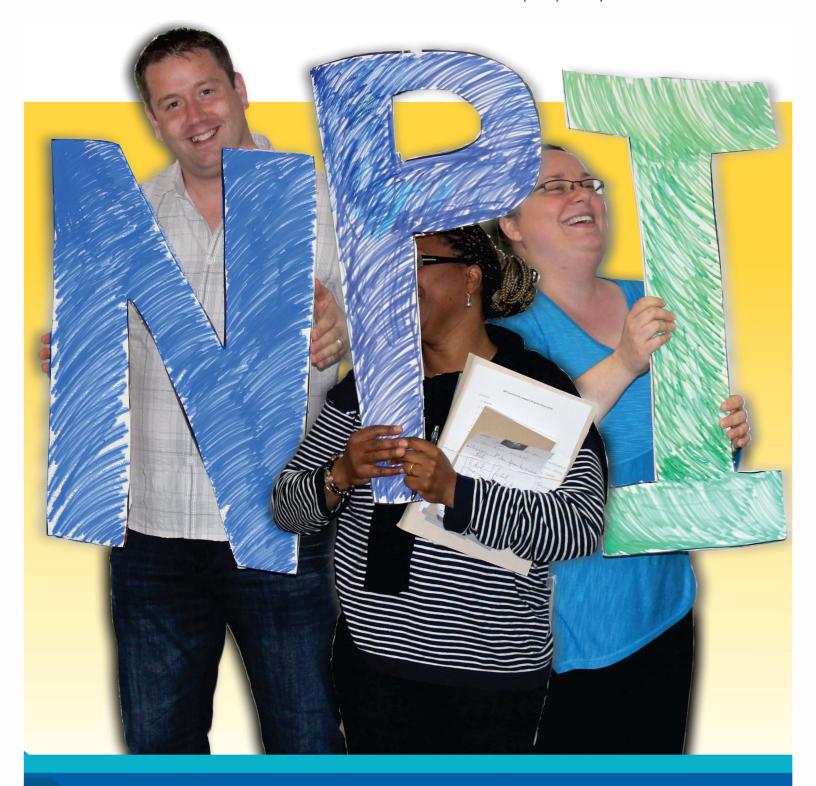# LEADERSHIP DEVELOPMENT



Enhancing the leadership capacity of minority English-language community health and social services networks (NPIs) in the province of Quebec

*Ce document est disponible en francais sur le site web du CHSSN à l'adresse suivante :*
*http://chssn.org/fr/centre-de-documentation/publications-chssn/*

**CHSSN**
Community Health And Social Services Network
Réseau communautaire de santé et de services sociaux

**In collaboration with**
UNIVERSITÉ **Concordia** UNIVERSITY

Centre for Human Relations & Community Studies

**Financial contribution by Health Canada**
Health Canada  Santé Canada

Imagine driving across Quebec without a map. How would you know where you are? How would you know where you need to go? In short, you could quickly become lost. This new leadership development framework is, in fact, a map for NPIs to follow. The vision is that through leadership development English-speaking communities of Quebec will be healthier.

The process for developing this framework has been collaborative. Drafts of the framework were created based on information provided by NPI and CHSSN personnel. A series of conference calls provided on-going feedback about the model as it developed. Members of these twenty health and social services networks across the province can feel proud that they were instrumental in the creation of this leadership development framework. It both reflects and responds to their experiences providing leadership to their communities in the area of health and social services.

The collaboration between Concordia University and the CHSSN/NPI Network is a powerful tool to ensure best practice. Community partners have firsthand experience and the university partner has a strong theoretical background and up-to-date research. There is a very real mutual benefit that comes from community-university collaboration that links theory and practice with authentic situations.

Throughout this process, it has been our pleasure to work with a group who operate from clearly articulated values and bring a depth of experience to the discussion. It has been valuable for us to see the extent to which current practice and theory mutually influence one another. Today leadership is values-led, participative and operates from a systems perspective. The process of developing this framework expressed these current and important trends in leadership development.

With clearly articulated competencies to guide future action, the practical implications for this framework are multiple – recruitment, training & development, and evaluation to name a few. In the final conference call, it was exciting to hear NPI leaders discussing the ways in which they plan to use the framework.

This competency-based framework is an important document from which NPI leadership will continue to grow and develop. We look forward to our continued collaboration.

Sincerely,

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## INTRODUCTION

For the past decade, minority English-speaking communities in the province of Quebec have taken a leadership role in creating community health and social service networks (NPIs) (see map on page fourteen). The long-term goal of these networks is to improve the health and vitality of their community members through increasing access to health and social services in the English language. Their success to date has resulted in the creation of over eight hundred partnerships with community organizations and public institutions[1].

