



PACIFIC FISHERIES
LEADERSHIP PROGRAMME

Pacific Fisheries Leadership Programme

Stage 1: Leadership Effectiveness

Course Guide 2019

Prepared by the Pacific Fisheries Leadership Programme Team

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**The Pacific Community
Suva, Fiji, 2019**

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WELCOME

Dear participants of the inaugural cohort of the Pacific Fisheries Leadership Programme (PFLP) – Stage 1 Workshop.

On behalf of the consortium coordinating the PFLP (see the five logos below) and our sponsor, the New Zealand Ministry of Foreign Affairs and Trade (NZ MFAT), I welcome you to this workshop.

NZ MFAT, this consortium, together with the speakers, facilitators and coaches, are all part of this programme, which has been prepared especially for you. Our theory is that you are, or will be, critical to leading and supporting the changes necessary to making progress on national and regional Pacific fisheries priorities. Clearly, you already know the importance of the role of the Pacific fisheries industry as a significant economic driver, employer, and source of food in the Pacific. You are also aware of some of the priorities in the fisheries sector and that leadership will have to be exercised, at many levels, to realise opportunities and address challenges inherent in these priorities.

In the coaching sessions, we have listened to you and have noted your individual contexts, challenges, opportunities, and expectations of this programme, and we are committed to responding to what we have heard. The PFLP team will do its best to ensure that it delivers the most useful and relevant activities during this workshop and during the subsequent elements and modules of the programme.

We ask that you exercise leadership in shaping your own learning and making the next three weeks and beyond purposeful and useful. This means having the courage to talk to us when you are unsure of something, or you are looking for something specific, or you do not think we have met expectations. It also means that we will be challenging you, as well as supporting you, and sometimes taking you out of your comfort zone. These are all things that happen when you are exercising leadership or are part of a dynamic team, so this workshop is a great place to practice leadership skills.

The old adage “what you put in is what you get out” is highly appropriate for the next three weeks. We encourage you to throw yourselves in, participate, take some risks and enjoy yourself. The enthusiastic PFLP team intends to join you in doing just that.

Vinaka



Cameron Bowles
PFLP Team Leader



About this programme

The Pacific Fisheries Leadership Programme (PFLP) is a five-year NZ MFAT-funded programme working with 125 current and emerging leaders in the Pacific fisheries sector. The programme is managed by the consortium that won the MFAT tender. Led by SPC, it includes FFA, the University of Queensland (UQ), People Focus (a New Zealand consultancy) and the Centre for Adaptive Leadership. Participants may gain accreditation, including award courses from the University of Queensland Graduate Certificate in Leadership.

The 18-month programme is based on real world issues and experience and will adapt regularly to the contexts and needs of the participants.

Participants will engage in a modular programme covering leadership for effectiveness, a leadership experience and leadership for change. Participants may complete some or all of these. They will also receive coaching support.

Stage 1: Leadership for Effectiveness – essential leadership skills for current and emerging fisheries leaders with an option for participants to apply for postgraduate award courses with the University of Queensland. Elements include a three-week workshop and workplace projects.

Stage 2: Leadership Experience – an opportunity for a work placement, course or similar experience relevant to addressing challenges in the workplace. This will be customised for each participant.

Stage 3: Leadership for Change – key leadership skills and perspectives for leading a change project in the participant's fisheries context. Elements include two four-day workshops and a workplace change project.

Coaching support – all participants will have the option of receiving professional coaching from experienced coaches. Participants completing all three stages may expect around 15 coaching sessions.

PFLP is the first leadership development programme of this calibre to be offered exclusively to the Pacific fisheries sector. This New Zealand investment, as well as the investment by consortium members, facilitators, speakers and participants, recognises the importance and contribution of this sector to Pacific development. Economic security, health benefits, social development, trade, science and regional cooperation are just some of the critical areas that profit, and can profit even further, from a strongly performing fisheries industry.

Of course, strong performance does not happen by accident; it requires an inspired group of people, working together, with a common purpose and many skills. They will mobilise others and focus attention on the most critical priorities in the fisheries sector. It requires vision to imagine and create a future that does not exist now. It requires commitment, energy and the ability to grow and engage diverse capabilities and resources. It requires nimbleness and flexibility to respond to opportunities and challenges as they arise. This includes the ability to recognise when we are wrong and be open about this and change accordingly. Perhaps, most of all, it requires courage to work in new ways with different people and be prepared to take positive action to achieve what is important, even though others may feel differently. Assisting Pacific leaders to further develop and share these skills is what PFLP is about and why it exists.

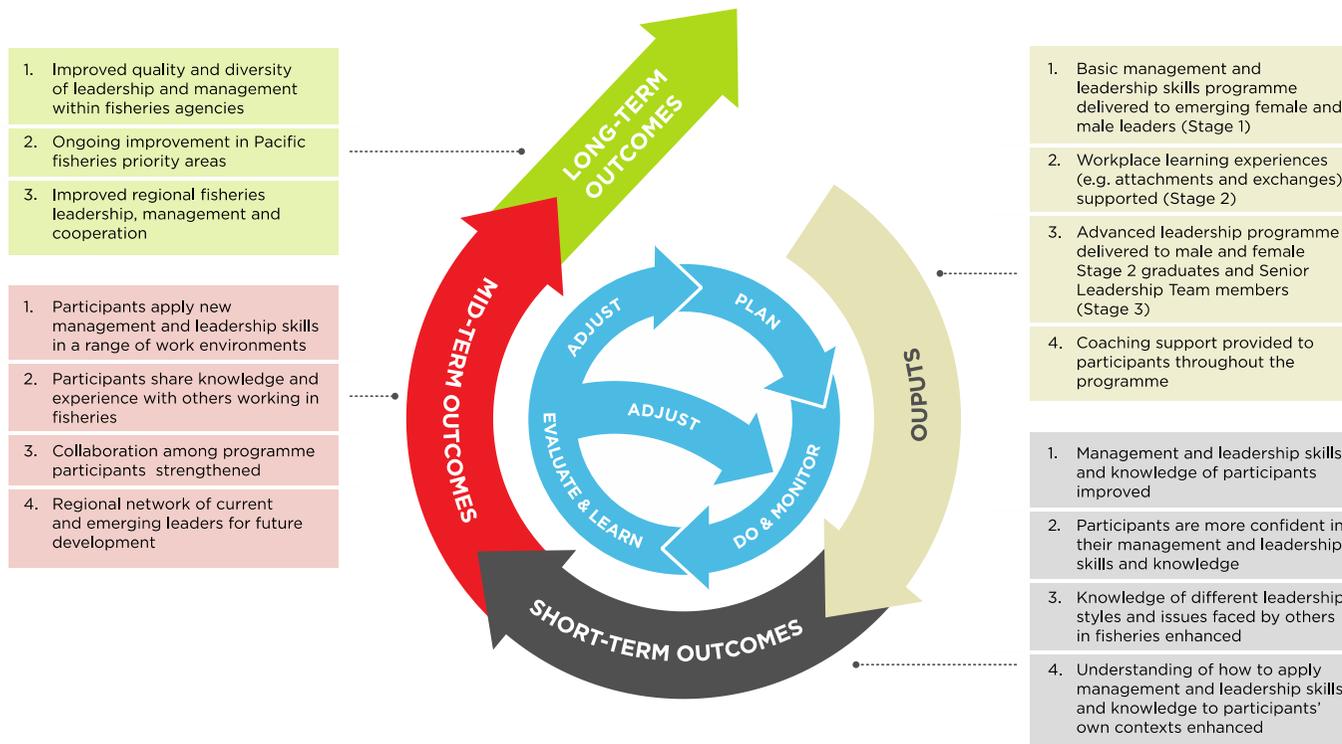
PROGRAMME GOAL AND OVERVIEW

The goals of the Pacific Leadership Programme are set out below. They include the overall programme goal, the outputs, short-term outcomes, mid-term outcomes and long-term outcomes. The achievement of these goals is underpinned by the adaptive development cycle: plan, do and monitor, evaluate and learn, adjust.

An overview of stages 1, 2 and 3 of the programme follows the goal diagram.

