Flinders University | Health & Enablement

FLAME

Flinders Leadership Mastery Experience

Silver Program

2026

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Introduction

Welcome to FLAME, Flinders Leadership Mastery Experience!

FLAME is a “training by experience” leadership program, designed by the College of Health & Enablement (CHE) to match the needs and preferences of professional and academic staff.

We are passionate about investing in our people and providing opportunities to foster and nurture leadership excellence across the College, as well as extending these opportunities to staff across the University which provides additional benefits associated with increasing collaboration and networks.

The FLAME Program includes

- Participation in a range of training sessions
- Reflections and sharing of learning through Collegial Conversations (Learning Action Sets) and peer-to-peer feedback
- Opportunity to apply leadership skills in practice by being involved in driving a project of strategic importance and value
- Completion of a portfolio, reflecting on your experience and learning journey

This information booklet contains more information about each component of the Program.

We hope you find the program engaging and gain valuable skills and experience to support your leadership development.

The FLAME Team

CHE Dean People & Resources, CHE Director of College Services, CHE People & Culture Team, CHE Operations Team

Leadership Development Outcomes

The FLAME Leadership Program is designed to enhance the leadership capabilities we want to foster.

Great leaders:

- Embrace diversity and demonstrate inclusive, culturally sensitive and openminded leadership
- Are supportive and encouraging, while also able to make timely decisions and have difficult conversations
- Have high levels of self-awareness and understand their impact on those around them
- Strive for excellence by identifying areas for change and supporting their team to achieve great outcomes
- Proactively collaborate across the College/University, encouraging information sharing and open discussions
- Are generous with their time to help nurture others to reach their potential

The FLAME Program aims to equip participants with a “leadership toolkit” and build staff capacity to effectively lead themselves and others. This includes the following key areas of skills, knowledge and experience:

Understanding Self | Understanding Leadership | Understanding Context | Understanding Others

At the conclusion of the Program, Silver FLAME award holders should be able to:

- Apply strategic thinking to plan, organise and deliver outcomes in alignment with the broader College & University Strategic Plans
- Demonstrate strong insights and emotional intelligence to productively manage relationships internally and externally
- Lead and support change by embracing opportunities for continuous improvement and bringing others on the journey
- Demonstrate the ability to foster resilience and drive sustainable performance and engagement in the team/s they lead
- Seek out and leverage feedback to enhance their self-awareness, leadership and impact
- Provide constructive feedback to others about their performance, helping and guiding them in their growth and development
- Share opportunities to mentor others to support career aspirations and progression
- Embed the desired leadership qualities above into their everyday work

Training Sessions

Thursday 5 March 9.30 am – 12.30 pm	Strategic thinking and maximising external partnerships	Facilitated by Gill Duck, Duck Pond Solutions
Tuesday 20 May 9.00 am – 5.00 pm	Leading with emotional intelligence	Facilitated by Rebecca Christianson, Thriving People Consulting
Thursday 5 June 9.30 am – 1.00 pm	How to effectively lead high performing teams	Facilitated by Tim Ridgway, Founder and Director ISC Consulting Group
Tuesday 3 July 9.30 am – 1.00 pm	Delivering feedback and Supporting others Development	Facilitated by Rebecca Christianson, Thriving People Consulting
Wednesday 10 September 9.30 am – 1.00 pm	Supporting teams through change	Facilitated by Fiana Wei, Managing Director Adaptive Psychology
Thursday 23 October 9.00 am – 1.00 pm	Fostering Resilient Teams and Cultures	Facilitated by Kathryn McEwen, Working with Resilience

FLAME

Session 1:

Strategic thinking and maximising external partnerships

ABOUT THE FACILITATORS

Gill Duck, Duck Pond Solutions

Gill Duck is an experienced Organisational Design and Development Specialist in both consulting and in-house roles across private and public sector organisations. Her key areas of focus include development of leaders and teams, organisational and cultural change, strategy, leading and designing large scale transformation programs, workforce planning, and human centred design. With over 20 years experience, Gill has facilitated programs and strategic planning across a broad range of industry sectors including

SESSION OVERVIEW

Thinking strategically is a key capability for anyone in a leadership role that requires moving from the specifics of day-to-day operational service delivery to much bigger picture and long term thinking.

This session will explore how to apply strategic thinking to plan, organise and deliver outcomes in alignment with the broader College & University Strategic Plans – in particular, Engagement & Impact.

