

Course Guide 10444NAT Graduate Diploma of Facilitative Leadership



Who is it for?

This qualification reflects the roles of individuals who play leadership roles to bring about transformational change within an organisation or community context.

In these roles they:

- apply high level technical, creative, conceptual or managerial knowledge, facilitative skills and capacities
- diagnose, analyse, design, communicate, implement and evaluate change interventions, for which they may have a high level of responsibility and accountability

Job roles and titles will vary across different industry sectors.

What learning does it provide?

The outcomes of this course correspond to Australian Qualifications Framework Level 8.

Graduates have:

- *advanced knowledge and skills* in group facilitation, human diversity and contextual diagnostic frameworks appropriate for professional and strategic leadership of transformational change programs and initiatives
- *advanced theoretical and technical knowledge* in ToP facilitation dynamics, ethos and leadership and conceptual models of human, organisational and social diversity
- *skills and knowledge* to:
 - make high-level judgements, operating independently, or reporting to a governance committee
 - diagnose, analyse, design, communicate, implement and evaluate change interventions in diverse contexts
 - take responsibility and accountability for their own work and that of others, and for strategic outcomes

How can it be used?

Examples of application of advanced cognitive, technical and communication skills include:

- development and implementation of whole-of-organisation change plans, based on enabling collaborative thinking and strategy development
- facilitation of integrated community-owned and driven development plans, in both Australian and international contexts
- strategic engagement of stakeholders through use of consultative and collaborative approaches

What does it require?

Indicative *volume of learning*: 1370 hours

Learning will take place in face-to-face learning mode (ToP Modules 1 to 7), supervised non-classroom mode and non-supervised activity.

Supervised non-classroom work will vary with employment status, nature of projects or work engaged in, and access to live projects or work.

On average, the total supervised activities listed above will equate to 580 hours.

Non-supervised activity requires the participant to:

- undertake self-paced study
- undertake field work relating to interventions or programs if possible and where available
- collect and analyse program related data
- design, deliver and document facilitated interventions in a range of settings and/or occasions
- consult and/or negotiate with an organisation with respect to those facilitated intervention sessions
- engage in critical self-reflection on each aspect of their facilitative leadership performance
- consulting with organisation and subject matter experts, and
- preparing a portfolio of evidence where possible and applicable as part of the assessable activities.

On average, the non-supervised activities listed above will equate to 790 hours.

Potential pathways into the Diploma of Facilitative Management are:

- a relevant qualification *and/or*
- relevant vocational experience

e.g. in facilitation, management and leadership, organisational development, human resource management or training.

On entry to the course learners should have:

- sound written and oral communication skills
- sound literacy and numeracy skills.

How is it assessed?

Refer to the Participant Handbook for overview information about Assessment and Recognition of Prior Learning (RPL).

A range of assessment methods may be used to assess practical skill and knowledge for this course:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of managing ToP facilitation processes and their application in different situations
- analysis of responses in addressing case studies and scenarios that present facilitation issues and problems
- observation of demonstrated techniques, methods and processes
- assessment of documentation related to managing ToP facilitation process issues and recommended improvements

Assessment may be conducted holistically on multiple units to enable candidates to demonstrate the integration of units into the whole of their facilitation practice and development.

If using this approach, evidence should be gathered by nominating:

- a single substantial, complex project through which the learner can demonstrate the required skills and knowledge and their integration
- *or*, if a single project is not possible, a coherent set of smaller projects that *collectively* demonstrate the required skills and knowledge and their integration.

Assessors will discuss with candidates the assessment approach which is most appropriate to the candidate and their environment, and which meets the requirements of the qualification.

Assessors will need to liaise with managers or persons with insightful knowledge at the candidate's workplace, whether that is a simulated job role in the workplace or an actual position held in the workplace.

The following pages describe the four units of competency and set out elements (essential outcomes) and performance criteria (required performance) for assessment. They also set out required skills and knowledge and range statements (required scope in assessments).

GFLGFI801A Lead ToP facilitation interventions

Description

This unit relates to design and delivery of ToP facilitation sessions and engagement of people in all stages of facilitated interventions.

It involves an advanced understanding of facilitation methods and dynamics to deal effectively with diverse and changing situations.

In this context, facilitation is defined as:

- helping a group of people understand their common objectives
- assisting them to reach a set of collectively owned decisions or actions in relation to the objectives
- where the facilitator is responsible for the group process, and stays neutral with respect to content.