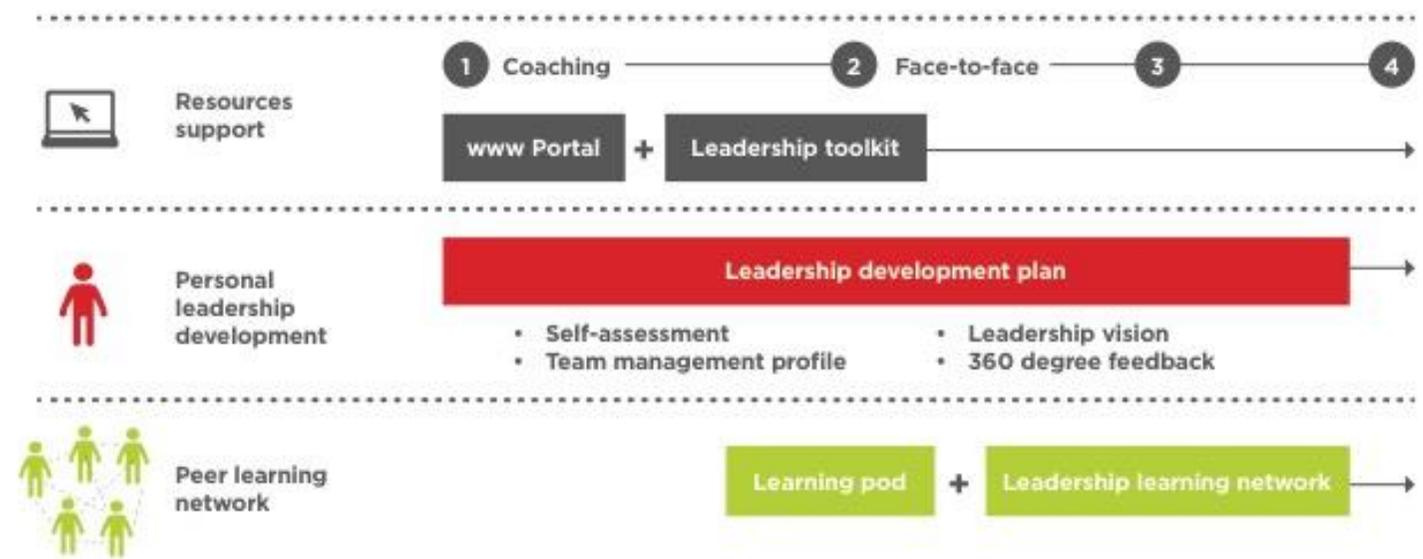
OVERALL PROGRAMME GOAL

A regional pool of current and emerging leaders are capable and confident to address Pacific fisheries priorities and strengthen regional fisheries leadership and co-operation



PFLP PROGRAMME OVERVIEW

STAGE 1 LEADERSHIP FOR EFFECTIVENESS



STAGE 2 & 3

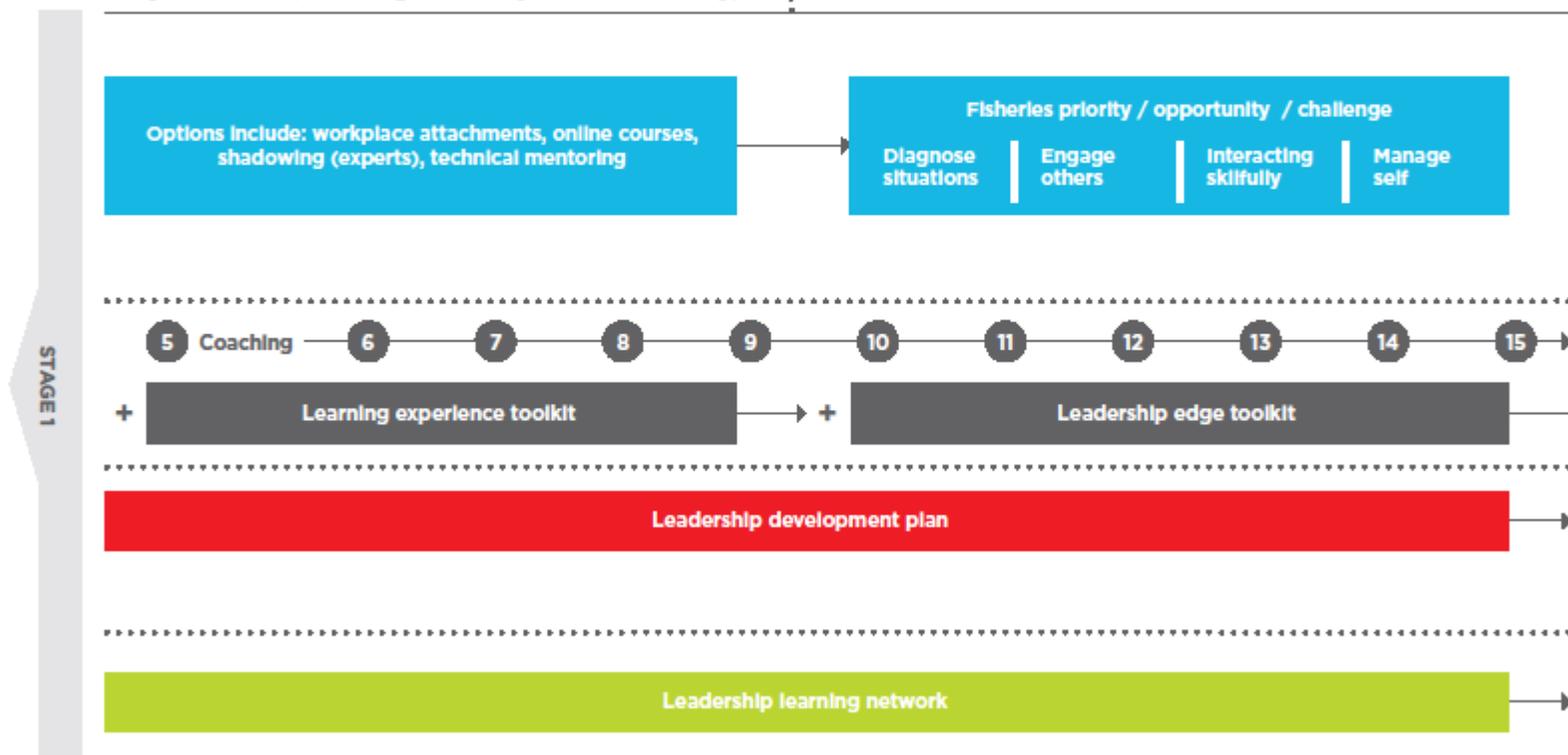
PFLP PROGRAMME OVERVIEW

STAGE 2 LEADERSHIP EXPERIENCE

STAGE 3 LEADERSHIP FOR CHANGE

2019

July onwards (Note: Stage 2 & 3 may occur concurrently)



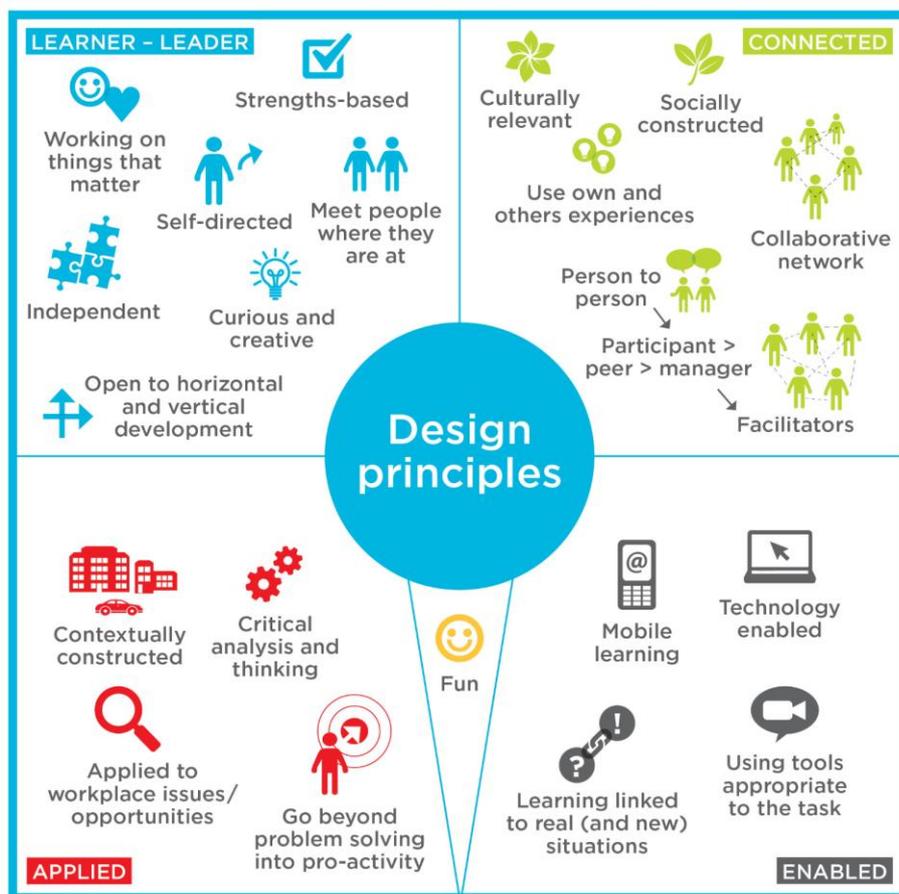
APPROACH TO LEARNING

This approach is all about you seizing this opportunity and making it work for you.

