

# APPENDICES



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# Appendix One: Unitec programme Theory of Change

## Appendix one: NFP Programme theory of change

### Assumptions:

Need for NFP sector- specific space for learning, customised to an Aotearoa context  
NFP context is complex and different from public and private sector, especially for small – medium sized organisations  
NFP management and leadership requires specific, diverse skills, knowledge, concepts and models

### Context:

*Rapidly changing NFP sector relationships with state and private sectors demands competencies to manage client and funder accountability requirements, and to lead with confidence in influencing inter- and intra sectoral relationships*

### Strategic focus

*Develop and sustain learning networks and support for sector managers and leaders*  
*Create forums to identify emerging issues, share good (and not so good) practice*  
*Develop appropriate skills, knowledge, understanding of different worldviews for working in this complex context*  
*Encourage critique of theory, development of new research and practice models*  
*Add credibility to sector with recognised qualification*  
*Build programme on community development/social justice paradigm*  
*Encourage explicit articulation of sector values and identity*

### Assumptions

Sector power, identity and capacity can be strengthened with development of shared paradigms, language, concepts, networks and competencies  
Creative and critical thinking, reflective practice and our own research are essential  
Community development embraces the need to organise effectively and to challenge/change existing paradigms, structures, policies and relationships  
Programme is part of a collaborative network of capacity development initiatives with and for the NFP sector

### Assumptions

Sector context knowledge and experience are more important than previous tertiary academic background for effective learning  
Reduce/manage financial and time barriers for student participation in learning  
Leadership formation happens over an extended period of experience, reflection, theorising and application  
Students should be able to customise their learning to their own sector/cultural context, building from a mix of generic and specialist courses  
Build learning and assessment around practical application to development of students' management/leadership competencies and improved capacity and performance of their organisation/community  
Cater to a wide variety of learning styles in teaching methods, and always encourage critical and creative thinking, reflective practice, peer learning and practical application of theory  
An appropriate balance of academic theory, sector-specific practice knowledge and teaching facilitation skills are required in the teaching team to ensure programme quality and relevance  
Peer learning community relationships will continue as a professional and/or support network beyond the programme relationships as students and tutors

### Actions/Activities

*Entry criteria: current NFP sector managers and leaders*  
*Scholarship support as fee subsidy as 'handup' as needed*  
*Block courses in multiple locations: student set own pace for programme completion*  
*Programme structure of core courses for generic competencies and specialist elective courses*  
*Interactive student centred, adult teaching and learning processes*  
*Experienced sector practitioners as teaching/research staff, Programme communication systems, and stakeholder relationships with NFP sector partners, staff, Unitec,*



## Programme results map

Individual outcomes	Episodic		Developmental		Transformative
	Students complete courses, including assessments and activities planning applications of learning Students develop new networks with peers and other organisations within NFP sector and beyond		Students demonstrate critical thinking, reflective practice behaviours which may impact confidence, awareness, motivation, attitudes, perceptions, relationships with others Students demonstrate knowledge and specific skills in facilitation, team leadership, negotiation, financial management, mobilising resources, managing and motivating staff and volunteers, managing change, making ethical/values-based decisions; knowledge of the civil society sector and understanding of multiple perspectives Students develop specialist knowledge and skills in some areas including training, mentoring, social audit, treaty relationships, stakeholder communication, understanding the law, how to influence/change policy environment, undertake research/evaluation/quality standards review		Newly conscious values base actively applied to own leadership style, decisions and actions New perspectives embraced that impact on analytical frameworks, worldview, attitudes, beliefs, lifestyle, leadership style, relationships New identity as professional within the NFP sector New understanding of the role and potential of NFP sector in society and own leadership within this context
	Evidential	Evocative	Evidential	Evocative	Evidential
	<b>Gather Facts:</b> Short course and Graduate Diploma course completion Graduate numbers Social network analysis	<b>Gather Opinions:</b> Course/tutor evaluations from students Graduate surveys Scholarship reports Programme review reports	<b>Track markers:</b> Learning journals Peer feedback Assessment activities Course evaluation feedback Scholarship report key words	<b>Compile stories:</b> Scholarship reports Programme review research/reports Unsolicited informal feedback Formal research	<b>Indicators:</b> Peer feedback Assessment activities Course evaluation feedback
					<b>Evocative</b> <b>Encourage reflection:</b> Learning journals Scholarship reports Programme review research/reports Unsolicited informal feedback to team Formal research

Organisational outcomes				Episodic		Developmental		Transformative
Students produce tangible, specific, relevant outputs as a result of their programme learning e.g. new funding or human resource strategies, organisational policies, accounting practices		Strategies, plans and proposals are implemented within the student's organisation to improve systems, processes, relationships Behaviour changes applied in organisational context Organisation's ability to analyse, adapt and improve is enhanced		Changes in organisational culture, vision or strategic direction managed ethically				
Evidential	Evocative		Evidential	Evocative		Evidential	Evocative	
<b>Gather facts:</b> Course completion rates	<b>Gather opinions:</b> Assessment activities Scholarship reports		<b>Track markers:</b> Student learning journals Some course assessment activities Organisation sending more students on programme Organisational records of investment in professional development, learning and capacity development activities	<b>Compile stories:</b> Scholarship reports Programme review research/reports Unsolicited informal feedback Unitec team meetings Formal research Organisational reports		<b>Indicators:</b> Some course assessment activities Course evaluation feedback	<b>Encourage reflection:</b> Learning journals Scholarship reports Programme review research/reports Unsolicited informal feedback Team meetings (Unitec or organisational) Formal research Organisational reports	



Societal or community outcomes	Episodic		Developmental		Transformative	
	Students, graduates and tutors' awareness of and engagement in wider civil society		Programme team, graduates, students have strong relationships with and respect from across key civil society sector stakeholders as leading edge programme		A strong civil society sector identity draws on programme concepts, networks, research in its advocacy, innovations and organisational strategies	
	Evocative	Evidential	Evocative	Evidential	Evocative	Evidential
	<b>Gather facts:</b> Number of students, graduates, staff in sector leadership roles Social network analysis	<b>Gather opinions:</b> Sector stakeholder feedback, formal and informal, about engagement Stories of collaborative initiatives for client/community benefit where graduates/students taking a lead	<b>Track markers:</b> Programme profile in sector publications, meetings, networks Ease of programme marketing Breadth of sector participation in programme Course resources updated regularly	<b>Compile stories:</b> Stakeholder meetings and feedback re currency, relevance of programme External monitor feedback re same	<b>Indicators</b> Team's own research and PD activity Staff research outputs NZ/Pacific articles in our books of readings, journals, on clearing house References to programme knowledge in sector research	<b>Encourage reflection</b> Team sharing and discussion of relevant research Team development of collective research agenda and projects Team engagement with development of sector research agendas and projects

Together these two frameworks represented my interpretation of the programme theory of change and outcome results, using programme documentation and my own understanding as insider researcher at one point in time – revised based on Unitec team discussion in their April 2009 meeting.

These frameworks mapped a wide potential territory for research, but located the current research focus within the evocative more than the evidential areas of enquiry, with a primary focus on individual and organisational outcomes. The primary emphasis was therefore on gathering opinions, stories and reflections from graduate interviews about NFP leadership competencies, how these have been developed and applied in their learning journey and what this suggested about the future shape of the Unitec programme.

Some secondary data was already available from programme records, scholarship reports, programme review evaluations which expand the data for some of the episodic and evidential dimensions as background context for of this research. The immediate research goal was not however to provide a comprehensive programme evaluation across all these potential results dimensions.

## Appendix Two: Unitec Graduate Interview Questions

Research questions	Interview questions for graduates
<p><b>What characterises leadership success from the graduates' perspective?</b></p>	<p><b>What leadership success looks like for you:</b></p> <p>Thinking back over recent years, during or since you did the Unitec programme, what comes to mind as a time, a situation or an event that describes your leadership at its best?</p> <p>What was it that made it such a great leadership moment?</p> <p>What competencies, personal attributes or strengths were you drawing on? What organisational strengths or attributes supported your leadership at that time? What else supported your ability to lead through this time?</p>
<p><b>What competencies do graduates most need to contribute to their organisation's capacity development in the years ahead?</b></p> <p><b>Is there a distinctive NFP perspective on this?</b></p>	<p><b>Competencies/attributes needed for future sector leaders</b></p> <p>Let's say you were organising an awards ceremony for not for profit organisation leaders in 5 years' time. What key competencies or attributes would you be looking for in really effective NFP managers and leaders? Why?</p> <p>Do you see these as distinctive NFP sector competencies or are they generic management and leadership requirements?</p>
<p><b>Has the Unitec programme supported the development of these competencies in the past? If so, how? If not, why not?</b></p>	<p><b>Unitec programme success factors</b></p> <p>What role, if any, do you think the Unitec programme has played for you in building any of these competencies?</p> <p>If no contribution, why is that?</p> <p>If it has played a role, which competencies in particular has it supported?</p> <p>How did the Unitec programme achieve that? Which aspects of the curriculum were most important? Which aspects of the curriculum were least important?</p> <p>Which aspects of how curriculum was taught were most important? Which aspects of how the curriculum was taught were least important?</p>
<p><b>What supports the application of these competencies in their organisational context?</b></p>	<p><b>Application of learning and success factors</b></p> <p>Can you recall any examples of where your Unitec learning impacted on your organisation? (e.g. its strategies, systems, processes, relationships, culture, behaviour or their ability to analyse, adapt and improve)</p> <p>Does that continue now that you have graduated? If so, how?</p>

	<p>Any particular course resources you draw on more than others?</p> <p>What helps the application of learning to your organisation? Can you identify things that Unitec did that helped? things that you do that help? other helpful factors e.g. in the organisation context?</p> <p>What hinders transfer/application of learning?</p>
<b>Other variables impacting on the whole system of leadership development</b>	<p><b>Other leadership development key factors</b></p> <p>What else apart from Unitec programme has most supported your leadership development?</p>
<b>What are the key elements for the Unitec GDip NFP Management 's curriculum and teaching and learning practices to support current and future Aotearoa civil society organisational leadership?</b>	<p><b>Ideal future programme design</b></p> <p>If you were the designer of the best possible Unitec programme to support the competencies that NFP managers and leaders need in future years, what would its curriculum cover?</p> <p>What would its teaching approaches include?</p> <p>What would its student learning approaches include?</p> <p>What would your organisation's engagement with the learning look like?</p> <p>What would the relationship between you, your organisation and Unitec look like?</p> <p>What would be the most challenging, yet important issue to get right?</p> <p>What would keep the programme unique? leading edge?</p>
<b>Unitec learning in context of graduates' longer term career development and learning outcomes needed</b>	<p><b>Your future</b></p> <p>In terms of your future career, what aspirations do you have for the next decade? Any particular roles? What learning and development needs does that suggest for you?</p> <p>What mix of NFP specific and cross-sectoral learning environments works best for your needs?</p>
	<p>Anything else to add about Unitec programme or the relationship between leadership development education and strong, effective civil society organisations?</p>

## Appendix Three: Information Sheet and Consent Form

These forms were provided to graduates and, with minor variations, for the Unitec team

# Participant Information Sheet



February 2009

### Education for civil society organisational leadership: An Invitation

You are warmly invited to participate in a research project which I hope will be of interest to you and others with a passion for strong, effective civil society organisations. Your participation is entirely voluntary. You are free to withdraw at any time prior to the completion of data collection. I am keen to make this research relationship beneficial and respectful for you, should you agree to participate. So please come back to me with any questions, concerns or suggestions you have.

#### What is the purpose of this research?

The main purpose of my research is to help clarify how Unitec's Graduate Diploma in Not For Profit Management programme can best support current and future Aotearoa civil society organisational leadership. The research will inform a clearer understanding of:

- the competencies our future graduates need,
- how these competencies can best be supported by the programme curriculum and teaching/learning approaches and
- what supports these competencies being applied to their organisations' development.

Apart from informing the current revision work of the Unitec programme, the research will be used for my MPhil thesis and associated conference presentations, journal and other articles. The data may also be used later for a PhD comparative study with our Pacific graduates, but for now the focus is on the NZ programme.

#### How was I chosen for this invitation?

The Unitec teaching team were asked to identify graduates whose professional practice and organisations they perceived had been significantly impacted by the programme learning. From this list, I have chosen four organisations which include one or more graduate. Criteria used included getting a range of organisational size, mission focus, geographic location and an age mix of graduates.

#### What will happen in this research?

The research involves case studies of graduates in four different organisations.

Each graduate who agrees to participate will take part in an interview for about an hour to an hour and a half. The focus will be on your leadership strengths, how these have been built and what this suggests for the design of an ideal Unitec programme for the coming decade.

After the interview, the audiotape will be transcribed into written form, and you will have a chance to check they are accurate, if you wish. As researcher, I will write up the findings from the case studies and consider these in the light of research literature on civil society

leadership education. All through this work there will be feedback to the Unitec teaching team of themes, issues and conclusions to inform the programme revision.

You will receive a summary of the research results. My thesis is due for submission by May 2010 and I expect the summary to be available at least by this time, if not sooner.

### **What are the risks?**

As a lecturer on the Unitec programme, I do not want you or any other participants to feel under any pressure to participate. Nor is it appropriate that I am in a tutor/student relationship with anyone involved in the research.

You may feel disappointed if all your great ideas on an ideal Unitec programme are not be implemented. I am an “insider” researcher with some input into the Unitec programme re-write, but decisions about future programme direction will be taken collectively by the teaching team, informed by many different stakeholders’ views and influenced by wider external constraints such as funding and tertiary education policies.

There is also a small risk that our conversations may bring into the open organisational internal tensions that cannot be resolved within the research process. The research process may also raise aspirations for you or your organisation that I have no role in supporting beyond the research itself.

### **How will these risks be managed?**

These risks will be minimised by excluding any current students on the programme from the research, clear expectations and open communication with all the research participants throughout the project. The research will use an appreciative inquiry approach which mainly focuses on things that have gone well, what made them go well, and what would make them work even better. The interview conversation will therefore be facilitated with no intended focus on individual or organisational problems. I expect the graduates chosen are highly capable of managing any internal issues arising from the research. From my role as researcher, I see different perspectives as welcome, interesting and useful, with no need or expectation to achieve consensus.

### **What are the benefits?**

I hope this will be an affirming experience that supports your own reflective practice. Taking time to stand back and reflect on your leadership strengths and successes can provide new insights that affirm what you are currently doing. Sometimes it also opens up new possibilities for the future. I certainly value your wisdom in helping keep the Unitec programme responsive and effective in supporting future generations of civil society leaders. The research may also help others (e.g. funders, management support service providers) better understand what civil society organisations and their leaders need.

### **How will my privacy be protected?**

All discussions in the interviews remain confidential to me and my supervisors. Any research feedback to the Unitec team, in written reports or oral discussions will be about the research process or findings, without you or your organisation being identified. I keep a research journal, but no information about participants is recorded, only my reflections and learnings. Quotes from the transcripts will be selected to illustrate key points without attributing these to any individual, using pseudonyms where appropriate. Despite these safeguards, it is still possible within a small country and a programme with less than 200 graduates that someone could guess who the participating organisations are. You may check the transcripts for accuracy and make comments on the draft findings prior to publication if you wish. As researcher I take responsibility for working with you to find a mutually agreed solution if you believe you or your organisation would be at risk from any particular findings being published.

### **How much time will participating in this research take?**

I know your time is precious! I estimate it will take a minimum time commitment of two hours for your participation in the interview, pre and post research liaison over consent and



logistics. Approximately two further hours would be involved if you chose to review transcripts and draft findings.

**What happens next?**

Please take the time you need to consider this invitation, and come back to me with any questions or concerns. When you are ready, please complete the attached consent form, and return it to me by email or give it to me on the day of the interview.

**What do I do if I have concerns about this research?**

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, (see contact details below). Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTECH, Madeline Banda, [madeline.banda@aut.ac.nz](mailto:madeline.banda@aut.ac.nz) (09) 921 9999 ext 8044.

**For further information about this research, please contact:**

***Researcher Contact Details:*** Margy-Jean Malcolm, [mmalcolm@unitec.ac.nz](mailto:mmalcolm@unitec.ac.nz),

021 832 976

***Project Supervisor Contact Details:*** Marilyn Waring, [marilyn.waring@aut.ac.nz](mailto:marilyn.waring@aut.ac.nz) ,  
(09) 921 9661.

Approved by the Auckland University of Technology Ethics Committee on 18<sup>th</sup> February 2009, AUTECH  
Reference number 09/08

# Consent Form

For use with interviewees



*Project title:*                    **Education for civil society leadership**

*Project Supervisor:*    **Professor Marilyn Waring**

*Researcher:*                    **Margy-Jean Malcolm**

- ☐ I have read Information Sheet (February 2009) concerning this research project and understand what it is about
- ☐ I have had an opportunity to ask questions and they have all been answered to my satisfaction. I understand that I am free to request more information at any stage.
- ☐ I understand that notes will be taken during the interview and that the interview will also be audio-taped and transcribed. I understand all this data will be stored securely for six years, after which it will be destroyed.
- ☐ I understand that I am free to withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
- ☐ If I withdraw, I understand that all relevant information including tapes and transcripts, or parts of these, will be destroyed.
- ☐ I agree to take part in this research. If I don't want to answer any particular questions, I don't have to.
- ☐ I understand that every effort will be made to make sure I am not individually identified in the reporting of the research findings. If a code name is used for me, my preferred name would be.....
- ☐ I wish to receive a copy of the transcript to check for accuracy (please tick one):    Yes ☐ No ☐
- ☐ I wish to receive a copy of the draft findings and understand I can provide feedback within an agreed timeframe, if I wish (please tick one):  
   Yes ☐ No ☐
- ☐ I wish to receive a copy of the summary report from the research (please tick one):  
   Yes ☐ No ☐

Participant's signature: .....

