APPENDICES
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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 sector 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 'hand up' 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

<table>
<thead>
<tr>
<th>Individual outcomes</th>
<th>Episodic</th>
<th>Developmental</th>
<th>Transformative</th>
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<tbody>
<tr>
<td></td>
<td>Students complete courses, including assessments and activities planning applications of learning</td>
<td>Students demonstrate critical thinking, reflective practice behaviours which may impact confidence, awareness, motivation, attitudes, perceptions, relationships with others</td>
<td>Newly conscious values base actively applied to own leadership style, decisions and actions</td>
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<td></td>
<td>Students develop new networks with peers and other organisations within NFP sector and beyond</td>
<td>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</td>
<td>New perspectives embraced that impact on analytical frameworks, worldview, attitudes, beliefs, lifestyle, leadership style, relationships</td>
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<td></td>
<td></td>
<td>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</td>
<td>New identity as professional within the NFP sector</td>
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<td>New understanding of the role and potential of NFP sector in society and own leadership within this context</td>
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<th>Evidential</th>
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<tr>
<td>Gather Facts:</td>
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<td>Gather Opinions:</td>
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<td>Compile stories:</td>
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<tr>
<td>Short course and Graduate Diploma course completion</td>
<td>Scholarships from students</td>
<td>Learning journals</td>
<td>Scholarships reports</td>
<td>Programmes review research reports</td>
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<tr>
<td>Graduate numbers</td>
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<td>Peer feedback</td>
<td>Programme review research reports</td>
<td>Peer feedback</td>
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<tr>
<td>Social network analysis</td>
<td>Assessment activities</td>
<td>Assessment activities</td>
<td>Unsolicted informal feedback</td>
<td>Assessment activities</td>
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<td></td>
<td>Course evaluation feedback</td>
<td>Course evaluation feedback</td>
<td>Formal feedback</td>
<td>Course evaluation feedback</td>
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<td>Scholarship reports</td>
<td>Scholarship reports</td>
<td>Scholarships report key words</td>
<td>Scholarships report key words</td>
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<td></td>
<td>Programmes review reports</td>
<td>Programmes review research reports</td>
<td>Programmes review research reports</td>
<td>Programmes review research reports</td>
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<th>Encourage reflection:</th>
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<td>Learning journals</td>
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<td>Scholarships reports</td>
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<td>Programmes review research reports</td>
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<tr>
<td>Unsolitted informal feedback to team</td>
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<td>Formal feedback</td>
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<td>Organisational outcomes</td>
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<td>Evidential</td>
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<td>Evocative</td>
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<tr>
<td>Societal or community outcomes</td>
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<tr>
<td>Students, graduates and tutors’ awareness of and engagement in wider civil society</td>
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<tr>
<th>Societal or community outcomes</th>
<th>Evocative</th>
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<th>Evocative</th>
<th>Evidential</th>
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<tbody>
<tr>
<td>Gather facts: Number of students, graduates, staff in sector leadership roles Social network analysis</td>
<td>Gather opinions: Sector stakeholder feedback, formal and informal, about engagement Stories of collaborative initiatives for client/community benefit where graduates/students taking a lead</td>
<td>Track markers: Programme profile in sector publications, meetings, networks Ease of programme marketing Breadth of sector participation in programme Course resources updated regularly</td>
<td>Compile stories: Stakeholder meetings and feedback re currency, relevance of programme External monitor feedback re same</td>
<td>Indicators 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</td>
<td>Encourage reflection 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</td>
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</table>

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

<table>
<thead>
<tr>
<th>Research questions</th>
<th>Interview questions for graduates</th>
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<tbody>
<tr>
<td>What characterises leadership success from the graduates’ perspective?</td>
<td>What leadership success looks like for you:</td>
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<td>Thinking back over recent years, during or since you did the Unitec programme, what comes to mind</td>
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<td>as a time, a situation or an event that describes your leadership at its best?</td>
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<td></td>
<td>What was it that made it such a great leadership moment?</td>
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<td></td>
<td>What competencies, personal attributes or strengths were you drawing on?</td>
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<td></td>
<td>What organisational strengths or attributes supported your leadership at that time? What else</td>
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<tr>
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<td>supported your ability to lead through this time?</td>
</tr>
<tr>
<td>What competencies do graduates most need to contribute to their organisation’s</td>
<td>Competencies/attributes needed for future sector leaders</td>
</tr>
<tr>
<td>capacity development in the years ahead?</td>
<td>Let’s say you were organising an awards ceremony for not for profit organisation leaders in 5</td>
</tr>
<tr>
<td>Is there a distinctive NFP perspective on this?</td>
<td>years’ time. What key competencies or attributes would you be looking for in really effective NFP</td>
</tr>
<tr>
<td></td>
<td>managers and leaders? Why? Do you see these as distinctive NFP sector competencies or are they</td>
</tr>
<tr>
<td></td>
<td>generic management and leadership requirements?</td>
</tr>
<tr>
<td>Has the Unitec programme supported the development of these competencies in the</td>
<td>Unitec programme success factors</td>
</tr>
<tr>
<td>past? If so, how? If not, why not?</td>
<td>What role, if any, do you think the Unitec programme has played for you in building any of these</td>
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<td></td>
<td>competencies? If no contribution, why is that?</td>
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<td></td>
<td>If it has played a role, which competencies in particular has it supported?</td>
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<td></td>
<td>How did the Unitec programme achieve that? Which aspects of the curriculum were most important?</td>
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<td></td>
<td>Which aspects of the curriculum were least important?</td>
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<tr>
<td></td>
<td>Which aspects of how curriculum was taught were most important? Which aspects of how the curriculum</td>
</tr>
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<td></td>
<td>was taught were least important?</td>
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<tr>
<td>What supports the application of these competencies in their organisational</td>
<td>Application of learning and success factors</td>
</tr>
<tr>
<td>context?</td>
<td>Can you recall any examples of where your Unitec learning impacted on your organisation? (e.g.</td>
</tr>
<tr>
<td></td>
<td>its strategies, systems, processes, relationships, culture, behaviour or their ability to analyse,</td>
</tr>
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<td></td>
<td>adapt and improve)</td>
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<tr>
<td></td>
<td>Does that continue now that you have graduated? If so, how?</td>
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<tr>
<td><strong>Any particular course resources you draw on more than others?</strong>&lt;br&gt;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?&lt;br&gt;What hinders transfer/application of learning?</td>
<td><strong>Other variables impacting on the whole system of leadership development</strong>&lt;br&gt;Other leadership development key factors&lt;br&gt;What else apart from Unitec programme has most supported your leadership development?</td>
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<tr>
<td><strong>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?</strong></td>
<td><strong>Ideal future programme design</strong>&lt;br&gt;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?&lt;br&gt;What would its teaching approaches include?&lt;br&gt;What would its student learning approaches include?&lt;br&gt;What would your organisation’s engagement with the learning look like?&lt;br&gt;What would the relationship between you, your organisation and Unitec look like?&lt;br&gt;What would be the most challenging, yet important issue to get right?&lt;br&gt;What would keep the programme unique? leading edge?</td>
</tr>
<tr>
<td><strong>Unitec learning in context of graduates’ longer term career development and learning outcomes needed</strong></td>
<td><strong>Your future</strong>&lt;br&gt;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?&lt;br&gt;What mix of NFP specific and cross-sectoral learning environments works best for your needs?</td>
</tr>
<tr>
<td></td>
<td><strong>Anything else to add about Unitec programme or the relationship between leadership development education and strong, effective civil society organisations?</strong></td>
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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 rewrite, 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, AUTEC, Madeline Banda, 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, 021 832 976