We are tailoring the programme for you, your country and your organisation context. We will be accessing your existing country experience for learning. There is a wealth of expertise in fisheries leadership to draw on.

Set out below are the design principles; the programme is learner led, connecting you to the tools and resources that will assist in building your leadership and management capability.

Our approach to leadership development is based on adult learning theory. This means it is highly experiential and practical. Our social approach to learning ensures optimal integration of knowledge and skills, while also being meaningful and relevant for you, drawing on your expertise and that of others.



This approach ensures that:

- the focus is on you;
- you develop an understanding of yourself, your neighbours and others – the common and conflicting interests;
- you draw out the best opportunities for relationship building, deepening communication and trust;
- you consider perspectives of both national and regional interests (sovereignty vs regionalism); and
- you build connections and networks to sustain co-operative and co-creative working in specific situations and contexts.

Make the most of this opportunity, accessing and learning from the following resources and expertise:

- master classes on Saturday morning;
- your notebooks to reflect and plan;
- USB and www;
- your coaches, facilitators and guest speakers; and
- other participants.

STAGE 1: LEADERSHIP FOR EFFECTIVENESS

Goals

The goals of stage 1 are:

- to build the management and leadership capacity of emerging and existing leaders;
- to enhance the skills required to lead activities that address organisation improvement priorities;
- to equip leaders with a practical management and leadership toolkit;
- to build capability to more effectively lead people and teams; and
- to provide the opportunity for acquiring credits towards a postgraduate qualification with the University of Queensland.

Learning objectives

In this three-week workshop, you will:

- engage with prominent theories and models for strategic thinking and planning;
- understand innovative approaches to leadership and management that are inclusive, problem-driven, locally informed and context based;
- apply regional and national strategic policies, planning and frameworks to operational outcomes;
- understand the value and strategic benefit of taking an inclusive approach to management, leadership and development, and develop the skills to do so;
- identify and develop strategies for taking an inclusive approach to developing projects that will contribute to improving performance in priority areas within the business unit of your fisheries agency;
- engage with prominent theories and models about leading people in groups and teams;
- apply this knowledge to the creation and ongoing leadership of teams;
- examine your own behaviour critically as a leader of teams;
- identify and evaluate strategies for developing high performance teams; and
- evaluate strategies for improving skills in people management and team leadership.

In addition, you will develop:

- a personal inclusive leadership vision;
- an enhanced understanding of your leadership role and the sphere of influence and impact you have;
- increased awareness of yourself as a leader, your style, strengths and operating practices, strategies and tactics to maximise strengths and to develop critical areas;
- increased confidence to apply the management and leadership skills and knowledge, tools and frameworks to the workplace;
- skills and tools to strengthen working relationships, build trust and achieve more through connection and collaboration with others; and
- a leadership learning network of colleagues across the Pacific fisheries industry.

Components

Preparation

Please ensure you prepare for the programme so that you get the most from this learning opportunity and contribute to group conversations and your colleagues' learning at the workshop.

- Read all the programme materials sent to you.
- Connect with your coach and have your first coaching session.
- Read the article ***Raising the Bar: Leadership is the key to improving results*** from the Korn Ferry Hay Group to stimulate your thinking about leadership and prepare for conversations with your colleagues. Note your insights and reflections.
 - What leadership styles do you use? When? Why?
 - What styles do you see in your agency and your work?
 - What is working? What is not working? How do you know?
- Complete the Team Management Profile. The University of Queensland (UQ) course, Inclusive Strategic Leadership, will be running a session based on a personality diagnostic developed by a company called Team Management Systems. This session is an opportunity for you to receive a report on your personality and work preferences as a leader.
- Prepare a brief (general description) of a group or team of which you are a member. Describe the context in which it operates and its focus on key issues, past and present, that have arisen in the group. This is required for the UQ course, Leading People and Teams.
- Prepare for being out of the office and delegate key tasks to your team or colleagues.
- Get in touch with one of the PFLP team if you have any questions or want to talk about any aspect of the workshop or the programme.

Workshop

The three-week residential workshop will be held at the Novotel Hotel in Nadi, Fiji, from 20 January to 9 February 2019.

The high-level schedule is shown in the next few pages of this booklet. Please note that this will be updated regularly. You can ask a member of the PFLP team for the latest details.

Key features of this workshop include:

- practical sessions on leadership and management essentials;
- University of Queensland courses with speakers, a case study and a field trip;
- connecting with people across the cohort to learn from each other and build a strong peer learning network; and
- taking time out from the workplace to reflect, learn and plan for your leadership development, impact and results.

Wellbeing

Exercising leadership is often connected to trying something new or different and expanding our experiences. Sometimes this means getting out of our comfort zone. Other times it means doing something with your team that brings them together and develops camaraderie, such as a sport or other fun non-work activity.

In line with this concept, PFLP has organised various activities in the mornings. On three days each week, different activities will be on offer and we will advertise these the day before. They may include yoga, zumba, rugby and volley ball. Some are focused on individuals and others on groups. While no activity is compulsory, we strongly encourage you to come along and try something different. After all, we often want our teams to get out of their usual habits and comfort zone and so let us lead by example.

These ‘wake up’ sessions are just 30 minutes long, starting at 7 a.m. three days a week.

Join us and get your metabolism, your brain and your focus going for the day. Morning exercise energizes you and wakes you up by turning off melatonin (the sleep hormone) and turning on serotonin (the feel-good hormone).

We look forward to seeing you there!

Project

Applying what you learn and making it real in your workplace is essential; this is where the workplace leadership project comes in.

This project was identified as part of your application process for the University of Queensland courses.

The purpose of the project is to support you to apply the skills, theories and concepts that you learn at the workshop. This provides for tangible application of learning in a manner that contributes to the programme outcomes.

Refer to the University of Queensland section for more details about the project.

Assessment

There is a range of assessments to be completed for the University of Queensland courses. Refer to the University of Queensland section for more details about the assessments for each course.

STAGE 1: WORKSHOP SCHEDULE

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
20 January	21 January	22 January	23 January	24 January	25 January	26 January
Arrival Welcome dinner	Formal programme opening and overview Leadership perspectives Dinner and Guest speaker	<i>Wake up session</i> Leadership essentials Setting up for success	<i>Wake up session</i> Inclusive Strategic Leadership (ISL) Day 1 Panel	<i>Wake up session</i> Inclusive Strategic Leadership (ISL) Day 2 Dinner and PFLP Insight session	Inclusive Strategic Leadership (ISL) Day 3 <i>Talanoa</i>	Masterclass
27 January	28 January	29 January	30 January	31 January	1 February	2 February
	Inclusive Strategic Leadership (ISL) Day 4 Case study and field trip	<i>Wake up session</i> Inclusive Strategic Leadership (ISL) Day 5 Dinner and PFLP Insight session	<i>Wake up session</i> Inclusive Strategic Leadership (ISL) Day 6	<i>Wake up session</i> Leading People & Teams Day 1 Dinner and PFLP Insight session	Leading People & Teams Day 2 <i>Talanoa</i>	Masterclass
Coaching session #2						
3 February	4 February	5 February	6 February	7 February	8 February	9 February
	Leading People and Teams Day 3	<i>Wake up session</i> Leading People and Teams Day 4 Dinner and PFLP Insight session	<i>Wake up session</i> Leading People and Teams Day 5	<i>Wake up session</i> Management essentials Making it real: transition Dinner	Participant leadership stories Formal programme close	Departure

Resources and Support

Coaching

Coaching is a key element of the programme, providing a framework to apply your self-knowledge of strengths and development needs to real-world leadership challenges so that you can make the best of this leadership development opportunity.

You will form a relationship with your coach that is both supportive and challenging. Your coach will encourage you to look at your strengths, reflect on how others see you as a leader and urge you to work on your areas for development, and guide you to the appropriate tools in your toolkit.