Participant's name: .....

Participant's Contact Details (if appropriate):.....

Date:

**Approved by the Auckland University of Technology Ethics Committee on 18<sup>th</sup> February 2009 AUTEK Reference number 09/08**

*Note: The Participant should retain a copy of this form.*

## Appendix Four: New Unitec Programme Framework

### New 15 Credit GDNFP Framework October 2009 – with minor update April 2012 team meeting

First page as described by team, following pages = strands as initially described by MJM and then developed by team

*Italics indicates current course name/ Bold indicates new course name*

**Negotiated Special Project is an option for those students who can prove experience and/or study in courses 3 or 4 or 5**

1. <i>Culture &amp; Values</i>	2. <i>Facilitation, Small Team Leadership, Negotiation</i>	3. Financial Management in the not for profit sector	4. Community Funding and Entrepreneurship	5. <i>Volunteerism, Employee Motivation &amp; Management</i>	6. <i>Governance</i>	7.	8. <i>Ethical Management of Change</i>	9. <i>Special Project</i>
<b>Values Based Management and Leadership in the NFP Sector</b>	<b>Leading &amp; Facilitating Teams</b>			<b>People Motivation, Management &amp; Volunteerism</b>	<b>Governance, Strategy and Stewardship</b>	<b>Influencing Public Policy and Social Change</b>	<b>Leading Change</b>	
Introduction Overview Sector context Organisational culture & values Management & Leadership Individual learning skills	Teams Negotiation skills Communication <b>Including Management Practicum</b> Introduce learning group skills People skills	Getting, spending Accounting for Business strategy, Legal requirements	Contracting, Entrepreneurship, Marketing, Membership Fundraising	Communication, Motivation, Employment Law Working with people	Governance, Strategy, Stewardship, Accountability, Strategic planning, Systems thinking	Civil Society Policy, Advocacy, Global Stakeholder relations Social marketing Influence externally	Change, Strategy, Performance, Leadership, Ethics Monitoring & evaluation	Project planning, management and monitoring Literature review Apply the learning

Treaty and Maori dimension	Te Noho Kotahitanga Treaty principles Maori worldview(s) Whare Tapa Wha Tipu Ake	Tika, Pono, Aroha Collaboration Whakawhanaungatanga	Protection	Partnerships Collaboration	Kupe's leadership waka Participation Partnership Culturally appropriate HR practices	Treaty based governance models Treaty relationships	Treaty context and relationships	Participation Partnership Protection Power 3 baskets of knowledge Tipu Ake Maori leadership models	
Community Development	Community development Social capital Stakeholder analysis Role of the sector and civil society	Power and group dynamics Partnership processes	Stewardship of assets Social and environmental reporting	Mobilising assets Philanthropy Membership Social enterprise Social entrepreneurship	Volunteerism Mahi aroha	Organisational structures and power Strategy Environmental trends	Analyse community context Power relations External Collaboration Cross-sectoral work Social change	Bringing people with you	Reality of listening, adapting as implementation proceeds
Legal	Different roles of sectors Stress and own self care Definitions of charities, incorporated societies	Mentoring and supervision as stress management	Legal and tax responsibilities including Charities Commission Financial policies Managing Risk	Contracts: -government, - funder, - subcontractor	Employment law incl OSH, Human Rights, HR policies	NFP Legal frameworks Legal duties and liabilities of Boards Governance policies	Understanding what is the law, how law is made and public policy processes		





Self awareness	Values, strengths, learning, leadership styles assessments Reflective practice Learning journal Personal response to content Managing self: time and stress management	Learning journal Peer mentoring relationships built into management practicum groups for some Presentation skills practice and feedback Use of strengths for dealing with challenges	Reflective learning journal on financial responsibilities Conflict of interest	Reflective practice learning journal Self awareness as asker/receiver	Self and strengths awareness as coach, motivator, performance manager of others Learning journal Review self care plan Experiential cross-cultural learning processes and debrief	Self awareness around leadership models and styles	Social awareness Buddy learning alliance with public or private sector? Select Committee or media interview presentation	Personal leadership renewal plan Peer mentoring relationships?	Learning journal Reflection on learning from doing
	Ethics	Ethical decision making principles and tools Ethical theory	Systems for monitoring unethical behaviour Ethical dilemmas in reporting	Fundraising ethics as practitioner Ethical dilemmas re fundraising sources, funder capture, mission alignment/drift	Natural justice principles Ethics of fairness, equity and mission fulfilment	Ends vs means	Ends vs means	Ends vs means Ethical decision making concepts and theory revisited	Research ethics
Leadership	Theory overview Developing own initial profile Leadership of self Using strengths Defining learning goals and strategies	Participatory, distributive leadership of teams	Analytical dimensions of leadership	Stakeholder Relationship dimensions	Motivational leadership theories Servant leadership /quiet/level 5 Interpersonal leadership	Strategic/visionary/ power dimensions of leadership Leadership of organisations	Catalytic leadership in the wider society or community	Leadership of change Coaching and facilitation processes Personal leadership renewal plan	Social construction process of leadership formation



## Appendix Five: Leadership and pedagogy alignment

An emergent framework articulated by the end of the first action research cycle (Malcolm, 2009)

Dimensions of leadership	Learning processes	Curriculum content	Teaching culture
Self awareness Identity Values centred  <b>The reflective learner mindset</b>	Learning journals Peer mentoring groups Buddy learning alliances Self assessment tools Feedback and feedforward processes with peers, colleagues and tutors Tasks that stretch outside comfort zone	Values Ethical decision making Leadership development Reflective thinking Strategy, implementation, personal practice review	Individual and team demonstrating self awareness, reflective practice, openness to feedback, learning and implementing change Modelling leadership values and attributes personally and collectively Learner of expert mindset
Interpersonal communication competencies Emotional intelligence  <b>The collaborative relationship mindset</b>	Group work Peer mentoring groups Skills practice and feedback inside and outside class Range of writing tasks Feedback and feedforward processes with peers, colleagues and tutors Classroom groundrules and maintenance of them Classroom as a living laboratory for collaborative relationship learning	Listening, questioning, feedback, feedforward, coaching, delegation Teamwork, facilitation, negotiation, conflict, collaboration internally and externally, understanding other's perspectives, cross-cultural communication Building alliances, writing submissions, media work, presentation skills Appreciative and other strengths based inquiry approaches, writing reports, proposals, policies, plans	Facilitation of the group learning, using the expertise in the room Developing shared learning goals and strategies ...demonstrating flexibility while maintaining flow within a well structured course Reducing teacher centred power and building student centred motivation Use of multiple teaching and learning methods to cater for diverse learning styles and needs
Understanding context and culture Building vision and strategy <b>The context - relevant, visionary</b>	Exposure to other worldviews, mindsets, sectors, trends, issues through literature, networks and relationships inside and outside classroom Debates, discussion, critiques Use of guest speakers Peer mentoring relationships with people from	NFP sector Treaty of Waitangi Community development Legal environment Influencing Public Policy	Tutors from and engaged with NFP sector and diverse cultural contexts Cross-cultural and Treaty commitment in everyday teaching practice in opening, closing, content, readings, appreciating diverse perspectives Classroom space for discussion of current sector/context

<p><b>mindset</b></p>	<p>other sectors/cultures</p> <p>Imagining other stakeholder perspectives ...standing in other's shoes</p> <p>Seeking line manager or Board perspective on draft strategy</p> <p>Programme entry requires context experience to set baseline of knowledge</p> <p>Assignments requiring development (and implementation) of change strategies</p> <p>Ongoing drawing out of examples from and application to student's own context</p>	<p>Social Marketing</p> <p>Sustainability</p> <p>Strategic planning</p> <p>Stakeholder relationships</p> <p>Entrepreneurism</p> <p>Different thinking styles and skills, including reflective, analytical, creative, strategic, generative</p> <p>Working with diversity, complexity and ambiguity</p>	<p>Issues and strategies</p> <p>Ongoing thread of what is different/similar to other sectors, within diversity of Aotearoa context</p> <p>Ongoing programme innovation and responsiveness to student feedback and wider environment</p> <p>Embracing change outside our comfort zone e.g. technology as information and communication resource; work on Treaty implementation</p>
<p>Sustainable, accountable, thoughtful action</p> <p><b>The analytical and adaptive mindset</b></p>	<p>Understanding of the nature of the analytical process.. thinking , seeing , doing, reviewing, synthesising ..no one right way answers off the shelf</p> <p>Assessment tasks applied back to organisation or own practice...real world learning</p> <p>Some assignment tasks that require implementation and reflection on the doing</p> <p>Learning contracts with organisation to support organisational commitment to learning application</p>	<p>Problem solving and decision making skills</p> <p>Planning and organising skills</p> <p>Policy development</p> <p>Organisational culture</p> <p>Leading Change</p> <p>Complex adaptive systems</p> <p>Innovation, creativity</p> <p>Time management</p> <p>Stakeholder relationship management</p> <p>Organisational learning, research and evaluation</p> <p>Financial Management</p> <p>Community Funding and Entrepreneurism</p> <p>People Management</p> <p>Governance</p>	<p>Exposing students to multiple frameworks, theories, concepts and debate</p> <p>Role modelling own monitoring, evaluation and learning organisation practices as a programme</p> <p>Role modelling own analytical work in research, reading, keeping courses up to date, fresh and relevant</p> <p>Content specialists for each course plus team collaboration</p> <p>Maintaining balance of theory and practice</p> <p>Maintaining real world focus on complexity, not simple quick fix "answers"</p> <p>Acknowledge and work with student diversity but maintain standards, "don't dumb down"</p>



<p>Engagement in a personal and social process of leadership formation</p> <p><b>The leadership formation mindset</b></p>	<p>Feedback and feedforward from peers, colleagues, seniors at work and in other sectors to build awareness of others perceptions and reputation</p> <p>Accelerating learning by moving outside comfort zone into challenging situations to 'rehearse' leadership</p> <p>Bringing a learning mindset to difficult situations that arise inside and outside class</p> <p>Opportunities for practical implementation of course learning e.g. peer mentoring relationship with manager or leader from another sector</p> <p>Managerial exchanges where students undertake project or peer review in each other's workplaces</p> <p>Sharing reflections on implementation of previous course assignments in future courses</p> <p>Clearer Unitec relationship with organisation to support assignment negotiation for application of learning</p>	<p>Strengths self awareness tool and feedback processes from others in introductory course</p> <p>Reading skills in introductory course and reading group assignments built in from beginning of the programme</p> <p>Learning goals assignment task in introductory course</p> <p>Possible orientation course including academic literacies prior to starting as programme taster or strengthened in introductory course</p> <p>Unitec Leadership forums beyond the programme learning</p>	<p>Tutor awareness of their role in feedback/feedforward in building students' confidence, identity and confidence as leaders and as learners</p> <p>Creating balance of safety and risktaking for leadership learning edges through the programme e.g. with use of different technologies, creative arts, simulations</p> <p>Building learning strategies and competencies for independent learners: accessing and researching information, writing, synthesising, communicating, facilitating learning in teams, groups and organisations</p> <p>Engagement in our own learning and research practice</p> <p>Explicit focus on assessment processes as tools for leadership formation with clear feedback processes and criteria</p> <p>Early, formative feedback as useful as summative feedback</p>
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# Appendix Six: Review Principles for Cooperative Inquiry

## HOW HAVE WE MEASURED UP?

Principles from our own “working together agreement” woven alongside themes from the literature on cooperative inquiry, about what gives this kind of research integrity and validity.

**Building trustworthy relationships through transparency and integrity of process.** Have we been clear and realistic enough around roles, agreed boundaries, authority, level of distance/engagement of MJM as ‘outsider’ co-researcher? Have we achieved a sense of reciprocity rather than extractive research experience?

**Research cycling:** have there been enough cycles of action/reflection/analysis to achieve our shared intent? What about the length of time between ‘action phases’ and reflection workshops? Was there enough interaction between workshops to keep the inquiry work on the radar?

**Structures for group and individual reflection:** How well did these serve us as curious enquirers? How did they support us to describe experience; evaluate assumptions; articulate propositions derived from our life experience and practice; build new knowledge/emergent theory; inform relevant action in our own and wider context through transfer of learning from one cycle to another? Which structures worked better than others? Why?

**Balancing divergence and convergence: chaos and order:** How well did we balance the need to explore diverse/detailed parts of the whole question and the need for enough convergence to see the interrelationships of the parts/the big picture? Did we push for convergence too early – e.g. by working with the quadrants of change? How was the balance between an acceptable level of chaos or ambiguity that is essential for the emergence of new knowledge, with enabling structures to support convergence and common ground?

**Challenging uncritical subjectivity:** To what extent did we manage the risk of collective collusion within a group that already has close working relationships to critique and consider alternative perspectives? How well did we question our own assumptions, our own and others’ ‘truth’, dominant power structures/discourses?

**Management of unaware projections:** To what extent were fear or defensiveness aroused and/or addressed amongst us as researchers?

**Sustaining authentic collaboration:** Have we lived up to our expectations of what “co- research” would look like, including trusting each other to undertake different roles and make decisions? Have we engaged democratically to create an inquiry culture of dialogue as co-researchers and co- participants shaping the research at every stage? Have we given enough ongoing consideration to who is marginalised/empowered/silenced through the process? Have we negotiated clearly enough around what is realistic, possible, needs to change?

**Open and closed boundaries:** How well have we upheld the CI principle that people who generate data have a say in how it is explained and used?

**Variegated replication:** Have we designed our products to document our inquiry in such a way that enables others to undertake a creative development of something similar?

**Concerted action:** Heron (and the wider field of praxis-related research, for example Mattson & Kemmis, 2007) would argue that the ultimate validity is in the transformative practice arising from the inquiry. Do we have evidence that the inquiry could contribute to social change outcomes? i.e. research being a catalyst for change in people’s thinking, focus, energy, actions..... making a contribution to wider good?

## Appendix Seven: Co-research launching statement

### CIVIL SOCIETY LEADERSHIP LEARNING

Margy-Jean Malcolm August 2010

I am currently designing research exploring the question of **civil society leadership and what supports its emergence**. This started from my own reflections as a practitioner, and now this inquiry is growing from an MPhil thesis into a PhD!

Using a social constructionist/complexity thinking lens and multiple loops of action research, this inquiry aims to provide a window into individual leaders' competencies/attributes and the work of collective leadership in civil society organisational and community settings in Aotearoa, NZ. The goal is to create a multi-layered 'quilt' that contributes to understanding civil society leadership at four levels of learning:

- **name it:** stories generated from the research will provide some threads of civil society leadership *whakapapa* that others can interpret in relation to their own perspectives on leadership
- **grow it:** identify *learning processes*, principles, strategies, relationships, tools, conditions that support civil society leadership emergence
- **do it:** collaborative inquiry will model co-research partnership for '*sense-making*' around our own practice and contribute to learning about how to research *with* civil society in meaningful ways
- **question it:** question assumptions, beliefs, worldview, discourse, ways of knowing to support *critical reflective practice* as civil society practitioners and encourage other actors to question their *perceptions* of this sector

The research will explore at least two case studies of learning environments for civil society leaders. The first has already been undertaken as a developmental evaluation of the Unitec Not for Profit Management programme, providing feedback from literature and appreciative inquiry based interviews with graduates working in civil society organisations, to inform a process of programme revision in 2009. In this next phase I want to work with cooperative inquiry approaches to co-research similar questions with people engaged with nonacademic, intentional learning processes supporting leadership emergence in community settings.

If those involved in Inspiring Communities leadership share an interest in a similar research question, then I would be keen to work together to design an appreciative, cooperative inquiry process that supports distillation of learning from practice. Cooperative Inquiry (CI) assumes we would be co-researchers together engaged in the design, management, sensemaking and conclusions of the inquiry process, i.e. it is research with, not on people! CI supports knowing grounded in experience, expressed through stories and images, growing emergent theories that make sense to us and that inform action back in communities. Appreciative Inquiry (AI) approaches support a strengths-based search for what gives life to a system, such as a community, when it is being most effective. In my research to date I have found it useful to draw on AI principles, though not necessarily all the detail of particular AI frameworks.

I expect everyone will have time constraints that will shape how and if we do this research together. This inquiry may be best undertaken as a series of workshops across 2011. Roles and a roadmap would obviously need to be agreed at the outset, with flexibility to also co-create as we go. I would really appreciate an indication from your September meetings as to whether you would be interested in pursuing this inquiry with me around these or similar research questions. I need an 'in principle' decision before I submit my full PhD proposal at the beginning of October, that would need to include preliminary design work. We would then proceed to work out more detail before I submitted my ethics application later this year or early in 2011.

