

# **Joan Kirner Emerging Leaders Program**

**THE WORKBOOK**



## Notes

# Introduction

Welcome!

Through this course we will discuss ten key areas of leadership:

<b>01</b>	<b>Understanding leadership</b>	<b>4</b>
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This workbook features the core concepts covered in the course and will prompt you to take notes and answer questions about your own leadership practice and philosophy.

It also includes the questions you'll be discussing in breakout groups with other students during the workshops.

Accompanying this workbook is an A3 poster for you to complete as a reminder of the key ideas and strategies that will transform your leadership now and in the future.

# 01 Leadership Theory

## Charismatic leadership

Max Weber was a German sociologist. He wrote about charismatic leadership as part of his broader work on the theory of authority and bureaucracy in his 1922 essay “Economy and Society”.

Charismatic leadership theory suggests that leaders can inspire followers through their personal charisma, vision and charm.

Charismatic leaders are seen as transformational figures who can create strong emotional connections with their followers, instill a sense of purpose and mobilise them towards shared goals.

Charismatic leadership theory often centres on the individual leader, so it neglects the importance of institutional and structural aspects of leadership. It doesn't provide a clear pathway for leadership development within organisations because it gives the impression that leaders are born, not developed.

## Charismatic leaders

**Aretha Franklin**, known as the “Queen of Soul,” captivated audiences with her powerful voice and presence. Songs like “Respect” became anthems for civil rights and women’s empowerment. She used her public platform to challenge racial and gender inequality, inspiring generations through music and activism.

**Ngozi Okonjo-Iweala**, director-general of the World Trade Organization, brings charisma and conviction to global economic leadership. As the first woman and first African in the role, she uses her influence to champion inclusive policies and elevate the voices of women in trade.

**Alexandria Ocasio-Cortez**, a US Congresswoman, uses confident communication and storytelling to advocate for justice and equity. Her direct style and social media presence have disrupted traditional political norms and inspired a new generation of women leaders.

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## Authentic leadership

Authentic leadership is a theory described by Bill George in his book *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value* in 2003.

Authentic leadership focuses on leaders’ genuine and self-aware expressions of their values, emotions and beliefs.

Authentic leaders are seen by others to be transparent, self-reflective, and consistent with their principles.

Authentic leadership is valuable because it promotes trust, ethical behavior and follower engagement.

It's worth considering what "authentic" might actually mean, and considering how as a leader you can remain balanced between maintaining vision and values, and adapting to different circumstances and people, and developing yourself through learning. Sticking to what you feel is your "authentic self" risks a narrow-minded approach that doesn't learn from others and is seen to be out of touch with followers. In complex, results-driven environments, the emphasis on authenticity may not always lead to effective decision-making or problem-solving.

## Authentic leaders

**Brené Brown** is a research professor and author known for her work on vulnerability and leadership. Through storytelling and self-reflection, she encourages leaders to embrace emotional honesty and connection, reshaping effective leadership.

**Grace Tame**, Australian advocate and 2021 Australian of the Year, is known for her unfiltered and courageous advocacy for survivors of sexual violence. Her leadership is rooted in personal experience and a refusal to perform to institutional expectations.

**Janet Mock**, a writer, director and transgender rights activist, brings deep authenticity to her work in media and advocacy. Her leadership helps redefine gender narratives and draw out marginalised voices.

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## Adaptive leadership

Adaptive leadership theory is a leadership framework that was first developed by Dr Ronald Heifetz and Dr Marty Linsky in the early 1990s.

Adaptive leadership is a dynamic approach that community leaders can use in general, but it's most useful when you're seeking to address complex challenges and drive positive change. 'Complex challenges' are problems that lack straightforward solutions and require innovative thinking and adaptability.

Adaptive leadership emphasises the ability of leaders to mobilise and empower their followers to adapt to changing circumstances and thrive in the face of uncertainty. That's no small thing! Humans are not always fantastic with change.

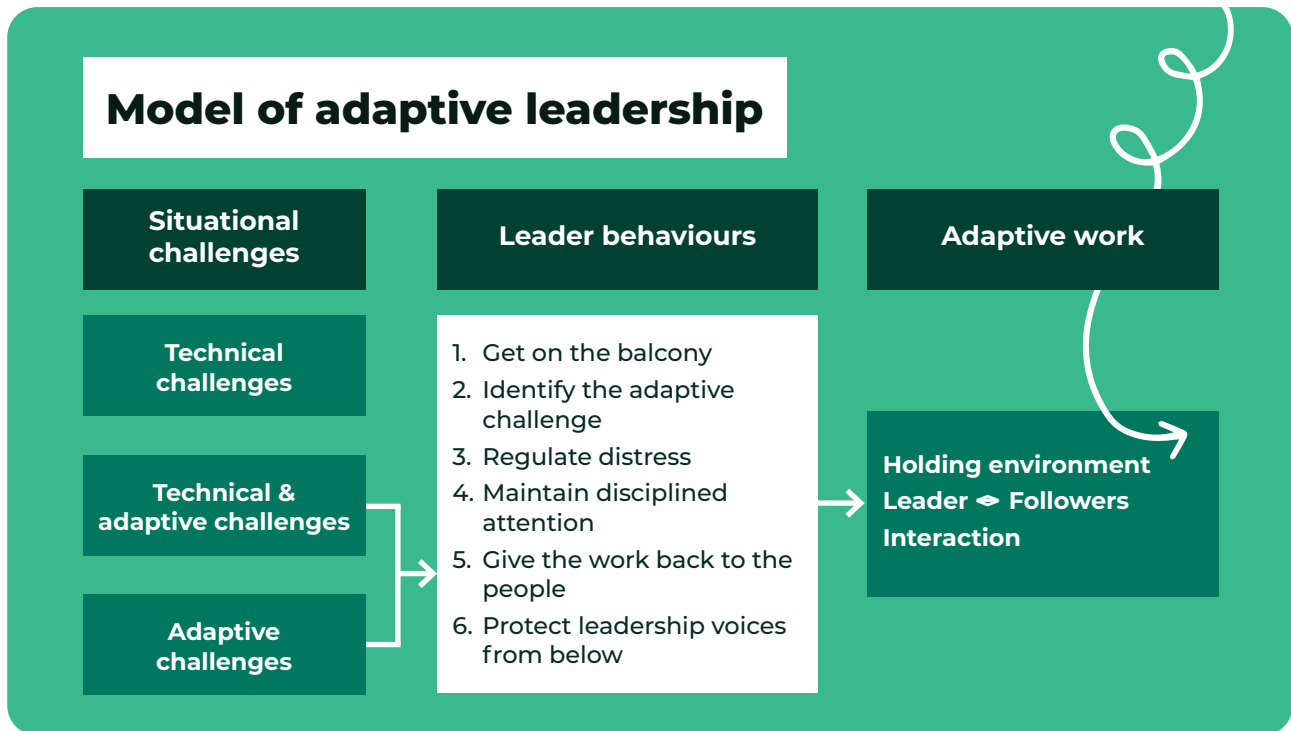
Adaptive leadership theory can be bitsy and difficult to implement. The theory often requires leaders to navigate uncharted territory, which can be overwhelming and demanding, particularly in organisations or communities with deeply ingrained traditions and practices. Speaking with a coach or mentor about the changes you are seeking to drive can be helpful.

## Adaptive leaders

**Jacinda Ardern**, former prime minister of New Zealand, led her country with compassion and adaptability during major crises including the Christchurch mosque attacks and the Covid-19 pandemic. Her ability to adjust her approach while staying values-driven gained international respect.

**Tanya Hosch**, a former executive general manager of inclusion and social policy at the AFL, was one of the most senior First Nation leaders in sport. She worked to transform organisational cultures by confronting racism, sexism and exclusion, particularly in male-dominated environments.

**Naomi Alderman**, author of *The Power*, uses speculative fiction to challenge systems of inequality and gendered assumptions about authority. Her work asks readers to imagine alternative futures and systems.



## Transactional leadership

Transactional leadership theory was first introduced in the early 20th century and further developed over time. It is associated with the work of sociologist Max Weber and, in the late 1970s, James MacGregor Burns.

In transactional leadership, leaders and followers engage in a transaction where followers provide effort, compliance or loyalty, and leaders in return provide rewards or punishments based on performance.

### Transactional leaders

**Gail Kelly**, former CEO of Westpac, was the first woman to lead a major Australian bank. She embedded diversity goals into performance structures, showing how transactional systems can be used to advance equity.

**Christine Nixon**, former chief commissioner of Victoria Police, used systems reform and accountability measures to drive cultural change in policing, focusing on inclusive recruitment and leadership.

**Moya Dodd**, a former Matildas vice-captain and FIFA Council member, used governance roles to push for gender equity in football. She championed quotas, policy reform and inclusion at the highest levels of sport administration.

# Transformational leadership

Transformational leadership is a leadership theory that was first introduced by James MacGregor Burns in his 1978 book *Leadership*. Burns developed this theory to describe a leadership style that goes beyond transactional exchange to inspire and motivate followers to achieve exceptional results.

Transformational leaders inspire and motivate their followers by presenting a compelling vision of the future. This vision can ignite enthusiasm and commitment, making people feel that their work has purpose and meaning.

Transformational leaders empower their followers, providing them with the autonomy to make decisions, take risks, and be creative. This fosters a sense of ownership and personal growth.