A recent consultation with members of these networks identified enhancing leadership capacity as a key issue to address[2]. NPIs also renewed their vision and approach to community mobilization for improving health and vitality. This model prioritizes leadership as a key development principle[3]. Furthermore, leadership development within minority English-speaking communities has been a strategy to improve health and vitality dating back to the early 2000's. For example, a community development model for minorities, entitled the *Holland Centre Experience*, documented successful best practices in this area originating from the Quebec City region[4]. This model was successfully tested and implemented in other regions in the province of Quebec.

> "Improving our leadership skills and supporting others to do the same is critical to our future as a minority English-speaking community" (Maggie Severs, NPI Coordinator, Townshippers' Association).



NPI leadership development training back in the early days!

## PURPOSE

This framework responds to the expressed interests and needs of NPIs to enhance their leadership capacity and builds from a rich history of community leadership experiences. It presents competencies (skills, attitudes and behaviors) that enhance leadership capacity in NPI staff and volunteers. This leadership capacity will contribute to the achievement of long-term community goals and NPI program outcomes[5]. Specifically, the document will serve as a guide for the design and delivery of leadership training and support over the upcoming years. It may also serve as a useful reference tool in the future recruitment and retention efforts of NPI personnel.

> "Developing leadership competencies that align with supporting long-term community and program goals is very strategic and worthwhile. In this case, a competency-based approach also acknowledges that leadership skills and behaviors can be learned by almost anyone who wishes to contribute to their community" (Steven Henle, Ph.D., Concordia University).

## DEVELOPING THE FRAMEWORK

A design team of fifteen NPI members and CHSSN staff participated in the creation of this leadership development framework. Their main role was to provide input towards identifying competencies that were most important to their future success. Their work was later validated with other members within the NPI network.

"Creating an NPI leadership credo is very empowering and meaningful. It helps us express our collective vision and beliefs about leadership, based on our past successes and in anticipation of what might be required for the future" (Cathy Brown, Executive Director, CASA).

The design team undertook an initial activity aimed at defining what leadership meant to them. This allowed for dialogue between members expressing individual and collective leadership values and beliefs. The results of their input are illustrated through a series of belief statements referred to as the NPI Leadership Credo[6]. This activity served as an important preparatory step to ensure group leadership values and beliefs would be integrated into the competencies created. Three faculty staff from Concordia University provided academic expertise particularly in defining and facilitating the overall process. They also acted as a bridge linking and integrating on-the-ground practice and experience of the NPIs with current research and literature on leadership development.

The NPI Leadership Development Credo below is an expression of thier values and beliefs.

## NPI LEADERSHIP CREDO

**We** believe that leadership is having the commitment and courage needed to promote the needs and priorities of our community, and take action on what we believe in.

**We** believe that leadership is about staying resilient, focused and committed to our vision, especially during times of adversity and setbacks.

**We** believe that leadership is creating and maintaining relationships with others and welcoming differences and diversity.

**We** believe that leadership is about inspiring and empowering others to get involved by lending their talents and passions.

**We** believe that leadership is engaging and supporting our youth to become involved as the next generation of community leaders.

**We** believe that leadership is being innovative by encouraging new ideas and new approaches.

**We** believe leadership is about building a common vision that strengthens our community assets.

**We** believe that leadership is supporting the ongoing learning and development of ourselves and others.

## NPI LEADERSHIP COMPETENCIES

This section communicates twenty leadership competencies for individuals promoting and developing health and social service networks for minority English-speaking communities in Quebec. They are presented within four important leadership contexts (pillars). Theses leadership contexts are interrelated, and therefore a competency identified in one particular context, could also be an important competency for another.

# LEADERSHIP PILLAR 1
# LEADING IN THE ENGLISH-SPEAKING COMMUNITY

These leadership competencies integrate the design team's experiences when leading in their respective English-speaking communities of Quebec. They also align with an evidence-based approach to community leadership previously introduced to NPIs, *The Community Leadership Handbook*[7]. This approach and pillar present some core and essential competencies for effective community leadership.

### Creating a Shared Vision
Helps build a shared vision that represents the diverse needs and interests of English-speaking members. Adopts strategies that increase participation in community gatherings and visioning sessions. Facilitates dialogue that is inclusive and engaging for a variety of ages and backgrounds.