I look forward very much to your feedback. Please feel absolutely free to say yes or no (or maybe)! It is essential that this is an inquiry of mutual interest if we are to work together on it.

## Appendix Eight: First Co-inquiry workshop agenda

DRAFT BACKGROUNDER FOR INSPIRING COMMUNITIES

**CIVIL SOCIETY LEADERSHIP LEARNING**

COOPERATIVE INQUIRY GROUP

### **Inquiry purposes:**

- Support national leadership group(s) of Inspiring Communities in learning, reflecting and analysing own practice
- Make a contribution towards understanding what supports the emergence of civil society leadership, that will become part of Margy-Jean's PhD
- Distill learning into a form that can be shared more widely in appropriate media

### **Background concepts informing the inquiry:**

- *Civil society* as a sphere of society where tangata whenua, community and voluntary sector organisations and informal community networks engage in voluntary action around shared interests, purposes and values
- *Leadership* as collective, relational work in a community of practice, within a wider context (Ospina & Sorenson, 2006; Yorks et al., 2008), not just about individual's competencies, traits or styles
- *Learning* is transforming what is known (Davis, Sumara, & Luce-Kapler, 2008).....so what then is knowing and how do we know?
- *Social construction of knowledge*: multiple truths, realities, ongoing process of sense-making
- *Poststructural thinking*: role of language, power relations, diverse theoretical frameworks
- *Reflexivity*: own identity, worldview, values shape and are reshaped by critical reflective practice; any categories of analysis contestable
- *Critical theory*: decolonise research by doing research *with* not *on* 'others'
- *Complexity thinking*: organic, multilayered, emergent phenomena; more than the sum of their parts; self-organising properties which have coherence, patterns, feedback mechanisms, indirect controls

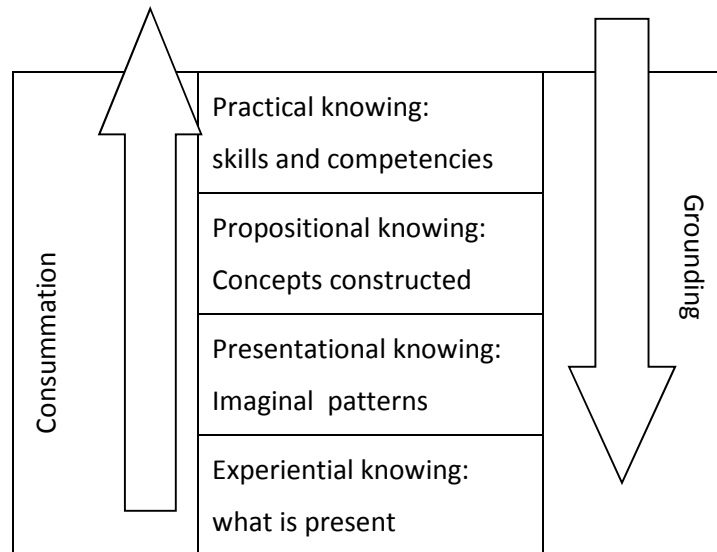
### **Methodology: Praxis-related, practitioner action research:**

- *social change outcomes* (research being a catalyst for change in people's thinking, focus, energy, actions)
- *democratic engagement* (creating an inquiry culture of dialogue with co-researchers and other participants shaping the research at every stage with ongoing consideration of who is marginalised/empowered/silenced through the process)
- *building trustworthy relationships through transparency and integrity of process* (clarity around roles, authority, level of distance/engagement of the researcher, energising rather than extractive approach)
- *support for articulation of tacit knowledge from participant's life experience and practice* to build new knowledge to inform relevant action in own and wider context
- *questioning* of assumptions, own and others' 'truth', dominant power structures/discourses

### Research Design: Cooperative inquiry

- Research *with* people, not *on* or *about* people .....we are all inquirers
- Everyone has the opportunity to be engaged in all decisions about both content and method
- Intentional cycles of reflection/sense-making and experience/action.
- Building theory from practice in order to inform/transform practice

Cooperative inquiry promotes a particular way of constructing knowledge, emphasising how validity can be built through procedures and skills in the inquiry process that establish a solid grounding and congruence between four interdependent forms of knowing (Heron, 1996; Heron & Reason, 2008):



Action inquiry leadership (Torbert & Associates, 2004) demonstrates the role of cooperative inquiry skills as core leadership competencies which can be grown through structured action inquiry. At the individual level, skills focus on awareness of the fit or misfit between four territories of human experience:

- one's purpose, vision or *intention*;
- one's usual modes of *understanding*, framing, strategising or reflecting on experience;
- sensing the qualities of one's actual *behaviour* or performance;
- perceiving the results or *effects in the outside world*.

These skills have parallels in the four parts of speech Torbert encourages in inquiring conversations:

- explicit *framing* – making clear your particular perspective and purposes;
- *advocating* – the course of action or proposition you are proposing;
- *illustrating* – with a specific example to support this advocacy;
- *inquiring* – inviting others to comment and respond (Reason, 2001; Torbert & Associates, 2004).

The inquiry skills that Heron, Reason and Torbert promote can be summed up as:

- an inner self awareness of intentions, behaviour, intuition, beliefs, values, perspectives, and
- an outward curiosity or presence with the wider environment, that is
  - listening ,
  - noticing patterns and possibilities,

- developing propositions that suggest meaning
- while one is doing.

Sense making involves looking for dissonance and congruence between and within these inner and outer worlds. Inquiry requires the skill of being able to suspend one's own worldview or emotional loading (which Heron calls *bracketing*) in order to *reframe* alternative frameworks and explore their relevance with an attitude of *non-attachment* to particular strategies, behaviours, purposes or perspectives. These skills are particularly challenging to apply when, as 'insider' researchers there is a deep commitment to the particular vision or purpose being pursued by a particular organisation or programme. Systematic, structured processes seek to facilitate application of these skills throughout the different phases of this inquiry.

## DRAFT MEETING AGENDA: DECEMBER 1 2010

1.30 – 5.30 pm

### Meeting purpose:

Establish a relationship agreement as a group, that sets out inquiry parameters, stages and methods of achieving authentic collaboration.

### Facilitation:

Shared roles with Margy-Jean, Denise, Megan, Mary-Jane and Barbara noted below

**Introductions:** Brief personal introduction including something (small, funny, mundane) each of us have noticed in the last week that tells us something about leadership or leaderful-ness. Confirm meeting purpose and any agenda queries. (15 min) **MJR**

**Inquiry purpose:** This is a time for very brief overview of research design from MJM, based on background papers provided and initial responses from the group: What's exciting, what's worrying, what's unclear, questions, comments, insights that help shape our agenda for today. (30 min) **MJR**

**Unpacking shared vision/purpose:** **Denise** to facilitate and MJM to scribe group feedback on whiteboard and ask further questions as necessary around questions below:

Brainstorm outcomes we are all seeking, what success would look like, if this inquiry works well. What balance between informative (conceptual) and transformative (practice) outcomes? To what extent is this inquiry looking 'inside' at the group's leadership work as a group or 'outside' to the different spheres of practice each member undertakes beyond the group's life. (30 min)

**Defining what authentic collaboration looks like: principles, practices, roles:** **Megan** to facilitate Identify as a group the principles that are important and what this means for practices and roles. Will everyone be involved in the research thinking/decision-making/facilitation (as co-researchers) and in the experience/action of being researched (as co-subjects) or will some only be partially involved in one or other of these roles? How much collaboration in terms of planning/facilitation of sessions, collating records of sessions, drafting feedback of themes, writing up of analysis? What else is important in terms of how we communicate/work together/review how things are going/resolve issues as they arise? Who takes responsibility for what costs of process? (35 min)

Role reversal: put yourselves in other actors' shoes: small group discussion in two groups: one looking at What does authentic collaboration look like with the eight local learning clusters linked to this national group? How could we make sure that participation in their June 2011 learning forum was not reverting to 'extractive' research approaches? The other looking at

What relationship with the national Governance Group's learning and generative thinking role? (10 min)

### **Creating an energised, high trust climate for inquiry**

**Denise** to lead a brief session to identify key values, process 'groundrules' or other conditions needed for drawing out tacit knowledge from practice, for encouraging depth of interpersonal communication, questioning of assumptions/propositions, and emergence of new learning. (15 min)

### **Planning the process:**

**MJ and Denise** outline proposed timeframes for main group inquiry meetings (early March 2011, June 2011 after learning forum, Sept/October 2011, late Feb/early March 2012) and monthly phone calls sharing time.

Review in pairs the draft agenda for the first inquiry session and provide feedback on what excites, what would change to make it better

Identify the level and type of data creation activities possible between sessions e.g. journal, mindmapping, photography, drawing, audio-recording, one page summaries, in terms of what is realistic for this group to build in as their 'living practice'.

Identify any tools, templates that would help? e.g. potential use of interactive web space for sharing of reflections and maintaining momentum/motivation for the inquiry actions agreed.

Agreement around roles in collating emergent data, sharing relevant literature and structuring reflection sessions. (45 min)

### **Ownership and ethics. MJM and Barbara to lead**

Establish scenario of visualising we are in our last meeting together, we have just synthesised a whole lot of shared learning and agreed on main themes/content of the inquiry report.

How at this stage do we honour group *ownership* of our own learning, within PhD output parameters that require individual authorship/ownership of a clear component of the thesis?

Explore tentative possibilities for some of the ways in which the shared learning might be taken into wider networks, through collective publication.

Establish understanding around organisational/individual participants anonymity in the process of sharing research findings.

Identify any other ethical issues group raises (30 min)

### **Conclusions and sowing seeds of inquiry MJM and Denise**

Review afternoon's work and do reality check for level of agreement/enthusiasm

Identify any emergent research questions surfacing or parked from the afternoon's work

Confirm action steps from here:

- Writing up meeting notes and draft relationship agreement
- Fed back to full group to comment/revise as necessary
- MJM to submit ethics application by Christmas for late January signoff
- Individual informed consent to follow

Opportunity for feedback on process so far and closing (30 min)

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# Appendix Nine: Co-inquiry Working Together Agreement

## Leading In and Leaderful Community – A Cooperative Inquiry

### Working Together Agreement

#### 1. About Us:

This Cooperative Inquiry brings together members of the development team<sup>1</sup> of Inspiring Communities (IC), and Margy-Jean Malcolm who has initiated this research.

The overall aim of IC is to grow the recognition, understanding and practice of community-led development in New Zealand. The IC development team support this vision through research, learning, communications and facilitative leadership roles, regionally and nationally. IC is focused on community of place, working at the intersection of where different sectors of society impact on local communities and their potential for shaping their own development. Their leadership interest is in growing leaderful, distributed, participatory community leadership, beyond traditional power and control models. IC have an active commitment to distilling learning from their practice. “Ultimately, the aim is to learn to notice what is occurring, as it occurs, to understand as best we can at the time why it might be happening, to adapt what is happening as a result and then notice again what happens. This leads to a constant and evolving process of acting, reacting, planning, adapting and learning.” (Inspiring Communities, *What we are learning about community-led development in Aotearoa*, October 2010, p. 41). This core learning function and method is at the heart of the planned cooperative inquiry.

Margy-Jean has a long term interest in community development and civil society leadership learning. Her own reflective practice in more recent years has focused around her work in nonprofit management and leadership education. Her PhD research focuses around the question, “What supports the emergence of civil society leadership?” Her research approach draws on complexity thinking, praxis-related action research, developmental evaluation and action inquiry methods which share much in common with IC’s approach. The inquiry process supports learning through listening, noticing, intentionally inquiring and building new knowledge from practice, in order to in turn inform and transform practice. Margy-Jean’s aspiration is to support unpacking, naming, questioning of the concept of civil society leadership and a deeper understanding of what helps it grow. Further, the form of the cooperative inquiry provides a site of collaborative leadership learning in itself, that can inform how we research our practice in meaningful, leaderful ways. Margy-Jean’s framing of civil society leadership is expected to share much in common with leaderful communities of place, but also to raise some different questions and perspectives about civil society leadership arising from other settings such as organisational contexts, international development, social justice/advocacy movements.

#### 2. Background to the Agreement:

This agreement was grown from Margy-Jean’s initial approach to invite IC to co-create a research project that contributed to IC’s learning goals, to her PhD learning and that could ultimately be shared more widely. The seeds of the collaboration were sown out of a conversation with Denise Bijoux who is the Learning and Outcomes Convenor for IC. She identified that she was deeply involved in encouraging listening and noticing what was

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<sup>1</sup> One member of the development team is already part of the governance group of Inspiring Communities and it is hoped that one more governance group member will participate, but at the time of writing this was not confirmed

happening on the ground in the communities IC was linked with, but that no-one was working with the development team at national level to support their reflective learning. So the opportunity arose to ask the development team if they would find value in a process to support their learning, while they were so busy supporting others to do the same. An initial concept of a cooperative inquiry was put to the IC development team and governance group in August 2010, and both warmly welcomed the opportunity in principle. The next step was to come together for half a day on 1 December 2010 to build this relationship agreement together. This document records the agreements built that day and provides the basis for moving forward into the practical beginnings of this inquiry.

All involved in developing this agreement agreed to seek signoff from the IC governance group to this document, representing this as an organisational commitment, not just one of individual members of the development team. Further, there is an invitation to the governance group to identify one or more member of their group to participate in the inquiry, to link the generative thinking and leadership work of the governance group with this initiative. There will be at least one link person between these two groups. Mary-Jane Rivers is currently a member of both the development team and the governance group, and from the middle of 2011 will be pulling back from her development team role.

At the same time, Margy-Jean will be seeking AUT (Auckland University of Technology) Ethics Committee approval for her research fieldwork to proceed, with this agreement as a key document demonstrating the ethical basis for her work.

Between these organisational commitments and the very genuine personal commitment of the individuals involved to date, a strong foundation has been already laid for an innovative co-research agreement.

### 3. Shared Vision and purpose

The main purposes of this inquiry are to:

- Support the national leadership group(s) of Inspiring Communities in learning from, reflecting on and analysing their own practice
- Make a contribution towards understanding what supports the emergence of civil society leadership, that will become part of Margy-Jean's PhD
- Distill learning into a form that can be shared more widely in appropriate media

Our shared vision for this cooperative inquiry is that we will make a contribution to understanding civil society leadership learning, leading in and leaderful communities, through

- Modelling our values of critical reflective practice, within IC and our wider lives, and a cooperative co-research partnership that in itself becomes a leaderful learning community
- generating stories and ideas that help us name, describe, frame and paint some pictures of civil society leadership in an Aotearoa context and express a shared understanding of leading in and leaderful communities of place
- Identifying learning processes, principles, strategies, relationships, tools, conditions that support the emergence of civil society leadership and leaderful communities of place
- Drawing together learning that can be applied back to personal, relational, structural or cultural change and transformation within communities

- Welcoming outside perspectives, different paradigms, questioning our own assumptions, beliefs, worldviews, exploring new ways of connecting and framing our knowledge and knowing, and encouraging others to do so too.

#### 4. Principles for Working Together

- 4.1 “Co”** : This must be an authentic collaborative research effort *with* each other, not extracting research *from* or doing research *to* ‘others’. That means we are all co-researchers and co-participants in this inquiry. We are collectively involved in scoping the research questions within this broad shared vision, recording our ‘noticing’ in relation to these questions, sharing facilitation of inquiry sessions, building analysis, questions and conclusions as we grow the shared wisdom. Each of us therefore has a role to write, speak, draw from our knowledge and experience and also to critique and question our own and each other’s assumptions and perspectives. Everyone’s voice and contribution is valued, but not everyone will participate in the same way. We will model ‘leaderful’ within the research inquiry process.
- 4.2 Reciprocity** : We will actively seek to understand and support each other’s agendas. We will work with the different strengths and resources within the group to support each other’s learning and sharing. Sometimes someone will be tuakana , another teina, sometimes we are both, depending on the focus. We will explore how our ‘knowledges’ are infused and informed by each other and reflect back to each other. We are working to consciously embed a kind of research focused around action/reflection inquiry into our lives, our organisation and a wider movement. We will give back to the communities we are learning from, sharing questions, practices, offering observations, thoughts on a routine basis as emergent reflections, noticings about leaderfulness. Through this we will create a ripple inquiry effect, encouraging conversations and thinking to continue on a wider basis.
- 4.3 Agreed boundaries:** We all work under pressures of resources, time, energy, multiple demands, across wide geographic distance. Therefore we will agree boundaries that make our aspirations achievable. We will plan well ahead so we know what’s coming up and what we need to prepare for. We will have clear processes and expectations of each other.
- 4.4 Honesty:** We will be realistic about what we can and can’t do. We will do what we say we will do. We will create a space where we can all be real and it’s safe to say what we think, are wondering or feeling vulnerable about.
- 4.5 Trust:** We will trust each other to undertake roles and make decisions when we can’t fully participate or when this is the more efficient way to work together. We will trust in the emergent nature of the inquiry, being flexible and adaptable as things progress, to make this work for all of us.
- 4.6 Curious enquirers:** We will work with active curiosity, valuing our ‘not knowing’, knowing that uncertainty is certain. We will nurture our knowledge, our personal growth and each other with the deepest respect. We acknowledge that our greatest learning and most creative transformations or innovations can come from our times of greatest vulnerability or apparent ‘failure’. We want to support each other in such times, if they arise, to feel safe to move into and through that learning edge.
- 4.7 Ethical practice:** We must first do no harm, and in all things act with beneficence, ie to maximize the wider public benefits. We will be fair and sensitive to each other’s needs

in using the knowledge we create. Our inquiry must serve not only our own learning, but be shared in a timely manner, to make a contribution to emerging knowledge for this field. Our bottomline is collective learning for the collective wider good.