The expectation is that you will embrace this opportunity and stretch towards achieving the goals you will set in your development plan.

At the workshop we will talk through the 'Coaching Agreement' used to underpin this commitment and you will have coaching session two (of five) with your personal coach. This will be at a time you arrange with your coach.

www - portal

PFLP website and Facebook pages have been developed in order to promote PFLP activities throughout the entire PFLP network. Please check them for regular updates, links and resources.

<https://www.spc.int/pacfishlead>

<https://www.facebook.com/groups/pacfishlead/>

Leadership toolkit

Having the opportunity to explore and use a wide range of tools is a key part of the programme design. You will each receive a leadership and management toolkit at the workshop. This will include a practical printed guide to core concepts, supported by more in-depth resources in a USB.

The toolkit includes leadership and management concepts and frameworks, resource books, video clips and articles. You can access and use this toolkit at any time. It is all about making the transition from the workshop to the workplace as simple as possible.

Your coach can help you explore the toolkit and use it in the workshop, back in your workplace, and on your project.

Personal Leadership Development

Leadership development plan

Working with your coach and manager, you will each build a targeted leadership development plan. This will include self-assessments, 360-degree feedback, creating a leadership vision and a plan of action.

Your plan is unique to you and will give you the structure to allow you to identify and then select specific development objectives to work on in the short to medium term. You and your coach will talk about how long these periods might be. Typically, people have three to five development goals, each with two or three objectives in a plan that stretches out over three to five years, towards a horizon described by your long-term aspirations. Many people include 'life and family' aspirations so they can see the connections between themselves as an employee and as a person with hopes and plans in their lives. At a practical level, many people find this useful in helping them to make the judgements and trade-offs that go with professional and personal development. Your coach will also work with you in looking for opportunities within your current work role to stretch and further develop your leadership, so the plan is always set within the context of your working

environment. We will begin to explore this during the workshop and as you are considering your project you will take on in Stage 2 of the programme.

Self-assessment and reflection

Throughout the programme you will have plenty of opportunity for self-assessment and reflection and will be actively encouraged to do this.

For more information see:

<https://gdigitalent.com/importance-reflection-leader-self-development-part-1/>

<https://gdigitalent.com/importance-reflection-leader-self-development-part-2/>

Team Management Profile

At the workshop, you will complete a personal diagnostic, your Team Management Profile, that will help you to better understand your preferences in your role as a leader and the skills you need to develop across your teams.

For more information see: <https://www.tms.co.nz/webpages/products/tmp.aspx>

Leadership vision

To lead for impact, it helps to know where you are going. You will each develop your 'leadership vision' that connects to your personal stories, workplaces, country and region. You will be asked to present your vision in front of a video camera at the end of the course and you will each receive a digital copy of your vision as a 'time capsule'.

360-degree feedback

During the workshop we will ask you for the names of people who can comment on your leadership, from all perspectives (literally at 360 degrees, all around you). As well as yourself and your manager, this will include people who report to you and your peers, from within and outside your organisation.

We will use a survey tool based on leadership success profiles, a collection of capabilities and attributes that strongly influence leadership behaviour and practice.

You and your respondents will be asked to give feedback on your strengths and on areas needing further development. You will get a report, which your coach will discuss with you, and you should use it to inform your leadership development plan and the development of your workplace project.

The report is confidential to you and your coach; in practice, most people share the essentials of it with their own supervising manager in ongoing development conversations.

Peer Learning Network

Building relationships is a key outcome of this programme; actively supporting a leadership learning network across the Pacific fisheries sector. Peer learning has been shown to be highly effective in boosting motivation, focus and depth of understanding of concepts and how they can apply to real world contexts.

We will explore and use the types of peer learning that work best for your cohort. We will talk about this throughout the workshop, and there will be opportunities for working in small groups with different people.

Learning pod

We all know that having people who can provide support and keep us accountable is important. We will encourage you to establish relationships with a small number of participants, between three and six people. These 'pods' can be sounding boards for ideas, discussion topics and concepts; for continuing discussions from workshops; and for providing support and assistance to keep you on track.

Leadership learning network

The people from your cohort (and other cohorts to follow) will have the opportunity to form a unique leadership learning network that you can tap into for information, ask questions and sound out ideas in order to gain insights or tips about leadership, lifting the performance of yourself, your team and your agency.

Learning networks can enable:

- collaboration and co-creation;
- sharing of ideas, resources, and learning materials;
- ways of gaining (and sharing) perspectives and insights; and
- opportunities to practise your leadership skills.

Leadership

What does it mean to be a leader? How can we lead strategically when we do not know what is going to happen tomorrow? How can we lead all the people in our communities? How can we be the best possible leader for our time and place? These are key questions that drive our approach to leadership development.

In this programme we are particularly interested in inclusive strategic leadership – the ability to think and lead strategically in a way that includes all people in our communities. Throughout the programme, we want to work with you, as existing Pacific leaders, and tailor leadership thinking and skills development to your needs and the needs of the people you serve. This means we are forming a learning partnership with you as participants in the programme. We will learn from each other about what it means to be an inclusive leader in our various contexts and how best to work with our cultures, politics, environments and institutional norms to carve out new leadership knowledge and skills to take us into a sustainable, inclusive future. Together, drawing on the range of knowledge systems in the room, our collaboration will inform our approach to two courses in the University of Queensland's Graduate Certificate in Leadership: Inclusive Strategic Leadership and Leading People and Teams. These are described later in this section.

There is a tendency in academia and public sector programmes to promote particular approaches to leadership. Such approaches are informed by their cultural and institutional context. However, rather than attempting to mimic approaches, strategies and theories from outside the region, we will bring them into a dialogue – whereby you, as participants and knowledge holders, will work with us to reshape best practice in an attempt to find different adaptable and inclusive Pacific practices of leadership. Importantly, this dialogue will be continuously informed by the policies and practices of the fisheries sector, in a manner that will ensure relevance and practical reflection.

Not only are we building leadership knowledge together, we are also practising leadership skills in the process of doing so. In this programme you will sharpen your understanding of where you are headed as a leader through the process of developing a personalised leadership vision. Drawing on course content, you will also enhance your ability to bring others along—listening to the voices of your stakeholders and incorporating their knowledge into your leadership and praxis.

Workplace Leadership Project

Description

There is significant evidence available to suggest that many adult learners are better able to fully appreciate conceptual tools and theories once they have put these tools and theories into practice in a tangible and meaningful way.

Furthermore, the uptake and application of those tools is far more likely if the learning process includes the practising of the application of those tools and concepts. It is also more likely that you will remember what you have learned when you are given the chance to use your new knowledge and skills in ways that change the way you work. Leadership programmes in particular have had some success with such a project-based approach to learning.

The purpose of the PFLP Workplace Leadership Project is to support you to develop and implement a project using the skills, theories and concepts you learned in Stages 1 and 2, with the support of your coaches.

Ultimately, this approach to learning provides you with the opportunity to apply the concepts you are learning in a manner that contributes to the long-term programme outcome: ongoing improvement in priority areas of fisheries agencies.

Project requirements

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As part of the application process, you were asked to identify a project and provide a summary of that project. The project should:

- be tailored to the needs of your organisation and be appropriate for your current role;
- clearly contribute to and align with improving performance in priority areas within the business unit of your fisheries agency;
- clearly link to regional and national priority areas;
- have the support of your organisation, supervisor and colleagues or have identified steps to ensure this support is achieved;
- take into consideration the gender equality and social inclusion implications of your community and workplace;
- allow you to practice inclusive approaches to leadership;
- be achievable over 6-9 months and be relevant to the course content (note: if you wish to pursue a larger project this is encouraged but you should identify one aspect or stage of that project that you can undertake during the first stage of this program);
- include clear indicators for success so that you can demonstrate what has worked and what has not.

Relevant topics to be included

The nature of your project should be such that it has the potential to include at least six of the following:

- thinking strategically (foundational concepts);
- the regional fisheries strategic environment;
- scenario planning;
- problem-driven iterative adaptive approaches to planning (you will be introduced to this model);
- inclusive leadership in policy decisions, implementation, and monitoring and evaluation;
- leadership and gender equity and social inclusion;
- working with groups and teams;
- employee engagement and motivation;
- managing conflict, and difficult people and conversations;
- negotiating in the workplace and regional forums;
- building collaborative relationships;
- leading change in complex environments; and
- coaching and mentoring.