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

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

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

*Italicics 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

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<tr>
<td><strong>Values Based Management and Leadership in the NFP Sector</strong></td>
<td><strong>Leading &amp; Facilitating Teams</strong></td>
<td><strong>People Motivation, Management &amp; Volunteerism</strong></td>
<td><strong>Governance, Strategy and Stewardship</strong></td>
<td><strong>Change, Strategy, Performance, Leadership</strong></td>
<td><strong>Civil Society Policy, Advocacy, Global Stakeholder relations</strong></td>
<td><strong>Change, Strategy, Performance, Leadership, Ethics</strong></td>
<td><strong>Project planning, management and monitoring Literature review</strong></td>
<td><strong>Apply the learning</strong></td>
</tr>
</tbody>
</table>

Introduction Overview Sector context Organisational culture & values Management & Leadership Individual learning skills Teams Negotiation skills Communication including Management Practicum 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 Change, Strategy, Performance, Leadership, Ethics Monitoring & evaluation
<table>
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<tr>
<th>Treaty and Maori dimension</th>
<th>Community Development</th>
<th>Legal</th>
</tr>
</thead>
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<tr>
<td>Te Noho Kotahitanga Treaty principles Maori worldview(s) Whare Tapa Wha Tipu Ake</td>
<td>Community development Social capital Stakeholder analysis Role of the sector and civil society</td>
<td>Different roles of sectors Stress and own self care Definitions of charities, incorporated societies</td>
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<tr>
<td>Tika, Pono, Aroha Collaboration Whakawhanaungatanga</td>
<td>Power and group dynamics Partnership processes</td>
<td>Mentoring and supervision as stress management</td>
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<tr>
<td>Protection</td>
<td>Stewardship of assets Social and environmental reporting</td>
<td>Legal and tax responsibilities including Charities Commission Financial policies Managing Risk</td>
</tr>
<tr>
<td>Partnerships Collaboration</td>
<td>Mobilising assets Philanthropy Membership Social enterprise Social entrepreneurship</td>
<td>Contracts: -government, - funder, - subcontractor</td>
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<tr>
<td>Kupe’s leadership waka Participation Partnership Culturally appropriate HR practices</td>
<td>Volunteerism Mahi aroha</td>
<td>Employment law incl OSH, Human Rights, HR policies</td>
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<tr>
<td>Treaty based governance models Treaty relationships</td>
<td>Organisational structures and power Strategy Environmental trends</td>
<td>NFP Legal frameworks Legal duties and liabilities of Boards Governance policies</td>
</tr>
<tr>
<td>Treaty context and relationships</td>
<td>Analyse community context Power relations External Collaboration Cross-sectoral work Social change</td>
<td>Understanding what is the law, how law is made and public policy processes</td>
</tr>
<tr>
<td>Participation Partnership Protection Power 3 baskets of knowledge Tipu Ake Maori leadership models</td>
<td>Bringing people with you</td>
<td>Reality of listening, adapting as implementation proceeds</td>
</tr>
<tr>
<td>Working in complex, dynamic, long-term, developmental contexts</td>
<td>Collaborative team processes</td>
<td>Sustainable management and monitoring of resources Risk management</td>
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</tbody>
</table>