## 5. Roles and responsibilities

These principles translate into the following roles and responsibilities:

**5.1 Denise** will take a lead role in being the key link/conduit person between Margy-Jean and the IC group in between group meeting times.

**5.2 Margy-Jean** will 'hold' the monthly and agreed full day learning and outcomes reflection spaces in the sense of initiating/coordinating planning for these, facilitating parts as agreed, contributing to discussions with an 'outside' perspective, writing up the discussion to feed back to the group in the first instance, and later drawing on this resource as part of her thesis.

**5.3 All** group members will take responsibility for participating in the inquiry, contributing to group decision making about process and the key research questions focus of the inquiry, gathering their own noticing (in whatever form appropriate) for the group's monthly and full day sessions, engaging in the sense-making conversation around this 'data' and the analysis of its meaning for our own and IC practice.

**5.4 Confidentiality:** As a group we will identify ideas, tools, practices, questions from the inquiry process that we are ready to share more widely through IC newsletters, a blog on the IC website, IC learning forums, wider conference/seminar opportunities. Eventually we would hope to write joint articles, make policy and practice recommendations, and possibly co-author a book. At the end of each cooperative inquiry group meeting we will identify risks around sharing anything in particular that has arisen in our conversation that day, and assume that the rest is all part of the learning process and OK to share with others. Any individual who has contributed to the group conversation has the right to request something remain confidential to group and Margy-Jean's supervisors. Any such request will be totally respected. Where knowledge generated does not carry such sensitivities, we will actively mining our learning for what can catalyse leaderful conversations and practice more widely. We will be open about the fact that we are doing this inquiry work together. We will not claim the knowledge and wisdom emerging as our own to hold or keep to ourselves.

**5.5 Anonymity:** As a general principle, no individual comments/quotes will be attributed to particular people within the group, but all names of the group members will be published in the thesis/joint publications as participants. Exceptions to this principle (i.e individual attribution of comments) may be agreed with the group. However, overall there is an acknowledgement of group wisdom being built by feeding off each other, and therefore no one person "owning" the insights.

## 6. Resourcing

In the spirit of a mutual benefit inquiry relationship, IC will resource the IC members' time, travel and the telecommunication costs of group meetings. Margy-Jean will resource her time and travel costs herself.

## 7. Managing our Relationship

### 7.1 Processes and structures for decisions:

This relationship agreement will in the first instance be reviewed, revised as necessary and agreed with the IC development team who developed it with Margy-Jean, with input from Margy-Jean's PhD supervisors in parallel. It will then go for signoff to the IC Governance Group and the AUT Ethics Committee respectively. Following approval from both these decisionmaking structures, each person in the inquiry group will be invited to consent to participate. This will be a chance for anyone to opt out, and hopefully for one additional member of the Governance Group to opt in from the outset.

During the year it is expected that there will be one new member join the IC development team, and this person will also be invited to join the inquiry at that stage. It is hoped that all who join the inquiry will remain for the full period of the year's learning together. If this voluntary commitment is not looking possible to sustain for any member, in the first instance the group will consider if collective expectations can be scaled back, and if this is still not manageable for some individual, then we will respect their need to withdraw. In withdrawing it would be expected that any individual contribution to the inquiry to that point would remain with the group, in the spirit of the collective nature of this inquiry, unless anything in particular was identified that the individual wished to see removed or amended from any documentation of the learning.

The normal process for operational decisions will be for Margy-Jean to initiate planning leading up to a monthly or full day group meeting with Denise; for this to then be shared with the full group for their input and action well in advance of each meeting. Each group meeting will be facilitated by one or more members of the group, around a prepared draft agenda. Margy-Jean will write up draft notes from each meeting and provide these back to the group within one week of the meeting, unless otherwise agreed.

### 7.2 Our research action plan and 'outputs':

The research involves three cycles of action inquiry, anchored by four, one day reflection workshops and monthly group phonecalls for up to one hour.

At the first workshop on March 15<sup>th</sup>, 2011, we will explore what civil society, civil society leadership, leaderfulness and leadership learning mean to us, drawing on our own ideas, experiences and perspectives. We will then frame particular questions that emerge from this exploration, that we want to focus on for the next action inquiry phase.

The three action inquiry phases between workshops will involve us all intentionally noticing and recording in an agreed manner, our reflections on the research question(s) we have framed. We will check in with each other on a monthly group phonecall for an hour about what we are noticing, and deepen this discussion at our full day workshops.

The subsequent reflection workshops will be a time to share and discuss our reflections on the inquiry questions, develop propositions about what we are learning, identify patterns, similarities, differences, questions to make sense of what is emerging as concepts or conclusions, possibilities for transforming practice, and new, deeper or further questions for focusing our noticing. Dates for these workshops will be confirmed in January 2011, but for now are proposed for May 25<sup>th</sup>, August and November/December 2011. By the end of each reflection workshop, we will agree on what will be the focus for our attention in the next action inquiry phase. The final reflection workshop will be a time of bringing all the strands together to distill our conclusions and shape how they will be reported.

Each person in the cooperative inquiry group will be encouraged to actively participate in the four reflection workshops and the action inquiry activities. During the first reflection workshop, everyone will be asked to take part in two semi-structured, recorded peer interviews exploring each other's experience and ideas about civil society, leadership, leaderfulness and formative factors in our own leadership development. In the last reflection workshop there will be another opportunity for peer interviews to debrief about the inquiry process and how that has been for each participant. The rest of the reflection workshops we expect will be participatory group discussion activities. The action inquiry activities will involve our everyday noticing of conversations, incidents, literature, or other experiences that inform our thinking about the agreed inquiry questions, and recording these to share in an agreed form with the group. This might be through a journal, photography, visual diagram, metaphor, a summary one pager or other formats we choose to experiment with.

After the peer interviews, the audio records will be transcribed into written form, and everyone will have a chance to check they are accurate, if they wish. The group discussions will be recorded in summary note and audio form but will not necessarily be transcribed. Summaries of group discussions will be fed back to the group regularly, not only to check for accuracy, but also to deepen thinking, analysis and conclusions. No publication of knowledge generated from this inquiry, whether for Margy-Jean's thesis or for IC newsletters or other media, will be made without the group first having the opportunity to comment on a draft within a reasonable timeframe.

### 7.3 Contact points and communication:

Margy-Jean Malcolm:

[mmalcolm@unitec.ac.nz](mailto:mmalcolm@unitec.ac.nz)

03 474 1990/021 832 976

Denise Bijoux:

[dbijoux@orcon.net.nz](mailto:dbijoux@orcon.net.nz)

09 815 0963/021 245 6898

Communication will be primarily through:

- Email/phone liaison between Margy-Jean and Denise doing preparatory work
- Email communication from Margy-Jean for the full group, providing agenda material well in advance of group meetings
- Email communication to Margy-Jean from the full group with postings of 'noticings' if possible 5 days before group meetings.....**is this realistic, this was in my notes but not sure if it was agreed as a group???**
- Monthly phone meetings
- Four face to face full day meetings as noted above

#### **7.4 Ownership of information and intellectual property.**

Margy-Jean technically owns the intellectual property associated with her PhD. How the knowledge generated from the group's cooperative inquiry is written up in this thesis is ultimately a matter for her and supervisors to finalise. She has an accountability to the group to finish this thesis, to appropriately consult with and honour the wisdom of the group and to share this intellectual property widely for the common good.

Individuals will retain ownership of any visual resources produced during the inquiry, and they will only be included in Margy-Jean's thesis with those individual's permission. While we will generate the data and do much of the analysis of it cooperatively as a group, Margy-Jean will be responsible for writing up the findings for her PhD. Everyone will receive a summary of the draft research findings thesis chapter and have an opportunity to comment within an agreed timeframe.

During the cooperative inquiry and beyond the PhD publication, it is expected that the group will regularly agree to disseminating their learning through cooperative writing in various media as outlined above. The underlying principle is one of collective ownership of information and intellectual property shared widely for the common good, not primarily for any one individual's private benefit. However, it is acknowledged that Margy-Jean achieves a private benefit from this contribution towards her PhD, and that we all may add to our personal or professional development through this work together.

#### **7.5 Monitoring and review:**

This agreement will be monitored at the end of each full day meeting of the group, to check that pace, process and expectations are being appropriately addressed. On the last workshop, more indepth time will be set aside to review the process in depth. In the unlikely event that there were issues that the group could not resolve within its own processes, the matter would be referred to a meeting of one appointed member of the IC Governance Group and one of Margy-Jean's PhD supervisors to investigate and resolve.

## Appendix Ten A: Journal Template One

First example of journal piloted during the February/March of 2011, the co-inquiry year

### Leading in and Leaderful Communities: Cooperative Inquiry

The main purposes of this inquiry are to:

- Support the national leadership group(s) of Inspiring Communities in learning from, reflecting on and analysing their own practice
- Make a contribution towards understanding what supports the emergence of civil society leadership, that will become part of Margy-Jean's PhD
- Distill learning into a form that can be shared more widely in appropriate media

Our shared vision for this cooperative inquiry is that we will make a contribution to understanding civil society leadership learning, leading in and leaderful communities, through

- Modelling our values of critical reflective practice, within IC and our wider lives, and a cooperative co-research partnership that in itself becomes a leaderful learning community
- generating stories and ideas that help us name, describe, frame and paint some pictures of civil society leadership in an Aotearoa context and express a shared understanding of leading in and leaderful communities of place
- Identifying learning processes, principles, strategies, relationships, tools, conditions that support the emergence of civil society leadership and leaderful communities of place
- Drawing together learning that can be applied back to personal, relational, structural or cultural change and transformation within communities
- Welcoming outside perspectives, different paradigms, questioning our own assumptions, beliefs, worldviews, exploring new ways of connecting and framing our knowledge and knowing, and encouraging others to do so too.

The inquiry is structured around four reflection workshops scheduled for March, May, August and November 2011. Between the workshops we have three action inquiry phases, each of which will be informed by the previous reflection workshop where we will agree on what will be the focus for our attention in the subsequent action inquiry phase. These action inquiry phases will involve us all intentionally noticing and recording in an agreed manner, our reflections on the research question(s) we have framed. This phase will involve our everyday noticing of conversations, incidents, literature, or other experiences that inform our thinking about the agreed inquiry questions, and recording these to share in an agreed form with the group. This might be through a journal, photography, visual diagram, metaphor, a summary one pager or other formats we choose to experiment with.

Below is a draft template for gathering up our 'noticings' into a record that can be shared with others in the inquiry group. As soon as possible after each reflection workshop, try to take a few minutes to note your responses to the first 3 questions. The next two questions (4 -5) are ones you can come back to as often as is humanly possible. This will preferably be *each week* in conjunction with your weekly phonecall preparation or debriefing, while it is still relatively fresh in your mind! A particular incident might prompt you to write something down or a challenging situation which you want to debrief with yourself about using this journal as a dumping ground soon after these events. You might have a regular practice of journal writing that this slots in easily with. If not, then please try and fit this in as part of your preparation for each weekly phonecall and monthly meeting. Review what you have written, noticed or thought over this period and note any conclusions, insights or questions at question 6-8 as you go or at least each month.

Please provide an e-copy or a hard copy (if you have handwritten it) to Margy-Jean each month, no less than two days before our meeting. Keep a copy for yourself to speak to at the meeting.



## Draft template for reflection journal for action inquiry phases

Date: February 16<sup>th</sup>

Name:

### Inquiry question for this period:

**How is Inspiring Communities supporting leaderful practice?**

(This question might be different for each cycle but all the questions will fit broadly into the over-arching question of what supports the emergence of civil society leadership/leaderful communities?)

**FRAMING:** Complete in week one for the month ahead

1. Why this question is of interest to me and what I want to find out:
2. My initial hunches/feelings/intuition about my response to this question  
(Try not to be overly analytical about it....this is gut response to note here...right brain)
3. What beliefs, values, ways of seeing the world, does this suggest I bring to this?  
(Now you can use your left brain!)

**NOTICING:** Make notes here as often as you can *but at least once a week*. You can draw diagrams, mindmaps or pictures if that works better for you

4. What am I noticing about how I actually behave or perform in relation to this question? What impact does that have on others, on the outside world?
5. What I am noticing about how others behave or perform in relation to this question? What impact does that have on me, others, the outside world?

**REFLECTIONS:** By the last week of the month before the reflection workshop, gather up your thoughts from all the above. Words, pictures, diagrams all OK! In months without a reflection workshop this will be gathered up for the monthly meeting instead.

6. What patterns, possibilities or propositions are emerging from my noticing of myself and others?
7. What response might this suggest in terms of my own or Inspiring Communities' practice?
8. What questions are emerging for me that I want to engage with the group about next time we meet?

Please provide an e-copy of this to Margy-Jean no later than **9 am Monday 14<sup>th</sup> March**. Keep a copy for yourself and bring it to the meeting.

**Please also bring a symbol – e.g. a photo, something from nature, an artistic resource or anything that reminds you of a memorable civil society leadership moment or process over time to share with the group at the March 15<sup>th</sup> workshop.**

## Appendix Ten B: Journal Template Two

Second example of journal used during June/July/August of 2011, the co-inquiry year, with some amended instructions encouraging flexibility, with a now more detailed format .

### Leading in and Leaderful Communities: Cooperative Inquiry

The main purposes of this inquiry are to:

- Support the national leadership group(s) of Inspiring Communities in learning from, reflecting on and analysing their own practice
- Make a contribution towards understanding what supports the emergence of civil society leadership, that will become part of Margy-Jean's PhD
- Distill learning into a form that can be shared more widely in appropriate media

Our shared vision for this cooperative inquiry is that we will make a contribution to understanding civil society leadership learning, leading in and leaderful communities, through

- Modelling our values of critical reflective practice, within IC and our wider lives, and a cooperative co-research partnership that in itself becomes a leaderful learning community
- Generating stories and ideas that help us name, describe, frame and paint some pictures of civil society leadership in an Aotearoa context and express a shared understanding of leading in and leaderful communities of place
- Identifying learning processes, principles, strategies, relationships, tools, conditions that support the emergence of civil society leadership and leaderful communities of place
- Drawing together learning that can be applied back to personal, relational, structural or cultural change and transformation within communities
- Welcoming outside perspectives, different paradigms, questioning our own assumptions, beliefs, worldviews, exploring new ways of connecting and framing our knowledge and knowing, and encouraging others to do so too.

The inquiry is structured around four reflection workshops scheduled for March, May, August and November 2011. Between the workshops we have three action inquiry phases, each of which will be informed by the previous reflection workshop where we will agree on what will be the focus for our attention in the subsequent action inquiry phase. These action inquiry phases will involve us all intentionally noticing and recording in an agreed manner, our reflections on the research question(s) we have framed. This phase will involve our everyday noticing of conversations, incidents, literature, or other experiences that inform our thinking about the agreed inquiry questions, and recording these to share in an agreed form with the group. This might be through a journal, photography, visual diagram, metaphor, a summary one pager or other formats we choose to experiment with.

Below is a draft template for gathering up our 'noticings' into a record that can be shared with others in the inquiry group. As soon as possible after each reflection workshop, try to take a few minutes to note your responses to the framing questions about your initial hunches, perspectives, beliefs, assumptions. The next questions about the setting, noticing and reflecting are ones you can come back to as often as is humanly possible. This will preferably be *each week* in conjunction with your weekly phonecall preparation or debriefing, while it is still relatively fresh in your mind! A particular incident might prompt you to write something down or a challenging situation which you want to debrief with yourself about using this journal as a dumping ground soon after these events. Review what you have written, noticed or thought over this period and note any emerging insights or questions as you go or at least each month. **If the template is too cumbersome for you, feel free to just journal in whatever way works for you!** A notebook to carry around with you might also help.

Please provide an e-copy or a hard copy (if you have handwritten it) to Margy-Jean each month, no less than two days before our meeting. Keep a copy for yourself to speak to at the meeting.

## Draft template for reflection journal for next action inquiry phase

Date: June – August 2011

Name:

### Questions/focus for next inquiry phase:

Use the four quadrants of change *to gather our noticings and reflections on blocking or enabling conditions for leaderful practice in particular settings* of cross-sectoral community-led development, our Inspiring Communities national team, and our personal self-leadership.

NB: Apply this process in whatever way is relevant to your role, your issues, your context.