Required Knowledge

- change and facilitated intervention strategies
- methodologies for discerning the change task, including environmental scanning for economic, political and cultural developments
- the underlying dynamics of facilitation, how these relate to ToP and other facilitation methods and their diagnostic application at different scales
- strategies for gathering and processing information
- strategies for self-reflection and process evaluation

Required Skills

- Problem-solving, planning, initiative and enterprise skills to:
 - collect, analyse and interpret information, using a range of methods
 - integrate events into an overall change initiative
 - work with teams and individuals with diverse emotional and multiple intelligences, cultural values and individual needs
- Facilitation design and performance skills to:
 - design and deliver session plans for highly participatory conversations and workshops
 - identify specific facility, technology and equipment needs for each session and plan
 - track facilitation and initiative implementation against design outcomes and benefits and adjust in real time
 - maintain appropriate relationships with colleagues and others
 - value, and be open to, the perspectives of colleagues, stakeholders and event participants
 - work as part of a team
 - model collaborative communication and learning
 - use active listening and negotiation skills
- Self-management and reflection skills to:
 - review awareness and application of the underlying dynamics of facilitation and maintain skill development
- Technology skills to:
 - produce documents and prepare presentations
 - communicate through email and the web
- Literacy skills to:
 - document change plans and outcomes, both as designed and as implemented
 - prepare or customise materials such as handouts and information sheets

GFLGFI801A Lead ToP facilitation interventions

Elements	Performance Criteria
1 Scope change intervention	1.1 Analyse drivers and needs of the change intervention
	1.2 Define and agree on change intervention outcomes
	1.3 Develop and communicate an open ended question to focus a change intervention across one or more events
2 Design ToP change interventions	2.1 Research and evaluate facilitation tools or processes that illustrate the underlying dynamics of facilitation in the context of a change intervention
	2.2 Develop an overall planning and logistics structure associated with the intervention
	2.3 Design ToP change interventions to accepted international standards
3 Lead ToP change interventions	3.1 Lead ToP change interventions, considering emergent ideas and outcomes, and modifying the intervention plan as required in response to altering circumstances and group perceptions
	3.2 Critically reflect on and evaluate ToP change interventions, considering facilitative leadership performance and change intervention outcomes
	3.3 Manage the overall planning and logistics structure associated with a ToP change intervention
	3.4 Identify and document change intervention issues and opportunities for improvement in future change interventions

Range statement (required scope in assessment)
<p>Open ended question must include:</p> <ul style="list-style-type: none"> • language that invites a more extended response, beyond a simple yes or no, as a way of initiating and maintaining dialogue • aspects of: subject, timeframe/duration, participants, context and desired outcome <p>➔</p> <p>Underlying dynamics of facilitation refers to:</p> <ul style="list-style-type: none"> • open with purpose, divergent thinking, shared context, convergent thinking, and close with commitment <p>➔</p> <p>Overall planning and logistics structure may include:</p> <ul style="list-style-type: none"> • identifying the event or events required to achieve the defined outcome • estimating the duration and timing of the event or events • identifying risks and developing risk management strategies • developing a logistics plan <p>➔</p> <p>ToP change interventions must include:</p> <ul style="list-style-type: none"> • ToP focused conversation method • ToP consensus workshop method • other processes designed using the underlying dynamics of facilitation • ToP design and staging guidelines

GFLSTP802A Lead ToP strategic thinking and planning

Description

This unit relates to leading ToP strategic thinking and planning programs. It involves an advanced knowledge of the different thinking, energy and information needed in each stage of the process.

In this context, facilitation is defined as:

- helping a group of people understand their common objectives
- assisting them to reach a set of collectively owned decisions or actions in relation to the objectives
- where the facilitator is responsible for the group process, and stays neutral with respect to content

Required Knowledge

- Client and stakeholder management plans, methodologies and tools
- Typical challenges and opportunities encountered in strategic thinking and planning programs and options for addressing these
- The overall structure, flow and thinking of the ToP strategic thinking and planning cycle
- How to adapt ToP facilitation processes to meet the requirements of each stage of the ToP strategic thinking and planning cycle

