and their community.

Leading effectively means working with peers, teams, organisations and communities to build appropriate performance criteria, so everyone knows what success looks like. It means applying sound management practices and principles to ensure the efficient and effective delivery of outcomes. It means encouraging and seeking feedback from the communities we serve to help them achieve their purpose.

Strategic alignment is achieved when every individual, every team and all connected communities understand and can demonstrate that their actions and outcomes ('how' and 'what' they deliver) are clearly aligned with their purpose (their 'why').

Where my leadership “shows up”

Role model

‘Role model’ is about everyone working and volunteering in sport and recreation contributing to effective leadership by being the best person they can be.

Effective leadership starts with ‘self’ – each of us is accountable for the person we are and how we choose to ‘show up’ every day. The teams we belong to can only be successful when each of us deliberately role-models the right behaviours. These are the behaviours that enable our teams and organisations to successfully add value to and meet the needs of the communities we serve.

Understanding the impact of our own behaviours on others is foundational to effective leadership. This understanding comes from seeking a range of feedback and taking it on board with an open mind. The ability to adjust behaviour based on what is effective, and what may be detracting from our effectiveness, is a skill of agile and effective leadership. We call this ‘strategic self-awareness’ and it is relevant for each of us, no matter what context or level we operate in.

Leadership is a collective enterprise and it takes many different perspectives to support the communities we serve. Others will role-model different behaviours from our own. Real leadership is about embracing diversity (in its broadest sense) and being inclusive.

Leadership development is one-part leadership and one-part development. This Framework orients us to the leadership tasks the sport and recreation sector expects of us. Everyone in the sport and recreation sector is expected to gain a deep understanding of how they develop. “In what environments do I learn best?” “How do I respond when I am provided with a challenging task or opportunity?” “Do I understand the commitment required to adapt aspects of my behaviour if these are detracting from my effectiveness?” When we address questions like these, the ‘development’ aspect of leadership development takes place.

Leadership ‘shows up’ through how we present “as a person”. Our words and actions are the basis for our reputation. Understanding what this looks and feels like from the perspective of others is a key aspect of leadership. Gaining this understanding is everyone’s personal responsibility.

Team

‘Team’ describes the group we belong to, that works as one to achieve a common goal – kotahitanga.

Human nature is such that people typically work in groups and teams. Teams are formed through the deliberate grouping of people with the skills, knowledge and attitudes that enable ‘teamwork’, and add value to the communities they serve. Successful teams typically have a shared purpose, complementary skill sets, mutual accountability, clear roles and responsibilities, diversity, and an ethos of inclusion.

Teams maintain their focus, relevance and legitimacy when they are connected to the communities they serve. This requires a constant effort to ensure individuals and teams are best structured, adequately resourced (with people and other resources) and well-led to meet the needs of the communities they support.

We are all connected to a group of others with whom we work, or through whom we need to achieve results. Whether in a paid role or as a volunteer, it is through our teams that we ultimately deliver outcomes for our communities.

Communities

‘Communities’ describes the groups of people we serve, influence and engage with to ultimately deliver, through sport and recreation opportunities, a better Aotearoa New Zealand.

A community is typically a large group of people who have a shared purpose and beliefs (at some level), resources, preferences, needs and risks – the things that they ‘hold in common’. A community’s cohesion is often based on the degree of commonality and strength of these factors. Communities can take many forms – cities and towns, ethnic groupings, businesses and organisations, clubs, schools. They can also be familial/whakapapa-bonded, with extended whānau environments where all members of the whānau have nurturing responsibilities for younger generations. A broad community, such as a neighbourhood or town, will have a very high-level shared purpose, for example a safe environment in which to live and work, and will often have diverse beliefs, preferences and needs.

Other more tightly-defined communities, such as schools, sports codes, or recreational groups, will have a more specific purpose and associated beliefs, preferences and needs. Knowing who our communities are is therefore critical to understanding and serving their needs effectively.

Communities don't exist in isolation – they interact and engage with other communities, and through these interdependencies communities behave as a system. Communities are also often made up of sub-communities, or teams, and this is how we most often work together to serve the needs of our communities – helping them to achieve their purpose. Given the interdependence of communities, we rarely serve only one community or entity. Our effectiveness, in leading and influencing, rests on the value we bring to communities – and, more often than not, we are influencing without authority. Leadership is successful when our work and output meet the needs of the communities we serve.

How my leadership ‘shows up’

He pataka kupu, he rua kopiha ka puta ko te rau kumara – A storehouse of words, a full kumara pit which will then sustain communities

(A leader who is a master of words can influence people to work together to achieve anything.)

Others will see and experience our leadership through our interactions with people, our skills in collaborating and influencing, and how we navigate our operating environment to deliver what is needed. These two elements, Collaborate and Navigate Complexity, are represented in the core of the Leadership Framework for Sport and Recreation in Aotearoa New Zealand.

Collaborate

The first core element centres on people and relationships. Our willingness and ability to collaborate are critical to effectiveness at all levels of the sport and recreation sector. Effective collaboration occurs when we are clear about our purpose, while also building and maintaining strong relationships with others, as we help them to achieve their purpose.

Collaboration is about achieving together. It is a relationship that maintains the agency of both parties, as they head towards a shared vision, contributing their collective strengths. We approach every interaction with curiosity and a belief that both parties can achieve a win. Collaboration must be whole-hearted and requires complete transparency and openness with others. Conflict may occur but we focus on common ground, rather than differences.

Influencing others is one of the key leadership goals of effective collaboration – influence that achieves mutual benefit and is not at the expense of others achieving their outcomes. This comes from appropriate personal behaviour, not just a reliance on mandated authority. We learn from and capitalise on insights from, for example, psychology and anthropology, to understand people and groups, to engage, persuade and influence.

In leadership, we constantly influence others – directly and indirectly. Influence is like successful two-way communication – it is hard to influence if we cannot allow ourselves to be influenced by others. Trust is also paramount; it is the glue that binds relationships and, critically, it is a commodity that is hard won but easily lost.

Leadership is successful when we make a concerted effort to understand and appreciate

other cultures, organisations and communities, before communicating our own needs and wants. Having sound situational awareness allows us to communicate the right message at the right time to the right audience.

When leading, we always act for the good of our communities. We serve. We share knowledge and resources willingly. We behave with transparency and integrity. We work to make other teams and communities successful.

Navigate complexity

The second core element is about the achievement of tasks and outcomes, through the willing engagement of others’ efforts. Attention must be paid to the tasks required and the environment in which we operate. This means the application of analysis and problem-solving skills; prioritising and decision-making; and balancing the achievement of short-term and long-term outcomes. It also means making sense of the system of relationships and networks ranging from individuals participating in a sport or recreational pursuit, through to a governing political party and its policies, and across not only sport and recreation but also related areas such as health, education, and social policy.

Funding models must also be navigated, as well as competition for scarce facilities and resources, organisational policies and procedures, and related legislation. Leaders at all levels of the sport and recreation sector must therefore learn to navigate the complexity of their roles and operating environment.

Navigating complexity is a continual learning process. Experiences and lessons learned in one context need to be evaluated and translated into new contexts, with new knowledge, tools and models being added to the mix. In navigating complexity, we apply a deliberate and considered approach to completing tasks. As complexity increases, we learn to look past the first or most immediate solution for answers. We are open and agile in our thinking, drawing on others’ ideas and input, to ensure multiple and relevant perspectives are considered. Navigating complexity means looking for and sharing tools, models, and ‘rules of thumb’ that support effective thinking, analysis, prioritising, problem solving, decision-making and planning.

Leadership context

Different leadership contexts and the unique value you add

While everybody working and volunteering in sport and recreation has leadership responsibility, the context of the role will determine the nature and extent of those leadership responsibilities. Being clear about what these responsibilities are helps each of us to add the most value for our team, our organisation and our community. A CEO leading an organisation, for example, has a different leadership context from someone leading a front-line or delivery team. Each adds value that is specific to their context. Five leadership contexts are outlined in this Leadership Framework:

- Leading self – Team Members, Individual Contributors
- Leading teams – Team Leaders, Supervisors, Team Coaches
- Leading leaders – Managers
- Leading an organisation – Executives, General Managers, CEO
- Governing organisations – the Board and Board Chair.

The Leadership Framework outlines the value of each of these contexts and orients those in different leadership contexts to their unique tasks, focus and responsibilities. Success within each leadership context is underpinned by a:

- clear understanding of the work and tasks of that context
- readiness to embrace the idea that what has made us successful in one context will not necessarily deliver success in a different context, and
- willingness to learn and develop, in order to best fulfil our leadership roles.