**Personal dimensions:** Our own and others' attitudes, behaviours, character, actions and values as individuals that block or enable leaderful practice

<b>Enabling factors for leaderful behaviour or practice</b>	<b>Blocking factors for leaderful behaviour or practice</b>
<p><b>Framing:</b> My initial hunches, perspective, beliefs, assumptions</p> <p><b>Setting:</b></p> <p><b>What I am seeing/noticing:</b></p> <p><b>My reflections on what this means about enabling conditions.</b></p> <p>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</p>	<p><b>Framing:</b> My initial hunches, perspective, beliefs, assumptions</p> <p><b>Setting:</b></p> <p><b>What I am seeing/noticing:</b></p> <p><b>My reflections on what this means about what gets in the way.</b></p> <p>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</p>

**Relational dimensions:** That support connections, ties, trust between people and organisations in community –led development settings, the Inspiring Communities national team or our own self-leadership

<b>Enabling factors for leaderful behaviour or practice</b>	<b>Blocking factors for leaderful behaviour or practice</b>
<p><b>Framing:</b> My initial hunches, perspective, beliefs, assumptions</p> <p><b>Setting:</b></p> <p><b>What I am seeing/noticing:</b></p> <p><b>My reflections on what this means about enabling conditions.</b></p> <p>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</p>	<p><b>Framing:</b> My initial hunches, perspective, beliefs, assumptions</p> <p><b>Setting:</b></p> <p><b>What I am seeing/noticing:</b></p> <p><b>My reflections on what this means about what gets in the way.</b></p> <p>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</p>

**Structural dimensions:** Systems, structures, formal 'rules' in Inspiring Communities team, and in communities at the levels of family, organisation, government or whole of society

<b>Enabling factors for leaderful behaviour or practice</b>	<b>Blocking factors for leaderful behaviour or practice</b>
<p><b>Framing:</b> My initial hunches, perspective, beliefs, assumptions</p> <p><b>Setting:</b></p> <p><b>What I am seeing/noticing:</b></p> <p><b>My reflections on what this means about enabling conditions.</b></p> <p>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</p>	<p><b>Framing:</b> My initial hunches, perspective, beliefs, assumptions</p> <p><b>Setting:</b></p> <p><b>What I am seeing/noticing:</b></p> <p><b>My reflections on what this means about what gets in the way.</b></p> <p>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</p>

**Cultural dimensions:** The unwritten rules around 'how we do things around here' and 'why we do things the way we do around here'. Visible artefacts and creations, values and worldviews

<b>Enabling factors for leaderful behaviour or practice</b>	<b>Blocking factors for leaderful behaviour or practice</b>
<p><b>Framing:</b> My initial hunches, perspective, beliefs, assumptions</p> <p><b>Setting:</b></p> <p><b>What I am seeing/noticing:</b></p> <p><b>My reflections on what this means about enabling conditions.</b></p> <p>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</p>	<p><b>Framing:</b> My initial hunches, perspective, beliefs, assumptions</p> <p><b>Setting:</b></p> <p><b>What I am seeing/noticing:</b></p> <p><b>My reflections on what this means about what gets in the way.</b></p> <p>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</p>

Another framework I find useful (specify):

Enabling factors for leaderful behaviour or practice	Blocking factors for leaderful behaviour or practice
<p><b>Framing:</b> My initial hunches, perspective, beliefs, assumptions</p> <p><b>Setting:</b></p> <p><b>What I am seeing/noticing:</b></p> <p><b>My reflections on what this means about enabling conditions.</b></p> <p>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</p>	<p><b>Framing:</b> My initial hunches, perspective, beliefs, assumptions</p> <p><b>Setting:</b></p> <p><b>What I am seeing/noticing:</b></p> <p><b>My reflections on what this means about what gets in the way.</b></p> <p>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</p>

**Other reflections I want to share** e.g. some of my learning from the past about transitioning and how a handover can be done well.

### Emerging Thoughts and Questions:

What patterns, possibilities or propositions are emerging from my noticing of myself and others?

*(Try to make it clear if you are talking about patterns, possibilities or propositions)*

What response might this suggest in terms of my own or Inspiring Communities' practice?

What questions are emerging for me that I want to engage with the group about next time we meet?

Please send this whole journal to Margy-Jean by 9 am Friday 8<sup>th</sup> July , then keep it going and send it again by Friday 12<sup>th</sup> August.  
In preparation for our August 17<sup>th</sup> workshop, please also review your journal and complete the following reporting template and bring it with you to the workshop

## REFLECTION WORKSHOP REPORTING TEMPLATE:

### INQUIRY QUESTIONS:

Use the four quadrants of change **to gather our noticings and reflections on blocking or enabling conditions for leaderful practice in particular settings** of cross-sectoral community-led development, our Inspiring Communities national team, and our personal self-leadership.

**FRAMING:** Make clear your particular perspective, beliefs, assumptions, and the way you have looked at the agreed question, drawing on what you have written in your journal.

**NOTICING:** Draw on your responses in your journal to give some specific example, metaphor or picture to illustrate what you have been noticing about yourself or others or the environment that has provided evidence of enabling or blocking conditions for leaderful practice over this last period?

**REFLECTING:** Draw on your reflections to offer any insights emerging for you about a tentative proposition about the enabling or blocking conditions for leaderful practice. Why is this important or significant? What is meaningful for you? Is it about “what is” (i.e. what we are doing) or “what might be” (i.e. what we could be doing) or both? Does it challenge, stretch or reframe common assumptions or practices? Does it open up new possibilities for future practice? What does this suggest about Inspiring Communities’ role (or not)? And your role in particular?

**INQUIRING:** Draw on questions raised in your journal to frame questions that invite others to comment and respond, to question your perspective, beliefs, assumptions, to build on this proposition, and/or to suggest further inquiry questions.

Edgar Shein’s Model of Organisation Culture:

<b>Visible Artefacts and Creations</b> e.g. technology used for communication, art. Visible and audible behaviour patterns, rituals, celebrations, language, stories, dress codes, music, humour, hospitality, branding on promotional resources
<b>Values</b> e.g. specific values and ways of behaving that express those values in the culture in the organisation in relationships, communication styles, codes of behavior, team expectations, work patterns, etc
<b>World-view</b> e.g. assumptions, attitudes and beliefs about our relationship to the environment; the nature of reality, time and space; the nature of human nature; the nature of human activity; the nature of human relationships

Adapted from Edgar Schein - *Organisation Culture and Leadership* as quoted in Henderson, Thompson and Henderson (2006) *Leading Through Values*, Harper Collins Publishers, Auckland

# Appendix Eleven: Agendas for 2011 co-inquiry workshops

## DRAFT OUTLINES FOR INQUIRY REFLECTION WORKSHOP SESSIONS:

### ***Workshop One: March 15<sup>th</sup> 2011***

#### **Morning:**

- ***Whakawhanaungatanga:*** (Approx 40 minutes)
  - Introductions to people, purpose, process as new inquiry group
  - Introduction to methodology, academic parameters, principles and skills to the extent not already covered in discussions/information provided to date around relationship agreement or in the workshop elsewhere
- ***Inquiry warm up:***
  - Ask group to bring a symbol – e.g. photo, something from nature, artistic resource - that reminds them of a memorable civil society leadership moment or process over time....what sits beneath this symbol in terms of your concepts about what civil society is, what leadership is.....what questions fascinate you for this inquiry
- ***Appreciative inquiring: civil society leadership.*** (2 – 2 ½ hours including tea break)
  - Work in pairs with audio recorder and take 30 minutes each way to be fully present, listening, inquiring, noting highlights, each sharing a story of civil society leadership and/or leaderful community working at its best. What made it such a success? What competencies, attributes, values, beliefs or strengths of the individual leader or leaderful group were evident? What organisational or community strengths supported this leadership? What else supported people's ability to lead through this time? This would preferably be based on something participants have been part of through Inspiring Communities or otherwise something they were personally involved with.
- ***Imagining the essence:***
  - Work in full group to draw up criteria for a civil society leadership/leaderful community awards ceremony – what are you looking for that represents the essence of civil society leadership/leaderful community at its very best?
- ***Critiquing assumptions:***
  - Debate whether these criteria would be any different if they were generic leadership awards, not just for civil society leaders.
  - Revisit our understanding of what civil society, leadership and leaderful communities mean to us from the morning's conversation

#### **Afternoon**

- ***Appreciative inquiring: civil society leadership learning.*** (1 ½ hour)
  - Work in different pairs to consider leadership emergence factors from the basis of own experience – formative factors over your lifetime in making you a leader
- ***Tentative propositions:***
  - Work in full group to identify common and divergent themes around leadership emergence factors
- ***Emerging theory and research questions:*** (1 hour)
  - Begin discussion on Inspiring Communities' role in supporting leadership emergence, using inquiry test template completed over previous month as one resource.
  - Identify current theory of change and what evidence already gathered of its relevance.

- What questions emerge for further exploration?
- **Plan action for next action inquiry phase around:** (1 hour)
  - Information that might be gathered and how, to reflect and explore Inspiring Communities' role in leadership emergence
  - Clarifying inquiry skills that will be applied within this action phase and use of specific tool for recording our noticing in agreed format.
  - Agreeing on question focus, whether we will all look at the same or different questions, which questions we might park for later phases, whether we will look at particular strands or the whole initially?
- *Review of day and process so far*

## ***Workshops two, three and four: as envisaged at the outset***

### **Morning**

- Share descriptions from action phase - e.g. as stories, visual images, one page ideas – within agreed template format. Work either in pairs or full group to listen, then respond to inquiry question, question assumptions, projections, propositions
- Collate inquiry propositions and questions, identifying similarities/differences and meaningful patterns among those, not forcing agreement, but identifying overlaps, emergent ideas

### **Afternoon**

- Review data collated from previous inquiry session(s) and monthly meetings and explore in more depth. Identify links, contradictions with action phase data just presented, key questions arising
- Refine different 'maps'/concepts emerging - compare, criticise, categorise, discuss uses and limitations, what it represents
- Review, modify, develop, reframe inquiry focus and process as necessary
- Plan next stages of action inquiry focus as in first session

These action/reflection phases will be repeated for at least three cycles.

The ***final reflection session*** with the cooperative inquiry group will bring all the strands of this particular inquiry together with the goal of making sense of the inquiry learning as a whole. Cumulative data will be reviewed, distilled and refined. Work on the final report will follow this session, although the main headings and key issues will be agreed in the final session and also understandings about consultation and roles within the authorship/editorship process.



**Morning**

9.00 **Welcome to Leigh and David.** A brief sharing about our perspectives on the journey so far with this inquiry, opportunity for L& D to ask questions. A brief review of the inquiry skills we are seeking to apply.

9.30 Form two groups (of 3 and 4 participants) to **share our individual “findings”** from the last two action packed months, our reflections and journaling in relation to our inquiry questions:

- **What are we noticing as leaderfulness – in ourselves, in our team, in communities of place?**
- **What are we noticing as enabling conditions that support leaderfulness?**
- **What does this suggest about Inspiring Communities’ role (or not)? And my role in particular**

These should be based around the reporting format of Framing, Noticing, Reflecting and Inquiring set out below (and at the end of the journal template). Your reporting might include stories, visual images, a mindmap, a ‘one pager’ of ideas, but it can be done however you choose. *A suggested group process from Raelin’s latest Leaderful Fieldbook for this sharing:*

1. Each group first listens to each person’s reporting in on the topic without interruptions.
2. After each person has spoken, everyone takes a few minutes in silence to write down *questions* they would like to ask to follow up on the comments made, the assumptions, the propositions, the questions raised.
3. Steps one and two repeat until everyone has had a chance to share their “findings”. Then the group has a full discussion about the inquiry questions and what learning is emerging, trying out a structured format developed by Raelin. The emphasis should be on following up the questions noted down in the reflection time (step 2). Participants should not talk about their own ideas unless asked by someone else. Rather, they ask questions of one another to mobilise discussion.
4. This whole session and conversation will be audio-recorded. During the session it would be helpful for someone in the group to scribe the conversation in whatever way helps in reporting back on propositions and questions arising from the individual reports and the subsequent conversation.

10.30 Tea break

10.45 In the full group we would then **share the inquiry propositions and questions emerging** from each of the groups, identify similarities/differences in themes, patterns, emergent ideas but not force agreement or conclusions.

We could also briefly review how **this discussion structure worked**. Did it provide a good balance of advocacy and inquiry? Were useful insights achieved on the topic using this format that would not have emerged anyway? How did it help (or hinder) in exploring other’s viewpoints, worldviews, creating a “public sphere” for dialogue across difference, in reframing or synthesising ideas? Any aspects of the approach that could be useful in our everyday work?

12.00 Lunch

**Afternoon**

12.45 **Review/analyse** notes from general conversation and paired interviews from the March session and discuss, **what’s changed, what’s important now, what’s missing?** That is, we are using the previous conversation as one part of our emergent

knowledge. We can identify links, contradictions with this morning's conversation/conclusions, key questions arising. *Ideally each person would have taken time to look at these notes beforehand and collected their thoughts to share. In reality that may not be possible, so it might be best to just have some hard copies with us on the day. We also need to decide if its OK to review the notes of the paired interviews we weren't part of – or whether we have enough to just process the conversations we were each part of. While any one of us, including MJM, may have summarised some themes from our work to date, this will be shared with the clear goal of moving on/away from such individual analysis to a shared group analysis.*

- During this review time Leigh and David will have a chance to do the **paired interviews** they missed out on last time. *I do want to share my stories too, so Denise will aim to interview me at the end of this day.*

## 2.15 Tea break

**2.30** **Review** conclusions/concepts emerging to date in light of **current Inspiring Communities frameworks**. E.g. How does our conversation relate to the personal, relational, cultural and structural dimensions of community transformation? *We might be ready to draw some diagrams at this stage of the day to come at things a different way. Any other thoughts from what you did at PNZ workshop that would be worth repeating here?*

- 3.00** **Plan next stage of action inquiry** leading up to and including July 26<sup>th</sup> workshop:
- Identify emergent questions for next stage of the inquiry
  - Review processes used to date and revise as necessary

## **Reporting template for collating our own (journal) reflections:**

**FRAMING:** Make clear your particular perspective, beliefs, assumptions, and the way you have looked at the agreed question, drawing on what you have written in answer to questions 1 – 3 in your journal.

**NOTICING:** Draw on your responses to questions 4 and 5 to give some specific example, metaphor or picture to illustrate and provide evidence of what you have been noticing about yourself or others or the environment that has been supporting leaderful practice over this last month?

**REFLECTING:** Draw on your responses to questions 6 and 7 to offer any insights emerging for you about a tentative proposition about leaderfulness – in ourselves, in our team, in communities of place - and the enabling conditions that support leaderfulness? Why is this important or significant? What is meaningful for you? Is it about “what is” (i.e. what we are doing) or “what might be” (i.e. what we could be doing) or both? Does it challenge, stretch or reframe common assumptions or practices? Does it open up new possibilities for future practice? What does this suggest about Inspiring Communities’ role (or not)? And your role in particular?

**INQUIRING:** Draw on question 8 and to help identify questions that invite others to comment and respond, to question your perspective, beliefs, assumptions, to build on this proposition, and/or to suggest further inquiry questions.

**SEPTEMBER 22<sup>ND</sup> COOPERATIVE INQUIRY WORKSHOP**  
**9am – 4.30 pm, Auckland Community Foundation, Papatoetoe**

**INTENT:**

Together co-create a process to :

- gather up our individual noticings around our research question about enabling conditions that support leaderful practice in community-led development settings
- synthesise our individual reflections into emergent collective wisdom
- identify how that wisdom might inform our practice – how we see, do, be, relate
- shape the final stage of our inquiry leading into our final workshop

**PREPARATION:**

Come prepared with some very brief thoughts about what you have learned from your journey with this work to date that is most relevant/interesting in relation to our research questions.

MJM (along with anyone else who can) to do own analysis of the common themes from our stories, conversations and journals to date to feed into the collaborative exercise at the workshop

**SUGGESTED WORKSHOP FORMAT:**

**Checkin:** How has it been for you since our last inquiry? What impact, if any, have the conversations and journaling been having on your practice? Is anything happening that would not normally happen in the course of your work together, or individually?