<p>| Interpersonal skills and communication | Reading, writing, thinking skills Strengths based attitude Group skills intro to protocols on programme Assignment writing Study buddies and/or groups | Group and meeting facilitation Peer mentoring Listening Questioning Feedback Summarising Conflict Negotiation Cross cultural communication Group presentation skills Articulate and inspire others through oral communication | Inspiring trust, transparency, credibility and legitimacy Class presentation | Proposal writing Marketing and funding stakeholder relationship management Inspiring trust, transparency, credibility and legitimacy | Coaching Motivation Listening Questioning Feedback Feedforward Managing difficult conversations Working with diversity Policy development Use of strengths focus as HR culture | Communicating with Boards Making Governance/Management relations work Influential writing including submissions and for media Campaign and media skills Collaborative relationship development within and outside own sector Influencing and persuading | Emotional Intelligence Building learning organisation culture Implementing change with stakeholder support Research skills | Implementing change with stakeholder support Research skills Project plan writing Learning contract negotiation |</p>
<table>
<thead>
<tr>
<th></th>
<th>Values, strengths, learning, leadership styles assessments Reflective practice Learning journal Personal response to content Managing self: time and stress management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self awareness</td>
<td>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</td>
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<td></td>
<td>Self awareness around leadership models and styles Social awareness Buddy learning alliance with public or private sector? Select Committee or media interview presentation</td>
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<td></td>
<td>Personal leadership renewal plan Peer mentoring relationships? Learning journal Reflection on learning from doing</td>
</tr>
<tr>
<td>Ethics</td>
<td>Ethical decision making principles and tools Ethical theory Negotiating options Systems for monitoring unethical behaviour Ethical dilemmas in reporting Fundraising ethics as practitioner Ethical dilemmas in fundraising sources, funder capture, mission alignment/ drift Natural justice principles Ethics of fairness, equity and mission fulfillment Ends vs means Ends vs means Ends vs means Ethical decision making concepts and theory revisited Research ethics</td>
</tr>
<tr>
<td>Leadership</td>
<td>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 /quiet/level 5 leadership Interpersonal leadership Strategic/visionary/power dimensions of leadership Leadership of organisations Catalytic leadership Leadership in the wider society or community Leadership of change Coaching and facilitation processes Personal leadership renewal plan Social construction process of leadership formation</td>
</tr>
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</table>
### Dimensions of leadership

<table>
<thead>
<tr>
<th>The reflective learner mindset</th>
<th>Learning processes</th>
<th>Curriculum content</th>
<th>Teaching culture</th>
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<tbody>
<tr>
<td>Self awareness</td>
<td>Learning journals</td>
<td>Values</td>
<td>Individual and team demonstrating self awareness, reflective practice, openness to feedback, learning and implementing change</td>
</tr>
<tr>
<td>Identity</td>
<td>Peer mentoring groups</td>
<td>Ethical decision making</td>
<td>Modelling leadership values and attributes personally and collectively</td>
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<tr>
<td>Values centred</td>
<td>Buddy learning alliances</td>
<td>Leadership development</td>
<td>Learner of expert mindset</td>
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<td></td>
<td>Self assessment tools</td>
<td>Reflective thinking</td>
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<td></td>
<td>Feedback and feedforward processes with peers, colleagues and tutors</td>
<td>Strategy, implementation, personal practice review</td>
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<td>Tasks that stretch outside comfort zone</td>
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<tr>
<th>The collaborative relationship mindset</th>
<th>Learning processes</th>
<th>Curriculum content</th>
<th>Teaching culture</th>
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</thead>
<tbody>
<tr>
<td>Interpersonal communication competencies</td>
<td>Group work</td>
<td>Listening, questioning, feedback, feedforward, coaching, delegation</td>
<td>Facilitation of the group learning, using the expertise in the room</td>
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<tr>
<td>Emotional intelligence</td>
<td>Peer mentoring groups</td>
<td>Teamwork, facilitation, negotiation, conflict, collaboration internally and externally, understanding other’s perspectives, cross-cultural communication</td>
<td>Developing shared learning goals and strategies</td>
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<td></td>
<td>Skills practice and feedback inside and outside class</td>
<td>Building alliances, writing submissions, media work, presentation skills</td>
<td>...demonstrating flexibility while maintaining flow within a well structured course</td>
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<td></td>
<td>Range of writing tasks</td>
<td>Appreciative and other strengths based inquiry approaches, writing reports, proposals, policies, plans</td>
<td>Reducing teacher centred power and building student centred motivation</td>
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<td></td>
<td>Feedback and feedforward processes with peers, colleagues and tutors</td>
<td></td>
<td>Use of multiple teaching and learning methods to cater for diverse learning styles and needs</td>
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<td></td>
<td>Classroom groundrules and maintenance of them</td>
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<td></td>
<td>Classroom as a living laboratory for collaborative relationship learning</td>
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<tr>
<th>Understanding context and culture</th>
<th>Learning processes</th>
<th>Curriculum content</th>
<th>Teaching culture</th>
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<tbody>
<tr>
<td>Building vision and strategy</td>
<td>Exposure to other worldviews, mindsets, sectors, trends, issues through literature, networks and relationships inside and outside classroom</td>
<td>NFP sector</td>
<td>Tutors from and engaged with NFP sector and diverse cultural contexts</td>
</tr>
<tr>
<td>The context - relevant, visionary</td>
<td>Debates, discussion, critiques</td>
<td>Treaty of Waitangi</td>
<td>Cross-cultural and Treaty commitment in everyday teaching practice in opening, closing, content, readings, appreciating diverse perspectives</td>
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<td>Use of guest speakers</td>
<td>Community development</td>
<td>Classroom space for discussion of current sector/context</td>
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<td>Peer mentoring relationships with people from</td>
<td>Legal environment</td>
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<td>Influencing Public Policy</td>
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<td>mindset</td>
<td>Sustainable, accountable, thoughtful action</td>
<td>The analytical and adaptive mindset</td>
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<td>other sectors/cultures</td>
<td>Understanding the nature of the analytical process... thinking, seeing, doing, reviewing, synthesising... no one right way answers off the shelf</td>
<td>Problem solving and decision making skills</td>
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<tr>
<td>...standing in other’s shoes</td>
<td>Assessment tasks applied back to organisation or own practice... real world learning</td>
<td>Planning and organising skills</td>
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<tr>
<td>Seeking line manager or Board perspective on draft strategy</td>
<td>Some assignment tasks that require implementation and reflection on the doing</td>
<td>Policy development</td>
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<tr>
<td>Programme entry requires context experience to set baseline of knowledge</td>
<td>Learning contracts with organisation to support organisational commitment to learning application</td>
<td>Organisational culture</td>
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<tr>
<td>Assignments requiring development (and implementation) of change strategies</td>
<td>Ongoing drawing out of examples from and application to student’s own context</td>
<td>Leading Change</td>
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<tr>
<td>Ongoing</td>
<td>Different thinking styles and skills, including reflective, analytical, creative, strategic, generative</td>
<td>Complex adaptive systems</td>
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<td>Working with diversity, complexity and ambiguity</td>
<td>Innovation, creativity</td>
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<td>Time management</td>
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<td>Stakeholder relationship management</td>
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<td>Organisational learning, research and evaluation</td>
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<td>Financial Management</td>
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<td>Community Funding and Entrepreneurism</td>
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<td>People Management</td>
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<td>Issues and strategies</td>
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<td>Ongoing thread of what is different/similar to other sectors, within diversity of Aotearoa context</td>
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<td>Ongoing programme innovation and responsiveness to student feedback and wider environment</td>
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<td>Embracing change outside our comfort zone e.g. technology as information and communication resource; work on Treaty implementation</td>
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<td>Exposing students to multiple frameworks, theories, concepts and debate</td>
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<td>Role modelling own monitoring, evaluation and learning organisation practices as a programme</td>
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<td>Role modelling own analytical work in research, reading, keeping courses up to date, fresh and relevant</td>
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<td>Content specialists for each course plus team collaboration</td>
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<td>Maintaining balance of theory and practice</td>
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<td>Maintaining real world focus on complexity, not simple quick fix “answers”</td>
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<td>Acknowledge and work with student diversity but maintain standards, “don’t dumb down”</td>
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<tr>
<td>Engagement in a personal and social process of leadership formation</td>
<td>Feedback and feedforward from peers, colleagues, seniors at work and in other sectors to build awareness of others perceptions and reputation. Accelerating learning by moving outside comfort zone into challenging situations to 'rehearse' leadership. Bringing a learning mindset to difficult situations that arise inside and outside class. Opportunities for practical implementation of course learning e.g. peer mentoring relationship with manager or leader from another sector. Managerial exchanges where students undertake project or peer review in each other's workplaces. Sharing reflections on implementation of previous course assignments in future courses. Clearer Unitec relationship with organisation to support assignment negotiation for application of learning.</td>
<td>Strengths self awareness tool and feedback processes from others in introductory course. Reading skills in introductory course and reading group assignments built in from beginning of the programme. Learning goals assignment task in introductory course. Possible orientation course including academic literacies prior to starting as programme taster or strengthened in introductory course. Unitec Leadership forums beyond the programme learning.</td>
<td>Tutor awareness of their role in feedback/feedforward in building students' confidence, identity and confidence as leaders and as learners. Creating balance of safety and risktaking for leadership learning edges through the programme e.g. with use of different technologies, creative arts, simulations. Building learning strategies and competencies for independent learners: accessing and researching information, writing, synthesising, communicating, facilitating learning in teams, groups and organisations. Engagement in our own learning and research practice. Explicit focus on assessment processes as tools for leadership formation with clear feedback processes and criteria. Early, formative feedback as useful as summative feedback.</td>
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</table>
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
COORDINATIVE 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;