If we fail to focus our efforts on the unique value relevant to our context, we can create destructive ripples in teams, organisations, communities and the sector. For example, if a manager micro-manages tasks and takes all decisions at their level, they make it difficult for their team leaders or team members to do their role well. Instead of delegating and giving team leaders/members the freedom to act, they have essentially taken over their work. As well as frustrated team leaders/members, this behaviour creates a void in terms of what the manager should be delivering. Conversely, a manager who

empowers their team members to work to their strengths and take responsibility for the shared outcomes of their work will have a more engaged, capable and ultimately successful team.

In Part Three of this Framework, leadership development and transition from one context to another are supported by a series of statements, questions and 'unique value add' descriptions. These prepare and guide leaders for the expected challenges, opportunities and tasks in each leadership context.

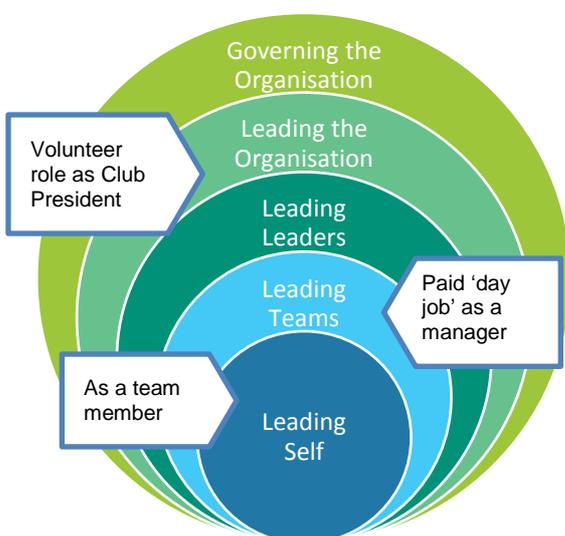
Dynamic transitions – in my role

The size and role of an organisation contribute to leadership context. In a large organisation the CEO role, for example, tends to be focused on leading the organisation. In a smaller organisation, the CEO role may need to bridge several leadership contexts – from leading the organisation, through to directly leading individual team members who are delivering front-line services. The Leadership Framework helps us to be conscious and deliberate about where we are spending our time and how we add value in our own context (or contexts, if we have more than one role – paid or voluntary).



Multiple roles – different leadership ‘hats’

Many people who work and volunteer in sport and recreation take on multiple roles. For instance, as a kids’ coach at one club, a board member of another association (typically voluntary roles) and perhaps a paid role as a manager of a team in a regional sports trust or national recreation organisation. Each of these roles has a different leadership context and necessitates wearing a different “hat”. The Leadership Framework helps us more clearly navigate and add the right value in each of these distinct roles.



Career transition – to a new role

A new role often requires us to transition from one leadership context to another (whether moving to a new organisation or to a different role within the same organisation). For example, we may need to move from leading a team to leading leaders. Getting to grips with a new role and a new context means forming new relationships, influencing different outcomes, and taking on more complex tasks. Even current and well-formed relationships take on a new dimension. The Leadership Framework is also designed to help us prepare for and make career choices through a greater understanding of what is common and what is unique in each leadership context. Being aware of the new skills needed to transition successfully to a new role, and being deliberate about acquiring these skills, greatly increases the chances of success in that new role.



FRAMEWORK MAPS AND GUIDES

The Leadership Framework for Sport and Recreation
in Aotearoa New Zealand

Framework Maps and Guides

He aka kumara – the leading vine of the kumara

The Leadership Framework – ‘leadership maps’ and ‘guides’

The elements of the Leadership Framework for Sport and Recreation in Aotearoa New Zealand are presented in terms of leadership maps and unique value guides. These aratohu are designed to steer us towards effective leadership. They are not a guaranteed formula and cannot represent everything we will come across in our leadership journey – they are tools rather than answers. Unforeseen challenges will arise – ‘new terrain’ – that we may not have come across before. By using the leadership maps and guides, however, we can be as prepared as possible to be successful.

The statements and questions in each map and guide reflect effective leadership for each of the specific contexts covered in the framework – leading self, leading teams, leading leaders, leading an organisation, or governing an organisation. These different leadership contexts are explained in the following section.

The leadership maps and guides both align and differentiate leadership across the different leadership contexts within the sport and recreation sector. They create a common framework, focus and language, while also orienting us to the different way we can add value, given our specific leadership context.

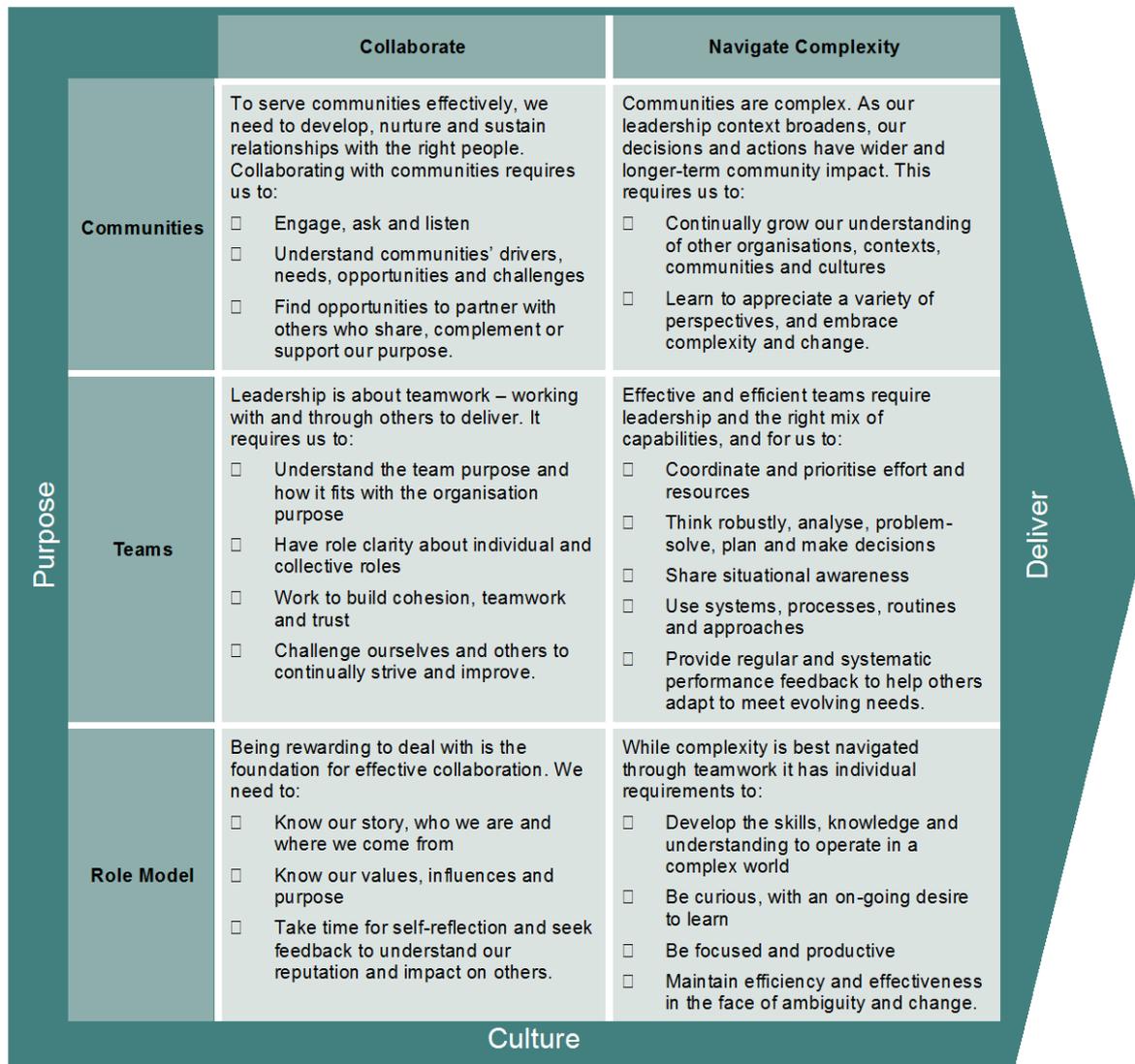
The action statements and questions in the Framework are designed to prompt both leadership action and reflection. Effective leadership is underpinned by continual learning: being curious, asking questions and sharing knowledge with others. Pressure, high workloads and limited resources – realities in all leadership contexts – create the risk of only acting, and not making time to reflect. Reflection is critical to development – both personal development and the development of teams, organisations and communities. At the very least, reflection prompts us to continually ask – What has occurred? Why? and How can we do it better next time?

For each of the leadership contexts identified for our sector, there are statements and questions that focus us on the core elements of the Framework, Collaborate and Navigate Complexity, as well as questions and prompts which focus on Purpose, Culture and Delivery.

The following section summarises the key areas of focus across all leadership maps.