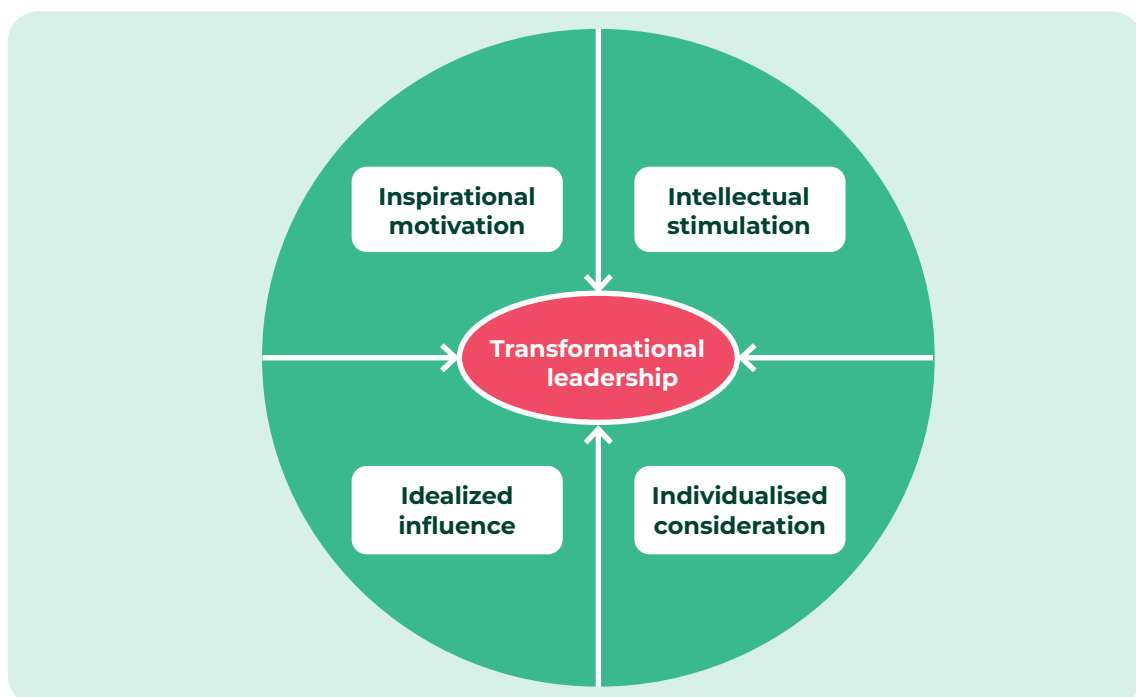
Transformational leadership is best suited to workplaces and individuals with certain personality traits and needs. While transformational leadership can be highly effective in many contexts, it may not be the best fit for all situations or for leaders and staff who prioritise clarity, structure or risk minimisation.

## Transformational leaders

**Oprah Winfrey** is a media leader and philanthropist who uses her position to amplify stories of struggle and transformation. She inspires global audiences with her focus on healing, justice, and leadership grounded in empathy.

**Dame Jane Goodall**, a scientist and environmental activist, revolutionised primatology and became a leading global advocate for conservation. Her leadership continues to empower others to act on behalf of animals, people, and the environment.

**Tarana Burke** founded the #MeToo movement, sparking a global shift in awareness of gender-based violence and accompanying action. Her work continues to transform how institutions address harm and support survivors.



# Servant leadership

The concept of servant leadership was initially introduced by Robert K Greenleaf in his 1970 essay “The Servant as Leader”.

Servant leadership is a leadership philosophy that emphasises serving others as the primary role of a leader. Servant leaders prioritise the well-being and development of their followers, creating a supportive and empowering work environment.

Servant leadership is often appreciated by individuals who value collaborative, people-focused and community-oriented leadership.

Servant leadership may be less suitable for organisations that have a rigid environment or a competitive culture, or for crisis situations or situations with a short-term focus.

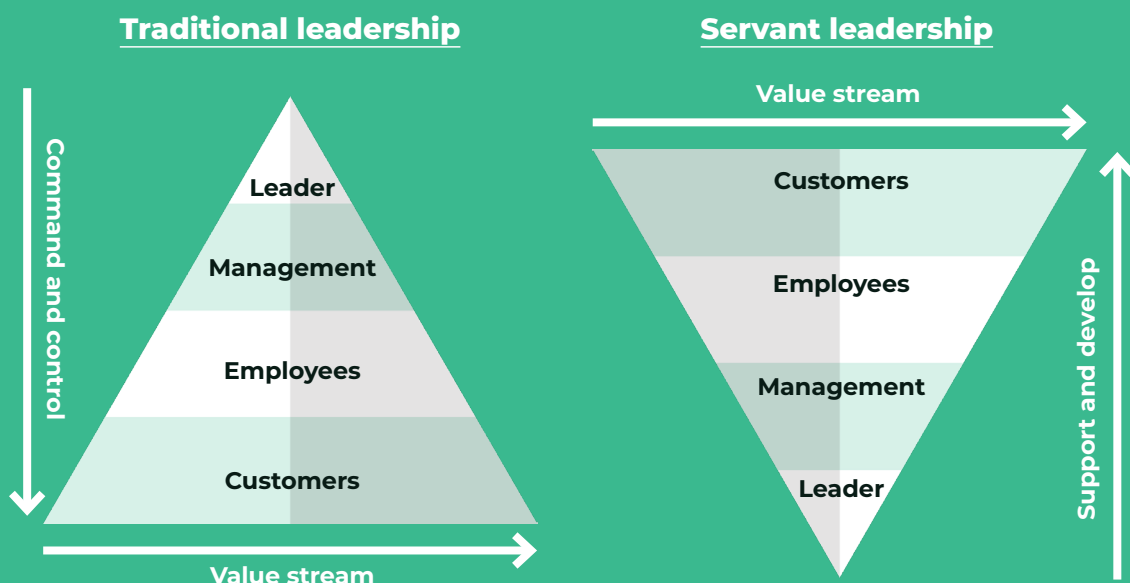
## Servant leaders

**Mariam Issa** is a refugee, an author, and a co-founder of RAW Australia. She uses storytelling and community-building to empower migrant and refugee women, creating spaces of healing and leadership development.

**Catherine Brown**, former CEO of the Lord Mayor’s Charitable Foundation, led with a collaborative and equity-first approach to philanthropy, embedding systemic change into funding strategies.

**Rosie Batty**, domestic violence campaigner and 2015 Australian of the Year, channels personal tragedy into national leadership. Her servant leadership has driven policy reform and increased support for domestic violence survivors across Australia.

## Traditional vs servant leadership





# Followership

Followership theory is a concept that focuses on the role of followers in the context of leadership.

It recognises that leadership is not solely about those in authoritative positions but also about the active and critical role played by followers.

Followership theory emphasises that followers have their own skills, motivations and abilities, which can greatly affect the effectiveness of leaders. It challenges traditional hierarchies by acknowledging the potential for followers to influence leaders and the organisation's direction.

Effective followers can contribute to problem-solving, innovation and the achievement of organisational goals. They provide constructive feedback, exhibit initiative, and challenge leaders when necessary.

In turn, effective leaders recognise and value the contributions of their followers and create an environment where followers' skills and talents can flourish.

## Followership leaders

Brittany Higgins went to the media in 2021 alleging she had been raped in Parliament House in 2019, sparking a national reckoning and shifting the narrative on gender, power, and accountability in leadership.

A group of Djab Wurrung women led a grassroots campaign to protect sacred birthing trees from being destroyed to make way for a highway upgrade, demonstrating collective leadership grounded in cultural knowledge and community activism.

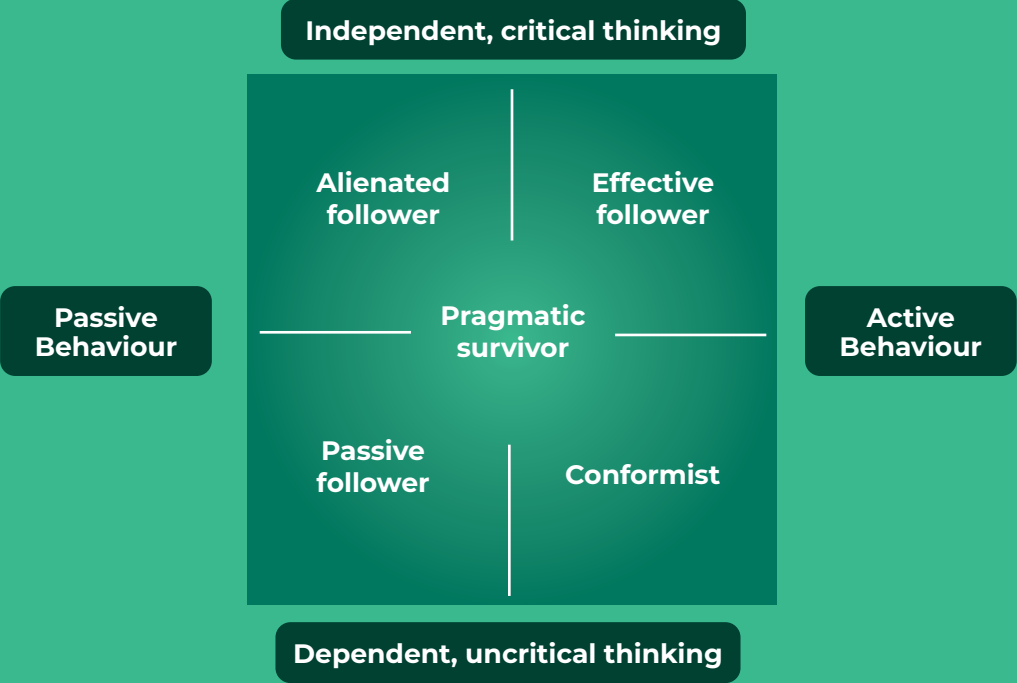
Monica Lewinsky, who became a household name in the 1990s when President Bill Clinton admitted having an affair with her, re-entered public life as an anti-bullying advocate, using her experience to shift public conversations about shame, power and digital culture. Her leadership highlights how followership can evolve into advocacy.