**Building the quilt:** Exercise to create our own synthesis of emergent concepts in a leaderful way:

**Research Question focus:**

- **What are we noticing as enabling or blocking conditions for leaderful practice in *particular settings* of cross-sectoral community-led development, our Inspiring Communities national team, and our personal self-leadership. ?**

- **Personal dimensions:** Our own and others' attitudes, behaviours, character, actions and values as individuals that block or enable leaderful practice
- **Relational dimensions:** That support connections, ties, trust between people and organisations in community-led development settings, the Inspiring Communities national team or our own self-leadership
- **Structural dimensions:** Systems, structures, formal 'rules' in Inspiring Communities team, and in communities at the levels of family, organisation, government or whole of society
- **Cultural dimensions:** The unwritten rules around 'how we do things around here' and 'why we do things the way we do around here'. Visible artefacts and creations, values and worldviews

### Instructions:

1. Making a quilt is an emergent process. It starts with resources and an initial idea, but the design emerges in an iterative process of action/reflection as the creator plays with the particular mix of colours, pattern, resonance, dissonance, relationship of the pieces. First the top layer is pieced but that is only the beginning. Sometimes quilters piece fabrics only to chop them up into different shapes again. Then there is the choice of batting, backing and the pattern used to quilt the three layers together. Finally there is a binding added around the edge – and there may even be further embellishment added with buttons, beads, embroidery. Infinite creative possibilities! So let's start.....
2. *Patchwork round 1:* Write first priority concept in response to question and post it on the wall. Keep your writing on the quilt pieces as brief as possible – one or two words or a sentence at the very most. Stand back and notice what others have put there beside yours. See what is similar, same or different, what's missing. Have a conversation with each other about what is there. Regroup what is there if you think that helps. Or take some quiet time to go and write your next piece.
3. *Patchwork round 2:* After about 5 minutes the bell will ring and it will be time for quiet, silent reflection and then to write to put up your next piece of the quilt and repeat the above process. Keep looking at the emergent whole and the relationship between the parts. What stands out? What's missing? What might be regrouped?
4. *Patchwork completed:* Repeat process for about 5 rounds then move onto next quadrant /dimension and repeat. Stand back and look at the whole. Does it need recutting a different way or is the quadrant framework working OK for us? Are there other dimensions/dynamics that this framework doesn't make explicit enough?
5. *Drawing the Quilting lines:* When all four quadrants have been 'completed' it is time to consider the linkages/relationships between them. What enables movement between these quadrants? What threads stitch these together? Cut shapes/strips and write words on them and glue between the pieces
6. *Batting:* What layers sit beneath this patchwork? What else informs your understanding of enabling conditions for leaderful communities? What's the batting that adds warmth/energy to the quilt? This could include some short hand reminders of the stories that sit behind our knowing as the evidence.
7. *Backing:* What's the backing of the quilt that it all rests on? The important elements of the civil society leadership context that are unique to community-led development in Aotearoa?
8. *Binding:* What is the binding around the edge of the quilt that holds it all together, that frames it? What beliefs, values, assumptions, worldviews? How explicitly are we choosing this frame or are we just assuming it? Space to question and critique our own assumptions!
9. *Embellishment:* Is there something more needed to give that extra highlight to some particular area?

### **Debrief:**

How was that as a process? What did we notice about our own behaviour in that process? What does the process teach us about leaderfulness? What does the process tell us about what enables collaborative sense-making?

### **So what?**

So the quilt was made for a purpose – to wrap around our work. Why is what we have created important or significant? What is meaningful for you? Is it about “what is” (i.e. what we are doing) or “what might be” (i.e. what we could be doing) or both? Does it challenge, stretch or

reframe common assumptions or practices? Does it open up new possibilities for future practice? In community-led development? In Inspiring Communities? As a team? As individuals?

***Next inquiry action steps:***

What is our focus? What question(s) will we pay attention to in the next phase? One possibility is that we could focus on what we have just agreed we expect to do or see change in our practice. We would be noticing how and where this changed practice impacted. We could also be noticing and gathering further stories that provide evidence to support or challenge what we have put together on the quilt.

How will we gather up our noticing over the next two and a half months? If not journals, then what will work? Fortnightly calls/skype together or in pairs or me calling each of you? Any other suggestions that would support ongoing reflective practice

Preliminary thoughts for October 31 workshop

**Closing:** Feedback on today's process – what's worked, what could be improved, what we are taking away as our learning.

## OCTOBER 31<sup>ST</sup> WORKSHOP DESIGN

9.00 –3.45 pm

Wellington venue to be confirmed

**OVERALL THEME: WHAT HAS BEEN MOST IMPORTANT? WHERE TO FROM HERE?**

### **PREPARATION: Three tasks**

1. Try to find time to read or at least skim MJM's working draft report in progress. Scribble your responses, questions or amendments all over it and bring it with you.
2. Bring any jottings/thoughts on the So What? Questions and/or on any of the agenda items
3. Write three sentences about the three most important AHAs that have emerged for you during this inquiry work – i.e. insights you didn't have before we began.

**SO WHAT?** Why is what we have created (in terms of ideas about leaderfulness and conditions that enable it) important or significant? What is meaningful for you? Is it about "what is" (i.e. what we are doing already) or "what might be" (i.e. what we could be doing differently in the future) or both? Does it challenge, stretch or reframe common assumptions or practices? Does it open up new possibilities for future practice? In community-led development? In Inspiring Communities? As a team? As individuals? Transformative practice? Movement development?

### **AGENDA OUTLINE:**

**Checkin** - How has it been for you since our last inquiry? What do we see as the "products" we are working towards from today's workshop? For whom?

**Building the bigger picture framework:** What are the three most important AHAs that have emerged for you during this inquiry work – i.e. insights you didn't have before we began? What are our core messages and propositions about our core inquiry question (about what leaderful practice in Aotearoa CLD contexts looks like, and what enables/blocks its emergence)? What other important messages/propositions have emerged for us individually or as a group? What are the wicked questions that help different stakeholders apply leaderful practice in different contexts and at different stages of CLD?

**So what?** How does this affirm/inform our current practice? What new possibilities does this open up for our future practice?

- As IC?
- As a team?
- As individuals?
- For CLD in New Zealand?

**Standing back:** Note underlying assumptions, beliefs, values. Question, challenge 'sacred cows' about our own thinking. What's new? What's unique? What do we need to reframe? Let go of? Shift gear on?

*Lunch*

**Co-creating language** around civil society, leadership, leaderful, volunteer, active citizenship that better reflects our worldview, values, practice around conscious community engagement, resident, friend, neighbour, communities leading, leading in communities (Megan has offered to lead this bit)



What's been most important about **the inquiry process itself**? Remind ourselves of the steps from initial approach, working together agreement workshop, journaling, phonecalls, four workshops and the processes within them (paired interviews, group dialogue, mindmapping, quilt making, etc), use of theory of change and other frameworks . To what extent and in what ways has our inquiry modelled leaderful practice? What has enabled and blocked? What learnings for how we do research, for how we facilitate inquiry with others?

**Where to from here?** It's MJM's last workshop as co-researcher! We need to refine our thinking about the "products" and the writing process from here – for IC needs and for MJM thesis needs. Main headings and key issues to be agreed if possible – or at a minimum, a shared understanding about consultation, timeframes and roles within the authorship/editorship process from here. What else does IC want to take forward in terms of its own ongoing reflective practice processes and key questions that help frame that?

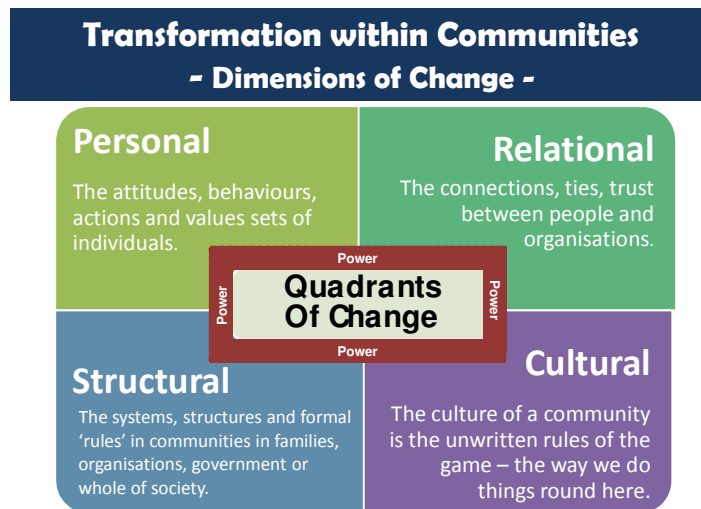
## Appendix Twelve A: Enabling and Blocking Conditions for Leaderful Communities

The extracts in this Appendix (Parts A and B) provide evidence of the collaborative writing resulting from the co-inquiry work, published in *Learning By Doing: Community-Led Change in Aotearoa NZ* by Inspiring Communities Trust in 2013. Appendix 3 from *Learning By Doing*, presented below, is Inspiring Communities' adaptation of the product of the quilt exercise discussed in the thesis (Chapter Three). Appendix Twelve B provides the acknowledgement of my contribution to *Learning By Doing* and Chapter 4 of this publication. I wrote the first draft of chapter 4, which Inspiring Communities edited, reshaped, then spread material across other chapters, and later consulted me for input to the final whole document prior to publication.

### Appendix 3

#### Leaderful Practice and Quadrants of Change

In 2011, as part of a leaderful practice and civil society co-research inquiry with Margy Jean Malcolm, Inspiring Communities reflected on aspects or conditions that influence change outcomes in each quadrant of change. In a brainstorming workshop, we identified some key enablers and blockers of positive change. We noticed the paradox that often the same factor could enable or block. While not a definitive list, the tables below share useful observations of what helps and hinders.



<b>Personal dimensions: the attitudes, behaviours, actions and values sets of individuals.</b>	
<b>Enables Progress and Change</b>	<b>Blocks Progress and Change</b>
<ul style="list-style-type: none"> <li>- Strong sense of own identity, self aware</li> <li>- Curiosity, a 'learner' and 'listener'</li> <li>- Courageous, a risk taker</li> <li>- Perseverance, persistence, positive, passionate</li> <li>- Power 'with'</li> <li>- Generosity of spirit, humanity and humility</li> <li>- Motivated by 'we' more than 'I'</li> <li>- Open minded, flexible</li> <li>- Trusted</li> <li>- Strengths focused</li> <li>- Upholds/values 'good' process</li> <li>- Reframes issues into opportunities</li> <li>- Space creator and holder</li> <li>- Observes role models</li> <li>- Asking or being asked to participate/do something</li> <li>- Busyness - able to let go/pass onto others</li> </ul>	<ul style="list-style-type: none"> <li>- Self doubt</li> <li>- Ego, self interest</li> <li>- Micro manager, control freak</li> <li>- Too task focused - at expense of good process</li> <li>- Power 'over'</li> <li>- Fixed ways of thinking/operating: world in black and white</li> <li>- Negative, cynical</li> <li>- Risk averse, conspiracy theorist</li> <li>- Fear of change, failure, loss and/or not knowing</li> <li>- Deficit focus</li> <li>- Busyness - not able to let things go/let others take things over</li> </ul>

<b>Relational dimensions:</b> The connections, ties, trust between people and organisations.	
<b><i>Enables Progress and Change</i></b>	<b><i>Blocks Progress and Change</i></b>
<ul style="list-style-type: none"> <li>- Pre existing relationships and trust</li> <li>- Effective facilitation and group processes</li> <li>- Commitment to collaboration and co-creation</li> <li>- Commonalities and differences understood</li> <li>- Momentum and energy brought from shared vision, goals, rewards and risks</li> <li>- Partnering principles lived: trust, integrity, honesty, openness, respect, acceptance of diversity</li> <li>- Understanding and proactively dealing with conflict</li> <li>- Organisations working as 'one' rather than competing individual groups</li> <li>- Past, present and futures acknowledged</li> <li>- 'How' is as important as what, who and why</li> <li>- Critical mass of 'right' people sharing leadership over long term</li> <li>- Brokers/facilitators with capacity to support collaboration processes and outcomes</li> <li>- Action reflection - Learning by doing together that includes conscious role modelling, mentoring, capacity building etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Historical grievances, blame and mistrust</li> <li>- Emphasis on differences rather than commonalities</li> <li>- No real need to talk/work together</li> <li>- Too polite - not fronting difficult conversations</li> <li>- Attachment to status quo</li> <li>- Tick box engagement approaches</li> <li>- Competitive attitudes</li> <li>- Embedded power dynamics</li> <li>- Too much money up front - becomes the focus for relationships</li> </ul>
<b>Structural:</b> the systems, structures and formal 'rules' in communities at the level of family, organisation, government or whole of society.	
<b><i>Enables Progress and Change</i></b>	<b><i>Blocks Progress and Change</i></b>
<ul style="list-style-type: none"> <li>- Mandated and documented shared visions, plans, values, principles</li> <li>- Co-created action plans and pathways, including agreed processes and timeframes for getting things done</li> <li>- Time/resources built in for implementation of collaboration and leaderful approaches ie. investment in people/process development as well as projects and action</li> <li>- Decentralised/collaborative governance mechanisms and processes in place</li> <li>- Anchor organisation to 'hold' collaboration and support local leadership building</li> <li>- Balance of formal/informal ways of working actively adopted</li> <li>- Risk taking/innovation supported encouraged</li> <li>- Structures and plans not fixed - can be adapted with real time feedback loops</li> </ul>	<ul style="list-style-type: none"> <li>- No translators to 'systematise' new ways of working and embed leaderful culture</li> <li>- Rules within the system that reinforce individual's power, silos etc</li> <li>- Fear of 'subsidiarity' - organisation and systems need to control what happens and how</li> <li>- Lack of joined up leadership across organisations</li> <li>- 'One size fits all' policies, processes and practices</li> <li>- Diversity (of approaches) discouraged</li> <li>- Thought patterns that focus on 'what' over 'how'</li> <li>- 'Either/or' rather than 'and/and' thinking and framing</li> <li>- Unchallenged power dynamics</li> <li>- 3 year political cycles - don't allow for new thinking/ways to embed</li> <li>- People/parts of organisations not doing 'their bit'</li> </ul>

<p>and experience</p> <ul style="list-style-type: none"> <li>- Institutional expectations of collaboration reflected in organisational systems eg. job descriptions, contracts, performance management systems, policy development</li> <li>- Use of accessible tools and strategies eg. language, framing, agreements, shoulder tapping etc</li> <li>- Use of 'carrot and stick' (incentives/punishments) to help embed leaderful approaches</li> </ul>	<ul style="list-style-type: none"> <li>- Preference for 'our/existing' ways of doing/thinking over new ways that may be co-created with others</li> <li>- Not allocating resourcing for capacity building/participation/leadership development</li> </ul>
<p><b>Cultural dimensions:</b> the unwritten rules of the game – the way we do things round here</p>	
<p><b><i>Enables Progress and Change</i></b></p> <ul style="list-style-type: none"> <li>- Shared pride, identity and sense of mission/community</li> <li>- History, stories, people regularly honoured</li> <li>- Manaakitanga - food, caring, hospitality</li> <li>- Making the rules visible for all by naming and documenting the what, why and how things happen, with processes for reflection and review</li> <li>- Understanding the importance of 'good process' and having time for things to be worked out</li> <li>- Leaders who are connected and great 'role modellers' of CLD ways locally</li> <li>- Rituals visible eg. celebration, stories, events, acknowledgement of achievements and contributions etc</li> <li>- Optimism/patience around messy times and conflict. People and existing processes in place that help the community to find its way</li> <li>- Ongoing questioning to find better ways</li> <li>- Shared power and vision changes established power dynamics and provides room for new leaders</li> <li>- Previous (collective) experience of power sharing and respectful, reciprocal, trust based relationships</li> <li>- People/partners with skills/experience in empowering others and collaborating</li> <li>- Expectations and freedom to innovate and fail forward</li> <li>- Strong information flows to keep people/organisations updated and connected</li> <li>- Asking, encouraging, supporting people as they step forward to participate/contribute/ lead</li> </ul>	<p><b><i>Blocks Progress and Change</i></b></p> <ul style="list-style-type: none"> <li>- The culture (the how and why) is not understood or articulated so is hard to name and grow</li> <li>- Negative media stereotypes and/or perceptions of place, people, culture</li> <li>- Constant re-visiting of issues and no forward progress</li> <li>- Victim and blame mentality, - it's someone else's fault, we can't do anything to change things</li> <li>- Ongoing focus on WHAT gets done over HOW</li> <li>- Failure to spot or engage emerging/new energy, interest and ideas</li> <li>- Key local leaders/shapers leave without having passed on their knowledge/mantel</li> <li>- Expectation that communities are recipients of services, with problems that others must fix</li> </ul>

**Power dimensions: politics and processes, relationships and dynamics, agenda setting and decision making**

<b><i>Enables Progress and Change</i></b>	<b><i>Blocks Progress and Change</i></b>
<ul style="list-style-type: none"> <li>- Confidence to say 'no', stand up to political pressure, challenge bully behaviour etc</li> <li>- Win, Win thinking</li> <li>- New/neutral processes for conversations and planning</li> <li>- Showing vulnerability</li> <li>- Starting with questions, not answers</li> <li>- Strategic, collaborative thinking and skills</li> <li>- Consciously asking 'in whose interest is this' - for who, by who?</li> <li>- New voices and sectors intentionally at the table to challenge existing thinking/broaden framing and debates</li> <li>- Local voices and residents at the table as equals in decision making - communities seen as experts</li> <li>- Skilled translators who can engage and navigate across multiple sectors (language, agendas, processes etc)</li> <li>- Visibly demonstrating open information, transparency, inclusion, empowerment in all actions</li> <li>- Time and money</li> <li>- Structural analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Overtly/covertly acting in ways that destabilise relationships and/or partnering arrangements</li> <li>- Old/current hierarchical paradigms and behaviours</li> <li>- Aversion to new possibilities/ways in favour of maintaining status quo</li> <li>- Knowledge about how political systems work and where power actually lies</li> <li>- Dependency relationships</li> <li>- Conspiracy theorists, control freaks</li> <li>- Need for certainty</li> <li>- Reliance on same old leaders</li> <li>- Time (too little) and money (too much)</li> <li>-</li> </ul>

***Summary Findings from Co-Inquiry Research Workshop  
Inspiring Communities and Margy Jean Malcolm  
September 2011***

## Appendix Twelve B: Leading in and Leaderful Communities Collaborative Writing

### ACKNOWLEDGEMENTS

**I**nspiring Communities would like to acknowledge and thank the many, many special people and organisations who have helped make Learning by Doing possible.