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 (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)
References


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\(^1\) 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

\(^1\) 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 15th, 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 25th, 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 also 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:     Denise Bijoux:
mmalcolm@unitec.ac.nz     dbijoux@orcon.net.nz
03 474 1990/021 832 976    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 in-depth 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.

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Draft template for reflection journal for action inquiry phases

Date: February 16th  
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 14th 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 15th 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

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<thead>
<tr>
<th>Enabling factors for leaderful behaviour or practice</th>
<th>Blocking factors for leaderful behaviour or practice</th>
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<tbody>
<tr>
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<td><strong>Setting:</strong></td>
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<tr>
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<td><strong>My reflections on what this means about what gets in the way.</strong></td>
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<tr>
<td>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</td>
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**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

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

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### 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

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</tr>
<tr>
<td><strong>Setting:</strong></td>
<td><strong>Setting:</strong></td>
</tr>
<tr>
<td><strong>What I am seeing/noticing:</strong></td>
<td><strong>What I am seeing/noticing:</strong></td>
</tr>
<tr>
<td>My reflections on what this means about enabling conditions.</td>
<td>My reflections on what this means about what gets in the way.</td>
</tr>
<tr>
<td>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</td>
<td>Is there any congruence or dissonance between my initial ideas/thoughts and what I am actually seeing/doing?</td>
</tr>
</tbody>
</table>

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 8th July, then keep it going and send it again by Friday 12th August.

In preparation for our August 17th 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:

<table>
<thead>
<tr>
<th><strong>Visible Artefacts and Creations</strong></th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>World-view</strong></td>
<td>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</td>
</tr>
</tbody>
</table>

Appendix Eleven: Agendas for 2011 co-inquiry workshops

DRAFT OUTLINES FOR INQUIRY REFLECTION WORKSHOP SESSIONS:

Workshop One: March 15th 2011

Morning:

• **Whakawhanaungatanga**: (Approx 40 minutes)
  o Introductions to people, purpose, process as new inquiry group
  o 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**:
  o 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)
  o 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**:
  o 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**:
  o Debate whether these criteria would be any different if they were generic leadership awards, not just for civil society leaders.
  o 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 ¼ hour)
  o 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**:
  o Work in full group to identify common and divergent themes around leadership emergence factors

• **Emerging theory and research questions**: (1 hour)
  o Begin discussion on Inspiring Communities’ role in supporting leadership emergence, using inquiry test template completed over previous month as one resource.
  o 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.
DRAFT OUTLINE FOR MAY 25TH INQUIRY REFLECTION WORKSHOP, WELLINGTON: 9 – 4 PM

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 26th 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.
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/stripes 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 31ST 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.