Consider:

**What does being a good follower mean to you?**

**How have you been a good follower or experienced a good follower as a leader?**

## Kelley's five followership styles



## **Analysing followership styles**

**Which followership style resonates with you in your current leadership situation?**

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**What changing elements might prompt a different followership style?**

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**Can you identify other followership styles in your current work environment?  
How do they affect your leadership?**

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**Think about your followers (those you manage). Can you identify specific traits that align them with particular followership styles?**

## **Learning about myself as a leader**

**What do I respond positively to, as a leader?**

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**What do I respond negatively to, as a leader?**

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**Do I favour my instincts or pause to think about options when I make a leadership-related decision?**

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**What are my three most honed leadership skills?**

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**What is one leadership skill I would like to develop?**



## 02 Leadership and management

### Leadership compared with management

Leadership is the art of influencing and inspiring people to pursue a shared vision or goal. It's about guiding and motivating individuals to achieve their full potential, often by setting an inspiring direction and fostering commitment. Leaders focus on strategy, vision, innovation, and adapting to change, emphasising long-term results.

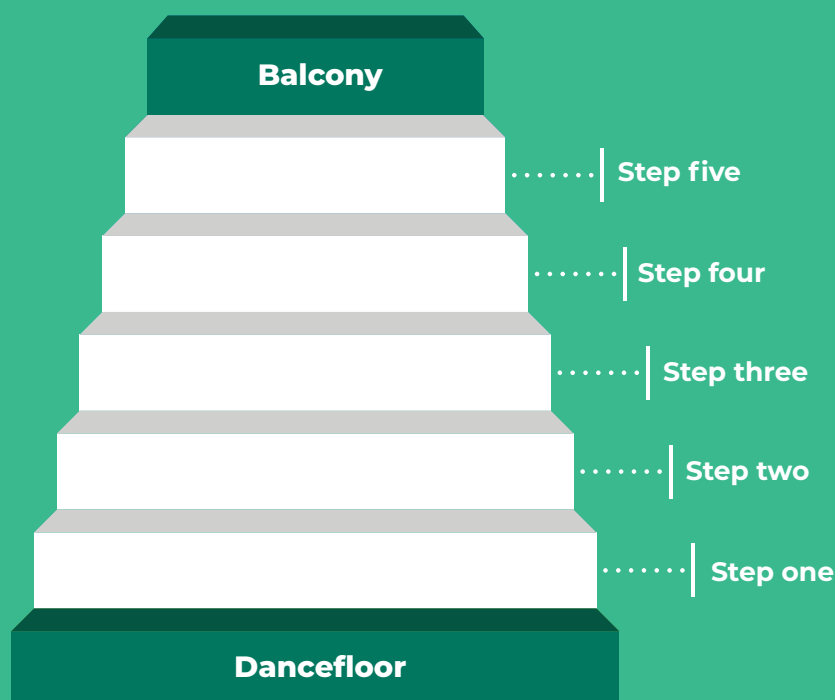
Management is the science (art?) of planning, organising, and controlling resources and processes to achieve specific objectives.

Management involves dealing with day-to-day operations, organising tasks, ensuring efficiency, and maintaining stability. Managers concentrate on processes, structures, and short-term results, often maintaining the status quo and minimising risks.

### Your steps from the dancefloor to the balcony

The dancefloor is a place for gaining an understanding of the key operational tasks and day-to-day aspects of the organisation. For leaders, it's important to have a broader perspective that is more strategic. This perspective is possible only from the balcony.

Try to identify five steps you need to take, or factors you need to consider, to be able to effectively move from the dancefloor to the balcony.



## **Getting things done versus micromanagement**

**When have you felt micromanaged in your work?**

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**What did it feel like?**

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**What is one thing you can do to reduce your micromanagement or prevent it?**

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**Scaffolding refers to a learning process in which a manager supports a staff member with information, guidance and modelling, then gradually removes these supports as the staff member develops their own learning. When might it be appropriate to provide scaffolding?**

## The monkey on your back

Consider the tasks and responsibilities you listed during the group activity.

Name one monkey on your back.

What is the origin of the monkey?

Who should own the monkey?

How will you give it to that person?

How will you know they have kept hold of it?





## **Developing your people**

**What are three things you could do to develop the people in your team?**

**1.**

**2.**

**3.**

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## **Working with the board**

**How does what you do, or what you report on, connect with the organisation's strategy and direction?**

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**What additional analysis and interpretation of the data can you offer the board or CEO?**

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**What data can you share to demonstrate to the board and CEO how the organisation is faring?**



## 03 Leading through change

**Consider a change you are considering for your workplace or team. It could be a slight change of behaviour or it could be a new product, or anything in between. We will walk through this change in the following pages.**

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**What is the problem you are seeking to solve?**

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**Why is this change helpful for your team or organisation?**

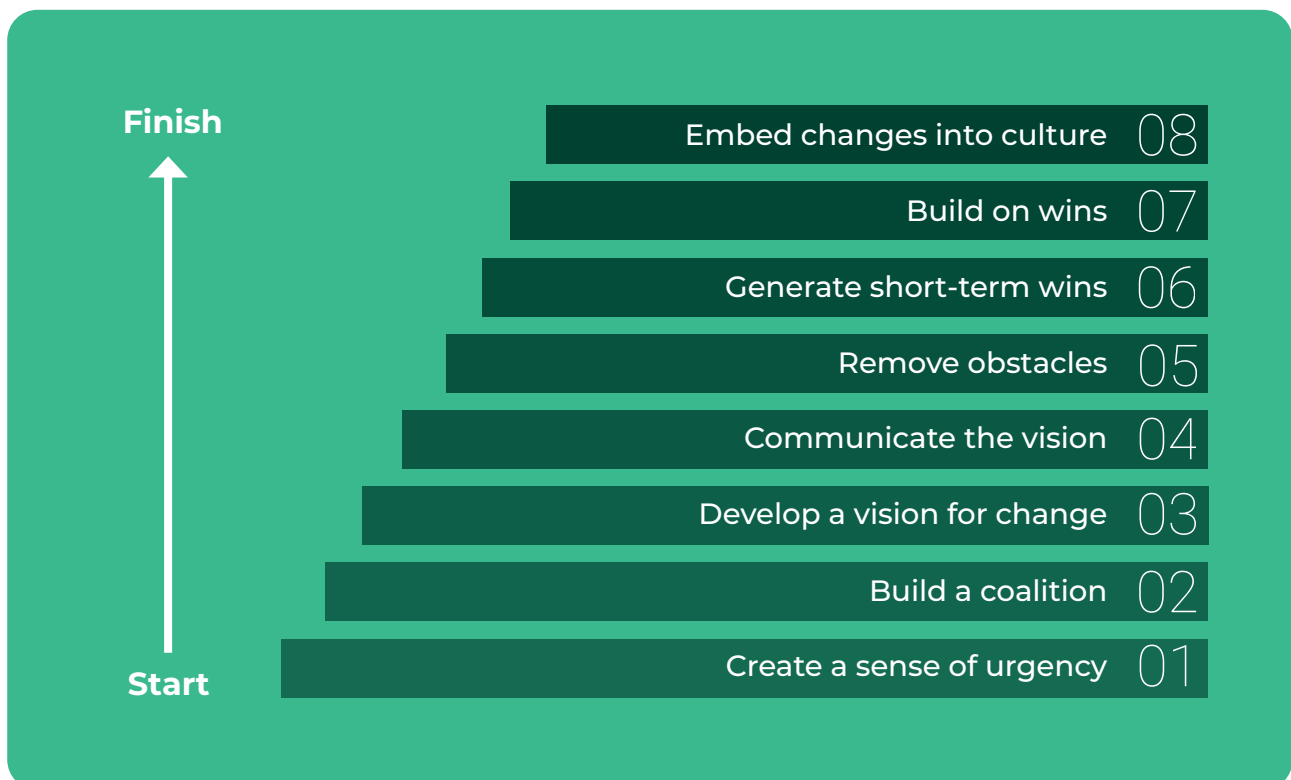
## EASIER change model

A useful and straightforward model to follow when managing change is DE Hussey's EASIER model, which he described in his 1995 book *How to Manage Organisational Change*. This model encourages us to:

- **Envision:** Have a coherent view of the future
- **Activate:** Ensure that others understand and commit to the change
- **Support:** Inspire others to produce the necessary effort to implement the change
- **Implement:** Use plans and schedules to control the activity needed to make the change a reality
- **Ensure:** Monitor and control the implementation to ensure that the change is on track
- **Recognise:** Reinforce the desired behaviour and recognise people's efforts.

## Kotter's eight-step model

Professor John Kotter's eight-step model of change management was first published in a 1995 *Harvard Business Review* article and followed up in his book *Leading Change*. According to Kotter, most major change programs fail because of a lack of proper planning.



## Model for managing complex change

Vision	Skills	Incentives	Resources	Action Plan	=	Success
Vision	Skills	Incentives	Resources	Missing	=	False Starts
Vision	Skills	Incentives	Missing	Action Plan	=	Frustration
Vision	Skills	Missing	Resources	Action Plan	=	Resistance
Vision	Missing	Incentives	Resources	Action Plan	=	Anxiety
Missing	Skills	Incentives	Resources	Action Plan	=	Confusion

*Adapted from Knoster, T. (1991) Presentation in TASH Conference, Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.*

Consider the Knoster model for managing complex change, and watch the video at [www.whittakercpas.com](http://www.whittakercpas.com).