‘Our active engagement with business, industry, government and the community is central to our mission to improve lives and to address the needs of society. Effective communication and productive partnerships will expand our capacity to address the significant economic, scientific, and social challenges of our age’ (Pg 14, The 2025 Agenda, Engagement & Impact).

This session will cover

- exploring the importance of strategic thinking and how this can be applied in the University environment
- tools and techniques you can use to help you sharpen your strategic thinking mindset and develop more effective long-term strategies
- the unique challenges of successfully managing external partnerships, from identifying and establishing an external partnership, to strengthening and building on existing networks.

Session 2:
Leading with emotional intelligence

ABOUT THE FACILITATOR

This session will be facilitated by Rebecca Christianson who is the founder and Director of Thriving People Consulting. Rebecca is an Executive coach, facilitator, management consultant and keynote speaker. She specialises in helping leaders reach their potential and has 16+ years' experience working as an Executive and Senior People & Culture leader in Australia, UK and Europe across both private and public sectors. Rebecca also has a background in psychology so will discuss relevant cognitive behaviour theories, neuropsychological research as well as practical tools based on her lived experience as a senior leader in the corporate world. She is inherently curious to learn more about herself and others, thus she strives to ignite this curiosity in the leaders she collaborates with.

SESSION OVERVIEW

Emotional intelligence refers to a set of skills that help us perceive, understand and manage emotions, within ourselves and others. Emotional intelligence allows a leader to build trust and establish open and transparent channels of communication. It also enables careful, informed decision making and contributes to establishing and strengthening a positive workplace environment.

This session will help leaders increase their self-awareness by exploring the components of emotional intelligence and learning about the cognitive biases that get in the way of this. Leaders will also identify their personal triggers that can impede their effectiveness.

This workshop will cover:

- How your mindset impacts your ability to collaborate and lead others
- How to reduce your tendency to go on autopilot by learning how to adapt your style with others
- The neuroscience of emotions and emotional intelligence to understand how our thoughts influence our behaviour
- How to lead with greater self-awareness by identifying your unhelpful thinking patterns and triggers to better manage your workplace interactions
- How to take a strengths-based approach to understanding yourself to learn how to dial your strengths up and down to optimise your performance
- Complete the Strengthscope360 psychometric assessment to understand your strengths and gather feedback on how other people experience your strengths at work

Session 3:

How to effectively lead high performing teams

ABOUT THE FACILITATOR

Tim Ridgway is an Organisational Psychologist with over 30 years of consulting experience with local, rural, national and international organisations. He has extensive experience in both the public and private sector, and across multi national corporates and SMEs and the AFL. Tim customises his consulting solutions, stakeholder engagement, training programs, coaching and psychological assessments to meet the needs and objectives of each unique organisation and their people. His particular expertise is in Leadership development, Resilience and Emotional Intelligence. Tim's passion is to assist organisations and their people to grow, develop and achieve their full potential. He has worked closely with staff at all levels to enhance interpersonal communication and understanding of self and others and to improve team and customer relationships, all of which ultimately drive individual and organisational productivity.

SESSION OVERVIEW

Given the importance of team-based work in organisations, successful leaders require the capability to encourage and inspire those they lead to optimise performance and deliver effective business outcomes.

This session aims to provide leaders with the skills to create and sustain a high performing work team, develop the capabilities of their team, and harness the full potential of team members.

This workshop will cover:

- Exploring what high performing teams do differently
- Identifying the enablers and barriers to building and sustaining a high performing team
- Reflecting on your own team/s current strengths and areas for development
- Identifying strategies you can adopt to enhance your teams engagement and productivity

Session 4:

Delivering feedback and supporting others' development

ABOUT THE FACILITATOR

This session will be facilitated by Rebecca Christianson who is the founder and Director of Thriving People Consulting. Rebecca is an Executive coach, facilitator, management consultant and keynote speaker. She specialises in helping leaders reach their potential and has 16+ years' experience working as an Executive and Senior People & Culture leader in Australia, UK and Europe across both private and public sectors. Rebecca also has a background in psychology so will discuss relevant cognitive behaviour theories, neuropsychological research as well as practical tools based on her lived experience as a senior leader in the corporate world. She is inherently curious to learn more about herself and others, thus she strives to ignite this curiosity in the leaders she collaborates with.

SESSION OVERVIEW

This session helps leaders understand and practice how to utilise feedback to support the development of others and to increase productivity. It will include practice and feedback on how you provide feedback to others.