### Personal dimensions: the attitudes, behaviours, actions and values sets of individuals.

<table>
<thead>
<tr>
<th>Enables Progress and Change</th>
<th>Blocks Progress and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Strong sense of own identity, self aware</td>
<td>- Self doubt</td>
</tr>
<tr>
<td>- Curiosity, a 'learner' and 'listener'</td>
<td>- Ego, self interest</td>
</tr>
<tr>
<td>- Courageous, a risk taker</td>
<td>- Micro manager, control freak</td>
</tr>
<tr>
<td>- Perseverance, persistence, positive, passionate</td>
<td>- Too task focused - at expense of good process</td>
</tr>
<tr>
<td>- Power 'with'</td>
<td>- Power 'over'</td>
</tr>
<tr>
<td>- Generosity of spirit, humanity and humility</td>
<td>- Fixed ways of thinking/operating: world in black and white</td>
</tr>
<tr>
<td>- Motivated by 'we' more than 'I'</td>
<td>- Negative, cynical</td>
</tr>
<tr>
<td>- Open minded, flexible</td>
<td>- Risk averse, conspiracy theorist</td>
</tr>
<tr>
<td>- Trusted</td>
<td>- Fear of change, failure, loss and/or not knowing</td>
</tr>
<tr>
<td>- Strengths focused</td>
<td>- Deficit focus</td>
</tr>
<tr>
<td>- Upholds/values 'good' process</td>
<td>- Busyness - not able to let things go/let others take things over</td>
</tr>
<tr>
<td>- Reframes issues into opportunities</td>
<td>- Busyness - able to let go/pass onto others</td>
</tr>
<tr>
<td>- Space creator and holder</td>
<td>-</td>
</tr>
</tbody>
</table>
### Relational dimensions: The connections, ties, trust between people and organisations.

<table>
<thead>
<tr>
<th>Enables Progress and Change</th>
<th>Blocks Progress and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre existing relationships and trust</td>
<td>Historical grievances, blame and mistrust</td>
</tr>
<tr>
<td>Effective facilitation and group processes</td>
<td>Emphasis on differences rather than commonalities</td>
</tr>
<tr>
<td>Commitment to collaboration and co-creation</td>
<td>No real need to talk/work together</td>
</tr>
<tr>
<td>Commonalities and differences understood</td>
<td>Too polite - not fronting difficult conversations</td>
</tr>
<tr>
<td>Momentum and energy brought from shared vision, goals, rewards and risks</td>
<td>Attachment to status quo</td>
</tr>
<tr>
<td>Partnering principles lived: trust, integrity, honesty, openness, respect, acceptance of diversity</td>
<td>Competitive attitudes</td>
</tr>
<tr>
<td>Understanding and proactively dealing with conflict</td>
<td>Embedded power dynamics</td>
</tr>
<tr>
<td>Organisations working as 'one' rather than competing individual groups</td>
<td>Too much money up front - becomes the focus for relationships</td>
</tr>
<tr>
<td>'How' is as important as what, who and why</td>
<td>Historical grievances, blame and mistrust</td>
</tr>
<tr>
<td>Critical mass of 'right' people sharing leadership over long term</td>
<td>Emphasis on differences rather than commonalities</td>
</tr>
<tr>
<td>Brokers/facilitators with capacity to support collaboration processes and outcomes</td>
<td>No real need to talk/work together</td>
</tr>
<tr>
<td>Action reflection - Learning by doing together that includes conscious role modelling, mentoring, capacity building etc.</td>
<td>Too polite - not fronting difficult conversations</td>
</tr>
</tbody>
</table>

### Structural: the systems, structures and formal 'rules' in communities at the level of family, organisation, government or whole of society.

<table>
<thead>
<tr>
<th>Enables Progress and Change</th>
<th>Blocks Progress and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandated and documented shared visions, plans, values, principles</td>
<td>No translators to 'systematise' new ways of working and embed leaderful culture</td>
</tr>
<tr>
<td>Co-created action plans and pathways, including agreed processes and timeframes for getting things done</td>
<td>Rules within the system that reinforce individual's power, silos etc</td>
</tr>
<tr>
<td>Time/resources built in for implementation of collaboration and leaderful approaches ie. investment in people/process development as well as projects and action</td>
<td>Fear of 'subsidiarity' - organisation and systems need to control what happens and how</td>
</tr>
<tr>
<td>Decentralised/collaborative governance mechanisms and processes in place</td>
<td>Lack of joined up leadership across organisations</td>
</tr>
<tr>
<td>Anchor organisation to 'hold' collaboration and support local leadership building</td>
<td>'One size fits all' policies, processes and practices</td>
</tr>
<tr>
<td>Balance of formal/informal ways of working actively adopted</td>
<td>Diversity (of approaches) discouraged</td>
</tr>
<tr>
<td>Risk taking/innovation supported encouraged</td>
<td>Thought patterns that focus on 'what' over 'how'</td>
</tr>
<tr>
<td>Structures and plans not fixed - can be adapted with real time feedback loops</td>
<td>'Either/or' rather than 'and/and' thinking and framing</td>
</tr>
<tr>
<td>Risk taking/innovation supported encouraged</td>
<td>Unchallenged power dynamics</td>
</tr>
<tr>
<td>Structures and plans not fixed - can be adapted with real time feedback loops</td>
<td>3 year political cycles - don't allow for new thinking/ways to embed</td>
</tr>
<tr>
<td>People/part of organisations not doing 'their bit'</td>
<td>People/part of organisations not doing 'their bit'</td>
</tr>
</tbody>
</table>
- Institutional expectations of collaboration reflected in organisational systems eg. job descriptions, contracts, performance management systems, policy development
- Use of accessible tools and strategies eg. language, framing, agreements, shoulder tapping etc
- Use of ‘carrot and stick’ (incentives/punishments) to help embed leaderful approaches
- Preference for ‘our/existing’ ways of doing/thinking over new ways that may be co-created with others
- Not allocating resourcing for capacity building/participation/leadership development