Required Skills

- Problem-solving, planning, initiative and enterprise skills to:
 - derive a brief from a program owner and other stakeholders
 - work with teams and individuals with diverse emotional and multiple intelligences, cultural values and individual needs
- Facilitation design and performance skills to:
 - design an integrated strategic thinking and planning program for a given situation
 - create facilitation plans for each stage of the program
 - lead a group through the program, relating each stage to the one before it
- Group work skills to:
 - manage participation of all those present and keep the group focused on the task at hand
 - recognise and work with the dynamics of the group across the overall program
- Planning and organisational skills to:
 - develop and manage the overall planning and logistics structure associated with a strategic thinking and planning program
 - manage the duration and timing of the program and its components
- Literacy skills to:
 - document change plans and outcomes, both as designed and as implemented
 - prepare or customise materials such as handouts and information sheets
- Technology skills to:
 - produce documents and prepare presentations
 - communicate through email and the web
- Self-management and reflection skills to:
 - identify areas for improvement and maintain skill development

GFLSTP802A Lead ToP strategic thinking and planning

Elements	Performance Criteria
1 Scope the overall strategic thinking and planning	1.1 Consult with the program owner and other stakeholders to analyse drivers and needs of strategic thinking and planning programs
	1.2 Define and agree on program outcomes
	1.3 Develop and communicate an open ended focus question to guide the design and implementation of overall program
2 Design an integrated strategic thinking and planning program	2.1 Identify and document the thinking, energy and information needed in each stage of the ToP strategic thinking and planning cycle, with respect to the program drivers and needs
	2.2 Design an integrated set of facilitation plans to address each phase of the overall program
	2.3 Identify and plan for the logistics required to implement the program outcomes
3 Lead strategic thinking and strategy development	3.1 Lead the facilitation of the ToP strategic thinking and planning cycle, modifying the design of individual facilitation plans and the overall program in response to emergent issues and opportunities
	3.2 Manage the overall planning and logistics structure associated with a strategic thinking and planning program
	3.3 Critically reflect on and evaluate the overall program, considering facilitative leadership performance and program outcomes
	3.4 Identify and document program issues and opportunities for improvement in future programs

Range statement (required scope in assessment)
<p>Focus question must include:</p> <ul style="list-style-type: none"> • An open-ended question as the central point of dialogue • Aspects of subject, timeframe/ duration, participants, context and desired outcome.
<p>➔ ToP strategic thinking and planning must include:</p> <ul style="list-style-type: none"> • Practical vision: the desired future state. • Underlying reality: the current situation • Strategic directions: the broad directions to get from current to future • Action planning: implementation of the directions

GFLDVS803A Lead within diverse value systems

Description

This unit relates to working with and valuing diversity within a group, other individuals and oneself.

In this context, facilitation is defined as:

- helping a group of people understand their common objectives
- assisting them to reach a set of collectively owned decisions or actions in relation to the objectives
- where the facilitator is responsible for the group process, and stays neutral with respect to content.

Required Knowledge

- The range of images, values, abilities and styles that people use to filter information
- The model of individual and collective image formation and its role in leading change
- The model of Multiple Intelligences and the different ways people think, learn, communicate and make decisions
- The model of Spiral Dynamics and its role in leading change

Required Skills

- Communicating knowledge verbally and in writing
- Planning and organisational skills to:
 - determine how to effectively apply skills and attributes for working with diversity to ToP facilitation processes
 - reflect the group and individual needs and learner characteristics within session plans
 - identify specific facility, technology and equipment needs for each session and plan
- Facilitation design and performance skills to:
 - design session plans to facilitate changes in behaviour
 - use the required knowledge to facilitate participation in groups particularly through room set up and use of materials
- Technology skills to:
 - produce documents and prepare presentations
 - communicate through email and the web
- Literacy skills to:
 - document facilitation session plans and outcomes, both as designed and as implemented
 - prepare or customise materials such as handouts and information sheets
 - document research findings
- Reflection skills to:
 - identify learnings and areas for improvement from application of the required skills and attributes
 - maintain skill development
- Recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of differing beliefs