Firstly, thank you to our core project funders, Lotteries Community and the Todd Foundation. Without their generous support, publication of this handbook would not have been possible. We would like to acknowledge The Tindall Foundation and Lotteries Community Sector Research Fund for their investment in our three year learning and outcomes research with the Inspiring Communities' Core Learning Cluster. Results and conclusions from this work formed the basis for Chapter 6. We'd also like to acknowledge Margy Jean Malcolm who worked with us as co-author on Chapter 4.

As noted in Chapter 1, the real life stories and experiences shared in Learning by Doing belong not to Inspiring Communities, but to community-led development (CLD) initiatives themselves. We wish to thank Core Learning Cluster communities we have worked alongside who have so readily shared their insights, experiences, and learning in order that the wider CLD movement in Aotearoa can move forward. Our appreciation and heartfelt thanks go out to all those we've worked with from:

- Good Cents Porirua
- Great Start Taita
- Ka Mau Te Wero and Tāmaki community leaders and organisations more broadly
- Ōpōtiki
- Massey Matters and the Massey-Ranui Back2Back Project
- Matura
- Rakiura/Stewart Island
- Waitara Alive



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- Vaughan Payne

We also acknowledge and thank those who have kindly provided pictures of community-led development in action to help bring this publication to life.

To those who have purchased this book, thank you for supporting Inspiring Communities and our mission to support Aotearoa's CLD future. As an organisation, we feel privileged to be working with so many generous, inspirational and thoughtful people. Every effort has been made to ensure the accuracy of information included in Learning by Doing. Any errors, inaccuracies or omissions are our own.

Megan Courtney, Barbara MacLennan, Denise Bijoux  
Inspiring Communities Development Team  
March 2013

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### Links & Resources

# LEADING IN AND LEADERFUL COMMUNITIES

*Ehara taky toa he toa takitahi, engari taky toa he toa takitini.*  
Success comes from the strength of the collective, and not of the lone individual.

## WHAT WE ARE LEARNING ABOUT LEADING IN AND LEADERFUL COMMUNITIES

Community-led development challenges old assumptions about leadership as a few individual heroes or heroines. It intentionally works to see the leader in everyone. In this way leadership is understood as collective work, enabling different skills, roles and talents to be harnessed for greater community gain. Leadership is a dynamic process with a different mix of styles and skills required for different parts of the CLD journey.

### Key messages:

- There is a leader in everyone. Leaderful communities are those where power is distributed, shared and where leadership comes from many corners of the community.
- Both leaders 'out front' and 'leaderful' leaders are needed to inspire participation, action and

lives and the world a better place. Amidst the messiness of complex community situations, CLD leaders and advocates in Aotearoa New Zealand and internationally hold a deep sense of hope that a fundamental positive paradigm shift is possible – and that active citizenship is a key force to make that shift possible.

- Leaderful practitioners bring out the best in others by building trusted relationships. They are skilled at intentionally redistributing power in how they engage, encourage and lead. They are also skilled at knowing when to step up step back, walk alongside and/or walk away, which enables those that follow to 'join in' and lead themselves.
- Leading in CLD spaces calls for a strong focus on co-creation. The 'how' and 'who' - the processes, structures, systems and frameworks that help CLD stakeholders work collaboratively towards shared local visions and goals are as important as 'what' and 'why'.



Graduates from the Pomare Computers in Homes programme celebrate their success with MPs.

- Different styles and types of leadership are required at different stages of CLD journeys. It pays to anticipate and plan for the leadership skills required next, knowing that the best ways to grow and strengthen leadership capacity will be different for each community.

#### 4.1 THE CONCEPT OF LEADERFUL COMMUNITIES IS IMPORTANT

A common Kiwi response to the 'leadership' word is "Who me? I don't think of myself as a leader!" What does this tell us about the assumptions we are making about leadership when we write ourselves out of the leadership story? For one thing, clearly, language can be a major block! Yet when we understand leading in terms of being 'leaderful', we can see

local skills and assets to achieve local visions and dreams.

In *What we are Learning 2010* we introduced the concept of 'leaderful communities'.<sup>121</sup> While some people automatically warned to this term

– others hated it! But though there may be clear division over 'leaderful communities' language, there seems to be widespread agreement on the concept itself. For this reason, it's essential to continue exploring and unpacking the core elements of a 'leaderful' approach – and in doing so, hopefully new, 'better' language will emerge.

#### 4.2 LEADERSHIP IS MULTILAYERED AND CONTEXTUAL

There are many different ways of defining and describing leadership, and all can help us build a richer picture of

*"We somehow think leadership just happens when everything else happens. Smart communities are beginning to see you build it. It shapes the future, it embraces diversity."*

Peter Kenyon  
Bank of Ideas (April 2012)

what is involved. For example, we can identify individual traits, attitudes and beliefs that give leaders their identity expressed in qualities such as charisma, humility, curiosity, caring, optimism. We can also

identify many different leadership behaviours, skills and styles in our organisations and communities. In addition, we can think of leadership as a whole system of collective interactions, processes and

actions that are more than the sum of individual leaders' or followers' contributions.

The tables on the below are two different leadership spectrums that help us think

### FROM INDIVIDUAL LEADER TO LEADERSHIP AS COLLECTIVE WORK

Autocratic leadership	Catalytic or authoritative leadership	Democratic, participatory/servant leadership	Loose or laissez faire leadership	Decentralised, adaptive or emergent leadership
<b>TELLING</b>	<b>PERSUADING</b>	<b>FACILITATING</b>	<b>HANDS OFF</b>	<b>SELF-ORGANISING</b>
Power based on positional authority to control goals and decisions and to demand action regardless of others' views	Power based on leader's use of skills/ personality to inspire others' engagement and action around the leader or community's vision	Power based on responsiveness to team values and team voice in decision making, with shared control and responsibility	Power within individual team members self-directed control with few agreed plans, goals, norms or explicit ways of deciding	Power within strong, shared tacit, values and processes for working together within which team members interact, take initiative, keep adapting and learning

### FROM RULES, ROLES AND TASKS TO RELATIONSHIPS, PROCESS AND ADAPTABILITY

Bureaucratic leadership	Transactional leadership	Task-oriented leadership	Relationship-oriented leadership	Transformational leadership
<b>RULES &amp; ROLES</b>	<b>CONTRACTS</b>	<b>RESULTS</b>	<b>PEOPLE</b>	<b>CHANGE</b>
Power based around following the rules and keeping within prescribed roles for business as usual	Power based around initial contractual compliance to meet agreed goals in return for agreed rewards	Power based on results achieved with focus on planning, organising, monitoring tasks, roles, systems and structures	Power based around ability to engage, organise, support and develop the people that will achieve the vision	Power based around ability to facilitate shared vision of the future and inspire shared responsibility for making change happen

Source: Margy Jean Malcolm

<sup>121</sup> The concept of leaderful communities builds on Joseph Ledell's work on leaderful organisations. See <http://www.leaderful.org/leaderful.html> for more.



*"We are always improving – looking to ensure all understand how to engage with all. Our strength is our collective leadership and willingness to adapt following feedback from the community."*

From Mataura Reflective Workshop, November 2012

*"Leaders really need to understand CLD, be courageous and stay loyal to local dreams and goals. They often have to be tunnel visioned to help embed new ways of working. Leaders have to both catalyse and empower others. CLD needs more than just 'leaderful', it needs leaders who can lead."*

Inspiring Communities  
CLD Think Piece  
Contributors 2012/7

ity growing by intentionally reflecting on the kind of leadership that is needed both for now and at other stages in the journey.

#### 4.2.1 LEADING OUT FRONT STILL MATTERS TOO!

Leading in CLD spaces calls for a strong focus on 'the how' – the processes, structures, systems and frameworks that help CLD stakeholders work collaboratively towards a shared local vision.

It takes courage to lead out front as a catalyst in a community before there is a broader community mandate, and often that's how things get started.

We also know that capable individuals can only take things so far in communities. Inspiring Communities has noticed across community-led initiatives in Aotearoa, that real traction and transformational change is much more likely when there's a combination of individuals leading out front and a culture of collectively leading together. While sometimes one comes before the other, it's the diversity of skills, leadership styles and momentum generated by motivated people working together that ultimately helps create the critical mass for CLD to thrive, be effective and be

While we all have assumptions about what 'good leadership' is, again, there is no 'one size fits all' recipe. On our community-led development journeys, we are learning to keep our individual and collective leadership capacities

*Inspiring Communities understands leadership as intentional action by any individual or group that seeks to sustain and/or change the way things are. Leadership is not always about change. It is also knowing what is important to keep, maintain or uphold around particular practices or values.*

about leadership in the community-led development space. Leadership is clearly contextual. Different situations will influence what leadership mix is appropriate or possible within each particular cultural, political, community or organisational context, and at particular points in time.

While we all have assumptions about what 'good leadership' is, again, there is no 'one size fits all' recipe. On our community-led development journeys, we are learning to keep our individual and collective leadership capacities

### HUNTING FOR LEADERSHIP TREASURE

'Our Amazing Place' community treasure hunts are a fantastic way to build community and grow leaders. A community treasure hunt is a free event where people spend several hours following a series of trails exploring the 'treasures' of their local community. Along the trails there are numerous activity stations which showcase local assets and opportunities, and the hunt can only happen when these work together in a way that is fun for everyone. This fosters new ways of leading as each station is individual but linked to the other stations on the map, and the treasure hunt only works if this is cohesive. The creation of the event is therefore collective, and involves a range of leadership approaches and skills. Some of the leadership is about the detail of each station, some of it is about coordination between and amongst contributors and some of it is about promotion. All of it is about focusing on a fun day with individual aims guided by that.

For more see <http://site.ouramazingplace.org.nz/>



Participants on the McLaren Park Henderson South Amazing Place community treasure hunt create a 'handprint tree' as part of their journey.

relevant. Often it's the catalytic leaders that provide the initial charge to turn an issue into action' and inspire others to 'follow them'. However when this is coupled with an intentional focus on empowerment, power sharing and support through actively engaging other residents and stakeholders by seeking opinions, ideas, and contributions, then new potential co-leaders may also emerge.

### 4.3 EVERYONE IS A LEADER - THE RISE OF ACTIVE CITIZENSHIP

There is strength in our humble kiwi discomfort around the 'leadership' word.

This discomfort provides an opportunity to reclaim its meaning. For example, some of the people who acted with great courage and were acknowledged as heroic leaders in the aftermath of the Christchurch earthquake rejected the 'hero' label for themselves, saying "I just did what any citizen would do for someone in need." This tells us that broader New Zealand culture does have an embedded sense of civic leadership and duty but that sometimes we fail to see, acknowledge



or harness it. Our challenge with the word 'leadership' then is to reframe its individual 'hero' meaning. All of us can be leaders, and leadership can be the collective work of everyone being 'active citizens' together. The kind of citizenship underpinning CLD is about more than democracy, having rights and turning out for elections every three years. It's about anyone and everyone having a potential role in building strong, resilient, and caring communities – and not just in times of crisis. It's about people taking action in order to support and improve their community in proactive, positive and ongoing ways.

New understandings about active citizenship are emerging both here and internationally. Key characteristics docu-

- mented in the literature include:<sup>132</sup>
- participating in the community (eg. voluntary activities, consultation, voting);
  - feeling empowered to try and influence decisions which affect community wellbeing;
  - knowledge and understanding about political, social, cultural and economic contexts in order to make informed decisions; and
  - either as an individual or as part of a collective, being able to challenge existing structures, policies or actions on the basis of principles like equality, inclusiveness, diversity and social justice.

*"To lead people, walk beside them... As for the best leaders, the people do not notice their existence. The next best, the people honour and praise. The next, the people fear; and the next the people hate... When the best leader's work is done, the people say 'We did it ourselves'."*

Chinese philosopher Lao Tse

*"Our sense of citizenship needs to awaken from a much deeper place. It needs to awaken at the place where we each get to answer the question: 'What is my contribution to the common good?' It is only when we get to answer that question that we can step up to becoming the changemakers our communities are looking for."*

Excerpt from Vivian Hutchinson  
"It's going to take Community" (2011:12)

## REPAYING KINDNESS

In Glen Innes, the local librarian regularly buys hot chips for the children who spend their week-end days there playing computer games, which are not available during the week. When the librarians open the door at 10 am there is often a group of primary school aged children waiting, sometimes with pre-school siblings. Most stay until the library closes at 4pm. While some have money to buy food, often several do not. So the librarian buys them hot chips with her own cash and then they all have something to eat. The librarian was brought up in nearby Point England and she can remember strangers who did kind things during her childhood. It is these memories and her sense of empowerment within her paid role and her community that inspire her to make a small difference too.

From Learning Story by Stephanie Burgess, June 2012<sup>133</sup>

## 4.4 BRINGING OUT THE BEST IN OTHERS – WHAT DOES LEADERFUL PRACTICE TAKE?

As leaders or brokers supporting communities, it takes all of our senses to constantly read situations and decide when to step forward, when to step back, and when to walk alongside others with appropriate awahi (support), reciprocity and follow up. A key focus of 'leaderful practitioners' is helping set up the conditions for others to thrive, and then allowing them to do things in their own ways. This means continually asking "Who else could do this task and how could I help them do it?"

contribute to a civil society.<sup>134</sup>

Creating conditions for change and supporting others to lead is a multi-layered endeavour. It's not just about supporting individuals but also ensuring there is (or people are in the process of developing) effective collaborative governance, and systems and processes that facilitate CLD ways of working. Equally important is strong community passion, with local know-how and culture actively influencing what happens locally and how. In fact, the impact that culture has on the achievement of outcomes is often hugely under-estimated. This is reinforced by a much-loved Peter Drucker quote from Mark Cabaj's 2011 New Zealand workshop tour - "Culture eats strategy for breakfast." This reflects that organisational or community energy and ways

*"What do we live for if not to make the world a bit better for each other?"*

George Elliott

<sup>134</sup> Though a community-led development lens we understand civil society as the space where people participate from their many different spheres/roles (in family/ neighbourhood/ community, whānau/hāpi/hui, local/ regional/ national/ government/ business/ community organisation/ household) and in a leaderful way to define and build a 'good society'.

<sup>132</sup> For more see <http://www.leadershipproject.org/active-citizenship.htm>

<sup>133</sup> See <http://inspiringcommunities.org.nz/community-led-development/projects/initiatives/anyone-can-make-a-difference-librarian/>



of working (the how) are often much more powerful than what is written in strategies and plans.

**FIVE QUALITIES OF A COLLABORATIVE LEADER.**

- willingness to take risks.
- eager listener.
- passion for the cause.
- optimistic about the future, and
- able to share knowledge, power and credit.

Madeleine Carter  
Centre for Effective Public Policy

#### 4.4.1 RELATIONSHIPS ARE AT THE HEART OF CLD

Building respectful relationships is essential for community-led dialogue, innovation and action. In fact, relationships can be seen as the bedrock of effective community-led development and CLD leadership.

Sometimes, in our passion to get things done, we can easily forget that nurturing people,

**“The conversation IS the relationship.”**

Susan Scott,  
Fierce Conversations (2002:5)

participation and relationships is central to CLD purpose, not something slowing us down from our destination.

Where relationships between key people and organisations already exist, they provide some very useful trust ‘currency’ to assist initial CLD collaboration at individual, organisational, and cross community levels.

As discussed in Chapter 2, spreading and expanding the cross-sector collaboration net requires dedicated time and resources for whakawhānau-gatanga (getting to know each other). Relationship building processes that demonstrate manaakitanga (caring, kindness, hospitality) show

#### SEEDING NEW IDEAS

“In Waitara, even though crime is reducing, shop theft remains a significant issue for most retailers. Leading from the front, Melissa Willis from Waitara Alive, in partnership with Waitara Business and Promotions Association and local Police, contracted Educators NZ Ltd. to run a Shop Theft Prevention Seminar to help retailers work together and strengthen their businesses against crime. 60 retailers participated and the organisers were quickly able to step to the side as retailers formed their own network to share information and thereby assist in the prevention and spread of theft by known offenders. This idea was based on information introduced by Melissa about a shop theft network run successfully in a nearby town. The local Waitara retailers are now developing other initiatives and this new activity is already independent from organisation by Waitara Alive, the police and the Business Association.”

From Learning Story by Melissa Willis, March 2012<sup>129</sup>

<sup>129</sup> See full learning story <http://inspiringcommunities.org.nz/community-led-development/projects/initiatives/community-capital-builds-community-crime-developing>



#### MAKING ROOM FOR CHILDREN'S VOICES

“In 2007 a local research project with 40 children from three local Taitā primary schools encouraged the children to be active participants in their community rather than the passive recipients of adult hopes and dreams. Amongst other things the children were interested in making the playgrounds and parks more fun and safe. So from August 2008 and with Great Start’s support, three primary schools and 33 students in Taitā decided to make this happen.”