**Cultural dimensions:** the unwritten rules of the game – the way we do things round here

<table>
<thead>
<tr>
<th>Enables Progress and Change</th>
<th>Blocks Progress and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Shared pride, identity and sense of mission/community</td>
<td>- The culture (the how and why) is not understood or articulated so is hard to name and grow</td>
</tr>
<tr>
<td>- History, stories, people regularly honoured</td>
<td>- Negative media stereotypes and/or perceptions of place, people, culture</td>
</tr>
<tr>
<td>- Manaakitanga - food, caring, hospitality</td>
<td>- Constant re-visiting of issues and no forward progress</td>
</tr>
<tr>
<td>- Making the rules visible for all by naming and documenting the what, why and how things happen, with processes for reflection and review</td>
<td>- Victim and blame mentality, - it’s someone else’s fault, we can’t do anything to change things</td>
</tr>
<tr>
<td>- Understanding the importance of ‘good process’ and having time for things to be worked out</td>
<td>- Ongoing focus on WHAT gets done over HOW</td>
</tr>
<tr>
<td>- Leaders who are connected and great ‘role modellers’ of CLD ways locally</td>
<td>- Failure to spot or engage emerging/new energy, interest and ideas</td>
</tr>
<tr>
<td>- Rituals visible eg. celebration, stories, events, acknowledgement of achievements and contributions etc</td>
<td>- Key local leaders/shapers leave without having passed on their knowledge/mantel</td>
</tr>
<tr>
<td>- Optimism/patience around messy times and conflict. People and existing processes in place that help the community to find its way</td>
<td>- Expectation that communities are recipients of services, with problems that others must fix</td>
</tr>
<tr>
<td>- Ongoing questioning to find better ways</td>
<td>- Shared power and vision changes established power dynamics and provides room for new leaders</td>
</tr>
<tr>
<td>- Shared power and vision changes established power dynamics and provides room for new leaders</td>
<td>- Previous (collective) experience of power sharing and respectful, reciprocal, trust based relationships</td>
</tr>
<tr>
<td>- People/partners with skills/experience in empowering others and collaborating</td>
<td>- Expectations and freedom to innovate and fail forward</td>
</tr>
<tr>
<td>- Expectations and freedom to innovate and fail forward</td>
<td>- Strong information flows to keep people/organisations updated and connected</td>
</tr>
<tr>
<td>- Asking, encouraging, supporting people as they step forward to participate/contribute/lead</td>
<td>- Asking, encouraging, supporting people as they step forward to participate/contribute/lead</td>
</tr>
</tbody>
</table>
### Power dimensions: politics and processes, relationships and dynamics, agenda setting and decision making

<table>
<thead>
<tr>
<th>Enables Progress and Change</th>
<th>Blocks Progress and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Confidence to say 'no', stand up to political pressure, challenge bully behaviour etc</td>
<td>- Overtly/covertly acting in ways that destabilise relationships and/or partnering arrangements</td>
</tr>
<tr>
<td>- Win, Win thinking</td>
<td>- Old/current hierarchical paradigms and behaviours</td>
</tr>
<tr>
<td>- New/neutral processes for conversations and planning</td>
<td>- Aversion to new possibilities/ways in favour of maintaining status quo</td>
</tr>
<tr>
<td>- Showing vulnerability</td>
<td>- Knowledge about how political systems work and where power actually likes</td>
</tr>
<tr>
<td>- Starting with questions, not answers</td>
<td>- Dependency relationships</td>
</tr>
<tr>
<td>- Strategic, collaborative thinking and skills</td>
<td>- Conspiracy theorists, control freaks</td>
</tr>
<tr>
<td>- Consciously asking 'in whose interest is this' - for who, by who?</td>
<td>- Need for certainty</td>
</tr>
<tr>
<td>- New voices and sectors intentionally at the table to challenge existing thinking/broaden framing and debates</td>
<td>- Reliance on same old leaders</td>
</tr>
<tr>
<td>- Local voices and residents at the table as equals in decision making - communities seen as experts</td>
<td>- Time (too little) and money (too much)</td>
</tr>
<tr>
<td>- Skilled translators who can engage and navigate across multiple sectors (language, agendas, processes etc)</td>
<td></td>
</tr>
<tr>
<td>- Visibly demonstrating open information, transparency, inclusion, empowerment in all actions</td>
<td></td>
</tr>
<tr>
<td>- Time and money</td>
<td></td>
</tr>
<tr>
<td>- Structural analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Summary Findings from Co-Inquiry Research Workshop**

**Inspiring Communities and Margy Jean Malcolm**

**September 2011**
Acknowledgements

Inspiring 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:

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- Great Start Taita
- Ka Mau Te Wero and Tāmaki community leaders and organisations more broadly
- Ōpōtiki
- Massey Matters and the Massey-Ranui Back2Back Project
- Mataura
- Rakiura/Stewart Island
- Waitara Alive
We would also like to thank those who offered their time to review, reflect on and critique this publication in its various stages:

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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
LEADING IN AND LEADERFUL COMMUNITIES

Ehara takyi te te takyi te, engore takyi te te takyini. Success comes from the strength of the collective, 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.