**How can you ensure you have all these inputs in place to effectively manage the change you are considering?**

**Vision**

**Skills**

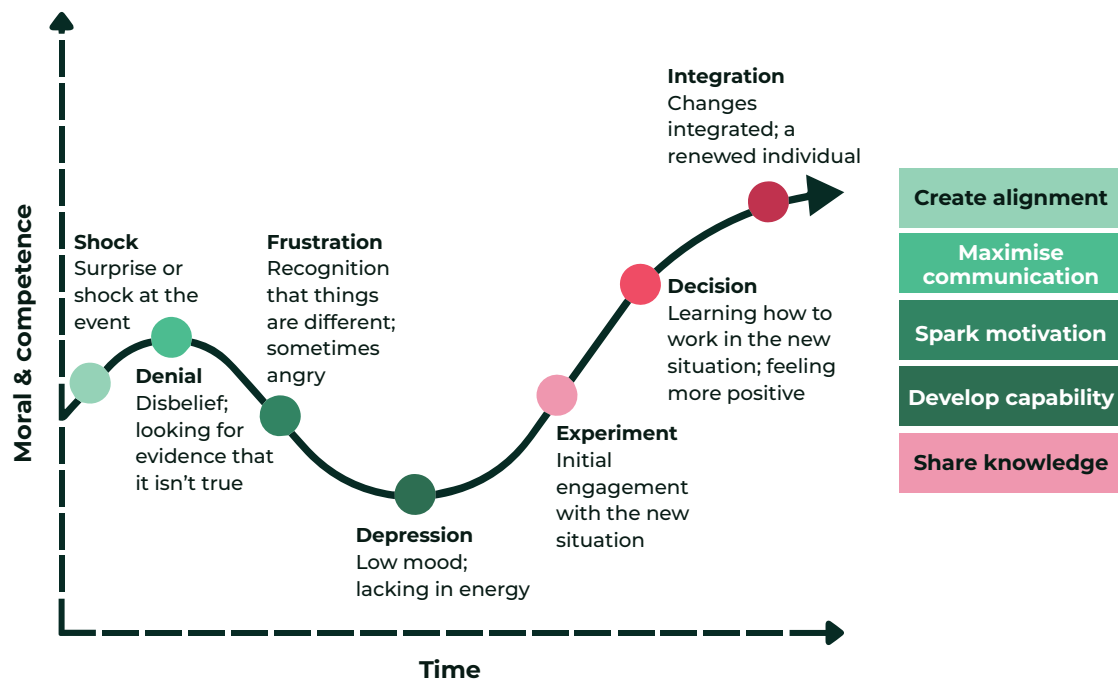
**Incentives**

**Resources**

**Action plan**

## Kübler-Ross change curve model

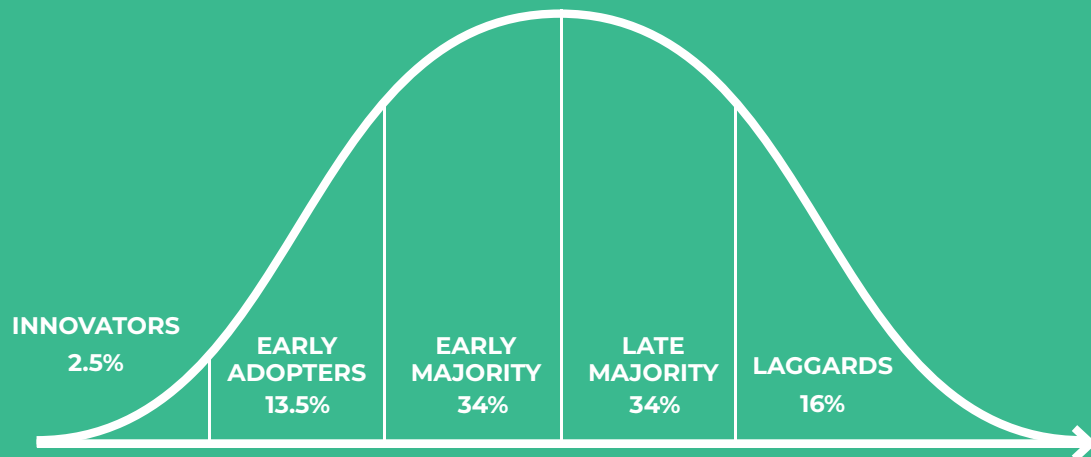
The change curve model is based on a model originally developed by Elisabeth Kübler-Ross, the author of *On Death and Dying* (1969), to explain the grieving process. Since then it has been widely used as a method of helping people understand their reactions to significant change or upheaval.



*Managing Change Curve. Cornerstone – Rutgers University*

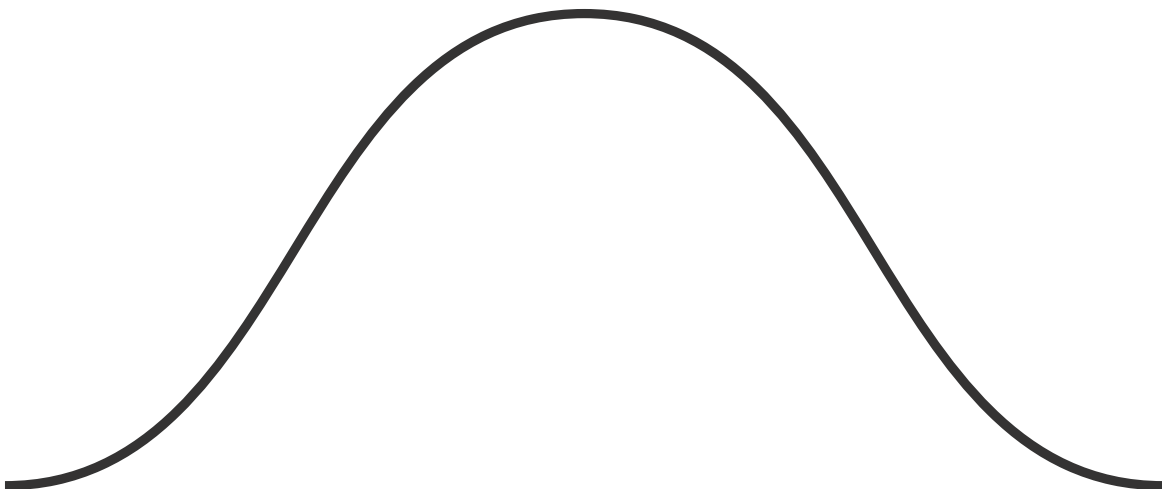
# Diffusion of innovations

US communication theorist and sociologist Everett Rogers popularised the “diffusion of innovations theory” in his book of the same name in 1962, and reprised it in 1995.



<https://www.enablersofchange.com.au/what-is-the-diffusion-of-innovations-theory/>

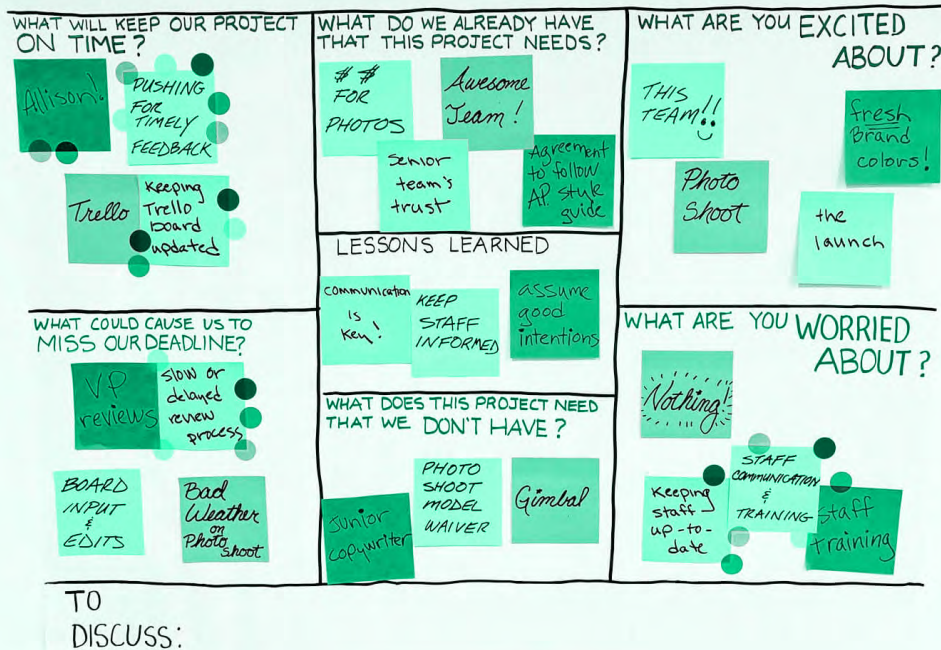
**Think about the change you are considering. Write down who might fit into each section of the curve.**



# Premortem

A premortem is a strategy that will help you prepare for every twist and turn. Think about what could happen in managing change - good or bad - and make a plan before it starts.

## PREMORTEM: BRAND STYLE GUIDE REFRESH



Example of a team's sticky notes from an in-person Premortem meeting.

Refer to Gary Klein's article "Performing a Project Premortem" in *Harvard Business Review*, September 2007: <https://hbr.org/2007/09/performing-a-project-premortem>.

What will keep your change happening the way you want it to?

What do we already have that this change needs?

What are you excited about?

What could cause your change to stall?

Lessons learnt

What are you worried about?