The leadership map summary

Your leadership map



Leadership maps and unique value guides for specific contexts

The following sections present the five leadership maps and guides for each leadership context:

- Leading self – Team Members, Individual Contributors
- Leading teams – Team Leaders, Supervisors, Team Coaches
- Leading leaders – Managers
- Leading organisations – Executives, General Managers, CEO
- Governing organisations – the Board and Board Chair.

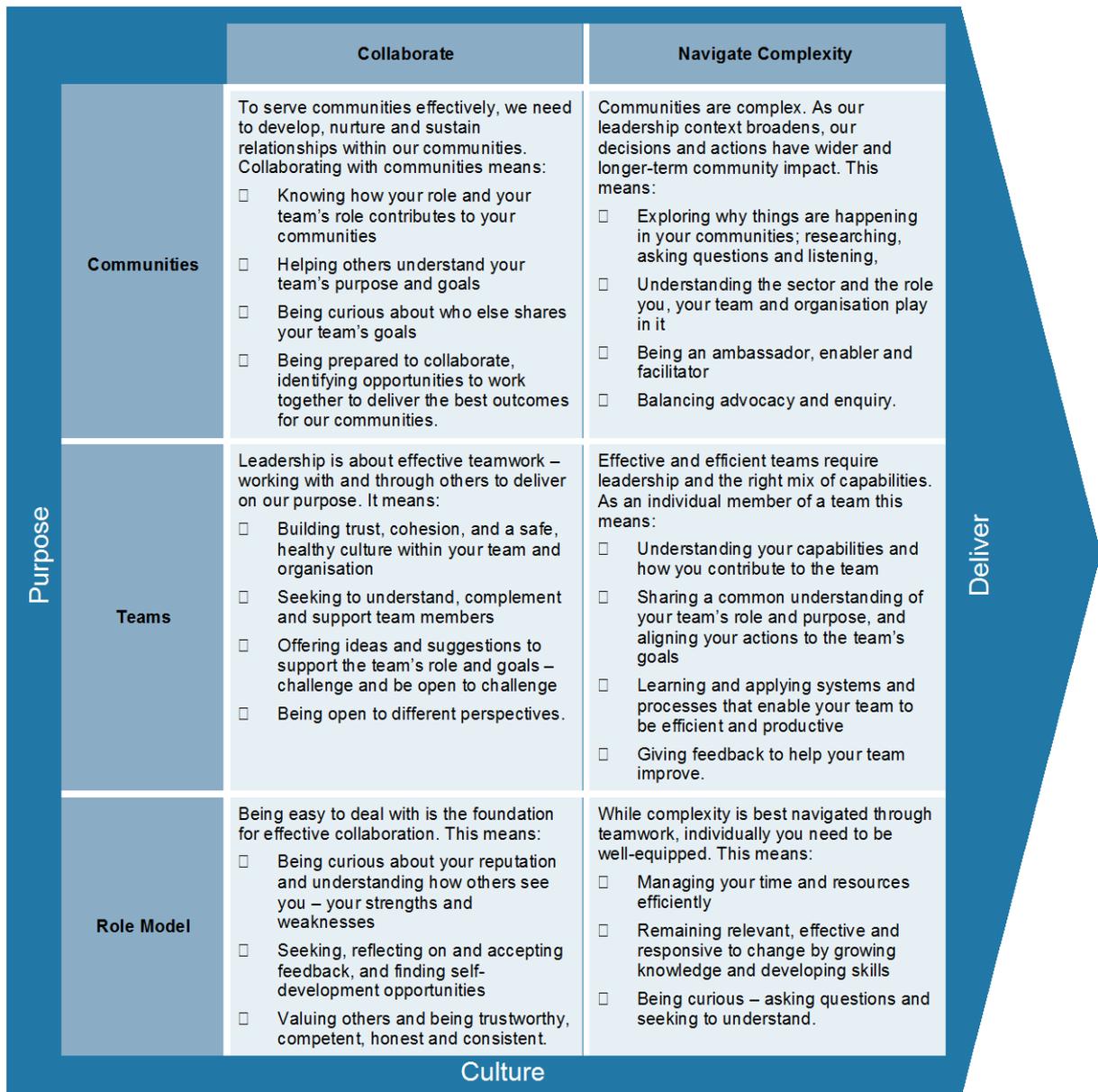
They include tasks and questions for Collaboration and Navigating Complexity, prompts for reflection in terms of Purpose, Culture and Delivery, and narrative about the unique value that leadership adds in each context.

All quotes in blue text throughout the following section are taken from people working and volunteering in sport and recreation, as well as a range of community and government organisations, and commercial providers – who contributed to the development of this Leadership Framework, through focus groups, interviews, workshops and surveys.

Leading self

Individual Contributors, Team Members

Your leadership map



Reflections

Purpose – Kaupapa

How well do I understand our team's 'why' – our purpose?

How well do I understand my purpose within this?

Can I explain this to others – other teams, organisations and communities – so we can find better ways of collaborating and navigating complexity to deliver on our purpose?

Culture – Tikanga

How do my actions consistently reflect my organisation's culture and values?

Do I encourage my peers to do the same?

Do I say "thanks" or "well done" when I see them stick to our culture and values in tough settings?

Am I willing to have conversations with my peers when I see them drift away from our culture and values?

Deliver – Kawenga

Am I clear on what I need to deliver – on behalf of our team and organisation? What am I accountable for?

How do I know I am focused and staying true to what I need to do and where I should spend my time, given our purpose?

What distracts me and takes up my time – that isn't aligned with our purpose and key outcomes? Have I discussed this with my team leader?

Guide - The unique value I add in leadership of 'self'

Know who you are and how others see you

Through self-knowledge and awareness, you understand the impact of your behaviour on others (strategic self-awareness). You work on adapting and changing behaviours that are having a negative impact on your reputation and effectiveness. You learn and apply what it takes to change, and you are aware that this takes time and effort. You seek support and feedback from others and persist in forming new and effective habits.

You focus on developing your 'technical' and 'professional' competence – the knowledge and skills that allow you to do your job well. You become an expert in your professional domain. You show up as someone who is rewarding to deal with, competent and motivated. These three factors – being 'Rewarding, Able and Willing (RAW)' – should be the focus of your development efforts.

Managing yourself – your behaviour, mood and emotions – enables you to develop good relationships. Good relationships underpin your ability to influence others and get things done. Getting things done counts, but the way you get things done will determine your effectiveness over the long term.

Relationships rely on trust and trust relies on your being competent, predictable, honest, and genuinely caring about others.

Your positive influence on others empowers them to perform their role or task in a more proactive and constructive way. You have the confidence to collaborate and build rewarding relationships and networks for the good of your team, organisation and communities. You role-model the culture and values of your organisation and communicate your expectation that colleagues will also step up and do this. You challenge behaviours that are inconsistent with the culture and values, and celebrate those who are exemplars of the team's and organisation's culture and values.

You appreciate that leadership development is about leadership and development equally. You are committed to developing a deep understanding of your leadership capability and learning what it takes to develop leadership effectiveness. You seek feedback

and coaching on your own strengths and development areas, and have plans in place for your ongoing leadership growth.

"Awareness in the moments – what's going right and what's going wrong, reflect and explore further."

"Reflective practice in order to continuously improve."

"More insight into how their behaviour influences customers."

Know what you're here to deliver

You have made every effort to ensure you're clear about how your role and what you deliver add to your team's and organisation's purpose, in the communities you serve. You seek clarity about your focus, tasks and what is expected of you, particularly if these are not immediately obvious. You're accountable for your actions, outputs and behaviours. This includes prioritising and managing time and resources to ensure tasks are delivered effectively, as well as seeking and acting on feedback. You look for and embrace opportunities to help others understand the benefits of sport and recreation.

"Communication. Getting effective and accurate information from the environment we are working in; passing on relevant information up the food chain."

"Knowledge and history of the area – background."

Be open and adaptable

Good leadership is about being curious. You are comfortable testing others' thinking and having your own thinking tested. You make sure that what you deliver is sustainable, future focused, and best suited for the communities you serve. If you see the need for change, you give feedback, alerting others in your organisation, and constructively exploring other options. You seek guidance if unsure, you remain open to considering different perspectives, you're aware of the value of diversity and you understand the

importance of bringing a mix of perspectives, experiences and beliefs to decision-making.

Good leadership is about thinking through the consequences of your decisions and actions, before you act – in terms of the impact on other members of your team, the wider organisation, and the goals others are trying to achieve – yet not being paralysed into inaction. You work to understand the environment you operate in and ask questions to clarify if unsure. You actively seek new ideas and approaches for achieving results. You seek to understand how other communities and cultures operate and find ways to appropriately adapt to their norms, in order to develop connections and trust.

“Build trust before selling ideas.”

“Ability to embrace change personally.”

“Understanding client needs and influencing change to meet their needs.”