This course will give you the confidence to provide meaningful feedback, guidance and support to enhance the performance of all your team members.

The skills in this session will support leaders who are managing underperformers, but also for staff in their team who are working well but require support to reach their full potential.

The workshop will cover:

- The neuroscience around why we avoid conflict and giving people both positive and constructive feedback
- Guiding principles about how to effectively provide both positive and constructive feedback
- Techniques to provide meaningful feedback to both support growth and performance as well as conduct critical conversations with team members
- The opportunity to practice how to provide constructive feedback in groups of 3 to improve your feedback muscle

Session 5:
Supporting teams through change

ABOUT THE FACILITATOR

Fiana Wei is the Founder and Managing Director of Adaptive Psychology and is an experienced Organisational Psychologist, Trained Coach, Facilitator and Human Resources practitioner with 15 years of expertise working in the private and public sector.

She has worked with various organisations and industries such as mining, education, legal, customer service, health, law enforcement, residential care and others. Fiana adopts an evidence based and people centered approach when co-designing and delivering customised solutions.

Fiana's passion and strength is in developing and implementing holistic and integrated systems to improving organisational capability and mental health and wellbeing in the workplace. She is motivated by helping people become a happy and productive worker as well as a positive contributor to the community.

SESSION OVERVIEW

In an ever-changing world, successfully navigating the impact and effects of change is a crucial aspect of successful leadership. Change can be disruptive - but it can also be a catalyst for new opportunities.

The session provides the tools to identify the change lifecycle steps required to effectively manage change using the most appropriate change management model and frameworks to effectively lead the people side of change and build agile teams.

The session will cover:

- Understanding different models of change
- Identifying the different stages of change
- How to manage people through these different stages
- How to manage yourself through change

Session 6:

Fostering resilient teams and cultures

ABOUT THE FACILITATOR

Kathryn McEwen is the Global Lead of Working With Resilience, a consortium of practitioners and researchers who use the R@W Toolkit she has researched and developed. She has authored three books on the topic of workplace resilience and is sought out as an expert on this topic. Kathryn has a sound understating of the university context through her consulting work with Flinders and other universities and through various roles she has been employed in within this sector, including industry advisory boards and lecturing contracts.

SESSION OVERVIEW

Leaders play an important role in building resilient teams and cultures. While it is important to invest in our own personal resilience, a resilient group of people does not guarantee a resilient team.

This workshop provides a research-based framework, the Resilience at Work (R@W) Toolkit, (www.workingwithresileince.com.au www.resilience.tv) that offers a roadmap for systemically building resilience in the workplace. This includes exploring the importance of role modelling resilient behaviours while also fostering resilience within the teams you lead to support wellbeing and sustain success.

This workshop will cover:

- A snapshot of systemic factors within the university sector that impact on resilience
- An opportunity to reflect on the challenges your team are facing that impact on their resilience as a team
- A research-based framework that helps you align strategies at the personal, leader and team level
- Opportunity to assess your teams' levels of resilience at work and develop a resilience strategy / action plan for your team

Collegial Conversations

Collegial conversations will be held regularly throughout the program. They will be informal opportunities for program participants to gather and reflect upon their learning and experiences by working through Action Learning Sets – exploring solutions to real problems / case studies and deciding on the best approach. These will be an important part of the shared learning experience and provide opportunities for reflection, solution finding and collaboration.

Action Learning Sets

Action learning involves the development of groups known as action learning sets, containing around 4–8 members. The purpose is to focus on problems, tasks and issues that a member identifies; the group then offers support and challenge to enable the individual to make progress on those problems.

The concept of action learning was developed by Reg Revans in the 1940s and has now become widely accepted as a useful tool for individual and organisational development. To learn more about action learning we recommend reviewing some of the recent literature including these reviews:

> Cho, Yonjoo & Egan, Toby. (2009). Action Learning Research: A Systematic Review and Conceptual Framework. Human Resource Development Review. 8. 431-462. 10.1177/1534484309345656.
>
> Park, Sunyoung & Kang, Ingu & Valencic, Taryn & Cho, Yonjoo. (2013). Why are we using action learning and in what contexts?. Action Learning: Research and Practice. 10. 10.1080/14767333.2012.744299.

Selecting a challenge to discuss

Prior to each session we will ask you to consider a current work issue / challenge you could use as a case study for a small group to discuss and work through in a reflexive manner. These will be submitted via email, and the FLAME team will identify several presenters for each session.