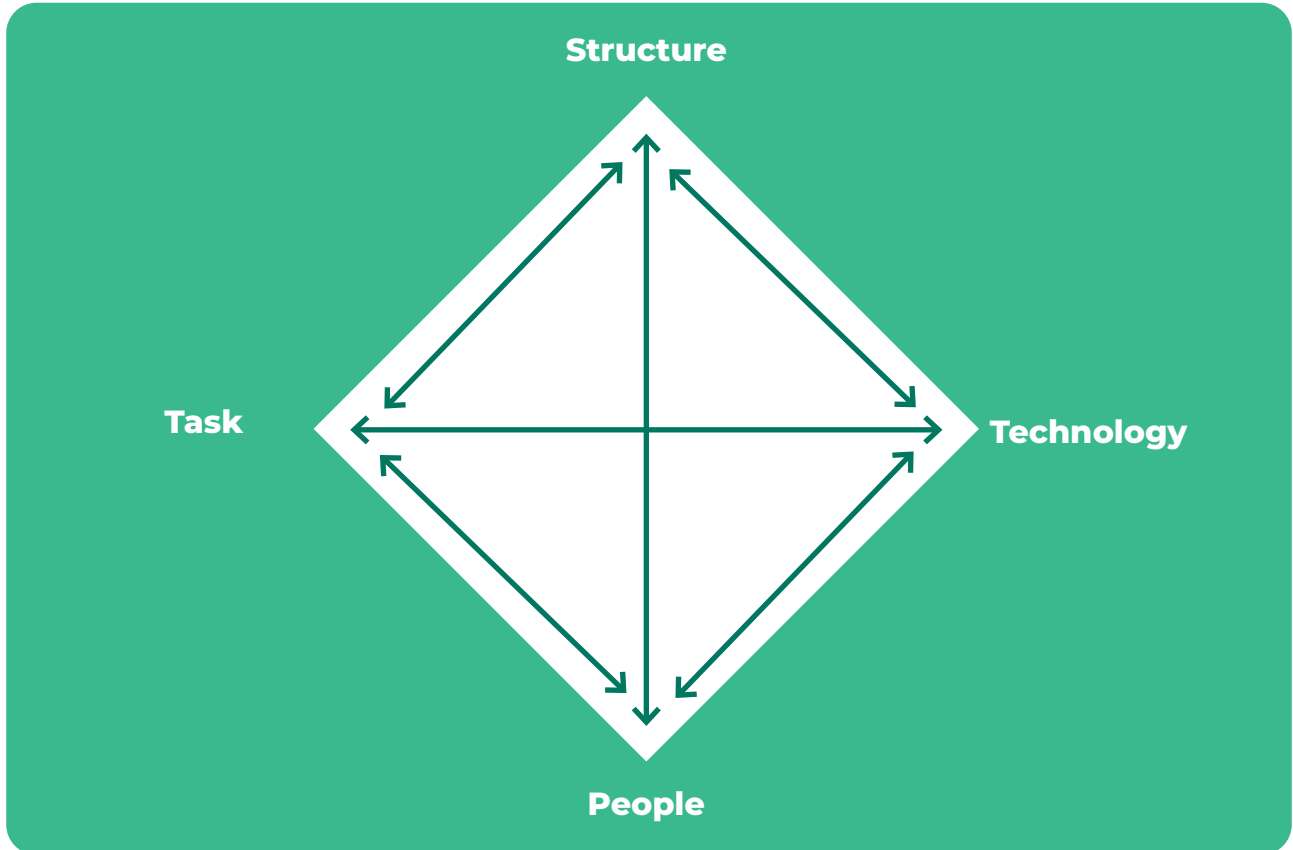
What does this change need that we don't have?

To discuss:



## Diamond theory

US management psychologist Harold Leavitt developed the theory known as Leavitt's Diamond in the 1970s but it has been adapted in many ways since then, for different sectors.



## Notes on leading through change

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## 04 Building positive culture

***“Culture eats strategy for breakfast”***

*attributed to Peter Drucker*

***“In a world that’s now particularly volatile, uncertain, and complex, crafting and pursuing a top-down and linear strategy is rather pointless.***

***Which company could have predicted the Covid pandemic? Or put together a detailed strategy that could survive the consequences of the war in Ukraine?***

***What teams need is a guiding frame to be effective and energised when the unexpected invariably happens.”***

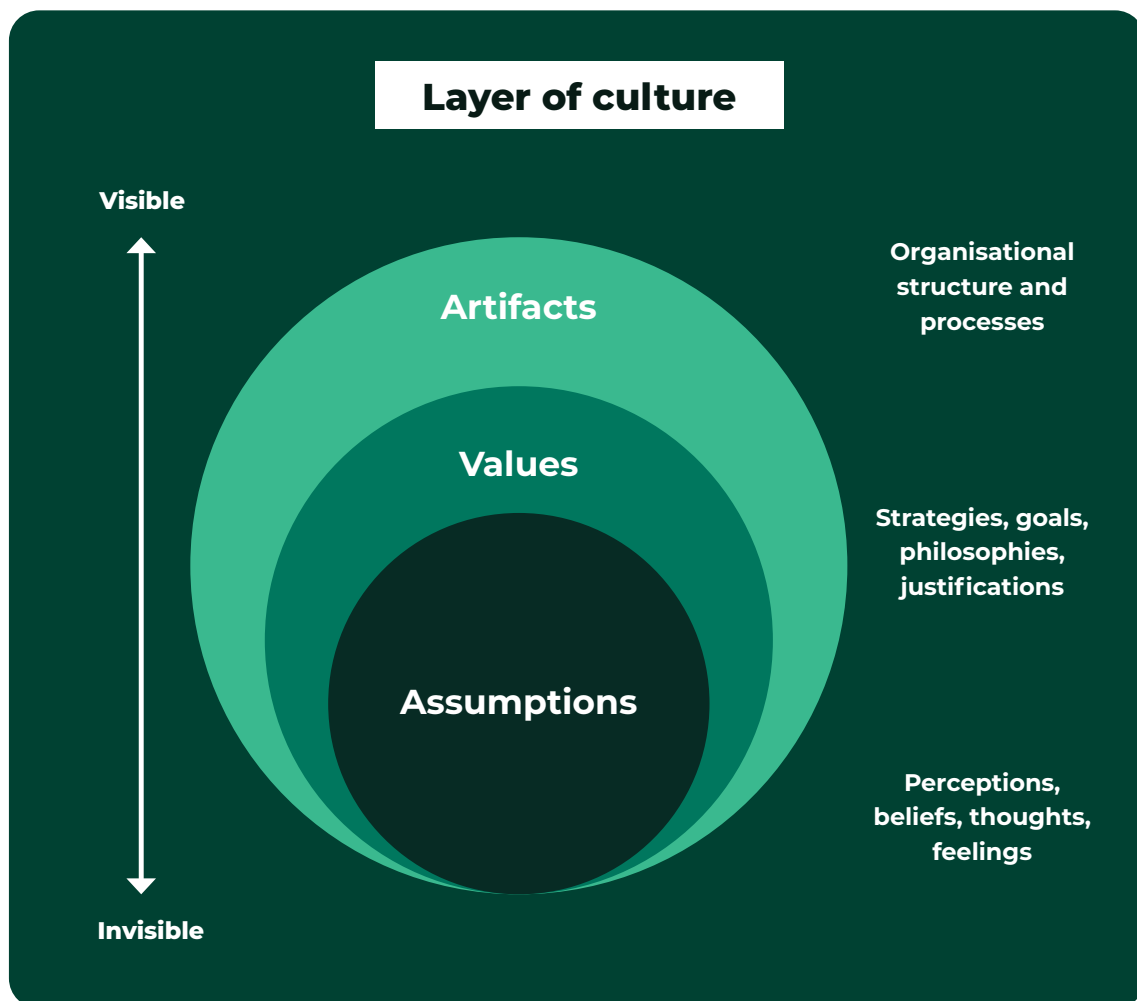
*Hubert Joly (1959–), Harvard Business School lecturer*

# Layers of culture

“Organisational culture can be conceptualised as ‘A deeper level of basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously and define in a basic “taken for granted” fashion an organisation’s view of itself and its environment.’”

Edgar Schein, American psychologist and academic

1. **Behaviour:** This is the most observable level of culture, consisting of behavioural patterns and outward manifestation such as dress code and office space.
2. **Values:** Expressed as norms, values underlie and largely determine behaviour. There can be conflict between written (or espoused) and actual values.
3. **Assumptions:** Underpinning values, assumptions are often taken for granted. They are difficult to identify and explain.



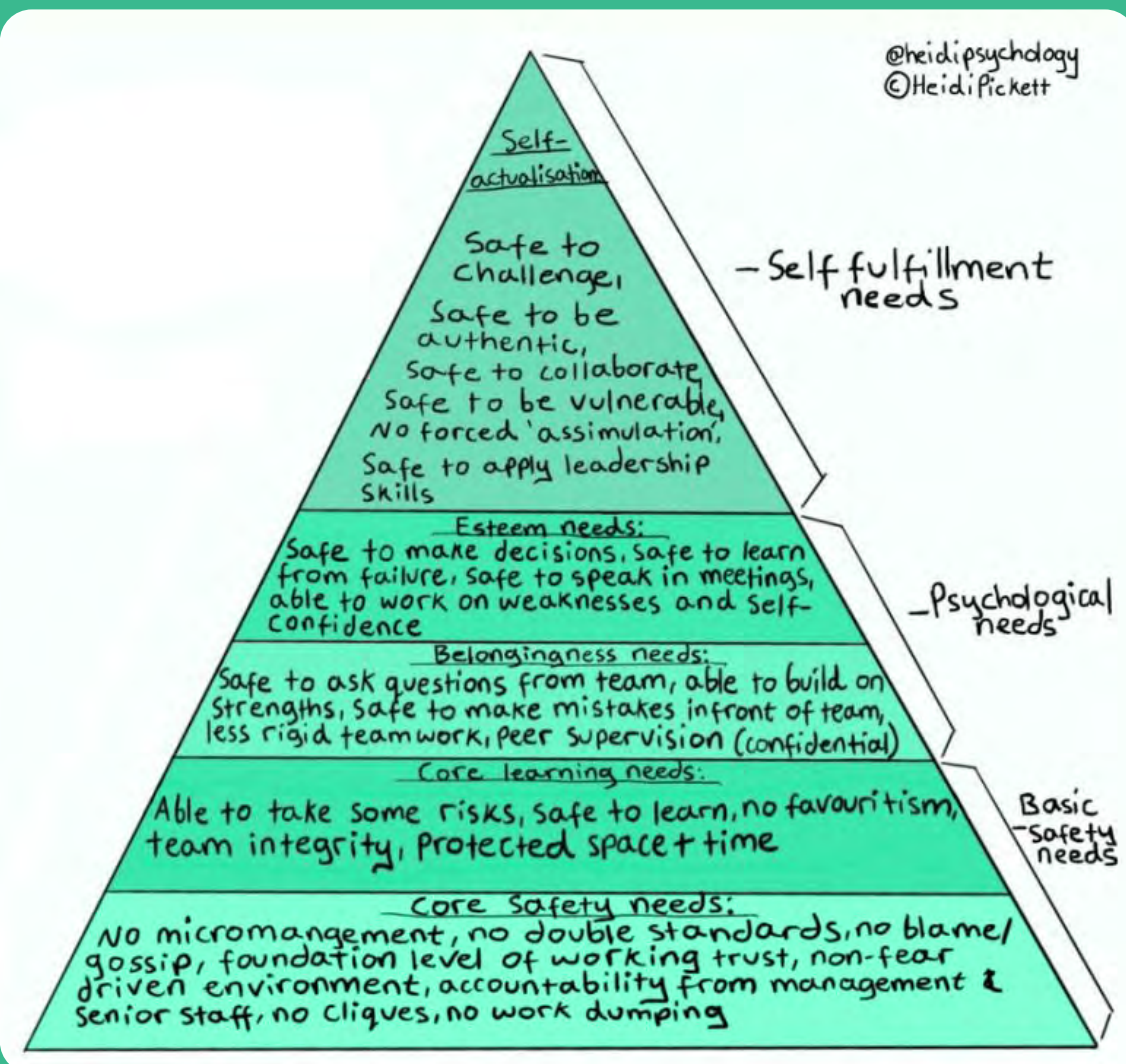
# Psychological safety

Psychological safety is written about extensively by Amy Edmonson.