Be positive and supportive

Leadership in this context means you are responsible for not only delivering your own results but also supporting your team and organisation in their efforts in the community. You actively share and collaborate with others. You communicate with others openly and honestly, in a way that builds trust and connections. You ask questions to understand different perspectives. You listen openly and actively, seeking to expand your mind rather

than just defend your view. You find out about and take an interest in the key issues the team is facing. You try to remain neutral and objective in the midst of conflict or tension. You actively contribute to the development and sustainability of team effectiveness; this includes identifying opportunities for improvement and communicating these in a solution-focused manner.

Leadership in this context involves investing time getting to know your team, the team leader, and the key individuals and agencies (e.g. clubs, schools, other activity providers) within the community. You listen to and understand their motivations and drivers. You are a source of knowledge and expertise for others to draw on.

In contrast, individuals who struggle in their role will find it difficult to interact with others. They focus on their own work to the detriment of those around them. They are unwilling to compromise their own priorities to assist others and deliver against wider team tasks. They follow their own agenda and do not perform effectively, or on time. They make decisions based on their own priorities rather than on the outcomes of the team and wider community.

“Spend more time getting to know the team.”

“Put my hand up more to do additional jobs and help out more.”

“Challenging, good critical feedback process and environment.”

Leading teams

Team Leaders, Supervisors, Team Coaches

Your leadership map

| | | Collaborate | Navigate Complexity |
|---------|-------------|---|--|
| Purpose | Communities | <p>To serve communities effectively, you need to develop, nurture and sustain relationships within our communities. Collaborating with communities means:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Getting to know your communities, key organisations and individuals, and their purpose, goals and ways of operating <input type="checkbox"/> Sharing your team's purpose with the right people in your communities <input type="checkbox"/> Finding partnering opportunities to make the best use of resources and delivering the best outcomes for your communities. | <p>Communities are complex. As your leadership context broadens, your decisions and actions have wider and longer-term community impact. This means:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging and consulting to create a shared understanding of priorities and checking how your purpose fits with theirs <input type="checkbox"/> Building a relationship with others who are supporting your team to navigate the multiple requests and needs they encounter <input type="checkbox"/> Being responsive to community needs <input type="checkbox"/> Anticipating challenge and opposition; balancing advocacy and enquiry <input type="checkbox"/> Understanding how you might influence the funders and funding models to ensure sustainability. |
| | Teams | <p>Leadership is about effective teamwork – working with and through others to deliver on your purpose. As a team leader, it means:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowing your team, and develop them to be successful together and as individuals <input type="checkbox"/> Building cohesion and trust; establish a safe, healthy work environment and a culture of learning <input type="checkbox"/> Embracing and respecting diversity and inclusion <input type="checkbox"/> Engaging others to support, challenge and help grow the team. | <p>Effective and efficient teams require leadership and the right mix of capabilities. As a team leader it means:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligning your team purpose with the organisation's purpose <input type="checkbox"/> Role modelling effective enquiry, problem-solving and prioritisation <input type="checkbox"/> Periodically checking the team has the right capabilities, skills and expertise <input type="checkbox"/> Clearly communicating roles, accountabilities, expectations, and measures of success <input type="checkbox"/> Sharing insights with other teams and your wider organisation. |
| | Role Model | <p>Being rewarding to deal with is the foundation for effective collaboration. This means:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your actions and words reflecting your commitment to the team's and organisation's purpose, culture and values <input type="checkbox"/> Continually learning and developing leadership skills and technical competence <input type="checkbox"/> Being honest when mistakes are made, especially your own <input type="checkbox"/> Helping your team maintain perspective and resolving conflict – you are optimistic and solution-focused. | <p>While complexity is best navigated through teamwork, as a team leader you need to be well-equipped. This means:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delegating and supporting your team to achieve <input type="checkbox"/> Being comfortable with uncertainty, ambiguity and change <input type="checkbox"/> Stepping back to ensure you have the right perspective on challenges and issues <input type="checkbox"/> Understanding your thinking and decision-making processes, and be aware of personal biases. |
| | | Culture | |

Deliver

Reflections

Purpose - Kaupapa

To what extent do my personal values align with what my organisation is trying to achieve?

How does my team's purpose align with that of the wider organisation?

What other teams are most closely connected to our team's purpose? How do we work together/complement/support each other?

Am I having the right conversations, with the right people (in particular, my peers) to ensure we are appropriately aligned? How do I know this?

Can I talk about our team's purpose in an engaging and compelling way? What messages am I conveying?

Have I explained our purpose to other teams in our organisation and communities – so that we can find better ways of collaborating and navigating toward a shared purpose? What evidence am I seeing of this?

Can I articulate my unique purpose and the purpose of my team? How do I add value to my team, organisation and communities?

Culture – Tikanga

Do my behaviour, language, decisions, and actions reflect our organisation's culture and values? Do my team's also reflect these? How do I know this?

Have I created a team culture that supports, and in what ways do I role model

- diversity and inclusion
- open and constructive communication and sharing of ideas
- learning vs. blame, and
- 'work-life' balance?

How do I contribute to a fit-for-purpose culture in our wider organisation? Do I:

- give constructive, open and honest feedback
- ask questions to further my understanding and perspective
- celebrate behaviours that are aligned – at all levels of the organisation, and
- challenge those that aren't – at all levels of the organisation?

Who is my trusted advisor/mentor/guide when I am faced with culture and values dilemmas in fulfilling my leadership role?

Deliver - Kawenga

What clear measures of success do I require of my team? How do I communicate, review and monitor these?

What systems and processes support my team to deliver effectively and efficiently? How do we improve these? Who 'owns' these/who do I give feedback to about them?

What routines, systems, processes, mental models, and other shared knowledge can we develop as a team – to make ourselves more effective and efficient in delivering for our communities? Do these shared processes and models reflect the values and narratives of the communities involved? Who can we share these with to help the wider organisation be better?

Who should I coordinate with, in the wider organisation, to ensure my team and the organisation are delivering effectively and efficiently?

How do I balance my time on delivering 'today's needs' with preparing and developing the team for 'tomorrow's needs'?

Guide - The unique value I add, in leading a team

Leading with a community focus

Successful leadership in this context sees you develop a strong understanding of your team's role, within the context of your organisation's role and the communities it serves. Working with your peer team leaders and your manager, you align your team's work with theirs to ensure that, together, you best meet your communities' needs. You connect with and understand entities in your communities that are key to your team delivering its outcomes effectively (e.g. local government, regional sport or recreation organisations; schools; health agencies; iwi; community development organisations and groups; membership organisations; clubs). You have your finger on the pulse of what is happening across your communities, and you make sense of this in terms of your team's purpose and outcomes.

Leading in this context, you may need to act as a framer, translator, storyteller, mediator or negotiator. You translate organisational purpose and outputs into meaningful team and individual goals. You provide the 'why' for your team in a way that engages and motivates them. You prioritise cutting tasks that don't align with your team's, organisation's, or community's purpose. At times, this creates a tension; your peers and manager can help you to navigate this. You help your team members to focus their efforts and time appropriately, and to manage community expectations that fall outside your team's role. You are dedicated to exploring options that provide the best outcomes for the community in which your team operates, but you also remain focused on your team's purpose. When community needs are outside your role, you connect with others who can provide support.

You engage frequently with others – in their location and yours – to help build connections and trust with the wider community. You build the skills and confidence of team members to enable them to operate comfortably within a variety of communities and cultures. You recognise the importance of collaboration and actively build peer networks with other team leaders.

You recognise the responsibility you hold in your team, organisation and community, and understand that your individual behaviours and actions represent your team and organisation. You are a role model. The reputation of your team members, peers and manager is, in no small part, in your hands. You think carefully about how they would like to be represented to the community.

You keep a focus on real outcomes and tangible results; measure performance; are relentless about delivering on commitments; and free up resources and focus them where they can deliver the greatest value across your community.

“From a volunteer coach perspective – seeing an individual achieve, mobilising a team to enable an individual to achieve, role-modelling the behaviours that achieve both of the above.”

“Continue to grow relationships during difficult times – effective relationships.”

“Building rapport/culture where things can be discussed and resolved.”

Knowing and leading others

The leader in this context adds value by being a subject-matter expert and an expert in people. Understanding people and teams is now a core part of your role. Effective teams are underpinned by people working together, in an interdependent manner. Understanding the intricacies, strengths and pitfalls of teams and team functioning is real work for you. Learn to encourage, appreciate and embrace diversity within your team.

Successful team leaders recognise that they must 'stay ahead' of their team – with future-thinking, planning and decision-making. On your mind will be questions such as: “What resources will they need next?” “How do I balance workloads across the team?” “What barriers might come up that will impede the team?” This forward-thinking and planning will differentiate your role from your team members' roles and mean you must be more considered and systematic in your approach to your work and the work of your team.

You invest in sustaining team performance. Effective teams don't happen by chance. The ability to build and sustain a performing team is one of the key skills you must master. You are now responsible for resource allocation and decision-making, but this does not mean that leadership is about giving orders or wielding authority.