When considering an appropriate case study, the challenge should be something

- Work related, but may be affecting you personally
- Where there are multiple approaches you could take
- For which you have some level of responsibility
- That you are able to influence (to some degree)
- That you can make progress on during this year while you are completing FLAME

For example, maybe there is a challenging conversation you need to have with someone in your team and you are not sure how to address it, or you are leading a project and not sure how to gain traction.

Collegial Conversations (cont.)

The stages of Action Learning Sets will include

- The presenter will describe the problem / scenario to the group
- Group members may ask clarifying questions to further understand the challenge
- Group members will provide contributions to the presenter in the form of questions or considerations for action
- The presenter will reflect on the discussion and what action to take
- In the following session, previous presenters can provide a quick update on any actions taken / progress

Participants should all be contributing and learning whether they are presenting, questioning, actively listening or reflecting – we recommend you engage in each of these roles during the course of the collegial conversations.

Asking helpful questions

The aim of the discussion is to encourage the presenter's learning, by actively listening and asking probing questions. Asking helpful questions is not always easy but is a critical leadership skill.

Here are some suggestions for group members to consider:

Clarification / Probing

- What happened?
- How do you see it?
- What do you feel most challenged by?
- Can you explain more about…?
- You said a moment ago that… if that's the case, what would happen if…
- Who might help you?
- What obstacles do you envisage?
- Can you give an example?
- Who else is involved in this process?
- Have you explored / thought of …?
- Would… be of any help?

Action

- If all decisions rested on you, what would you do?
- What are your options for action now?
- What other possibilities exist?
- Where could you get more information from?
- Who else might have an interest in this?
- What is the first step you need to take?
- What are you going to do before the next meeting?

Collegial Conversations (cont.)

Ground rules

Collegial conversations should be a safe and confidential space, the group may want to set additional ground rules however these are some suggestions

- Listen actively and attentively to those speaking
- Even if group members can see a solution with great clarity, they should refrain from giving advice, taking over the problem, or talking about their own challenges or views – instead ask questions that encourage the presenter to see the situation more clearly for themselves, which may involve probing and challenging their personal interpretations
- Demonstrate a supportive, encouraging and empathetic approach
- Ask questions in a curious manner, but without judgement

Session dates

The collegial conversations are planned for the following dates, which will be added to your calendars

Tuesday 20 May	2.30 – 3.30 pm
Wednesday 25 June	1.00 – 2.00 pm
Wednesday 2 October	2.30 – 3.30 pm
Project Conversations TBA	10.00 –11.00 am

After each session, it is useful to include a short reflection in your Portfolio to document learning / value-add from the collegial conversation.

FLAME Teams site

In addition to regular conversations in-person we also recommend interaction via Teams.

We have set up a FLAME Teams page to provide a method to communicate with the whole group, as well as a platform to access previous training session notes & other FLAME materials.

Support & Feedback

Learning through others in an important part of the FLAME experience. This includes engaging with others in the program, as well as those you work with in your current role.

Peer to Peer feedback & support

Leaders will be matched with a peer within the program cohort and asked to meet regularly to reflect on how they both have applied the learning from the sessions in the workplace. Both parties are also responsible for providing feedback to each other and increasing accountability to each other's learning goals. List of pairings will be available on the FLAME Teams site

Other support & feedback

We also recommend identifying several key people to provide feedback and support throughout the Program such as colleagues, mentor/s, supervisor etc.

If you do not already have a mentor, we would recommend enrolling in your College's Academic Mentoring Program (if available), the University Researcher Mentoring Program for Early Career Researchers, or University Professional Mentoring Program for Professional staff members.

FLAME feedback exercise

As part of applying FLAME in practice, you will have the opportunity to practice the skill of giving and receiving feedback in various contexts to build your leadership capabilities.

As leaders it is important to consistently seek feedback at all levels and visibly show you are receptive and appreciative of others' input and committed to continuous growth.

Encouraging a feedback-driven culture is important for engagement, growth, and innovation.

The FLAME feedback exercise includes two components:

(1) Approaching people who observed you in action and ask them to provide feedback (e.g., supervisor, direct-report, mentor, committee/team member etc.)

The feedback you request should be planned strategically to support your development, so the questions you ask should depend on what insight you hope to gain to increase the chance of receiving useful feedback.