Application requirements

When you applied for the programme, you were required to:

- describe the problem your project is addressing in 100 words or less;
- explain how this project is *improving performance in priority areas within the business unit of your FA*, using 100 words or less and a SMART (Specific, Measurable, Attainable, Realistic and Timebound) framework;
- describe the desired outcome of your project in 100 words or less; and
- list the six topics you think would be most relevant to your proposed project.

Inclusive Strategic Leadership course

Course description

This course aims to develop the skills and the knowledge needed for taking an inclusive strategic approach to leadership and management in the fisheries sector in the Pacific region. The Inclusive Strategic Leadership course is made up of three pillars: 1. strategic thinking and planning; 2. linking regional and national strategic planning to operational outcomes; and 3. gender, social inclusion and participatory planning and monitoring. The first topic will include the core skills required for inclusive strategic thinking and strategic planning applied to Pacific contexts. It will also include a mixture of conceptual and practical frameworks to help you strategically analyse the simple and complex problems and development challenges you face as public service leaders in Pacific fisheries. You will be encouraged to reflect on your own leadership style and consider strategies for becoming more strategic and inclusive.

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The second topic will explore and unpack how strategic plans relate to and inform operational level planning. In particular, the course will draw on regional fisheries experts and local national fisheries senior leadership teams to facilitate conversations with you about how best to link regional plans and high-level national goals to your day-to-day work, as well as to integrate this thinking into your approach to leadership.

The third pillar, gender, inclusion and participatory planning and monitoring, will be mainstreamed across the course topics and will also be taught as an area of strategic focus. It will include guest speakers, panels and participatory planning exercises that draw on regional experts in gender equity, disability and inclusion. Importantly it will include advanced approaches to scenario planning – providing an applied framework for strategic and contingency-based thinking. This will allow you to plan for a number of scenarios and navigate common barriers, including budget constraints and shortfalls, staffing and capacity issues, and weather events. It will also help you in contingency planning for gender and social inclusion when proposed changes meet resistance.

Course introduction

The Inclusive Strategic Leadership course provides a lens for leadership and management that is critical in this era and for the fisheries sector. This course will give you a comprehensive understanding of how inclusion can be operationalised, new tools for developing strategic thinking and planning in a complex environment, and the opportunity to take a problem-driven approach to leading and managing that ensures locally-driven solutions for regional problems.

Course staff

Course Coordinator: Associate Professor Neil Paulsen
Inclusive Leadership Expert and Lead Lecturer: Dr Tim Grice
GESI Adviser and Public Policy Academic: Dr Jodie Curth-Bibb

Learning objectives

After successfully completing this course you should be able to:

1. Engage with prominent theories and models for strategic thinking and planning.
2. Understand innovative approaches to leadership and management that are inclusive, problem-driven, locally informed and contextually appropriate;
3. Apply regional and national strategic policies, planning and frameworks to operational outcomes.
4. Understand the value and strategic benefit of taking an inclusive approach to management, leadership and development, and develop the skills to do so.
5. Identify and develop strategies for taking an inclusive approach to developing projects that will contribute to improving performance in priority areas within the business unit of your fisheries agency.
6. Develop your own personal inclusive leadership vision.

Learning resources

Required resources

Pre-course materials will be sent directly to you before the course begins. A schedule of materials, including a course folder and reading list by topic, will also be supplied on the first day of the course. Course materials, including copies of presentation material, will also be available on the course blackboard site.

Recommended resources

A suggested reading list by topic is provided on the course blackboard site. You are encouraged to read widely in the literature to source materials relevant to your course assessment activity.

Learning activities

Date	Activity	Learning Objectives
	16	
23 January	<ol style="list-style-type: none"> Thinking strategically – foundational concepts (simple, complex and <i>wicked</i> problems; thinking across five capitals; levels of analysis; time horizons) Policy framework 1 – regional fisheries strategic environment; Introduction to the road map and Q&A. Policy framework 2 – regional strategic environment panel (including a strategic update from sectors) Megatrends and regional trends 	1, 3, 5
24 January	<ol style="list-style-type: none"> Strategic planning – traditional approaches Scenario planning Problem drive iterative adaptive approaches to planning Inclusion in the policy cycle (Policy agenda setting: What is the policy problem? What is the policy problem represented to be? Who is included in defining the problem?) Inclusion in the policy cycle – class exercise mapping inclusion and exclusion in the policy problem definition. Inclusion in implementation – case study. Inclusion in monitoring and evaluation – case study. 	2,3,4,5,6
25 January	<ol style="list-style-type: none"> Disability and inclusion in practice – case study Application of course content to the Workplace Leadership Project session Crafting your leadership vision Introduction to the field trip – case study 	2,4,6
28 January	<ol style="list-style-type: none"> Site visit / field trip Preparation for case study assessment 	1,2,3,4,5
29 January	<ol style="list-style-type: none"> Preparation for case study assessment Stakeholder forum – case study assessment Personal leadership vision development session Personal leadership vision sharing 	2,3,4
30 January	<ol style="list-style-type: none"> Team Management Profile results and group analysis Filming of personal leadership visions 	6

Assessment summary

Assessment task	Due date	Weighting	Learning objectives
Stakeholder forum – case study assessment	29/01/19	30%	2,4
Project workbook	04/02/19	20%	(Formative) 1,2,3,4,5
Personal inclusive leadership vision	30/01/19	20%	2,4,6
Short essays	30/03/19	30%	1,2,3,4

Assessment details

Stakeholder forum – case study assessment

The class will go on a field trip that will be based on an inclusive leadership case study that exemplifies an aspect of inclusive leadership and management relevant to the fisheries sector. As a result of this field trip, you will undertake/simulate a stakeholder forum based on a case study/hypothetical scenario. You will be required to adopt different positions and make a case for conflicting priorities. The case study scenario will be facilitated in the classroom, and you will be required to prepare for the assessment and play your respective roles, which will include short presentations and role plays. Marking criteria will be circulated prior to this assessment.

Project workbook (formative)

You will be provided with a Pacific Fisheries Leadership Program Workplace Leadership Project workbook. This workbook will include summaries of the lectures and sessions held throughout the course and exercises that apply the content of the course to your Workplace Leadership Project. This workbook will be submitted to course facilitators for marking during the course. The focus will be on how well you have applied the course content to your respective projects. Marking criteria will be circulated prior to this assessment. Time will be allocated during the course for these exercises to be completed.

Personal inclusive leadership vision

As part of the course you will be assisted to develop a personal inclusive leadership vision. The purpose of this is to help you develop a clear sense of what kind of leader you want to be and to understand how the course content can help you to achieve this goal. It is also important that this leadership vision is one with a tangible purpose – the lectures will help you understand how you can link your vision to practical outcomes. Once the leadership vision is developed, you will share it with the class before presenting it to camera to be filmed. Marking criteria will be circulated prior to this assessment.

Short essays

You will be asked to access three essay questions online (approximately 28 days after the course) and will be given 48 hours to respond to the essay questions. The essay questions will require a response between 250 and 400 words each. The short essays will give you the opportunity to review the content of the course, including material available online, and to demonstrate your understanding of that content.

Leading People and Teams course

Course description

Leading and coordinating groups and teams is an increasingly important capability in the modern organisation. This course is focused on theories, models and practical frameworks for the effective and strategic leadership of teams. Activities and course discussions begin with a focus on the role of individual differences in group processes, and progress to a discussion of team dynamics and the interplay between individual and team factors within organisations. Topics covered include leadership in teams, group and team dynamics, conflict management, leading change, building collaborative relationships and power, politics and persuasion. The approach taken will provide opportunities for you to actively reflect on your current practice and assist you to integrate and practically apply fresh insights in order to improve your leadership effectiveness. You will leave the course with an in-depth understanding and a range of tools and techniques to lead and develop a high performing team.

Course staff

Lecturer: Associate Professor Neil Paulsen

Learning objectives

After successfully completing this course you should be able to:

1. engage with prominent theories and models about leading people in groups and teams;
2. apply that knowledge to the creation and ongoing leadership of teams;
3. examine critically your own behaviour as a leader of teams;
4. identify and evaluate strategies for developing high performance teams; and
5. evaluate strategies for improving skills in people management and team leadership.

Learning resources

Required resources

Pre-course materials will be sent directly to you before the course begins. A schedule of materials, including a course folder and reading list by topic, will also be supplied on the first day of the course. Course materials, including copies of presentation material, will also be available on the course blackboard site.

Recommended resources

A suggested reading list by topic is provided on the course blackboard site. You are encouraged to read widely in the literature to source materials relevant to your course assessment activity.