Effective leadership comes from appreciating and appropriately using your role-vested authority for the good of your team, and from earning the respect, trust and commitment of your team. Understanding and balancing this dynamic will set you up for success.

You get to know your people, by meeting often with team members to discuss work progress and to listen to and understand their motivations and drivers. You develop a strong understanding of the depth, breadth and gaps in people's skills and motivation in terms of their role and desired future roles. This helps you make well-considered decisions on task allocation and the support required to get the best out of team members. You are available. You develop the skills of a great communicator and a great listener.

You recognise the importance of ensuring that everyone you are responsible for, whatever their employment status, has clear responsibilities. You have open, two-way conversations about expectations and ensure a clear and shared understanding of their purpose, task and outcomes. You provide your team members with regular feedback, step in early to help re-orient them if they are struggling, distracted or 'off task', and don't allow them to stagnate. You work to bring out their best, build their skill and capability and hold them to account for results. You embrace the role of coaching team members, you set and encourage high standards, rigour and curiosity among your team – and you role-model these yourself.

“Collaborate with people and the team around me and in the sector, and to know who is available for what.”

“Leading by example, being seen to do that.”

“Being available, being knowledgeable.”

Balance doing with enabling

As a team member, getting things done is what counts. When leading a team, it's getting things done through others that counts. Your leadership success rests on a more complex set of skills, behaviours and attitudes. At this level, you make a mental shift to value the tasks of planning and coordinating the work of others. You let go of many of the technical tasks (including those for which you have previously been valued) and delegate them among your team. You set clear expectations, milestones and timeframes with team members, and provide honest, timely and constructive feedback. You accept accountability for the success or failure of your team. You create a culture focused on openness and learning vs. blame and finger-pointing, and one that celebrates success as a team.

In contrast, team leaders who struggle will find it difficult to trust team members to deliver and will be unwilling to let them make mistakes. They may get frustrated if people don't do exactly as they would have done themselves, and may become overloaded as they try to 'do the work' as well as manage a team.

You achieve outcomes by delegating to and empowering your team members. You have provided clear expectations, made informed decisions about individual team members' ability and motivation, and ensured they have access to the resources they need. Tasks and projects are well planned and progress is monitored. You provide support and feedback regularly and 'at the time'. Team members understand what the building blocks of trust are and can align their behaviours with this understanding. You are trusted by your team.

You play a pivotal role in creating and developing a high-performing team. In this sector, well-led teams are the vehicles for the delivery of sport and recreation opportunities that can change people's lives.

Active coaching, mentoring and feedback for you as a team leader are essential. Your manager plays a key role in your successful development as a team leader. They should support and challenge you to fulfil your role, and allow you to learn through trial and error.

“Helping staff by guiding them to resolve an issue rather than fixing it for them.”

“Being clear about what to achieve but not dictating how to achieve it, and then checking in long the way.”

“Take the chance on giving more to others.”

Leading leaders

Managers

Your leadership map

| | | Collaborate | Navigate Complexity |
|---------|-------------|---|---|
| Purpose | Communities | <p>To serve communities effectively, you need to develop, nurture and sustain key relationships. Collaborating with communities means:</p> <ul style="list-style-type: none"> □ Regularly reviewing and refining your relationships with your key stakeholders, and key people within them □ Looking for opportunities to engage with, support and empower others in your communities who share your purpose □ Facilitating, negotiating and mediating to help people find compromise and optimal solutions □ Creating the right connections for your team leaders □ Being the buffer for teams as they face multiple demands and needs in the communities they serve. | <p>Communities are complex. As your leadership context broadens, your decisions and actions have wider and longer-term community impact. Communities are complex. This means:</p> <ul style="list-style-type: none"> □ Testing insights with your communities before acting or formalising plans □ Knowing where and how to find information and data that best supports the planning, prioritising and resourcing decisions you make □ Systematically gathering feedback and other key information from your communities – to inform and refine your organisation’s focus and approach. |
| | Teams | <p>Leadership is about teamwork – working with and through others to deliver on your purpose. As a manager, it means:</p> <ul style="list-style-type: none"> □ Engaging across teams to balance competing resources and manage tension □ Building strong relationships with peers □ Developing and coaching team leaders to lead their teams well □ Helping team leaders to maintain a balanced perspective □ Focusing on important relationships. | <p>Effective and efficient teams require leadership and the right mix of capabilities. As a manager, it means:</p> <ul style="list-style-type: none"> □ Contributing to strategic planning, with insights and data from team leaders and members □ Helping team leaders to ask questions and plan together to build situational awareness □ Helping team leaders feel confident about making ‘the right’ decisions □ Applying problem-solving and decision-making tools to increase the chances of making better decisions. |
| | Role Model | <p>Being rewarding to deal with is the foundation for effective collaboration. This means:</p> <ul style="list-style-type: none"> □ Role-modelling the ability to balance passion and professionalism □ Understanding and embracing the role you play in developing leaders □ Remaining optimistic, positive and resilient in the face of challenge and complexity □ Believing and role modelling your organisation’s values and behaviours. | <p>While complexity is best navigated through teamwork, as managers you should continue to develop. This means:</p> <ul style="list-style-type: none"> □ Honing your skills of enquiry and analysis to ensure problems are well defined before you try to solve them □ Experimenting and trying new approaches; adopt a ‘fail fast’ approach and identify lessons learned □ Being responsive, rather than reactive □ Prioritising time to think and reflect □ Acknowledging you don’t need to be the subject-matter-expert on all issues. |
| | | Culture | |

Reflections

Purpose - Kaupapa

How do I articulate a common sense of purpose across the teams in the area of the organisation I am responsible for, even if their functions are independent and unique? How do I know these are clearly aligned with our organisation's purpose? Have I articulated a sense of purpose that people in the team can identify with? What do I see and hear that confirms this?

How do I know my peers in the organisation and key relationship partners in our communities understand the purpose of my area of the organisation? Does this help us find better ways of collaborating and navigating toward a shared purpose? What evidence of this am I seeing?

Do I hear my team leaders talking about their purpose in an engaging and compelling way:?

- with their teams
- across our organisation, and
- in their communities?

What other parts of the organisation are most closely connected with my teams? How do we work with/complement/support each other?

How do I know I am having the right conversations, with the right people, to ensure we are appropriately informed and aligned?

Do I understand my unique purpose in terms of how I add value for my teams, organisation and community?

Culture - Tikanga

How do my actions, decisions, behaviour and language set and support our organisation's culture and values:

- inside our organisation, and
- in our communities?
- What feedback do I get on our organisation's culture and values? How do I ensure those who lead my organisation know this?

How do I keep tabs on – monitor, measure and review – the culture within each of the teams in my part of the organisation?

- How do I support my team leaders to create a culture that embraces:
- diversity and inclusion
- open and constructive communication and sharing of ideas
- learning vs. blame, and
- work-life balance?

And, how do I role-model these values and behaviours for others?

How do I contribute to and lead the right culture for our wider organisation? Do I:

- give constructive, open and honest feedback
- ask questions to further my understanding and perspective
- celebrate behaviours that are aligned – at all levels of the organisation, and
- challenge those that aren't – at all levels of the organisation?

Who is my trusted advisor/mentor/guide when I am faced with culture and values dilemmas in fulfilling my leadership role? And, in turn, whom do I advise and guide?

How do I constructively test and challenge our culture as our organisation evolves and changes?

Deliver - Kawenga

How do I establish, monitor, manage and review the performance of the teams in my part of the organisation?

Have I facilitated discussions about expectations, accountabilities and measures of success? How do I know team leaders have a shared understanding of this?

How do I support team leaders to maintain the right balance between delivering for today, and planning and shaping for tomorrow?

What other organisations influence/support/inform the work of my teams? What relationship do we have – to support both them and us in delivering more effectively?

What routines, systems, processes, tools and resources support and enable effective and efficient delivery? How do I know these are relevant? How do I know they're being used? Who do I give feedback to about those 'owned' outside my area?

Who should I coordinate with in the wider organisation and other organisations – to ensure my teams and organisation are delivering effectively and efficiently?

How do I maintain a focus on the medium/longer term and not get distracted by 'crises' or 'urgent' (but possibly unimportant) demands?

Guide - The unique value I add, in leading leaders

Connect the 'why' to the 'what'

In this context, you're effective when you learn to be aware of the broader organisational and community objectives, and the thinking behind them. You become skilled in communicating organisational purpose and strategic intent in ways that make it easy for others to grasp. This helps them understand how their work contributes to the bigger picture, how they can seize upon opportunities, and how work is prioritised and resourced. You are the lynchpin between strategy and operations.

Your job is to get everyone on the same dance floor (or in the same waka). No silos! Success lies in ensuring that all the decisions made in your teams, are made with the organisation's purpose in mind. If decisions or actions are not aligned with purpose, they are 'fluff' and should be removed. At times, this means making tough decisions. You don't have to please everyone.