For example

- Since I have been involved in the FLAME program, have you seen any change in my leadership capabilities?
- What do you see as my key leadership strengths?
- Are there any observations or suggestions you can provide to assist me in being the best leader and advocate for my team?
- One of my goals is ____, I would love to know what your observations are, do you have any suggestions for how I can develop further?

Support & Feedback (cont.)

(2) You will be randomly assigned with a peer in the FLAME Program so you can provide peer-to-peer feedback to practice both giving and receiving feedback.

You might like to provide feedback on observations during the workshops or collegial conversations. For example, you may have noticed they are very considerate and inclusive during discussions. It is also useful to provide constructive feedback, for example maybe they share great ideas in small group discussions but lack confidence when sharing with the larger group. The purpose of providing feedback is to increase self-awareness since it is important to know how we are perceived by our peers – this is an opportunity to do this in a safe learning environment.

Alternatively, if you do not feel you are able to provide meaningful feedback from FLAME interactions, you may prefer to share sections of your Portfolio and provide each other with feedback.

TIPS FOR GIVING AND RECEIVING FEEDBACK

Giving feedback effectively

Feedback should be a two-way conversation, it is important to share your feedback but also ask facilitative questions and listen.

The following tips provide guidance on how to give feedback:

- Focus on the behaviour not the person by using specific examples rather than 'you' statements
- Focus on observation rather than inference, intuition or guesses
- Focus on description rather than judgment
- Be specific rather than general, providing examples where possible
- Balance the negative with the positive
- Remain objective and suspend your emotions
- Ask facilitative questions (e.g., 'tell me about…' rather than 'why did you…')

Receiving feedback effectively

Often we feel uncomfortable receiving feedback. It is important to remember the person giving you the feedback usually has good intent and may even require courage to deliver honest feedback.

The following tips provide guidance on how to receive feedback:

Reacting	• We need to be aware of and manage our emotional reaction to what we are hearing. Think about how we react will seem to us (and others) later. • Listen attentively and stay open to ideas and feedback – show you are listening by displaying open body language and facial expressions. • If you find yourself becoming embarrassed by positive feedback or defensive about constructive feedback allow yourself to "pause" before responding. You might do this by taking notes, asking a question, or just listening and allowing the person to finish without interrupting. • Physically you may like to focus on breathing deeply and slowly and consciously releasing the tension in your shoulders.
Reflecting	• Adopt a positive frame of mind and treat feedback as a gift that is given to help you to develop. • Once you have listened to the feedback and clarified your understanding take the time to evaluate it honestly. Try and see things from the other person's perspective. You may want to respond then and there, or you may want to reflect further before you respond. • Recognise your emotions and responses - be honest with yourself about how you feel when you receive the feedback. Try to work out why. Once you have identified how you feel you will be better able to choose how to respond instead of just reacting on the basis of your emotions.

TIPS FOR GIVING AND RECEIVING FEEDBACK

Responding	• It is how we respond that reflects our behaviour and determines how others will perceive our receptiveness to their feedback and openness to learning. • Assume good intent - thank the person for taking the time to give you the feedback. It may not have been easy for them to deliver it. • If receiving constructive feedback, it is important to resist the urge to immediately defend yourself or state your own viewpoint. • When you do respond, acknowledge any valid points that have been made. If there are none, at least acknowledge the other persons point of view and try to avoid defending, denying or blaming others. • Seek to understand the other person's perspective. Ask for specific examples to help you to understand the feedback and focus on improvements e.g. How could I do it differently next time?

Creating a safe and supportive environment

There are a few simple considerations to create an ideal environment for giving and receiving feedback, for example:

- When providing feedback it is useful to ask permission, since control is central to safety. "Can I give you some feedback about XX?"
- It is also useful to share your positive intent, explaining *why* you are providing the feedback (e.g., to support growth and development, to provide some useful insights or observations)
- Ensure the conversations occur in a private space, with enough time set aside to give the conversation your full attention
- If you are seeking feedback it can help to specifically request constructive feedback and make it clear you want to hear their perspective, so they feel safe to be honest

Leadership Project

This is an opportunity to drive a project of strategic importance and value to the University and apply leadership skills gained during the Program.