*"Often in meetings, I will ask people when we're discussing an idea, "What did the dissenter say?" The first time you do that, somebody might say, "Well, everybody's on board." Then I'll say, "Well, you guys aren't listening very well, because there's always another point of view somewhere and you need to go back and find out what the dissenting point of view is."*

Amy Edmonson, *The Fearless Organisation*

## Psychological safety hierarchy of needs at work



## In the room: setting the scene for psychological safety

Tick the items you aim to implement in the coming month.

- ☐ Avoid sitting at the head of the table
- ☐ Create warmth and informality
- ☐ Model vulnerability
- ☐ Ask before advocating
- ☐ Reward challenges to the status quo
- ☐ Push back with humor and enthusiasm
- ☐ Buffer strong personalities
- ☐ Give targeted praise

### Culture building



**Culture of  
busy-ness**



**Culture of  
innovation**



**Learning  
culture**



**Clique  
culture**

**What kind of culture do you have?**

**What kind of culture do you aspire towards?**

## Notes on building positive culture

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## 05 Ethical leadership

***“Ethics is knowing the difference between what you have a right to do and what is right to do”***

*Justice Potter Stewart, US Supreme Court 1958–1981*

An ethical approach to leadership should:

- set out the fundamental **principles** that should guide the actions of not-for-profit organisations, and the boards and committees that govern them, and the employees and volunteers who work for them
- set out the **standards** that those who deal with these organisations can expect of them, and their employees and volunteers
- require these organisations to build these aspirations into their **day-to-day operations**, including monitoring and reporting standards, recognition and rewards for compliance, and penalties and sanctions for breaches.

***“Whatever you choose to do, leave tracks. That means don’t do it just for yourself. You will want to leave the world a little better for your having lived.”***

*Ruth Bader Ginsburg, US Supreme Court 1993-2020*

**Values**

What are the values of your organisation?  
How do you demonstrate these values through your leadership?

Values			
Demonstrated by			

**Notes on ethical leadership**

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# 06 Looking after yourself

## Burnout symptoms

### Physical Symptoms:

- ☐ Chronic fatigue & low energy.
- ☐ Frequent headaches or physical complaints.
- ☐ Weakened immune system, leading to more illnesses.

### Emotional Signs:

- ☐ Persistent feelings of cynicism, detachment, or numbness.
- ☐ Increased irritability, mood swings, or heightened emotional reactions.
- ☐ A sense of hopelessness or helplessness.
- ☐ Decreased self-esteem and self-efficacy.

### Cognitive Indicators:

- ☐ Difficulty concentrating and making decisions.
- ☐ Memory problems and forgetfulness.
- ☐ Reduced creativity and problem-solving abilities.

### Behavioral Changes:

- ☐ Withdrawal from social activities and relationships.
- ☐ Increased absenteeism or reduced productivity at work or school.
- ☐ Neglecting self-care and personal responsibilities.
- ☐ Changes in sleep patterns (insomnia or oversleeping).

### Interpersonal Issues:

- ☐ Strained relationships with colleagues, friends, or family.
- ☐ Decreased empathy and compassion.
- ☐ Isolation and avoidance of social interactions.

## **Stress symptoms**

Are you currently experiencing any of these symptoms?

Notice if you tick more boxes in one category than another.

### **Physical Symptoms:**

- ☐ Muscle tension, headaches, clenched teeth
- ☐ Low energy
- ☐ Stomachaches or diarrhea
- ☐ Rapid heartbeat or increased sweating
- ☐ Skin breakouts

### **Emotional Signs:**

- ☐ Feelings of irritability, anger, or frustration.
- ☐ Anxiety, nervousness, or restlessness.
- ☐ Sadness or a low mood.
- ☐ Overwhelm and difficulty relaxing

### **Interpersonal Issues:**

- ☐ Agitated
- ☐ Short-tempered
- ☐ Social withdrawal

### **Cognitive Indicators:**

- ☐ Racing thoughts
- ☐ Difficulty concentrating
- ☐ Forgetfulness
- ☐ Self-doubt
- ☐ Narrow-focused
- ☐ Can't prioritise
- ☐ Feel powerless/victim
- ☐ Indecisive

### **Behavioral Changes:**

- ☐ Changes in eating patterns (overeating or loss of appetite).
- ☐ Sleep disturbances (insomnia or excessive sleeping).
- ☐ Increased use of alcohol, tobacco, or other substances.
- ☐ Procrastination or avoidance of responsibilities.
- ☐ Stop exercising

Extreme stress can lead to mental ill health. If you feel in need of professional help, please consider approaching your organisation about its Employment Assistance Program or contacting Lifeline Australia: <https://www.lifeline.org.au/>

## Responding to stress symptoms

### Physical

- exercise
- healthy diet
- adequate sleep
- breathing exercises

### Interpersonal

- make an effort to connect with friends and colleagues

### Cognitive

- mindfulness meditation
- Positive self-talk
- time-management steps
- limit access to technology

### Emotional

- seek professional help
- listen to music

### Behavioural

- set boundaries for work time, screen time etc
- pursue a hobby or activity that brings joy

**List one goal for next month regarding your own wellbeing.**

**Why is this important to you?**

**What action will help you achieve your goal?**

**How will you implement the action?**



# 07 Emotional intelligence

The term “emotional intelligence” was first used in the mid-1960s, but it was popularised in the 1990s by Daniel Goleman’s book of the same name. Emotional intelligence, also known as emotional quotient (EQ), refers to the ability to understand and manage your emotions, as well as recognise and influence the emotions of those around you (Harvard Business School, 2019).

## Key components of emotional intelligence

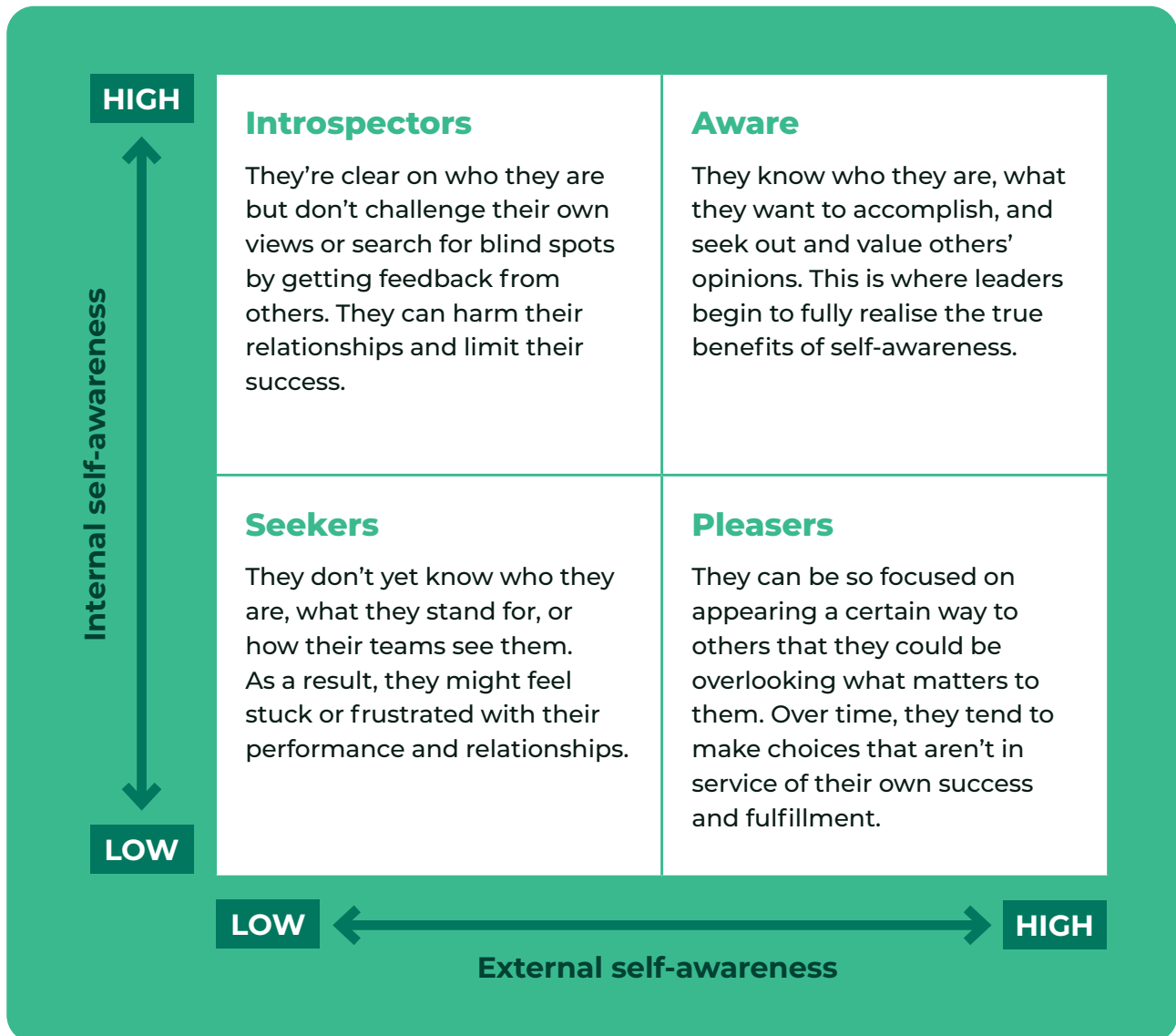
	SELF	OTHERS
AWARENESS	Self-awareness	Social awareness
ACTIONS	Self-management	Relationship management

## Self-awareness

US organisational psychologist Dr Tasha Eurich wrote about self-awareness and what it really means for Harvard Business Review in January 2018.