CLD revisits the idea of active citizenship as a whole continuum of community activity that includes those people leading out front, through to the smallest steps we might take in our own household, neighbourhood or wider whanau to make our 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.

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 embed community-led change efforts.
- 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’.
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 have 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 that many of us are indeed leaders in many different ways. There are new understandings and expressions of community-based leadership that we need to be exploring and communicating if we want community-led activity to thrive.

Leaderful communities are those where power is distributed and shared, where leadership comes from many corners of the community, it’s about being collaborative and caring, encouraging multiple contributions and assisting people and places to harness local skills and assets to achieve local visions and dreams.

In What we are Learning 2010 we introduced the concept of leaderful communities. While some people automatically warmed to this term — others hated it! But though there may be few clear definitions of ‘leaderful communities’ out there, 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 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 and 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 right are different leadership spectrums that help us think...
"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 Matarae Reflective Workshop, November 2013

"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 'leaders', it needs leaders who can lead."

Inspiring Communities
CLD Think Place
Contributors 2009

"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 seven 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 is about coordination between and amongst contributors and some of it is about priorities. All of it is about focusing on a fun day with individual aims guided by that.

For more see http://www.amazingplace.org.nz/

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

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..."
Our challenge with the word ‘leadership’ then is to redefine 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 documented in the literature include:  

- participating in the community (e.g., 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.

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.

“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’.”

Vivian Hutchinson
“It is going to take Community” (2011:12)

 REPAYING KINDNESS

In Glen Innes, the local librarian regularly helps hot chips for the children who spend their weekdays at the main public computer space, which is not available during the week. Where the library opens up the door at 9 am, there is often a group of primary school aged children waiting, sometimes with preschool siblings. Most stay until the library closes at 5 pm. While some have money to buy food, others simply do not. So the librarian bakes hot chips for their own children and then asks if they have someone to eat with. The librarian was brought up in nearby Peterborough and also remembers strangers who did kind things during her childhood. It is those memories and her sense of empowerment within her local role and her community that inspire her to make a small difference too.

From Learning Story by Stephane Burgess, June 2017

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 an environment 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 knowledge and culture actively influencing what happens locally and how. In fact, the impact that culture has on the achievement of outcomes is often largely underestimated. 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

4.4 BRINGING OUT THE BEST IN OTHERS – WHAT DOES LEADERSHIP 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 support, receptivity and follow up. A key focus of ‘leadership 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?”

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

George Elliott
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 it is an important new form of relational accountability. In this way the effort put in is mirrored by a sense of obligation to those we’re working with, which in turn shapes and influences how, 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 ‘bottom-up’ approaches meet. This ‘middle space’ or ‘space in between’ is

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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
• open mind
• passion for the cause
• optimistic about the future
• 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, 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 ‘currencies’ to assist initial CLD collaboration at individual, organisational, and cross community levels.

As discussed in Chapter 2, spreading and expanding the cross-sector collaboration not requires dedicated time and resources for whakawhanaungataanga getting to know each other. Relationship building processes that demonstrate manakitanga (caring, kindness, hospitality) show

“The conversation IS the relationship”
Susan Scott,
Fierce Conversations (2002)

SEEDING NEW IDEAS
In Waitara, even though crime is reducing, shop theft remains a significant issue for many retailers. Led by Greg McLean, Waitara’s Stealing Prevention Team has worked together and strengthened their businesses against crime. By targeting the problem, the police and retailers recognised that they needed to be more networked 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 2011

MAKING ROOM FOR CHILDREN’S VOICES
In 2001, a local research project with children from three Waitara primary schools encouraged the children to be active participants in their community, rather than the passive recipients of adult hopes and dreams. Among other things, the children were involved in making the playgrounds and parks more fun and safe. In these larger now, and with Great Start’s support, these primary school and 20 students in Waitara decided to make this happen.

Great Start invited meetings with Council and together with the children and schools content officers a park was essential for Waitara. This led to a formally agreed by local politicians and Waitara 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 reduce power differences and Council officers and politicians were able to work in new ways to achieve mutually desired goals.

Not only had the children been involved in the park design, construction and continued development and all of the adults involved have realized that participatory leadership can make a significant difference. What results. These realities have also led to the involvement of the local police in getting more accepts on the parks, and continue to support more possibilities for meeting both bottom up and top-down goals.

From Our Start Learning Story, Great Start and Inspiring Communities 2003

309 http://sagepublishers.co.nz/101untington-hill.co.nz

310 http://sagepublishers.co.nz/101untington-hill.co.nz
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 losing our balance, of being left holding the baby. We are afraid of stepping into 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 feel we've lost our opinion before we realize we were right. They allow us to be ourselves, 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 2001 – 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 leadership and followers’ labels blur, and whose hope and possibility are creatively explored.

While it takes the efforts of many for collaborations to succeed, the reality is that positive progress is often due to the skillful guidance, inspiring upholding and strategic ‘giving or ‘being’ 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 modelers of leadership practice.

Leadership 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", leadership practitioners are listening for ideas, outcomes, patterns, linkages that represent the common ground, the power of shared possibility that the group might engage around.

Leadership 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 5, it is often these conversations that hold and guide community change through complex times.

Leadership practitioners also help convene honest conversations and real dialogue — often around uncomfortable or difficult issues. They have the moral courage to challenge unacceptable behavior and acknowledge their own failings too. They help the co-creation of a non-defensive climate in which to give and receive feedback.