“Great Start brokered meetings with Council, and together with the children and schools convinced officers that a park was essential for Taitā. This had to be formally approved by local politicians so Great Start and the local schools supported the children to address Councillors in Council Chambers where the need for a park was agreed. By working together to create a middle space that respected both people and process, children were supported to take action to make a positive difference and Council officers and politicians were able to work in new ways to achieve mutually desired goals.”

Not only that but the children were involved in the park design, construction and continued development and all of the adults involved have realised that previously unheard perspectives can make a significant difference to what results. These realisations have since led to the involvement of the local prison in carving entrance pōi for the park, and continue to unearth more possibilities for meeting both bottom-up and top-down goals.”

From Great Start Learning Story, Great Start and Inspiring Communities 2011<sup>130</sup>

people that their presence is genuinely valued and important. Feedback from CLD initiatives right across New Zealand shows the importance of ‘face to face’ time together to develop and agree on processes for engagement, to explore what it means to lead and work together and to get to know, use and encourage each other’s strengths.

Relationships then are key to identifying and growing local leaders and skills. Without relationships it’s difficult for potential talent to be noticed, or those who are ready to ‘step up’ to be supported and encouraged in ways that are most appropriate for them. Importantly too, when authentic relationships are created so is an important new form of relational accountability. In this way, the effort put in is governed by a sense of obligation to those we’re working with, which in turn shapes and influences when, why and how things are done.

#### 4.4.2 THE MAGIC ENABLED BY ‘MIDDLE-SPACE’ LEADERS

In community-led development much of the magic happens in the spaces where ‘top down’ and the ‘bottom up’ approaches meet. This ‘middle space’ or ‘space in between’ is

<sup>130</sup> <http://inspiringcommunities.org.nz/inspiring-children-why-story>



## SEEING PEOPLE AND SUPPORTING POTENTIAL

"We are offered opportunities to become apprentices and learn from others. Sometimes we are not ready to say 'yes'. We are afraid we don't have time, afraid of not knowing what to do, of stepping up alone, of failing, of loss of fact, of being left holding the baby, of stepping out of our comfort zone, of being culturally out of our depth, of stepping into someone else's shoes that feel huge. Maybe the time is not yet right."

"Yet often there is someone who can see beyond our fears, see our potential better than we can. They believe in us before we do, keep believing in us when we fall over, ask our opinion before we realise we even had one, show us that everyone has something to contribute. They help us see where our contribution is needed within a culture of 'giving back' as active citizens. They look for opportunities for everyone to shine, to step into their own power. They can do this because they have first taken the time to get to know us as people."

Inspiring Communities Cooperative Inquiry 2011 - Workshop Notes

increasingly being seen as a place where people and their shared visions and outcomes are 'held', where collaboration is encouraged and nurtured, and plans advanced. It's also a place where leader and follower labels blur, and where hope and possibility are creatively explored.

While it takes the efforts of many for collaboration to succeed, the reality is that positive progress is often due to the skilled guidance, inspiring shepherding and strategic 'guiding' or 'oiling' roles of 'key' individuals within CLD initiatives. Usually without official titles or job descriptions, these

people frequently act concurrently as alliance builders, brokers, facilitators and role modellers of leaderful practice.

Leaderful practitioners help convene conversations in ways that build relationships around a shared vision, one conversation at a time, working with where the energy and enthusiasm is. Facilitation requires a lot of listening to find existing strengths and where there is potential to add to what is already there. In getting to 'yes' or even 'maybe', leaderful practitioners are listening for ideas, outcomes, patterns, linkages that represent the common ground, the power

of shared possibility that the group might engage around. Leaderful practitioners also help surface critical, creative and clarifying questions that enable deeper conversations about what matters to the group and how the group might work together. As noted in Chapter 2 it is often these conversations that hold and guide community change through complex times. Leaderful facilitators also help convene honest conversation and real dialogue - often around uncomfortable or difficult issues. They have the moral courage to challenge unacceptable behaviour and acknowledge their own

fallibility too. They help the co-creation of a non-defensive climate in which to give and receive feedback.

Leaderful facilitators support different parties to talk more directly to each other, to commit to dialogue and action, to share information and ideas, to enter agreement, and with time, to find ways to say 'yes' together. They are often the people who ask 'naïve' questions. They notice the wider

While sometimes this middle space offers a 'beautiful' meeting of minds and aspirations, at other times a diversity of understandings and opinions is a community's reality. Leaderful facilitators work with challenging situations as best they can, partly by standing in the shoes of the various parties involved but also by:

- using inclusive and flexible processes that respect and welcome diversity and keep people talking together;
- taking time to understand different world views, communication styles and interests;
- adapting processes to accommodate different communication styles and needs;
- reminding people of shared visions (where they exist);
- enabling different stakeholders to see commonalities and interdependencies; and
- ensuring collective acknowledgement of the multiple contributions that various people and organisations are currently or could potentially make towards achieving shared goals.

## TEN KEY LESSONS FOR A SUCCESSFUL COLLABORATIVE LEADER:

- Find the personal motive for collaborating.
- Find ways of simplifying complex situations for people.
- Prepare for how you are going to handle conflict well in advance.
- Recognise that there are some people or organisations you just can't partner with.
- Have the courage to act for the long term.
- Actively manage the tension between focusing on delivery and on building relationships.
- Invest in strong personal relationships at all levels.
- Inject energy, passion and drive into your leadership style.
- Have the confidence to share the credit generously.
- Continually develop your interpersonal skills, in particular: empathy, patience, tenacity, holding difficult conversations, and coalition building.

Adapted From David Archer and Alex Cameron  
Collaborative Leadership 2008

<sup>157</sup> Interpreting the trends and patterns being observed from events and activities to distill learning and understanding about what's happened or happening, and why and what this suggests for next steps.



## SUPPORTIVE ENVIRONMENTS SUPPORT SELF AWARENESS

"At Great Start, Taita, I was privileged to work in an environment that was held lightly by Barnardos. There I was able to grow too: we didn't feel like a business space, a client service. While we had pressures to get stuff done, we had a garden, the chapel and a kitchen table where different conversations could take place. This kind of environment creates a different pace, and a slower pace is essential to growing leadership spaces, to growing a different perspective, to learning what we don't yet know. I think."

The Great Start environment helped me learn to let go of set plans, to recognise when I was 'out of step' as a newcomer to Aotearoa and, while still "keeping hold of who I was, give up what I knew to everyone else, and then move forward together." Being self-aware was complemented by having an amazing critical friend/mentor. I was able to work with this person as well as her co-workers to create our 'new way' together.

"The process - how things happen - is really important: slowing down, including people more and having most people in the room contribute means the ways forward are co-created. This makes a difference individually and means as a group we can more genuinely include the different points of view in and from a place. It also means that different people lead at different times, and sometimes at the same time in different ways. It is both broader and deeper."

Karen Clifford, May 2012<sup>138</sup>

<sup>138</sup> Excerpt from Inspiring Communities Newsletter <http://inspiringcommunities.org.nz/newsletters/inspiringcommunities/inspiringcommunities-led-development/leadership-use-effectiveness-leadership-by-karen-clifford>

## 4.5 PAYING ATTENTION TO THE 'I' AND THE 'WE' WITHIN THE COLLECTIVE LEADERSHIP JOURNEY

As noted in *What we are Learning* 2010, there is a tightly woven connection between personal and professional practice in the CLD space. There is an ongoing movement between our own 'inner world' as individual leaders and leadership practitioners, and the 'outer world' we are working in - for example as a community leader, CLD funder, local government official or kaumātua (elder). This requires being aware of what is going on for ourselves, not only the people we are working with, or the broader community environment.

It's often the case that collaborative leaders are more conscious of others and their needs than they are of their own - the 'I' frequently gets lost within the collaborative 'we'. Leadership involves being prepared to know yourself, warts and all and to have a strong sense of your values, identity and world view. Knowing when to hold fast to

these is as important as learning new ways of being, seeing and acting in the world. There is also a personal, inner journey of self-awareness that's involved and this can be quite uncomfortable at times.

Effective leaders notice their own patterns of thoughts, assumptions, feelings and behaviours so that they can support more conscious choices about how to respond. Working to understand who we are as individuals, where we have come from, what drives us, and how others experience us, helps us to more wisely discern how we can best contribute. Yet it is not as though we work this out first and then go out with confidence to pursue our calling in life! We learn about ourselves on the road, through our own unique leadership journey and all the highs and lows contained - it will always be a work in progress, and can be exhausting.

Leadership practitioners share some character traits that can at times be personally dangerous. For example they generally bring a strong spirit of generosity and give time to support others. This outward energy is often supported by perseverance, patience and

## CORE COMPETENCIES FOR 'MIDDLE SPACE'

1. Open and willing to share ideas, information and contacts;
2. Belief in the leadership potential of everyone;
3. Able to inspire 'dauncy' - people feeling empowered to take action on their ideas;
4. Able to let go and not control outcomes;
5. Intentionally connect and weave people and ideas to strengthen bonds and build bridges; and
6. Committed to continuous learning, with capacity to quickly learn what works and doesn't and why - and share this.

Adapted from Leadership & Networks: New ways of Developing Leadership in a Highly Connected World October 2012

sometimes, a weighty responsibility for holding the 'bigger picture.' Yet while generous to others, leadership practitioners are not always as generous to themselves. Being intentional about self-development and change, reflecting on our daily practices, choices and leadership of ourselves, is essential if we are to "be the change we want to see in the world." (Mahatma Gandhi)

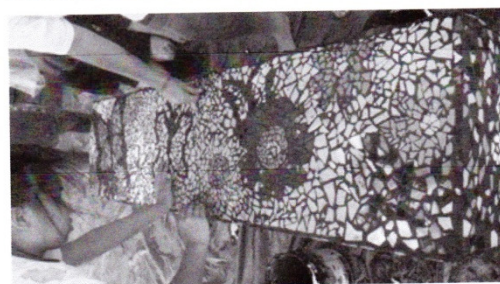
What follows on the next page are some useful self-reflective 'check-in' exercises that encourage us all to be more mindful. As a team, Inspiring Communities has come to understand reflective practice - individually and collectively - as a 'luxurious necessity'. That is, it feels like a luxury, but it's actually

a real necessity. Our intentional, ongoing curiosity about what we can keep learning is at the core of effective CLD leadership. Curiosity helps us see the creative possibilities amidst the messy, uncomfortable, tough times. A culture of 'learning together' builds the relationships, shared understanding and trust that feeds a shared power culture of 'doing together'. Effective leaders don't have to individually have the vision or the answers. Rather, they facilitate inquiry around rich questions that co-create vision and pathways, one conversation at a time.



REFLECTIVE PRACTICE: HOW WILL I BE THE CHANGE I WANT TO SEE IN THE WORLD TODAY?	
Pushing the pause button to clarify my intent for today:	
<ul style="list-style-type: none"> <li>• How am I today?</li> <li>• How do I want to be today?</li> <li>• What is the intention I want to hold for my day?</li> <li>• Any particular behaviours, thoughts, questions, feelings I want to bring into focus?</li> </ul>	
Reflective ending to the day:	
<ul style="list-style-type: none"> <li>• What am I appreciating that the day has given?</li> <li>• What am I noticing about my intent for today and how the day has been?</li> <li>• How am I choosing to respond for tomorrow?</li> </ul>	

INTENTIONAL REFLECTION AROUND LEADERSHIP CONTRIBUTION TO EACH SITUATION	
Some questions to consciously ask yourself:	
<ul style="list-style-type: none"> <li>• What are the learnings for me in this situation?</li> <li>• Am I hearing what others are saying and what they are meaning?</li> <li>• What do I need to be doing differently in this space to enable others to lead?</li> <li>• Am I being overly controlling, or standing up for some really important principle?</li> <li>• Do I really accept many different ways are needed to achieve our vision - or do I still act as though my way is the only right way?</li> <li>• Is this about me / my ego or the higher shared purpose / vision?</li> <li>• Am I being overly responsible or not committed enough?</li> <li>• What do I need to receive or give, accept or offer?</li> <li>• What needs to shift to break my / our unhelpful patterns?</li> <li>• Am I being too hard / too easy on myself?</li> <li>• What do I need to sustain me for the long haul?</li> </ul>	



Clockwise from left: 'Ut Serviamus' - that we may serve is the school motto of Auckland Diocesan School for Girls. This is brought to life in the school's Year 10 Education Outside the Classroom initiative.

The programme empowers students to recognise their own potential to make a difference in the community by working alongside a community organisation or project. In 2012, projects included working with Pt Chevalier Primary School to create new mosaic friendship seats and with Avondale Primary School to create well murals.

Growing leaderful communities often starts with people connecting at very local levels - for example celebrating Neighbours Day on a street berm in Waitara or being part of 'community korero' (conversations) at regular Stone Soup gatherings held in Whangamui's Lorenzdale Park.



## Appendix Thirteen: Ethics approvals



### MEMORANDUM

#### Auckland University of Technology Ethics Committee (AUTEC)

To: Marilyn Waring  
From: **Madeline Banda** Executive Secretary, AUTEC  
Date: 18 February 2009  
Subject: Ethics Application Number 09/08 **Education for civil society organisational leadership.**

Dear Marilyn

Thank you for providing written evidence as requested. I am pleased to advise that it satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC) at their meeting on 19 January 2009 and that I have approved your ethics application. This delegated approval is made in accordance with section 5.3.2.3 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 9 March 2009.

Your ethics application is approved for a period of three years until 18 February 2012.

I advise that as part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through <http://www.aut.ac.nz/about/ethics>. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 18 February 2012;
- A brief report on the status of the project using form EA3, which is available online through <http://www.aut.ac.nz/about/ethics>. This report is to be submitted either when the approval expires on 18 February 2012 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are reminded that, as applicant, you are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this. Also, if your research is undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply within that jurisdiction.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at [charles.grinter@aut.ac.nz](mailto:charles.grinter@aut.ac.nz) or by telephone on 921 9999 at extension 8860.

On behalf of the AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

A handwritten signature in dark ink, appearing to read 'Madeline Banda'.

Madeline Banda  
**Executive Secretary**  
**Auckland University of Technology Ethics Committee**

Cc: Margy-Jean Malcolm [mmalcolm@unitec.ac.nz](mailto:mmalcolm@unitec.ac.nz)

From the desk of ...  
Madeline Banda  
Executive Secretary  
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page 1 of 1





## MEMORANDUM

### Auckland University of Technology Ethics Committee (AUTEC)

To: Marilyn Waring  
From: **Madeline Banda** Executive Secretary, AUTEC  
Date: 6 May 2011  
Subject: Ethics Application Number 11/08 **Civil society leadership learning.**

Dear Marilyn

Thank you for providing written evidence as requested. I am pleased to advise that it satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC) at their meeting on 24 January 2011 and that on 15 February 2011, I approved your ethics application. This delegated approval is made in accordance with section 5.3.2.3 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 23 May 2011.

Your ethics application is approved for a period of three years until 15 February 2014.

I advise that as part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through <http://www.aut.ac.nz/research/research-ethics/ethics>. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 15 February 2014;
- A brief report on the status of the project using form EA3, which is available online through <http://www.aut.ac.nz/research/research-ethics/ethics>. This report is to be submitted either when the approval expires on 15 February 2014 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are reminded that, as applicant, you are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at [ethics@aut.ac.nz](mailto:ethics@aut.ac.nz) or by telephone on 921 9999 at extension 8860.

On behalf of AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Madeline Banda  
**Executive Secretary**  
**Auckland University of Technology Ethics Committee**

Cc: Margy-Jean Malcolm [mmalcolm@aut.ac.nz](mailto:mmalcolm@aut.ac.nz)

From the desk of  
Dr Rosemary Godbold and Madeline Banda  
Executive Secretary  
AUTEC

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## MEMORANDUM

### Auckland University of Technology Ethics Committee (AUTEC)

To: Marilyn Waring  
From: **Madeline Banda** Executive Secretary, AUTEC  
Date: 18 February 2009  
Subject: Ethics Application Number 09/08 **Education for civil society organisational leadership.**

Dear Marilyn

Thank you for providing written evidence as requested. I am pleased to advise that it satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC) at their meeting on 19 January 2009 and that I have approved your ethics application. This delegated approval is made in accordance with section 5.3.2.3 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 9 March 2009.

Your ethics application is approved for a period of three years until 18 February 2012.

I advise that as part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through <http://www.aut.ac.nz/about/ethics>. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 18 February 2012;
- A brief report on the status of the project using form EA3, which is available online through <http://www.aut.ac.nz/about/ethics>. This report is to be submitted either when the approval expires on 18 February 2012 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are reminded that, as applicant, you are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this. Also, if your research is undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply within that jurisdiction.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at [charles.grinter@aut.ac.nz](mailto:charles.grinter@aut.ac.nz) or by telephone on 921 9999 at extension 8860.

On behalf of the AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

**Madeline Banda**  
**Executive Secretary**  
**Auckland University of Technology Ethics Committee**

Cc: Margy-Jean Malcolm [mmalcolm@unitec.ac.nz](mailto:mmalcolm@unitec.ac.nz)

From the desk of ...  
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Executive Secretary  
AUTEC

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