Your success will also lie in your ability to lead change and to take your teams in new directions. Change may be about what you do and/or how you do it. Whatever the change, be clear with others about the reason and the desired outcomes; then engage them in working out how you get there. You need to role-model being an adaptive and agile thinker. This is not about 'smarts' or IQ – it's about being curious and open, asking questions, and working to make sense of multiple and, at times, contradictory information. It means thinking 'and' vs. 'or' – being expansive and innovative, rather than relying purely on what has worked before or in other settings.

"Scoping to have situational awareness of what is happening in the community and sector."

"Leading across the region – bringing people together and into the same waka."

Connect with your communities

At this level, you need to build and sustain a wide network of connections and relationships across the communities you serve and influence. Use these connections, and the information, advice and insights that come from them, to ensure the effective and timely delivery of agreed outcomes. Know who to speak with and sustain positive working relationships.

Be connected with your communities. Be available from the 'grass roots' up. Build an acute awareness of what is happening in your communities. Know their needs and demographics, their challenges, opportunities, fears and hopes. Developing trusted partnerships and coalitions will set you, your organisation, and your communities up for success. A key aspect of your role in this context is to collaborate for collective impact; look for those opportunities to 'make two friends with one gift'.

Increasing demands on your time will dictate that you be strategic about the relationships you invest in; relationships need to be prioritised against the achievement of the most critical strategic outcomes. You engage and support your leaders to build and maintain other relationships on your behalf – this serves to expand their horizons while meeting broader relationship needs.

You and your leaders will be connected to many communities, and you will face multiple, potentially conflicting, interests and demands. You may feel like the 'meat in the sandwich' and your ability to negotiate, mediate and facilitate will often determine your success, as well as the reputation of your organisation in the wider community.

"Be the face of the organisation – leading and representing."

"Relationship management – deeper and more meaningful."

"Building a broad stakeholder base – you must be in touch with them."

Grow other leaders

Growing and developing leaders and having a sound succession plan in place are other key roles in this context. Work to create a pool of highly capable leaders, who are ready to assume greater responsibility or more senior roles in the future.

Take an active coaching role with your leaders and willingly share your time, knowledge and experience to help them develop. Identify and offer them challenging activities that match their ability and aspirations, and help them reflect on and learn from these experiences. Encourage them to constantly improve in all aspects of their role. Be careful not to make assumptions about your people; invest the time and effort to get to know them well.

You may also be asked to mentor leaders from other parts of your organisation, or from across the sector. Take up this role; it is mutually beneficial and will contribute to your own leadership development.

As a leader of leaders, your role is more about empowering your team of leaders to solve problems themselves, or collectively, than being a technical subject-matter expert. You need to be an expert in facilitating the process and practices of collective problem-solving and decision-making. You enable leadership to take place. It's not about control; you are very comfortable with letting go and achieving through others.

"Leadership isn't about a position; it's about behaviour and action."

"Having the ability to influence a wider range of people – lead through other leaders."

"Sharing the load through your teams."

"Creating an environment so people can do good work – taking the shackles off."

"Tight, loose, tight – rather than constant interaction with direct reports, empower them, create accountability. We talk about this a lot; we do not do it well yet. We have identified that we are not that good at it; we are aware and now need to act."

Deliver results

In this leadership context, you are coordinating multiple work-streams, ensuring that all work is aligned with your organisation's strategic intent and achieves the agreed outcomes. You coordinate the work of your teams and they will often work with teams from elsewhere in the organisation, as well as from other organisations or sectors.

You assign resources to enable others to do their work, but remain accountable for ensuring that tasks and projects are completed on time and within budget. Your involvement with your teams will typically require you to prioritise effort and resources, while working hard to ensure that barriers to success are overcome. You create a culture that takes calculated risks to achieve superior results.

The complexity of your role is often reflected in the need for you to monitor existing commitments, while at the same time always scanning the horizon for emerging trends, opportunities and challenges, and then enabling your team to be adaptive and agile in pursuing organisational goals. This requires you to put aside time to think – and you cannot achieve this if you are 'bogged down in the doing'.

"Being brave and bold."

"Working smarter, because we are time scarce."

"Thinking about quality over quantity."

"Listen carefully, keep a big-picture understanding and don't make assumptions."

Leading an organisation

General Managers, Executives, CEO

Your leadership map

| | | Collaborate | Navigate Complexity |
|---------|-------------|--|---|
| Purpose | Communities | <p>To serve communities effectively, you need to develop, nurture and sustain relationships with the right people. Collaborating with communities means:</p> <ul style="list-style-type: none"> Understanding which communities you should engage and build relationships with, the needs and drivers of key partners and influencers, and how to align your goals Engaging and influencing at the 'highest levels' to ensure the best outcomes for your communities now and in the future Being visible and sought out by the right people for the right reasons to be a part of the right group, sitting at the right 'tables' Facilitating the right connections for your organisation. | <p>Communities are complex. As your leadership context broadens, your decisions and actions have wider and longer-term community impacts.</p> <ul style="list-style-type: none"> Identifying and using appropriate sources of information to guide your organisation well Understanding and navigating regional, national and international perspectives, keeping in mind the impact you have at each level Shaping funding and sustainability conversations at the highest levels. |
| | Teams | <p>Leadership is about teamwork – working with and through others to deliver on your purpose. As a senior executive, it means:</p> <ul style="list-style-type: none"> Creating role clarity within your senior leadership team – for both functional and organisation-wide leadership roles Engaging influential stakeholders in your strategic reviews, planning and goal-setting Developing the talent and leadership needed in the organisation to deliver now and in the future Creating and sustaining a culture that embraces diversity and inclusion. | <p>As a leader of an efficient and effective organisation it means:</p> <ul style="list-style-type: none"> Developing the strategic direction and goals for the organisation Ensuring continuous improvement by regularly reviewing and refining organisational strategy, structure, systems, skills and staffing Keeping 'whole-of-organisation' thinking at the fore – balancing the long, medium and short term. Actively improving your organisation's cultural literacy to enable bicultural and cross-cultural operation. |
| | Role Model | <p>Being rewarding to deal with is the foundation for effective collaboration.</p> <ul style="list-style-type: none"> Seek open and honest feedback from inside and outside the organisation – use formal and informal channels Be a fearless role model for your organisation's values and culture – even in the face of political pressure Be trustworthy and credible Invest in your own development. | <p>While complexity is best navigated through teamwork, as an organisational leader this means:</p> <ul style="list-style-type: none"> Remaining well informed and up-to-date with your organisation's context Understanding the impact and expectations of your position Asking about and listen to the stories of frontline staff and making sense of their reality 'Fronting' difficult and complex issues Knowing your unconscious biases and their impact Looking for new and different sources of information to counter organisational biases and blind spots. Actively improving your cultural literacy to enable bicultural and cross-cultural operation. |
| | | Culture | |

Deliver

Reflections

Purpose - Kaupapa

Does our purpose reflect the needs of the communities we serve and the unique value we can bring to them? How do I/we know?

In what ways is our purpose appropriately positioned/aligned with other relevant organisations and agencies? How do I/we know this? How have we set ourselves up to complement vs. compete?

To what extent are we systematically reviewing and refining our purpose for relevance – in the context of changing demographics, economics, political cycles, etc.?

Is our organisation's purpose well understood, shared and embraced:-

- at all levels of the organisation
- within our sector
- by our key partners, stakeholders, funders, supporters, and
- how do I/we know?

Culture - Tikanga

What is our cultural competence as an organisation in relation to our communities? How does this manifest for the benefit of the communities we serve and for our own organisation? What is my own level of cultural competence and what am I doing to show leadership in this regard?

Does the make-up of our senior leadership team reflect the communities we serve? How so? If not, why not?

Have we instilled a culture that embraces diversity and fosters inclusion? How do I know this?

How do we monitor and measure our organisational culture? What's my role in this?

How do we uncover blind spots, group-think, and self-referencing biases – that undermine an appropriate culture, our purpose and delivery?

How do we know our culture is fit-for-purpose – now and into the future?

How does my organisation prepare for and respond to crises – does this response reflect the right culture?

What do I do to ensure my actions reflect my role as the “face” of our organisation?

Deliver - Kawenga

Who are the right people to engage with in developing and refining our strategic plan?

How do we know our strategic plan is relevant, shared and understood:

- at all levels of the organisation, and
- by our key partners, stakeholders, funders, supporters?
- Have we set up a sustainable model for delivery:
- within our organisation, and
- across our communities and/or our sector?
- Am I/are we:
- connected with the right influencers (and who are these?), and
- influencing in the right places and at the right levels?

How do I/we know?

Have we set the organisation up to deliver the right outcomes over the long term?

Have we got the right balance between delivering for current and future organisational success and how do I/we know?