GFLDVS803A Lead within diverse value systems

Elements	Performance Criteria
1 Diagnose and value diversity within a group and in individuals	1.1 Identify and document the distinguishing characteristics of models of human diversity in a business, organisation or community context
	1.2 Identify and evaluate the benefits and risks of models of human diversity in the context of a strategic activity
	1.3 Develop schematic applications of each model to identify options and implications for strategic facilitation interventions
2 Develop and implement behaviour change interventions	2.1 Identify and evaluate diverse business, organisation or community situations in which to apply the models and document outcomes from a facilitation intervention
	2.2 Design and deliver interventions aimed at behavioural change in a group or individual
	2.3 Monitor and evaluate interventions for consistency, valuing of diversity, contextual relevance, and agreed intervention outcomes
3 Develop personal capacity to facilitate diverse value systems	3.1 Design a personal multi-modal learning process that uses eight ways of knowing
	3.2 Explore behaviours, meaning and relationships in diverse contexts, ranging from large to small scale, using a variety of facilitative questions
	3.3 Identify and review proposals to further develop your theoretical knowledge base and improve facilitative leadership

Range statement (required scope in assessment)
<p>Models of human diversity refers to:</p> <ul style="list-style-type: none"> • Image formation • Multiple Intelligences • Spiral Dynamics <p>Strategic activity may include:</p> <ul style="list-style-type: none"> • Facilitated change interventions • Strategic thinking and planning programs <p>Schematic applications may include:</p> <ul style="list-style-type: none"> • Outlines for plans to facilitate changes in behaviour, and sessions within these plans. <p>Multi-modal learning process may include:</p> <ul style="list-style-type: none"> • Self-directed learning plans that use multiple intelligence tools and formats to strengthen learning.

GFLPIN804A Lead through principled influencing and negotiating

Description

This unit relates to leading effective and principled negotiation. It involves using principled influencing and negotiating methods and underlying human dynamics to lead change in diverse situations.

In this unit, ***influencing and negotiating*** is defined as a continuous flow:

- Being ourselves – individual authenticity and choice
- Connecting – building rapport and demonstrating empathy
- Understanding – enabling dialogue and trust
- Transforming – generating options for mutual benefit
- Resolving – gaining agreement and commitment

Required Knowledge

- Methodologies for incorporating principled influencing and negotiating in change programs
- The components and connections of the model for principled influencing and negotiating
- The underlying processes of principled influencing and negotiating, their relation to the underlying dynamics of participatory process and the implications for one's own change leadership practice

Required Skills

- Problem-solving, initiative and enterprise skills to:
 - collect, analyse and interpret information, using a range of methods
 - work with teams and individuals with diverse needs and interests
- Change process design and performance skills to:
 - model principled influencing and negotiation in diverse change interventions
- Planning and organisational skills to:
 - integrate events into an overall change program
 - develop and manage the overall planning and logistics structure associated with influencing and negotiating
- Technology skills to:
 - produce documents and prepare presentations
 - communicate through email and the web
- Literacy skills to:
 - document influencing and negotiation intervention plans within change programs
 - document change program outcomes
- Action learning skills to:
 - identify and reflect on learnings and areas for improvement from influencing and negotiation practice
 - maintain skill development

GFLPIN804A Lead through principled influencing and negotiating

Elements		Performance Criteria	Range statement (required scope in assessment)
1	Influence others with integrity	1.1 Model different influencing and negotiating styles in change leadership roles	<p>➔ Influencing and negotiating styles refers to approaches appropriate to different situations:</p> <ul style="list-style-type: none"> • Enabling a common vision / Building participation and trust / Asserting logical persuasion / Directing reward and punishment <p>➔ Creating and strengthening connection refers to:</p> <ul style="list-style-type: none"> • Clarifying, harnessing and embracing different perspectives / Creating rapport, developing empathy and perceptual positioning <p>Assertive feedback strategies may include:</p> <ul style="list-style-type: none"> • Describing behaviour, feeling and impact / Two-way feedback mechanisms with governance structures, peers and team members <p>Symptoms of conflict refers to:</p> <ul style="list-style-type: none"> • Tension Rising / Defensiveness Rather Than Openness / Less Listening, More Telling / Retreat Into Fixed Positions / Withdrawal From Participation / Personal Attacks, Sarcasm, Put-Downs <p>Stages of conflict refers to:</p> <ul style="list-style-type: none"> • Toleration / Covert Resistance / Critical Incidents / Selective Perception / Enlisting Support of others / Issue linkage / Hot-button words / Threats / Action / Provocation / Retaliation / Violence <p>➔ Strategies for transforming conflict may include:</p> <ul style="list-style-type: none"> • Understand the culture & dynamics of a conflict / Listen empathetically and responsibly / Search beneath the surface for hidden meanings / Acknowledge & reframe emotions / Separate what matters from what gets in the way / Solve problems paradoxically and creatively / Learn from difficult behaviours / Lead & coach for transformation / Explore resistance and negotiate collaboratively / Mediate & design systems for prevention/ Shift roles from the drama triangle to the empowerment dynamic / Shift frames & levels of reference <p>Components of principled negotiation must include:</p> <ul style="list-style-type: none"> • Separating people from the problem / Focusing on interests not positions / Creating options for mutual benefit / Using equitable and objective criteria <p>Iterative approaches for reaching negotiated agreement refers to:</p> <ul style="list-style-type: none"> • Exploring levels of agreement / Expanding possibilities for agreement / Building and checking agreement / Closing agreement
		1.2 Demonstrate strategies for creating and strengthening connection within a change program	
2	Communicate with skill and intention	2.1 Model proactive and collaborative approaches to change program communications	
		2.2 Implement and model assertive feedback strategies within a change program	
3	Transform conflict through reframing positions	3.1 Identify potential symptoms of conflict and stages of conflict in a change program	
		3.2 Apply strategies for transforming conflict in a change program	
4	Undertake effective and principled negotiation	4.1 Apply the components of principled negotiation in designing and leading change programs	
		4.2 Demonstrate iterative approaches for reaching negotiated agreement in a change program	
		4.3 Apply action learning strategies to develop own skills and capacities for influencing and negotiating change programs	