### Community Governance
Develops and implements plans, policies and procedures that strengthen the community's capacity to maintain decision-making, leadership, control and influence of its assets and resources. Demonstrates reliability and accountability to its community members by getting things done and demonstrating progress and results. This also includes effectively engaging its members in the governance and decision-making of its own resources and development.

### Strengthening Community Relationships
Encourages and fosters relationships that build and strengthen trust and confidence between individuals and organizations that belong to or want to support the English-speaking community (i.e. social capital). Acts with diplomacy and respect toward the others. Supports others in creating and maintaining positive relationships for effective community building. Manages conflict in a constructive manner.

### Building Individual Capacity
Views individual members, volunteers, and employees dedicated to improving the health and vitality of the English-speaking community in their region as an important community asset. Supports and empowers others to build their skills, competencies and abilities to take action. Takes initiative to constantly improve themselves in order to perform to the best of their ability.

### Effective Communication
Models effective communication and interpersonal behavior (i.e. verbal and non-verbal) by remaining positive, solution-focused, empathetic, resilient and inclusive. Adapts their communication style and uses common language. Actively seeks and listens to the opinions of others. Communicates in a way that engages people into action such as asking what needs to be done, how it needs to be done, and why it is important to do.

# LEADERSHIP PILLAR 2
## LEADING NETWORKS

NPIs adopt an intersectoral networking and partnership approach that focuses on building community health and social service networks in collaboration with their community members and public partners. Competencies in this pillar illustrate the critical skills, attitudes and behaviors required to succeed in this effort.

### Network Building
Connects with public partners and invites them to participate on the network table. Hosts effective meetings by adopting techniques to engage and sustain the involvement of public partners and other network members. This entails developing meeting agendas, facilitating and chairing meetings, and setting an atmosphere that makes partners feel involved. Successfully integrates input and collaboration of network partners into the development of an action plan.

### Partnership Development
Develops partnerships according to a successful partnership model based on knowledge sharing, joint action, trust and interdependence, presented in the *2013 CHSSN Baseline Data Report*[8]. Shows interest in getting to know partners and in understanding how NPIs can also help them achieve their goals (win-win). Demonstrates how their partnerships lead to improved access. Moves into action with partners who are ready instead of waiting for everyone to be ready before starting.

### Strategic Planning & Project Management
Engages stakeholders in strategic planning and visioning activities that help spark and develop project ideas based on assets, interests and future needs. Seeks to understand how each organization's system functions as a way to collectively integrate and sustain projects into long-term initiatives. Turns ideas into reality by developing project work plans with realistic objectives, activities, timelines and achievable outcomes.

### Knowledge Development & Transfer
Continues to build an ongoing knowledge base derived from formal and informal methods such as needs assessments, statistical profiles, research, and information sharing. Uses an evidence-based approach when making decisions and communicates new knowledge to partners. Shares best practices and actively participates in the NPI community of learning.



Building our NPI learning community.

### Evaluation & Reporting
Evaluates and reports on projects and initiatives that correspond to criteria required by funding partners. Selects appropriate evaluation approaches for other projects, such as process evaluation (is the project being implemented successfully) and outcome evaluation (measures the change that has occurred). Also encourages informal feedback from participants, community members and partners as a way to stay in touch with how things are going.

# LEADERSHIP PILLAR 3
## LEADING WITHIN THE LARGER COMMUNITY

The NPI approach to development also includes leading in the larger community context. This often involves representing and promoting the interests of the minority English-speaking community on various boards, advisory committees, decision-making tables, and community organizations. Competencies presented in this pillar support individuals to effectively lead in this majority community environment.

### Representation
Participates on important boards, advisory committees and decision-making structures requiring English-speaking community representation (i.e. CISSS board, regional access committee). Plans ahead to recruit and nominate other interested and qualified community members to participate in representation efforts. Nurtures their knowledge and skill development so they can become effective, credible and respected community leaders and representatives.

### Sensitizing & Mobilizing
Uses a variety of approaches and information sources (i.e. presentations, written material, statistics, evaluation and report findings, lived experiences) to sensitize partners on the values, realities and needs of English-speakers in the region. Reduces stereotypes and prejudices that may exist. Influences and motivates partners to cooperate, to take action and to share resources to improve access to health and social services in the English language.

### Being Resourceful
Builds credibility within the larger community as being resourceful and an important go-to on matters pertaining to the English-speaking community. Seeks opportunities to help service providers adapt their services in the English language. Develops extensive knowledge of the public service offer and available community resources and acts as a bridge between the two.