# The four self-awareness archetypes

This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).



## **Self-awareness**

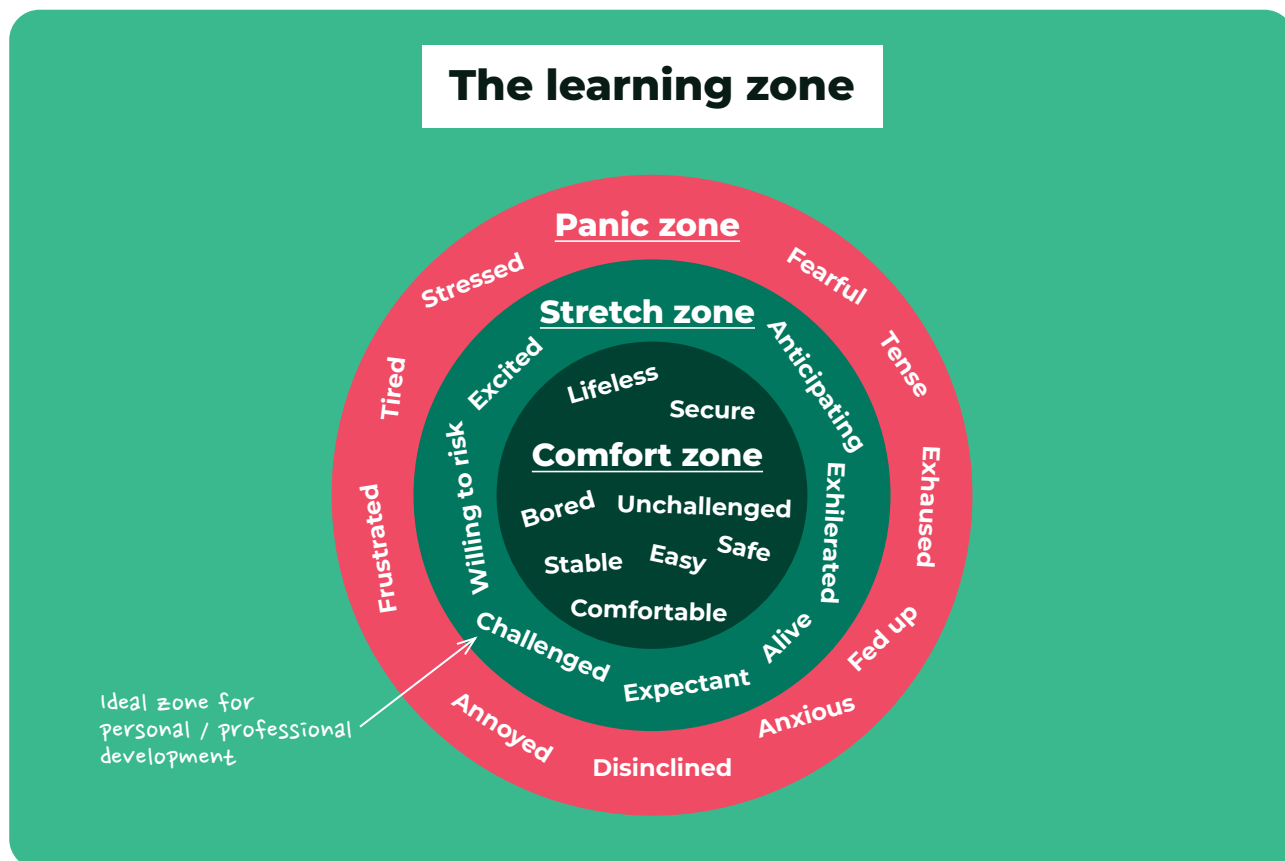
**Consider your own self-awareness. How can you take steps towards being more aware?**

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**Pay attention to how you are feeling when you hear feedback or perceived threats.  
Record what you find out here.**

# The learning zone

The learning zone model was originally developed by psychologist Lev Vygotsky, but it has since been popularised by many other educational professionals, including adventurer and educator Tom Senninger.



## Giving feedback

- Explain your intentions
- Focus on the task, not the person
- Be specific, timely and targeted
- Make actionable suggestions
- Express gratitude
- Emphasise strengths
- Focus on growth
- Actively listen
- Be empathetic and understanding
- Consider time, place and delivery
- Plan next steps
- Follow up

## Receiving Feedback

- Consider the intention
- Focus on the message, not the messenger
- Be receptive, curious and calm
- Suggest actionable improvements
- Express gratitude
- Seek clarification
- Focus on growth
- Actively listen
- Stay grounded
- Take time to process and reflect
- Plan next steps
- Follow up



## **Group dynamics**

### **Communicating through disagreement**

**Consider a problem or potential weakness in a project, program, product or policy you have heard about or recognised within your workplace or team.**

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**Who could you talk to, and get input from, about what the problems might be?**

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**How can you ensure that you do not take the input personally?**

---

**How can you prevent yourself from being defensive?**

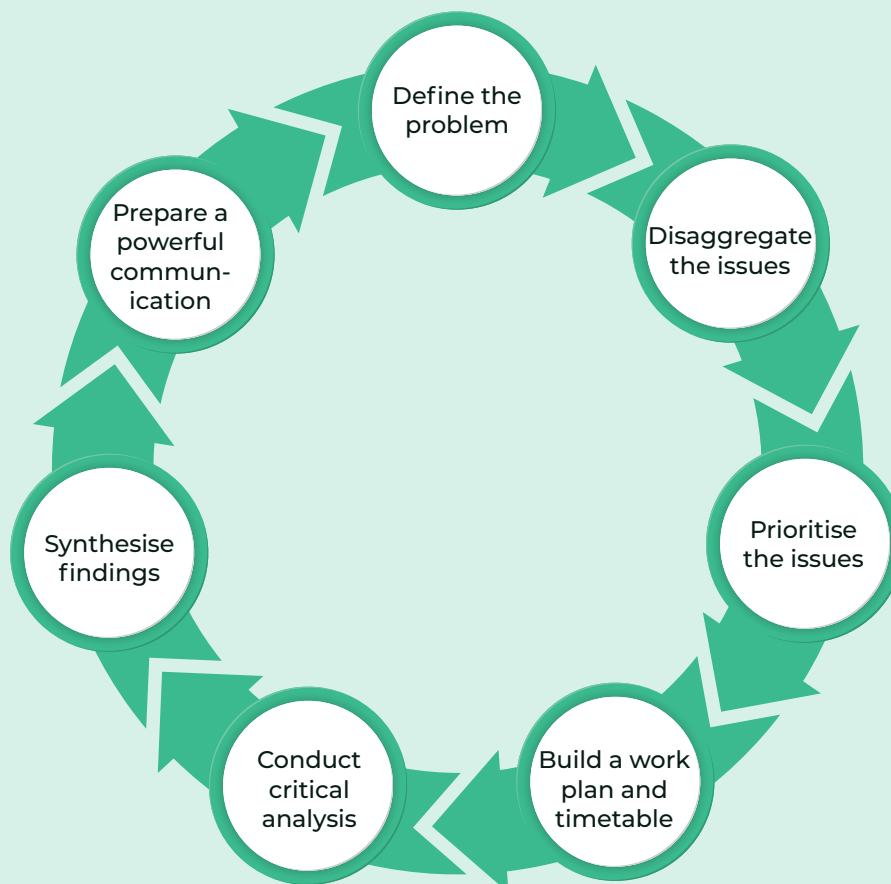


## 08 Solving workplace problems

***“Problem solving is decision making when there is complexity and uncertainty that rules out obvious answers, and where there are consequences that make the work to get good answers worth it.”***

*Charles Conn and Robert McLean, Bulletproof Problem Solving*

### The problem-solving cycle



## Problem statement: What are we trying to solve?

### Decision-maker(s)

Who is the audience?  
Who will decide/act?

### Measures of success

How will we know our  
efforts have worked?

### Forces

What are the key  
concerns and drivers?

### Timeframe

How quickly do  
we need an answer?

### Boundaries/constraints

What is *not* under  
consideration?

### Forces

How precise do  
we need to be?

## The five whys

The five whys approach is a brainstorming tool that pushes past superficial explanations to identify the root cause of a problem. It forces specificity by asking “why” until there is no further possible “why”.