Learning activities

Date	Activity	Learning Objectives
31 January	Individual differences and groups: <ol style="list-style-type: none"> 1. Course introduction and overview 2. Learning about each other – implications for groups and teams 3. Individual differences – impact of individual differences on groups and teams 4. Employee engagement and motivation – psychological contracts; links to motivation 5. Perception and sensemaking 	1, 2, 3, 5
1 February	Leading people in groups: <ol style="list-style-type: none"> 1. Difference between groups and teams\group and team dynamics – groups as open systems; norms and expectations; roles and functions 2. Building high performance teams – characteristics of high-performance teams; obstacles to effectiveness 3. Dealing with conflict and difficult people - conflict and conflict management 4. Injustice and unfairness in the workplace 	1, 2, 3, 4, 5
4 February	Issues in leading groups: <ol style="list-style-type: none"> 1. Dynamics of leadership – input on leadership and management; leadership styles/situational leadership 2. Transformational leadership – authentic leadership 3. Senior leadership groups – dysfunctional teams; challenges of senior leadership groups 4. Discussion of personal case and draft IPO analysis 5. Preparation for group presentations 	1, 2, 3, 4, 5
5 February	Leadership and influence: <ol style="list-style-type: none"> 1. Power and politics – power and influence; organisational politics 2. Negotiation in different contexts – skills practice 3. Building collaborative relationships – relationships and trust building; collaborative approaches to partnerships; boundary spanning 4. Managing upwards – dealing with government ministers' presentation planning 	1, 2, 3, 4, 5
6 February	Capturing learning: <ol style="list-style-type: none"> 1. Leading change in complex environments 2. Final preparation and group poster session. 3. Integration and application – capturing the learning; finalise action plans; details of remaining assessment tasks; academic writing and assessment criteria; course evaluations closing comments 	1, 2, 3, 4, 5

Assessment summary

Assessment task	Due date	Weighting	Learning objectives
Discussion brief – personal case description	31/01/19–06/02/19	0%	1, 3
Team presentation – team presentation/poster session	31/01/19–06/02/19	40%	1, 2, 4, 5
Essay – critical case analysis	06/02/19–23/03/19	60%	1, 3, 4, 5

Assessment details

Personal case description

The major individual assignment for assessment in this course, the final essay (see below for details), requires you to analyse and critique a work group or team in which you have been or are currently a member. The personal case description is formative and does not attract any marks. However, the process is designed to assist you in deciding on the group or team, as well as identifying the key issues that you will analyse in the final essay. The work you undertake in preparing this brief for discussion will be integrated into (and form part of) the final essay.

For the purpose of sharing with your peers and seeking their feedback, you will prepare and bring to class a general description of the group or team and the context in which it operates, focusing on key

issues, past and present, that have arisen in the group. The description should at least partly reflect your own involvement and interactions in the group.

Poster presentation session

The focus of this team poster presentation is a case study. The team poster will assess and analyse a case of your team's choosing (with course coordinator approval). The purpose is to reflect on the concepts, frameworks, and models discussed in the course and to apply them to a particular case. The poster should focus on the various issues that arise in the case, how the team assessed what happened, and the recommendations the team would make to improve, and learn from, the situation.

Your team will prepare a visual poster sharing those learning insights. In addition, your team members will offer a brief five-minute verbal summary of their case analysis. The poster and brief presentation are a team effort and reflect the assessment and analysis of the case study by the team members as a whole.

Essay – critical case analysis

This assessment follows from the personal case description. The purpose of this assignment is for you to analyse your personal case, reflecting on the concepts, frameworks, theories, and models discussed in class and informed by a selection of readings.

The insights you gain from these readings should be related to your critique of this work group or team and your involvement in it.

The essay should analyse and critique the group or team from your point of view (writing in first-person is acceptable). The essay should focus on insights from the readings that inform you about strategies you might use to improve the performance of the group/team and your own involvement in it.

STAGE 2: LEADERSHIP EXPERIENCE

Overview

Your leadership experience will allow you to operationalise the components of leadership effectiveness using the toolkits provided in the workshop and the two UQ courses: Inclusive Strategic Leadership and Leading People and Teams. This means that you will have the chance to practise your new skills in order to achieve your personal leadership vision.

The workplace challenge you identified to address as a project is part of this leadership experience and may require you to work outside your comfort zone if you wish to be an effective leader. During this stage of the PFLP, you will be required to choose one of the types of leadership experiences listed below and complete the application form, which will need to be submitted to the PFLP Manager.

Types of leadership experience

1. Attachment with a relevant agency in a relevant role (e.g. SPC, FFA, NZ MPI, NZ MFAT, in-country ministry/department, Pacific island fisheries entity)
2. Online learning (MOOC) or attendance at a very short course
3. Attendance at a specific meeting/conference
4. Intensive mentoring by an expert in a specific field
5. Shadowing of a leader for a short period
6. Subscription to a leadership journal or professional leadership association
7. Any other useful experiential activity approved by the consortium

Application

Your choice of leadership experience needs to match your identified project and be within the scope of your leadership vision. It is recommended that you talk through your choice with your coach to ensure that you are getting the most learning out of this professional development opportunity. As a Pacific fisheries leader, you are expected to have some idea of budgeting, so the application form gives you an opportunity to forecast a budget for your leadership experience. This will be reviewed by the PFLP Team and amended as required during the approval process.

Your application will be assessed by the PFLP Team. You will be notified of the outcome of your application before any arrangements are recommended. If you meet all the admission criteria and your request is within budget, you will be assisted to make the necessary arrangements. Note that PFLP takes no responsibility or liability for any commitments made by you without prior express consent of the PFLP Team Leader. So please do not make any arrangements without written consent from the PFLP Manager.

Preparation

It is advisable that during your research prior to making your choice, you find out as much as possible about the intricacies of the leadership experience you chose, the benefits as well as potential risks for your learning. Keeping in mind your objective, ask yourself questions such as:

- How will this help me in my current role?
- What links it to my personal project?
- What do I expect to learn and be able to do?
- What will I need to do to get ready for this?
- Can I make the time for this?
- What will my responsibilities be?

Expectations

Expect to face a learning curve that may be steep. Be prepared to take the initiative and push your normal boundaries.

Setting up for success

Be a lifelong learner – set yourself up for success by considering what you will do post leadership learning experience. How will this learning experience benefit you and your organisation? Are you able to share what you have learned? With whom? How? What can you now do better? Can you achieve your leadership objective? Are you applying your leadership skills in your personal project? How can you evaluate yourself? Do you have a benchmark? How long will it be before you attain your target?

LEADERSHIP EXPERIENCE APPLICATION FORM

To be completed and signed by the participant and immediate supervisor as proof of authorisation.

To be completed by the participant:

NAME	
JOB TITLE	
REQUESTED TYPE OF LEADERSHIP EXPERIENCE (explain fully)	
PREFERRED START DATE	
EXPECTED DURATION (NUMBER OF DAYS)	
HOW THIS LEADERSHIP EXPERIENCE WILL HELP YOU IN YOUR CURRENT ROLE	
WHAT THIS LEADERSHIP EXPERIENCE WILL PROVIDE FOR YOUR PERSONAL PROJECT	

Budget Estimate in NZD

Element	Units	Cost per unit (NZD)	Required units	Cost (NZD)
Travel	Air fare		Return (x2)	
Accommodation	DSA days			
Enrolment fees	Standard			
Tuition	Course			
Conference fees	Standard			
Subscription	Annual fee			

Signed:

Dated:

To be completed by the immediate supervisor

I confirm that this participant is requesting the type of leadership experience applied for above at the preferred start date and duration with my endorsement and support.

Signed:

Dated:



LEADERSHIP EXPERIENCE CONTRACT

To be completed by the participant:

First name

Surname

I confirm that:

1. I have successfully completed Stage 1 OR Stage 3 of the Pacific Fisheries Leadership Programme;
2. I fully meet all the admission criteria for this leadership experience stage;
3. I accept that a condition of funding this stage of the programme is that I attend all the required times and undertake and submit any and all academic and practical exercises;
4. I understand that I must inform my immediate supervisor with regard to agreeing to leave and reporting of sickness of absence; and
5. I am aware that failure to undertake the responsibilities below could lead to disqualification from the programme.
 - a. I am required to complete a report based on my leadership experience and to list at least three things that I will undertake in my workplace after this stage.
 - b. I am required to attend every day or have a legitimate reason, such as sickness, not to attend (pressure at work is not a legitimate reason).