Leadership practitioners 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 "why" questions. They notice the wider conditions and contributing factors around situations that require a response, a change of course, or boundaries to be pushed.

Today's way of doing things doesn't have to be tomorrow's. Leadership practitioners are not scared to deal with things differently; they enable multiple pathways towards a shared vision. At the same time they are guided by those around them who also contribute to "meaning making" and action-taking processes.

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. Leadership practitioners 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;
• using different processes to accommodate different communication styles and needs;
• remembering people of shared visions (where they exist);
• enabling different stakeholders to see commonalities and interdependencies; and
• ensuring collective acknowledgment of the multiple contributions that various people and organizations 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 and in advance.
- Recognize that there are some people or organizations 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 and move into your leadership style.
- Have the confidence to share the results generally.
- Continuously develop your interpersonal skills, in particular: empathizing, energizing, building dialogue, and collective building.

Adapted From David Archer and Aria Cameron, Collaborative Leadership 2000.

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311 Interpreting the trends and processes being observed from events and activities to discern learning and understanding about what's happened to happening, and what this suggests for new steps.
SUPPORTIVE ENVIRONMENTS SUPPORT SELF AWARENESS

"At Great Start Talara, I was privileged to work in an environment that was held tightly 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 leader spaces, to growing a different perspective, to learning what we don't know I think."

The Great Start environment helped me learn to let go of set plans, to recognize when I was "out of step" as a newcomer to Amartza 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

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

As noted in What we are Learning now 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 leader, local government official or community leader. 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 is 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, what and all to have a strong sense of purpose, 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 is involved and this can be quite uncomfortable at times.

Effective leaders notice their own patterns of thoughts, assumptions, feelings and behaviors 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 be more wisely discern what 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 sometimes, a willingness 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, Kids 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 intention, 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 visions or the answers. Rather, they facilitate inquiry around rich questions that co-create vision and pathways, one conversation at a time."

CORE COMPETENCIES FOR 'MIDDLE SPACE':

1. Open and willing to share ideas, information and context;
2. Believes in the leadership potential of everyone;
3. Able to inspire leadership - people feeling empowered to take action on their ideas;
4. Able to listen and not control outcomes;
5. Intentionally connect and involve people and ideas to strengthen bonds and build bridges;
6. Committed to continuous learning with capacity to quickly learn, adapt and develop and share this.
### Reflective Practice: How Will I Be the Change I Want to See in the World Today?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How am I today?</td>
<td>Day 1</td>
</tr>
<tr>
<td>How do I want to be today?</td>
<td>Day 2</td>
</tr>
<tr>
<td>What is the intention I want to hold for my day?</td>
<td>Day 3</td>
</tr>
<tr>
<td>Are particular behaviors, thoughts, questions, feelings I want to bring into practice?</td>
<td>Day 4</td>
</tr>
<tr>
<td>Reflection over the day</td>
<td>Day 5</td>
</tr>
<tr>
<td>What am I appreciating that the day has given?</td>
<td>Day 6</td>
</tr>
<tr>
<td>What am I noticing about my impact for today and how the day has been?</td>
<td>Day 7</td>
</tr>
<tr>
<td>How am I choosing to respond for tomorrow?</td>
<td>Day 8</td>
</tr>
</tbody>
</table>

### Intentional Reflection Around Leadership Contribution to Each Situation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Are the learnings for me in this situation?</td>
<td>Day 1</td>
</tr>
<tr>
<td>Am I hearing what others are saying and what they are seeing?</td>
<td>Day 2</td>
</tr>
<tr>
<td>What do I need to be doing differently in this space to make others feel safe?</td>
<td>Day 3</td>
</tr>
<tr>
<td>Am I being overly controlling or standing up for really important principles?</td>
<td>Day 4</td>
</tr>
<tr>
<td>Do I identify key different ways are needed to achieve our vision or do I still act as though my way is the only right way?</td>
<td>Day 5</td>
</tr>
<tr>
<td>Is this about me, my ego or the higher shared purpose versus?</td>
<td>Day 6</td>
</tr>
<tr>
<td>Am I being overly responsible or not committed enough?</td>
<td>Day 7</td>
</tr>
<tr>
<td>What do I need to receive or give, accept or offer?</td>
<td>Day 8</td>
</tr>
<tr>
<td>What needs to be broken in our unhelpful patterns?</td>
<td>Day 9</td>
</tr>
<tr>
<td>Am I being too hard or easy on myself?</td>
<td>Day 10</td>
</tr>
<tr>
<td>What do I need to sustain me for the long haul?</td>
<td>Day 11</td>
</tr>
</tbody>
</table>

Clockwise from left: U.S. Senators - a new series in the school news of Auckland Grammar School for Girls. This is brought to life in the school's Year in Education Outside the Classroom initiative. To give is better than to receive. The programme empowers students to recognize their own potential to make a difference in the community by working alongside a community organization or project. In one project, students worked with P. Churton Primary School to create new mosaic friendship walls and with Ventnor Primary School to create wall murals. Growing beautiful communities often starts with people connecting at very local levels - for example celebrating Neighbors Day on a street, neighborhood conversations at regular Storytelling gatherings held in Whangarei's Leoncubale 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 8 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 or by telephone on 921 9999 at extension 8880.

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 Melholm mmalcolm@unitec.ac.nz

From the desk of
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: 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 Griner, Ethics Coordinator, by email at 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
MEMORANDUM
Auckland University of Technology Ethics Committee (AUTEC)

To: Marilyn Waring
From: Madeline Banda Executive Secretary, AUTEC
Date: 16 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 Grinker, Ethics Coordinator, by email at charles.grinker@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: Mary-Jean Malcolm mmalcolm@aut.ac.nz

From the desk of Madeline Banda Executive Secretary AUTEC

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