What are our organisational measures of success? How do we track, monitor and learn from these?

Guide - The unique value I add – in leading an organisation

Deliver strategic goals

In leading successfully in this context, you develop effective strategy and then turn strategy into action, while working through your teams, your wider workforce (including volunteers) and your community. To do this, you need to fully understand not only your organisation's priorities and how these contribute to meeting strategic goals, but also the multiple communities you interact with and serve. A 'whole-of-community' approach is the key to success; think broadly and long term (sustainability and growth).

You will almost certainly be under constant pressure to balance the competing demands of your communities, and you must always act transparently and demonstrate a depth of thinking in your decisions. To develop and sustain your communities you must understand the local, regional or national context while acting in accordance with local or regional realities.

“Spend more time on big-picture, strategic thinking around what the future looks like; the future is your priority.”

“Don't try to solve problems on your own.”

“Be able to see through the white noise and make effective long-term decisions.”

“Seeking different perspectives – gather information from across communities.”

Build community confidence and collaboration

Leaders in this context, more than any other, are on display 24/7. You are in the public eye and you are the 'face' of your organisation. What you say will be seized upon as the truth – both within your organisation and within the communities you engage with. Be measured and considered, open and honest, and think carefully before going off script – there is always a ripple effect. This ripple effect will put pressure on your people as they depart from planned activity and divert resources to meet the demands resulting from your off-script decision.

Your behaviour represents the culture of your organisation. Even when you are not formally representing your organisation, others around you will still perceive you in that role.

Your success will be underpinned by your ability to walk comfortably in different cultures. Your relationships, choices, decisions and actions will demonstrate that you understand the unique needs of different communities and cultural settings, and have empathy for their point of view. Often, it will be the strength of your relationship with these communities that enables your organisation to succeed.

Seek opportunities for collaboration between your organisation and other organisations involved in your communities. Look for opportunities to build strategic partnerships and coalitions that can make best use of limited resources and lead to better outcomes for the communities you serve. Realise that you create the space and motivation for people in your organisation to build their own relationships and networks in these communities; and take the lead in identifying and removing barriers that impede strategic collaboration.

“Lead by example; provide examples of the behaviour you want others to do.”

“Front the hard stuff.”

“Be able to relate to varying cultures in order to best deliver to their needs.”

“Spend time with other leaders, knowledge-sharing similar issues and problems.”

“Work together to capitalise on and best harness the limited resources available to the sector.”

Promote excellence

Striving for excellence is one of your key focus areas. It is critical that you structure and develop your organisation to ensure it has the skill sets and roles needed to deliver results. Become an expert in organisational effectiveness. Well-researched, tried and tested models, methodologies and frameworks are available to guide you in this task. You also take an active role in coaching and developing leaders, so that your senior

leadership team sets the example for how effective teams function.

You understand that to be successful in your role you need to completely let go of being a subject-matter-expert. You allow others to be the expert in their field, and you provide a sounding board that tests and embraces their skills and thinking. You also ensure that the organisation's structures, systems and processes support the most effective and efficient use of your scarce resources.

You emphasise the importance of building and maintaining a positive reputation for your organisation. You seek the unvarnished truth about how the organisation is perceived, through internal and external feedback. You regularly get out of your office to visit your teams at work in the community, and you engage and listen to hear and understand how your direction and decisions are playing out on the ground and in the community.

“Prevent complacency – if we’re successful, it can feel like we can take it easy.”

“Take time to enable better workforce and succession planning.”

“Be a sounding board – offer advice but don’t take over unless you’re asked to.”

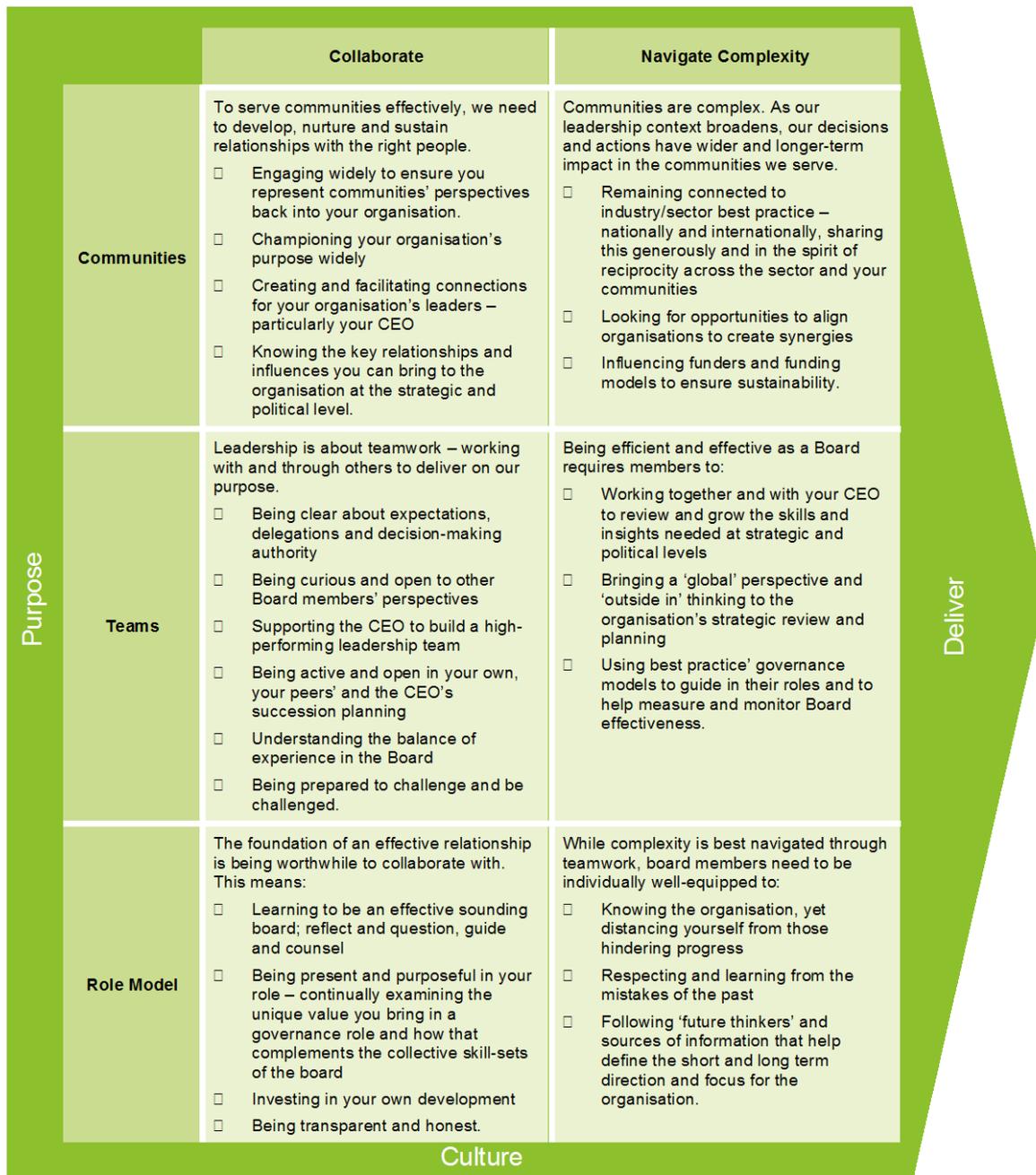
“Good structure of Boards, sub-committees and teams is important to bringing structure and professionalism into decisions.”

“Visit what we do and take an interest.”

Governing an organisation

Board Members and Chair

Your leadership map



The Governance Framework for the New Zealand Sport and Recreation Sector is the primary guide for those involved in governing organisations in the sector. It outlines the following key responsibilities:

- Clarity and cohesion
- Strategic function
- Constitution or Trust Deed
- Structure wide cohesion
- People
- In the boardroom
- Governance processes
- Relationship with the Chief Executive
- Board meetings
- Integrity and accountability
- Reporting and monitoring
- Ethics.

All quotes in this section are sourced from the Governance Framework for the New Zealand Sport and Recreation Sector, available from: <http://www.sportnz.org.nz/assets/Uploads/SportNZ-GovernanceDocument.pdf>

Reflections for Boards and Board Members

Purpose – Kaupapa

In my role as a Board member:

Can I articulate the purpose of my organisation in a coherent and compelling manner – within the communities that matter to us?

How do I ensure that those who influence our sustainability and long-term future – politicians, funders, champions, sector leaders, and strategic partners – understand and engage with our purpose?

How do I support the CEO and organisation to ensure this happens? What is my role in this?

Do I have:

- a range of skills, experience and connections to contribute to our purpose for the organisation, and
- bring representation and diversity that reflects the community we serve?

How do we systematically review the make-up of the Board?

How do we recruit or develop to fill 'gaps'?