Consider if you would prefer to either

(1) Identify your own leadership opportunity if there is already a project/working group you're passionate about being involved in

When identifying a suitable leadership opportunity, it's worth considering

- Will you be able to apply learnings from FLAME and demonstrate leadership as part of the project
- Will you be able to set SMART goals to achieve by the end of the year (i.e., Specific, Measurable, Attainable, Relevant, Time-bound)
- Is it aligned with College/University strategic objectives
- Will it provide a positive challenge and opportunity for you to stretch yourself

(2) Explore working groups that exist in your College/Portfolio that you could be involved in. For CHE participants, a list of working groups / projects is available on the Teams site based on current CHE working group Action Plans, or other College priorities.

Please notify the FLAME team via CHE_FLAME@flinders.edu.au with the opportunity you would like to select by Friday 15 March, or if you'd like to discuss options available.

Project selection to be finalised by end of March, the FLAME Team will notify you once your project selection is confirmed.

FLAME

Portfolio

The Portfolio exercise provides an opportunity to reflect on your FLAME experience and learning journey.

The Portfolio is separated into two sections. **Part 1** allows you to identify what you want to achieve during the year, including the leadership skills you want to develop as well as the leadership project goals you want to achieve. **Part 2** is an opportunity to document your experience in the FLAME Program and involves a high level of self-reflection to share what you've learnt and how you have applied it into practice.

Part 1 – Due 27 June

Personal Statement & Purpose, Leadership Philosophy, Learning in Action Opportunity, Goal Setting

Part 2 – Due 14 November

Reflections, Summarising Outcomes Achieved, Feedback Exercise

Format

You have flexibility to use the format you prefer. For example, Canva, PowerPoint, Word.

Word Count

There is no strict word limit, however as a guide we recommend around 15-20 pages if using PowerPoint / Canva, or 8-10 pages if using Word (part 1 & part 2 combined).

Feedback/Marking

You will receive feedback on your Portfolio, which will be marked by the FLAME Team. While it will not be graded, if you would like to see the criteria the Feedback Guide is on page 23-24.

Portfolio Guidelines & Tips

PART 1

The first component of the Portfolio should be completed at the beginning of the FLAME Program. This provides an opportunity to self-reflect on what you want to achieve during the rest of the year.

Part 1 is due on 28 June 2024. Please email to CHE_FLAME@flinders.edu.au

Personal Statement and Purpose

For example, this could include:

- Current position, length of time at Flinders
- Leadership history / aspirations
- Purpose for enrolling in FLAME
- What motivates you / what are you passionate about

Leadership Philosophy

For example, this could include:

- What leadership means to you
- Leadership qualities that are most important to you
- What type of leader you aspire to be
- What values guide you as a leader
- Self-assessment of current strengths and development/focus areas
- Set personal goals to achieve as a leader

Leadership Project Opportunity

For example, this could include:

- Overview of the opportunity & your role
- How it links to College / University Vision & Strategic Plan
- Set goals to achieve (3-5 goals)
- Project goals but also personal goals
- Anticipated challenges

Portfolio Goal Setting

How do I determine my goals?

Things to consider:

- Team goals / project goals
- College / University Strategic plan
- Your personal/career goals
- Key strengths – what can you build on
- Challenges and development – identify a 'stretch' goal
- What skills you want to develop (for example)

How do I refine my goals?

The SMART principle

- Specific – ensure you are clear about what you want to achieve so can focus your efforts
- Measurable – ensure you know what success looks like and can measure progress
- Attainable – ensure the goals are manageable so you feel committed / confident
- Relevance – ensure the goals are important and you are motivated to achieve them
- Time-bound – ensure the deadline/timeframe is clear to maintain accountability

Tips for Success

- Set a realistic number of goals (e.g., 3-5) – focused on the leadership opportunity you're involved in, as well as some personal goals to build your leadership capabilities
- Include 'stretch' goals to extend and challenge yourself
- Focus on approach goals to attain desirable outcomes, rather than avoid undesirable outcome (avoidance goals)
- Set regular times to reflect and review your goals & celebrate success
- Lean on your network for support - share your goals with a mentor or colleague, ask for feedback

Self-Assessment

We recommend completing this assessment pre- and post- FLAME as an opportunity to set goals as well as track your progress.

Consider the learning outcomes of FLAME Silver and how you would rate your current skills and abilities in this area.