Signed

Date

To be completed by the immediate supervisor

I confirm that this participant has approval to continue studies in PFLP with this leadership experience.

I confirm that this participant has leave approved to attend the leadership experience for the period agreed.

I understand the benefits of the training to the participant.

I agree to provide opportunities for this participant to complete the programme.

I will discuss the participant's progress at regular intervals.

I am aware that the participant will need to put into practice what he/she has learned and will offer help and support as required for the demonstration of leadership learning.

I am aware that I can air any concerns about the participant's progress or any issues and challenges I witness with the programme in the strictest confidence to the Program Manager or Team Leader of PFLP.

Signed

Date

PLEASE KEEP A COPY AND SUBMIT A SCAN OF THE SIGNED VERSION TO THE PFLP MANAGER

STAGE 3: LEADERSHIP FOR CHANGE

Stage 3: Leadership for Change provides a diagnostic and strategic foundation for leading change in social and organisational settings. Its aim is to provide you with frameworks and tools to address challenges you currently face in your agencies. Building on the theory and skills developed in stages 1 and 2, you will engage in two four-day experiential modules aimed at strengthening and expanding your leadership. The immersive nature of these modules challenges you to apply your learning in real time to the dynamics in the group as a case-in-point of the organisational dynamics you face in your roles.

At the end of Module I, you are required to identify a complex challenge you want to address in your agency. The criteria for selecting this challenge will be outlined in class. A three-month period then separates Module I from Module II to support learning assimilation and to allow you to mobilise the challenge you have identified. Throughout Stage 3, you will continue to work with senior coaches to develop your skills and to apply your learning to the challenges you aim to address in your organisation.

Cohorts and participants

The majority of the participants who enrol in Stage 1 are also projected to complete Stage 3. In addition, Stage 3 provides an opportunity for senior fisheries officials not enrolled in Stage 1 to develop and strengthen their leadership. Stage 3 cohorts, in other words, will consist of 20–25 participants from Stage 1 as well as senior officials only enrolled in Stage 3 of the programme.

Stage 3 is designed to meet diverse learning needs and broad professional experiences by providing you with a framework for leadership relevant to your social context. With recent, extensive careers in fisheries, including in technical or managerial roles, you will benefit significantly from the skills developed in the programme. Moreover, the Stage 3 design seeks to leverage your knowledge and experience with issues facing Pacific fisheries by analysing past and present cases of leadership failure in the sector. The design will also challenge participants to explore the resources and constraints that technical expertise brings to the practice of leadership.

Programme integration and consistency

Stage 3 modules build on the leadership frameworks and skills developed in Stages 1 and 2 of the programme. Drawing on theories explored in the Inclusive Strategic Leadership (ISL) award course, Module I reinforces systems thinking principles, stakeholder analysis methods, and strategies for working with conflicting values. You also explore some of the conceptual foundations and practical implications of engaging in Problem Driven Iterative Adaptation (PDIA).

In line with ISL, Stage 3 modules emphasise the role of diversity and participatory engagement in effective leadership practice. In Module I, you analyse the strategic role of gender equity and inclusion of marginalised groups in addressing Pacific fisheries challenges. Module II provides a framework to investigate identity, role, and gender constructs and the impact these have on power and authority relationships. Using a variety of methods, you will develop critical understanding of the personal history and social conditioning defining your professional role. The aim of Module II is to support you in developing greater freedom from the social systems you are embedded in to be more effective in leading change.

Stage 3 also builds on the group dynamics work explored in the Leading People and Teams (LPT) award course. In both modules, you learn to analyse common group and organisational dynamics and develop skills to intervene in them effectively. Patterns by which groups address and avoid critical decision-making are examined in depth. You will develop strategies to orchestrate multi-stakeholder processes, work with conflict, and learn to negotiate with and without authority. Tactics for building alliances and managing the challenges of working across boundaries are also considered.

PFLP TEAM

Alan Woodside – Lead Coach



Alan works as a consultant and facilitator, providing leadership development advice to organisations through programme development and delivery, coaching and mentoring for individuals and teams. His career in Ireland, Australia and Aotearoa/New Zealand has spanned management and leadership roles in the public and not-for-profit sectors in science (forensic and environmental), health and safety, injury prevention, transport, primary industry and disability. His chief executive and senior leadership positions have also yielded experience in:

- policy, research and service delivery
- relationship management with ministers, select committees, boards, stakeholder groups and the media
- start-up and change leadership
- international and culturally diverse settings.

Alan has a master's degree in International Relations (Victoria University Wellington) and is a Graduate of the Royal Society of Chemistry (UK). He is Irish, lives in Wellington and enjoys reading and writing; talking and listening; football and walking and *whanau* (family).

Alan has been associated with SPC's Leadership Development Programme since its inception and has been a facilitator with a similarly intentioned programme for Maori managers in the New Zealand public sector.

Bernedine Managreve – Finance and administration assistant, Strategy, Performance and Learning



Bernedine joined SPC's Regional Maritime Programme in 2009 as Programme Assistant and stayed on when the Transport Programme was established. She was the Transport Programme team's administration support. The Transport Programme later became part of the Geoscience, Energy and Maritime Division (GEM). Bernedine left GEM in May 2018 and joined the Strategy, Performance and Learning (SPL) team as the Finance and Administration Assistant.

Bernedine has 13 years' experience in the sugar industry in various departments, including the European Unions' Sugar Project Management Unit. She holds a Diploma in Business Management and several IT and Office Administration certificates from the University of the South Pacific

Cameron Bowles – Team Leader and Coach



Cameron's thirty years' experience in international development, leadership, education and strategy has included consultancies and senior leadership roles with international development agencies, NGOs, universities. His experience in the Pacific spans DFAT and the Pacific Community (SPC). He has also worked in the UK as CEO of the World University Service, and in Africa, the Middle East, Central America and South Asia.

Cameron develops programmes to strengthen leaders and support people to address difficult, complex and intractable issues. With DFAT, from 2009–2013, he was the Regional Director of the Fiji-based Pacific Leadership Programme. He is an experienced speaker, facilitator and qualified coach.

Cameron has a degree in Economics, an MBA and experience of study and presenting on numerous short courses, including post-graduate studies in leadership and international development at Harvard Kennedy School, the Open University, Sussex University, the World Bank, the University of Southern California, Kansas Leadership Centre and the University of Queensland.

Cecile Depuille – Programme Manager



Cecile Depuille is a French citizen who has served The Pacific Community (SPC) since April 2011.

Cecile has extensive experience in international development. She is currently the programme manager for the Pacific Fisheries Leadership Programme funded by New Zealand MFAT. This project aims to strengthen the leadership capabilities of Pacific Island national fisheries officials to improve the performance of national fisheries agencies, and to contribute to increase economic and food security benefits in the Pacific region.

She was formerly the project coordinator of the KfW project, a € 6 million multi-country grant, funded by the German Government to assist recovery activities after cyclone Pam. She has also worked as procurement officer for the Grant Management Unit of SPC's Public Health Division based in Noumea, New Caledonia.

Cecile is based in SPC's regional office, in Port Vila (Vanuatu) and holds a degree in international business from the University of Lille III (France).

Dr Jodie Curth-Bibb – The University of Queensland



Dr Jodie Curth-Bibb is a Teaching and Research Fellow for the University of Queensland. She is the course coordinator for the Leadership in Global Development MicroMasters for the Institute of Social Science Research, a lecturer in Public Policy for the School of Political Science and International Studies and programme designer and lecturer in Inclusive Development and Public Policy for The University of Queensland International Development (UQID) unit. Jodie is the former Pacific Manager for UQID and is an experienced programme manager, public servant and academic with a 10-year track record working in partnership with public sector institutions and NGOs in Pacific Island countries.

Dr Curth-Bibb's research is currently focused on development effectiveness, inclusive public policy and leadership, governance and ethics, monitoring and evaluation, gender equity and gender-based violence in Pacific Island countries, institutional capacity development and public sector reform.

Dr Neil Paulsen – Associate Professor, The University of Queensland



Dr Neil Paulsen is an Associate Professor in the University of Queensland Business School, Australia with research and teaching interests in leadership and change, teams, organisational development, and human-centred design. He has a long-standing interest and involvement in all levels of organisational life as a practitioner, consultant and researcher. Neil has more than 20 years' experience as a successful senior manager and consultant in public, private, and community sector organisations in Australia, India and the Netherlands.