Have we had the conversation about what is the work of this Board?

How thorough is my own understanding of this?

What is our work over the next 12 months and beyond?

What is expected of me in that regard?

Culture - Tikanga

What are the organisational cultural 'health' indicators I should be monitoring and reviewing for the organisation?

How do I support the development of cultural competence within and for our organisation?
How do I ensure it can meet the needs of diverse and changing communities? What steps have I taken to develop my own cultural competence?

What feedback do I have access to that provides insight for the CEO about the organisation's reputation?

If I actively engage and/or volunteer within the organisation I am governing, am I being clear and

deliberate about my transition from being a Board member to being an operationally active member of the organisation? What evidence, systems and processes support this assertion?

Are we building and sustaining a culture within the Board that means we, individually and collectively:

- are prepared to have tough conversations on behalf of the organisation?
- are governing the organisation based on a clear purpose, and are not going to waver from this?
- have the courage to say "no" to ideas and initiatives that do not clearly support our agreed purpose?
- are prepared to be uncomfortable at times due to the tensions that these conversations may cause?
- are accountable for our performance as a Board and organisation?
- are willing to uphold the ethics of efficacy and transparency in our governance (respecting our individual responsibility for other people's time and money)?

Deliver - Kawenga

What measures and milestones do we set ourselves, to ensure our focus is on governance and stewardship? What is my role in this?

How do I know we engaged the right people in developing and refining our strategic direction?

Do the organisation's structure, strategy, and operating model appear sustainable and relevant?

What are the organisational measures of success that we should monitor and review, and how have I satisfied myself we are doing so?

Are we the best-positioned organisation to deliver the outcomes we have set ourselves? How do I know?

Are we able to inform our stakeholders and partners that their time and money are being used ethically and to best effect? How do I know this?

How do we support and develop the CEO to lead a high-performing, sustainable organisation, and what is my contribution to this?

Guide - The unique value I add, in governing an organisation

This section of the Leadership Framework should be used in conjunction with the information and resources presented in the Governance Framework for the New Zealand Sport and Recreation Sector. The Governance Framework was developed by working with dozens of organisations and drawing on the skills of a range of expert advisors and practitioners. As a result, there is now a widely-agreed understanding of what good practice in sport and recreation governance looks like.

While the Governance Framework is the primary guide for what good practice looks like, the Leadership Framework provides a closer look at the behaviours and mind-set, that underpin effective leadership in the context of governing an organisation.

The key components of the Governance Framework are listed below, followed by a number of behavioural prompts to help Board members reflect on and consider how they can best add value to the Boards and organisations they represent.

The key components of the Governance Framework are: Clarity and Cohesion; People; In the Boardroom; Integrity and Accountability. Each of these key areas is further broken into two or three key elements.

Clarity and Cohesion: Strategic Function; Constitution or Trust Deed; Structure Wide Cohesion

Strategic Function

“The creation of a prosperous future for the organisation is a core responsibility of a board. Strategic planning, thinking and review are part of a planned process. A clearly stated organisational purpose together with goals framed as outcomes guide the organisation.”

Governance Framework for the New Zealand Sport and Recreation Sector

At what level is my ‘strategic’ thinking? Am I scanning the horizon and looking for trends and themes that inform my understanding of what a desired future state for the organisation might look like?

Am I curious and open to others’ ideas rather than just focusing on the delivery of my own ideas?

What are the strengths and/or limitations I bring to a strategic planning environment?

Constitution or Trust Deed

“The constitution or trust deed lays out the legal framework for the organisation. It makes clear the purpose and objectives of the organisation and the rights of the members. It outlines the structure and processes for constituting the board together with rules for meetings.”

Governance Framework for the New Zealand Sport and Recreation Sector

Am I confident in my understanding of the legal requirements laid out in our constitution or trust deed?

To what extent do I understand the legal and political contexts within which our organisation exists and operates?

Structure Wide Cohesion

“Where there are multiple parties involved in the achievement of strategic outcomes, formal agreement is required. This applies to any structure or grouping of interests but particularly where organisations are a federation of member bodies – generally National Sports Organisations (NSOs) are federations.

Each body will have a specific focus and role. Mutual understanding and how co-operation is to occur can be documented in a number of ways; constitutional alignment, whole of sport plans, memoranda of understanding, service level agreements or through joint ventures. Each group needs the other to deliver effective outcomes for members and participants as a whole. Cross sport agreements are not strictly core governance but nonetheless strategically important.”

Governance Framework for the New Zealand Sport and Recreation Sector

What underlying assumptions do I bring to the Board about our partnerships with other agencies?

How do these assumptions add to or detract from my ability to develop and sustain effective cooperative relationships with these agencies?

People

“Structured director recruitment processes, limited tenure and managed turnover are now widely practiced by boards in all sectors of organisational life. All directors should have a sound understanding of governance practice. The board is a team who ‘fit together’ and bring a balanced range of skills, background and perspectives necessary for effective governance. Formal induction should be part of a governance development plan. The board has a mix of elected and appointed directors.”

How deep is my understanding of how effective teams work?

What are the key indicators of a high-performing team?

What is my role in building and sustaining the board as a high performing team?

In the Boardroom: Governance Processes; Relationship with the Chief Executive; Board Meetings

Governance Processes

‘Sound governance processes that are understood and practised by all directors are the basis for effective boardroom practice and overall good governance. Such processes should be documented in the board charter and kept up to date.’

Am I present and at my best when I am in the Board environment? How does my contribution reflect this?

Am I clear about the unique value I add to the Board environment? How would I articulate that value?

Do I keep focused on governance-level work and am I diligent in holding the Board accountable for what is not effective use of the Board’s time, focus and effort?

Relationship with the Chief Executive

‘The chief executive is the board’s primary connection to the organisation’s operations. He/she is charged with the responsibility of designing the systems and processes to deliver the outcomes stated in the strategic plan. This essential relationship is best designed and managed on the basis of a clearly defined statement of delegation aligned to the strategic and policy framework. The board has to do its work first. In essence the chief executive’s job description is to deliver the strategic outcomes within the frameworks established by the board.’

Do I have a clear and shared sense (with my peer Board members) about who, when, and why members/the chair engage with the CEO on organisational business? How do I know this?

In what ways am I making best use of my relationship network to support the CEO in their role and purpose? Am I doing this in a way that is transparent and open for the CEO, as well as to my Board peers?

Board Meetings

‘Board meetings are designed and practiced in a manner that ensures the best use of the expertise and time of directors and all others contributing to the meeting process. This assists with a positive boardroom culture and sense of accomplishment. The dominant focus of a board meeting is the organisation’s future rather than its past. Ideas and issues are examined vigorously through dialogue and active inquiry. Effective leadership ensures sound group processes. Agreed decision-making protocols lead to good outcomes. Board papers contain only those things relevant to the governance conversation and are set in a strategic context.’

How do I ensure I am well-prepared for Board discussions and my contribution is constructive?

Do I keep focused on what is Board work and am I diligent in holding the Board accountable for what is not effective use of the Board’s time, focus and effort?

Accountability: Reporting and Monitoring; Ethics

Accountability

“Duties, obligations and responsibilities accompany directorship. While individual directors are accountable under the law, the board as a body is accountable to its owners/members/community. Accountability includes the delivery of the right outcomes in the most effective way. To ensure this, boards need to operate effectively and individual directors contribute to the highest standard. Regular board performance assessment is now widely accepted. Commitment to external reporting is desirable through regular stakeholder updates and a governance statement in the annual report.”

How do we hold ourselves to account as a Board? What are our measures of success? How do we know we are fulfilling our duties, obligations and responsibilities?

Do I maintain a public commitment to the Board’s agreed direction, irrespective of my individual perspective?

Reporting and Monitoring

“The chief executive reports, the board monitors and evaluates. Management reporting is designed to provide assurance that:

- *The organisation is meeting all of its policy, legal and moral obligations.*
- *The organisation is making progress towards the achievement of its purpose and priorities.*
- *Organisational learning and challenges are shared with the board.”*

As governance-level leaders, am I satisfied that our organisation has appropriate monitoring and reporting systems to provide the CEO and Board with timely and relevant information? What evidence supports this view?

Ethics

“A high level of integrity and honesty is the foundation for a board to build trust. When a board ‘walks the talk’ it is much better placed to design and impose rules and ethical practices at all levels and in all areas of activity in the organisation. Freedom from outside accusations or perceptions of director use of privilege is critical to the integrity of the board.”

What am I and my Board peers doing to ensure we have a reputation for the highest standards in terms of ethics, values and integrity? How do I/we know we have this reputation?

Further resources

Further key resources and discussion papers are linked directly from the Governance Framework document. A larger suite of resources, templates, articles, web links and bibliographies is available:

Nine Steps to Effective Governance Planning in Sport

The Role of the Board Chair

Inquiries: governance@sportnz.org.nz