### Problem statement

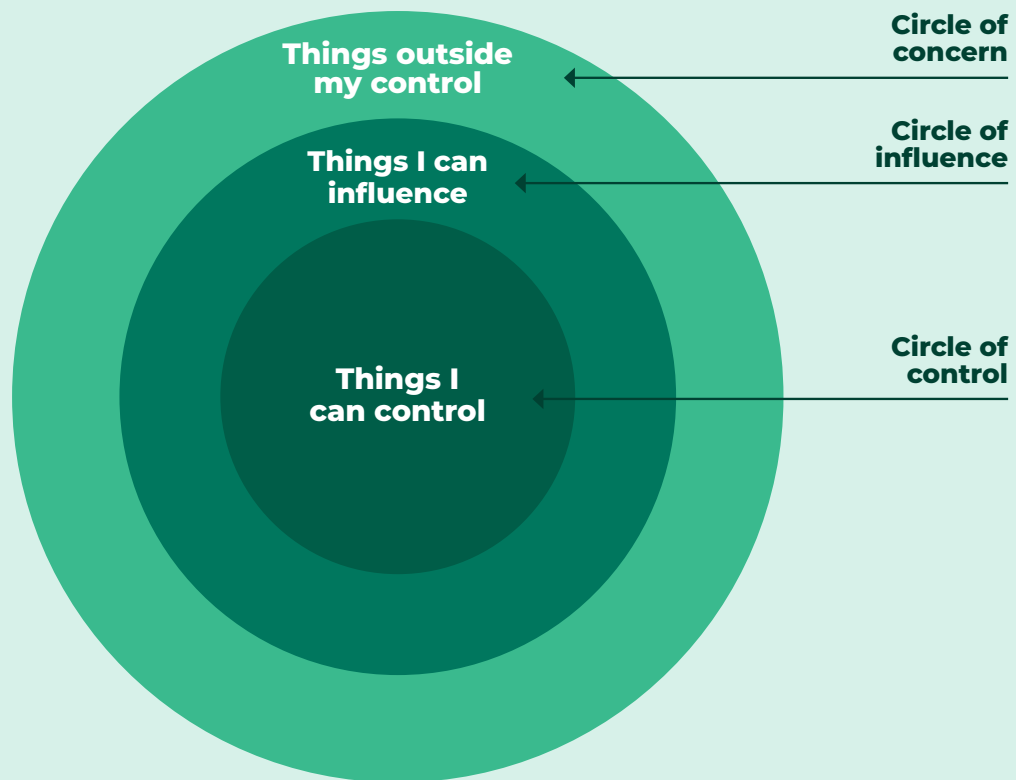
Why? (Why is this a problem or what is the cause of this problem?)

Why? (Why is this a problem or what is the cause of this problem?)

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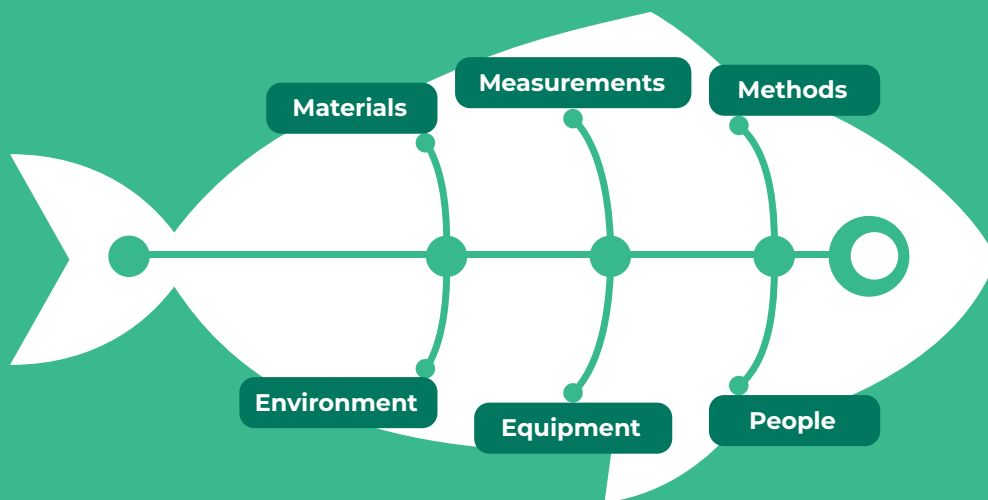
Why? (Why is this a problem or what is the cause of this problem?)

Root cause



## The fishbone or Ishikawa diagram

- **Define the problem:** Clearly state the problem and place it at the head of the fish
- **Identify major categories:** Select the categories relevant to the problem
- **Brainstorm possible causes:** For each category, brainstorm potential causes and add them as branches
- **Analyse the diagram:** Evaluate potential causes and identify the root cause(s)



## Tool

### Shared Decision Making Framework

A shared decision-making framework is a structured approach that helps boards and committees reach inclusive, transparent and well-informed decisions. It is particularly useful when navigating complex, high-stakes or conflicting priorities.

<b>1. Clarity of purpose</b> <ul style="list-style-type: none"><li>• “What decision are we trying to make?</li><li>• Why does it matter?</li><li>• How does it relate to our mission or strategic plan?”</li></ul>	
<b>2. Inclusive input</b> <ul style="list-style-type: none"><li>• “Who needs to be at the table?</li><li>• Have we invited the right voices (technical, community, lived experience, financial)?</li><li>• Are we creating space for quieter or under-represented members to contribute?”</li></ul>	
<b>3. Transparency of information</b> <ul style="list-style-type: none"><li>• “What data or evidence is informing this decision?</li><li>• Have we declared conflicts of interest or assumptions?</li><li>• Is there a shared understanding of risks, costs and impacts?”</li></ul>	
<b>4. Options and tradeoffs</b> <ul style="list-style-type: none"><li>• “What are our choices? Can we generate more than two options?</li><li>• What are the benefits and risks of each?</li><li>• Can we blend or phase options to meet different needs?”</li></ul>	
<b>5. Agreed Process</b> <ul style="list-style-type: none"><li>• “How will we decide? (e.g. consensus, modified consensus, vote with thresholds)</li><li>• What’s the threshold for agreement?</li><li>• How will we record and communicate the decision?”</li></ul>	
<b>6. Commitment and follow up</b> <ul style="list-style-type: none"><li>• “Are we aligned on implementation and next steps?</li><li>• Do we need to check back in or review the decision later?</li><li>• Have we considered how we’ll communicate this externally?”</li></ul>	

## Ethical decision-making checklist

- ☐ Have we included the right people in the process of making this decision?
- ☐ Have we thought about who might be affected, and how?
- ☐ Would most people see this decision as fair?
- ☐ Are we staying true to our values and purpose?
- ☐ Would we be comfortable if this decision was made public?

[www.communitydirectors.com.au/help-sheets/drawing-up-a-code-of-ethics](http://www.communitydirectors.com.au/help-sheets/drawing-up-a-code-of-ethics)

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## Identifying complex workplace problems

**What's the problem?**

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**How does it affect your work or life?**

---

**How can you be part of a solution? What influence or control do you have over it?**

---

**Who else is affected?**

---

**What would happen short term and long term if the problem wasn't solved?**





# 09 Leadership and strategy

*“The best way to predict the future is to create it.”*

*Peter Drucker (1909–2005),  
management consultant and theorist*

## SWOT Analysis

	Helpful	Harmful
Internal	<b>S</b> Strengths	<b>W</b> Weaknesses
External	<b>O</b> Opportunities	<b>T</b> Threats

**Your SWOT Analysis**

**STRENGTHS**

**WEAKNESSES**

**OPPORTUNITIES**

**THREATS**

# Cost-benefit analysis

Cost-benefit analysis is a decision-making tool used to compare the potential costs and benefits of a particular action, project or investment. It helps you evaluate whether the benefits outweigh the costs, and by how much.

## Examples of costs and benefits

### Costs

- **Direct costs:** staff salaries, facility hire, program materials
- **Indirect costs:** administration, utilities, insurance
- **Intangible costs:** reduced staff morale, reputational damage
- **Opportunity costs:** loss of time, loss of funding, loss of relevance
- **Costs of risks:** project failure, loss of funding, community backlash

### Benefits

- **Direct benefits:** increased participants, improved outcomes, increased efficiency
- **Indirect benefits:** improved relationships, stronger connections, broader reach
- **Total benefits:** direct benefits plus indirect benefits
- **Net benefits:** total benefits minus direct costs and indirect costs

## **Strategic problem-solving tool**

**Problem statement**

**Root cause of the problem**

**Potential solutions**

**SWOT and/or cost-benefit analysis of potential solutions**

**Solutions most likely to succeed**

## **Action plan**

### **Immediate action**

<b>Who</b>	
<b>What</b>	
<b>Why</b>	
<b>When</b>	
<b>How</b>	

---

### **Medium term action**

<b>Who</b>	
<b>What</b>	
<b>Why</b>	
<b>When</b>	
<b>How</b>	

---

### **Long term action**

<b>Who</b>	
<b>What</b>	
<b>Why</b>	
<b>When</b>	
<b>How</b>	



# 10 Finding your purpose

## Vision activity

**What is important to you?**

**What motivates you?**

**What gives you hope?**

**What are your strengths?**

## Purpose statement

A purpose statement should answer:

- Who are you? (What's unique to you?)
- How do you lead? (What are your strengths?)

*and most importantly*

- Why do you do it? (Why do you contribute?)

***“To be nobody-but-yourself – in a world which is doing its best, night and day, to make you everybody else – means to fight the hardest battle which any human being can fight; and never stop fighting.”***

*EE Cummings*

### My leadership purpose is...

- Choose words that mean something to you
- Capture your true nature
- Your purpose can be metaphorical, analogous or literal
- Be a call to action





## **Preparing for mentoring**

**Who is in my mentor group? Record names and contact details if all agree.**

<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	
<b>5.</b>	

---

**What are the five questions we would like to ask our mentor?**

<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	
<b>5.</b>	

# Next steps



## Congratulations on completing the Joan Kirner emerging leaders program.

Throughout this workbook, we have asked you a number of questions to prompt you to reflect on your leadership style and practice. We would like you to go back through your notes over the next few days and try to answer those questions so that you can consolidate your learning.

We also encourage you to complete the accompanying leadership poster and keep it somewhere visible to remind yourself of the leader you aspire to be.

We wish you all the best in your continuing development as a leader.



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