Neil's interactive style challenges participants to make a difference in the context in which they live and work. He has a unique ability to draw from his own senior management experience and current research knowledge to provide useable and practical insights. He has received six teaching awards. Neil has served as course director for approximately 15 Australia Awards programmes and has facilitated sessions in many others. These programmes and sessions focus on leadership, organisational development, negotiation and infrastructure development. Neil has worked with participants from 15 African countries, and participants from South West Asia, Papua New Guinea and South Pacific nations.



Dr Tim Grice – The University of Queensland and Square Circle



Dr Tim Grice is a development researcher and practitioner with country experience in the Pacific region, East Asia, Africa and Latin America. Working across the private sector, public sector and civil society, Tim has led programmes in leadership development, resource governance, transparency, community health, education, law and justice, financial inclusion, small and medium enterprise development, institutional strengthening, and infrastructure development.

In his recent work, Tim has led projects for The World Bank, the International Finance Corporation, the United Nations Development Programme, Extractive Industries Transparency Initiative, Transparency International and The Natural Resource Governance Institute.

Dr Grice holds a PhD in Organisational Psychology from The University of Queensland, has completed an executive programme in International Management from Stanford University and The University of Singapore, and is a member of Transparency International Papua New Guinea and the World Future Society. Tim lived and worked in Papua New Guinea for six years and plays the charango from time to time.

Emily Sharp – SPL Director



Emily is passionate about maximising impact through the use of evidence, purposeful design and participatory processes. She has worked professionally and academically in a range of applied science and international development fields since 1999.

She enjoys working from the field to the laboratory, from state to federal government, from community to International organisations.

Emily strongly advocates that planners, evaluators and policy makers be creative, flexible and apply innovative approaches that embrace sensitive and dynamic contexts; are responsive to gender, culture and power; and provide real time findings and meaning to organisations and individual beneficiaries.

Megan Streeter – Coach (contracted by FFA for PFLP)



Megan is a Fiji national who works as an independent consultant. She has expertise as a training specialist; monitoring, evaluation and learning champion; information and knowledge manager; mentor/coach; quality systems auditor; project manager; facilitator; and rapporteur/editor. She is contracted by the Forum Fisheries Agency (FFA) to assist design and implement leadership and management training and be a coach as part of the PFLP consortium.

Megan was formerly the Training Adviser at FFA and prior to that spent 10 years at the Pacific Community (SPC) in various roles in the maritime sector. Megan's professional career included being a secondary school teacher in Fiji and the Cook Islands, an automotive mechanic for the Fiji Government, an automotive trade Pacific Islands Regional Ocean Forum Coordinator for the Council of Regional Organisations in the Pacific (CROP).

Michelle McCormack – Facilitator and Coach



Michelle is the Director of People focus, a New Zealand leadership development company that works with people, teams and organisations across the Pacific region to improve their results.

With a 25-year career as an entrepreneur, manager and leader, Michelle's approach is practical and connective – doing business with a people focus. She has designed and delivered programmes in NZ, UK, USA, Australia, Cook Islands, Samoa and Fiji with participants from over 20 countries.

Michelle is known for her energetic and engaging style. She is quick to understand context and situations by asking questions and listening to the answers. Michelle can see potential in any situation and will partner with you to realise that potential, building a long-term enduring relationship.

Michelle is an International Certified Facilitator™ and a Certified Coach in Emotional Intelligence and Conversational Intelligence®. She has a Bachelor of Business Studies from Massey University and a Certificate in Psychology.

Navinesh Kumar – Communication Officer SPL



Navinesh is a communications and public relations specialist with more than 10 years' working experience in media, communications, public relations, marketing, stakeholder engagement, promotions, advocacy (national and regional level), emergency communications, beneficiary communications, knowledge management, corporate communications, strategic communications and brand management.

He has worked for the Fiji Daily Post as a senior journalist and weekend editor. He also worked for the Fiji Human Rights and Anti-Discrimination Commission as Media, Promotions and Training Coordinator. He was also employed by the Water Authority of Fiji as Team Leader Corporate Communications, and by the International Federation of Red Cross and Red Crescent Societies (IFRC) as Communication and Advocacy Manager for the Pacific. More recently, he was with the DFAT Education Program as Communications and Knowledge Management Manager and he is currently employed by SPC as Communications for Performance Officer for the Strategy, Performance and Learning Unit.

He holds a Master's degree in international relations and diplomacy from the University of Fiji, and a Bachelor of Arts in Literature, Language and Journalism from the University of the South Pacific.

PFLP CONSORTIUM

The Pacific Fisheries Leadership programme (PFLP) funded by the New Zealand Government, is implemented by a consortium led by the Pacific Community (SPC) with the Forum Fisheries Agency (FFA), the University of Queensland (UQ), People Focus (NZ leadership development specialist) and the Centre for Adaptive Leadership (CLA). The consortium is referred as SF-CUP (**S**PC / **F**FA – **C**LA / **U**Q / **P**eople Focus).

SF-CUP – Partners in brief:

SPC: The Pacific Community (SPC) is an international development organisation and the principal scientific and technical organisation focused on development in the Pacific region. SPC is owned and governed by 26 country and territory members and has worked for and with them for 70 years. SPC is one of nine member agencies of the Council of Regional Organisations of the Pacific (CROP). SPC's mission is to work for the well-being of Pacific people through the effective and innovative application of science and knowledge, guided by a deep understanding of Pacific Island contexts and cultures. In addition to fisheries, SPC works in many sectors, including agriculture, geoscience, statistics, social development (gender, culture, youth, and human rights), education, health, marine transport and energy. Highlighted in SPC's 2016 Results Report, "SPC delivers training, mentoring and capacity-building to empower Pacific Island countries and territories to address their development needs". SPC is experienced in partnering productively with others who bring additional or complementary skills and has established legal, procurement and financial systems to support this to enhance programme outcomes. SPC envisages this could add value for the PFLP in areas such as accreditation and some specific training experiences.

FFA: The Pacific Islands Forum Fisheries Agency (FFA) was established by the decision of Pacific Leaders in 1979. The mission of the FFA is to drive regional cooperation to create and enable the maximum long-term social and economic benefit from the sustainable use of our shared offshore fishery resources. Based in Honiara, Solomon Islands, FFA has 17 Pacific Island members. The agency supports its membership to sustainably manage the offshore fishery resources that fall within their 200-mile exclusive economic zones. FFA provides fisheries management expertise, technical assistance and other support to its members, who make sovereign decisions about their tuna resources. FFA consists of three operational divisions – Fisheries Management, Fisheries Development and Fisheries Operations – supported by a Corporate Services Division and the Senior Executive through the provision of high-level advice across the full range of agency work. The agency has a high level of corporate governance, including through the operation of an Audit Committee and annual Forum Fisheries Committee and ministerial meeting.

CLA : The Centre for Leadership and Adaptation (CLA) is an international leadership development institute and the home of Adaptive Leadership™. Founded in 2002, CLA grew out of the work of Dr Ron Heifetz and Marty Linsky, who have spent more than 30 years researching and teaching the practice of leadership at Harvard University's John F. Kennedy School of Government. CLA has been working in the Pacific region since 2011. As recently as 2017 it received strong recognition for innovation and effectiveness in leadership programmes conducted with the DFAT Pacific Leadership Programme focused on enabling change in Pacific contexts.

UQ: The University of Queensland (UQ) brings an outstanding record of accomplishment to this consortium with an extensive pool of highly qualified project and teaching staff to deliver into the leadership training components of this programme, in particular Stage 1, where two courses will be offered towards a Graduate Certificate. With a depth of Pacific experience, and with the UQ Business School ranked in the global top 15, UQ offers a combination of development and leadership expertise that ensures high quality education applied to the Pacific leadership context.

People Focus: People Focus is a boutique leadership development consultancy based in New Zealand. We work with people, teams and organizations across the Pacific to improve business results. We facilitate conversations that matter, with Leaders and Teams who are on a mission, and are serious about achieving results and understand that people are the key to excellence. Our track record includes designing and delivering programmes in NZ, UK, USA, Australia, Cook Islands, Samoa and Fiji with participants on our programmes from over 20 countries. A number of these programmes have been recognised with People Focus customers winning local awards for their people practices and leadership development. Since 2012, People Focus have provided support to the partnership arrangement between MFAT and NZCS to strengthen the Customs sector in the Pacific, improving border security and economic prosperity. We work to bridge the gap between knowledge and action, providing practical tools, frameworks and skills for everyday use – coaching leaders and teams to take action, to follow through, to measure the impact and results.



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