### Political Awareness & Advocacy
Stays abreast of internal and external politics and larger community opinions that may have an impact on achieving goals of the network. When appropriate, engages in advocacy efforts (grounded in a credible knowledge base) that increase majority stakeholders' understanding and concern on issues while maintaining key relationships and partnerships.

### Aligning with Majority Interests
Promotes the English-speaking community as a rich asset and resource by demonstrating how it can positively contribute to the overall development and vitality of their region. When appropriate, aligns interests and priorities of the minority and majority community. Helps majority stakeholders achieve their goals as a way to build trust and foster a sense of caring for the whole community.

# LEADERSHIP PILLAR 4
## LEADING FOR THE FUTURE

This pillar helps prepare NPIs to effectively face challenges and opportunities of the emerging future. Leading from the emerging future is a concept and approach well documented in literature on leadership[9]. This forward-thinking mindset is proactive in conceptualizing trends that could impact the English-speaking community's future. Training and support related to these five competencies should best equip individuals in proactively addressing a common set of challenges that lie ahead.

### Managing Change
Seeks information and knowledge regarding the trends and changes occurring in the health and social services system and other relevant sectors. Embraces and participates in change initiatives with a positive outlook while safeguarding the interests of the English-speaking community.

### Youth Engagement
Creates partnerships and projects that support English-speaking youth wanting to take on leadership roles in the community. Promotes volunteer, education and career opportunities that both attract and encourage youth to come, stay or return back to their region. Engages youth in the design and delivery of health and health promotion-related activities.

### Succession Planning
Engages others such as board members in the planning, recruitment and replacement of key staff and volunteers (i.e. Executive Director, Coordinator, President). Mentors and supports others to take on important leadership roles such as project management, representation and partnership development. Identifies competencies required to fulfill key positions and strategically recruits candidates.

### Social Innovation
Fosters innovation and experimentation by encouraging those involved to test the feasibility of new approaches (i.e. pilot projects). Adopts strategies that potentially have a greater impact on improving the broader health, political and socio-economic conditions for minority English-speakers. Engages community, public and private sectors in order to address the social needs of their community members such as isolation, exclusion and poverty.

### Community Involvement & Volunteerism
Finds ways to engage and involve a greater number of community members to participate in the development of their minority community. Promotes volunteerism as an important aspect of enhancing community vitality. Implements activities that encourage community members and volunteers to continue and evolve in their roles and responsabilities. Empowers them to take ownership of their community's future.

# NPI LEADERSHIP DEVELOPMENT

**Enhancing the leadership capacity of minority English-language community health and social services networks (NPIs) in the province of Quebec**

| Leadership Outcomes | Improved Health & Well-Being | | Improved Community Vitality | |
|---|---|---|---|---|
| **Leadership Pillars** | Leading in the English-speaking Community | Leading Networks | Leading in the Larger Community | Leading for the Future |
| **Leadership Competencies** | Creating a Shared Vision<br>Community Governance<br>Strengthening Community Relationships<br>Building Individual Capacity<br>Effective Communication | Network Building<br>Partnership Development<br>Strategic Planning & Project Management<br>Knowledge Development & Transfer<br>Evaluation & Reporting | Representation<br>Sensitizing & Mobilizing<br>Being Resourceful<br>Political Awareness & Advocacy<br>Aligning with Majority Interests | Managing Change<br>Youth Engagement<br>Succession Planning<br>Social Innovation<br>Community Involvement & Volunteerism |

**Leaders of Change**

**NPI Leadership Credo (values & beliefs)**

## DESCRIBING THE NPI LEADERSHIP DEVELOPMENT GRAPHIC FROM BOTTOM TO TOP

### NPI Leadership Credo

The bottom of the graphic illustrates how the NPI Leadership Credo (values and beliefs) align with the leadership competencies presented above. Decades of literature suggest that strategies and programs that define and integrate value and belief systems are more accurate, meaningful and useful[10].

### Leadership Competencies

A competency-based approach helps link vision and strategy to a set of critical individual competencies. These become a blueprint for the development and support of people, as key assets to overall success[11]. The competencies described are the prioritized leadership skills, attitudes and behaviors that NPIs feel are necessary to develop, in order to best achieve their goals and desired outcomes.

### Leaders of Change

NPIs aspire to be leaders of change within their community. The image on the right-hand side of the graphic indicates this aspiration. The arrow also signifies the direct link that competency development makes toward achieving this.

### Leadership Pillars

Each of the four pillars contains five specific leadership competencies. They are designed to represent a distinct yet interrelated context of NPI leadership development.