Leadership Capability		Self-Rating		
		I do not do this well	I do this somewhat well	I do this well
Learning outcomes	Apply strategic thinking to plan, organise and deliver outcomes in alignment with the broader College & University Strategic Plans			
	Demonstrate strong insight and emotional intelligence to productively manage relationships internally and externally			
	Lead and support change by embracing opportunities for continuous improvement and bringing others on the journey			
	Demonstrate the ability to foster resilience and drive sustainable performance and engagement in the team/s they lead			
	Seek out and leverage feedback to enhance your self-awareness, leadership and impact			
	Provide constructive feedback to others about their performance, helping and guiding them in their growth and development			
	Share opportunities and mentor others to support career aspirations and progression			
Desired leadership qualities	Embrace diversity and demonstrate inclusive, culturally sensitive and openminded leadership			
	Support and encourage others, while also able to make timely decisions and have difficult conversations			
	Have high levels of self-awareness and understand your impact on those around you			
	Strive for excellence by identifying areas for change and supporting their team to achieve great outcomes			
	Proactively collaborate across the College/University, encouraging information sharing and open discussions			
	Demonstrate generosity with your time to help nurture others to reach their potential			

PART 2

The second component of the Portfolio provides an opportunity to reflect on you FLAME experience and report on the outcomes you have achieved.

Part 2 is due on 15 November 2024. Please email to CHE_FLAME@flinders.edu.au

Training Sessions

For example, this could include:

- What were the key takeaways from each session
- What aspects of the training sessions did you apply in Practice
- How did FLAME expand your understanding and support your growth & development regarding understanding self, understanding leadership, understanding others, understanding context

Collegial Conversations

For example, this could include:

- Reflections on the experience of collaborating with your peers during Action Learning Sets and any key actions you implemented
- What you've gained from the group conversations, as well as 1:1 conversation
- The feedback you have received (from peers in the Program, as well as several people who observed you in action)
- Reflections on the experience of giving and receiving feedback, for example
    - What did you learn from the experience of seeking feedback
    - Did you receive useful feedback that you can put into action
    - How did you find giving feedback to your peer? How was it received

Leadership Project

For example, this could include:

- How did taking part in this leadership project opportunity improve your skills and experience as a leader
- What are 3 key things you took away from the experience
- What outcomes/goals did you achieve
- What outcomes/goals were not achieved – what did you learn
- To what extent have you met the skills, knowledge and experience objectives within the Program (re-complete self-assessment)

Portfolio Feedback Guide

Staff member: _____

Reviewed by: _____

Skills, knowledge and experience expected at the Silver level:

- Apply strategic thinking to plan, organise and deliver outcomes in alignment with the broader College & University Strategic Plans
- Demonstrate strong insight and emotional intelligence to productively manage relationships internally and externally
- Lead and support change by embracing opportunities for continuous improvement and bringing others on the journey
- Demonstrate the ability to foster resilience and drive sustainable performance and engagement in the team/s they lead
- Seek out and leverage feedback to enhance their self-awareness, leadership and impact
- Provide constructive feedback to others about their performance, helping and guiding them in their growth and development
- Share opportunities and mentor others to support career aspirations and progression
- Embed these desired leadership qualities into their everyday work
    - Embrace diversity and demonstrate inclusive, culturally sensitive and openminded leadership
    - Support and encourage others, while also able to make timely decisions and have difficult conversations
    - Have high levels of self-awareness and understand your impact on those around you
    - Strive for excellence by identifying areas for change and supporting their team to achieve great outcomes
    - Proactively collaborate across the College/University, encouraging information sharing and open discussions
    - Demonstrate generosity with your time to help nurture others to reach their potential

Portfolio requirements	**Reviewer comments**
Personal statement and purpose • Current position and time at Flinders • Leadership history / aspirations • Purpose for enrolling in FLAME • Motivators	☐ Met ☐ Not met

Leadership philosophy • What leadership means to you • Qualities that are important to you • The type of leader you aspire to be • The values that guide you as a leader • Self-assessment of strengths and areas for development • Personal goals to achieve as a leader	☐ Met ☐Not met
Leadership project opportunity • Overview and your role • Alignment with College/University vision and strategic plan • Goals (SMART) • Anticipated challenges	☐ Met ☐Not met
Reflections on FLAME Program • Impact on knowledge of leadership • 'Take home' learnings • Outcomes / goals achieved • Application of FLAME training in practice • Growth in understanding leadership, self, context, others	☐ Met ☐Not met
Feedback • Evidence of progress in leadership opportunity and impact from stakeholders • Evidence of peer feedback • Reflection on feedback (learnings, action, providing feedback to others)	☐ Met ☐Not met
Other comments	