### Leadership Outcomes

The top part of the model identifies two important long-term leadership outcomes. These outcomes align with similar outcomes identified in the *NPI Community Mobilization Model for Improving Health and Vitality of English-Speaking Communities in Quebec*[12] and in the *NPI Program Guide for Applicants*[13].

## CONCLUSION

This document illustrates a collective vision of leadership development on behalf of twenty NPIs. It presents the individual competencies that will have the greatest impact on developing leaders of change within their communities. It is intended that this framework serve as an important guide to NPIs and their partners in assessing leadership capacity and developing specific leadership training opportunities to enhance it (see appendix). Finally, this approach links critical competencies and core leadership values and beliefs to a long-term vision and strategy for maintaining the vitality and well-being of their communities long into the future.

> "Employees, volunteers and members working on behalf of English-speaking communities are the greatest assets we have. NPI leadership is a compelling vision that supports our development, placing people and our future as a priority" (Melanie Leblanc Executive Director, Heritage Lower Saint-Lawrence).

# Quebec's English-Speaking Communities

**POPULATION: 1,058,250**
**13.5% OF QUEBEC** (2011 Canadian census)

**CHSSN**
Community Health
And Social Services Network

www.chssn.org

## Regional populations

Nord-du-Québec
**20,645**
(48.6%)

Côte-Nord
**5,335**
(5.7%)

Saguenay – Lac-Saint-Jean
**1,798**
(0.7%)

Abitibi-Témiscamingue
**5,378**
(3.7%)

Mauricie et
Centre-du-Québec
**5,730**
(1.2%)

Capitale-Nationale
**13,350**
(1.9%)

Bas-
Saint-Laurent
**1,135**
(0.5%)

Gaspésie–Îles-de-la-Madeleine
**9,950**
(10.6%)

Outaouais
**66,643**
(18.2%)

Laurentides
**36,055**
(6.5%)

Lanaudière
**12,400**
(2.6%)

Chaudière-
Appalaches
**3,800**
(0.9%)

Estrie
**23,440**
(8%)

Montérégie
**159,515**
(11.2%)

Laval
**82,078**
(20.6%)

Montréal
**611,005**
(32.8%)

## Local Partners in CHSSN's
# Networking & Partnership Initiative (NPI)

1 **Deux-Montagnes**
4 Korners Family Resource Centre

2 **Côte-des-Neiges**
African Canadian Development
& Prevention Network (ACDPN)

3 **Laval**
AGAPE–The Youth & Parents
AGAPE Association Inc.

4 **Saint-Leonard**
East Island Network for English
Language Service (REISA)

5 **Montréal**
Collective Community Services (CCS)

6 **Saint-Paul's River**
Coasters Association (LNSCH)

7 **New Carlisle**
Committee for Anglophone
Social Action (CASA)

8 **Grosse-Île**
Council for Anglophone
Magdalen Islanders (C.A.M.I.–MINA)

9 **Gatineau**
Connexions Resource Centre

10 **Métis-sur-Mer**
Heritage Lower Saint Lawrence

11 **Québec City**
Jeffery Hale Community Partners

12 **Thetford Mines**
Megantic English-Speaking
Community Development Corp.
(MCDC)

13 **Rouyn-Noranda**
Neighbours Regional Association
of Rouyn-Noranda

14 **Baie-Comeau**
North Shore Community Association
(NSCA)

15 **Sherbrooke**
Townshippers' Association

16 **Cowansville**
Townshippers' Association

17 **Gaspé**
Vision Gaspé Percé Now

18 **Vaudreuil-Dorion**
Réseaux Emploi Entrepreneurship (REE)

19 **Saint-Lambert**
South Shore Assistance and
Referral Centre (ARC)

20 **Rawdon**
English Community Organization
of Lanaudière (ECOL)

## LEADERSHIP DEVELOPMENT SELF-ASSESSMENT TOOL

This tool is designed as a quick way to evaluate your own leadership competencies related to the framework.  It also helps guide you in the creation of your own personal leadership development plan.

1- Which competencies best define my leadership strengths? And which ones least define my leadership strengths?

Best:_____

_____

_____

Least:_____

_____

_____

2- Which competencies are most important for me to be successful in my NPI role (current and/or near future)? And which ones are least important?

Most: _____

_____

_____

Least:_____

_____

_____

3- Which competencies do I need to improve? Why?

_____

_____

_____

_____

_____

4- What is a realistic way for me to improve on these specific leadership competencies? For example, formal training or new on the job experiences? Who could support me in this?

_____

_____

_____

_____

_____

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