GFLSOC805A Lead social and organisational change

Description

This unit relates to leading and managing change in an organisation, business or as a principal consultant.

In this context, facilitation is defined as:

- helping a group of people understand their common objectives
- assisting them to reach a set of collectively owned decisions or actions in relation to the objectives
- where the facilitator is responsible for the group process, and stays neutral with respect to content.

Required Knowledge

- how to develop a strategic change plan based on an holistic approach to change, the systems operating in a social entity, and the individual relationships to change
- the social process or organisation dynamics for seeing and thinking holistically about a social entity such as an organisation or community and their functions
- the seven systems model of cultural systems operating in organisations
- the trans-establishment model of how individual and collective relationships to change impact on organisational change efforts

Required Skills

- Problem-solving, planning, initiative and enterprise skills to:
 - collect, analyse and interpret information, using a range of methods
 - design a holistic change plan that integrates interventions into an overall strategic activity
 - work with teams and individuals with diverse emotional and multiple intelligences, cultural values and individual needs
- Communications and negotiation skills to:
 - clearly articulate requirements of a comprehensive approach to change
- Conceptual skills to:
 - utilise models to foster systemic, comprehensive and holistic thinking
 - diagnose or analyse barriers and leverage points for the balanced functioning of a social entity
 - utilise models to identify the different cultures, actual and desired, within a social entity
- Facilitation design and performance skills to create effective intervention plans and implement facilitation flows
- Planning and organisational skills to:
 - reflect the group and individual needs and characteristics within facilitation plans
 - develop and manage the overall planning and logistics structure associated with influencing and negotiating
 - manage the duration and timing of the program and its components
- Technology skills to:
 - produce documents and prepare presentations
 - communicate through email and the web
- Literacy skills to:
 - document the delivery plan, prepare or customise activities
 - prepare or customise materials such as handouts and information sheets
- Reflection skills to:
 - identify learnings and areas for improvement from application of the skills and attributes
 - maintain skill development

GFLSOC805A Lead social and organisational change

Elements		Performance Criteria	Range statement (required scope in assessment)
1	Diagnose the dynamics and cultures influencing a social entity's functioning	1.1	Research & document the social processes or organisational dynamics of a business, organisation or community in the context of a strategic activity
		1.2	Identify the imbalances and determine pressure or leverage points in the social processes, as a starting point for leading change
		1.3	Research and document the map of cultural systems operating in organisations and plot current status of a business, organisation or community on that map
		1.4	Identify variance between current and desired status and determine change implications for a strategic activity
2	Evaluate how an individual's relationships to change impact on change efforts	2.1	Research and document individual relationships to change in the context of a strategic activity
		2.2	Review relationships to change and determine implications for a strategic activity
		2.3	Develop schematic applications of each relationship to address implications for a strategic activity and component facilitation plans
3	Develop social and organisational change interventions	3.1	Collate, and analyse implications for, factors driving the need for change
		3.2	Consult with the strategic activity owner and other stakeholders to determine broad outline of intended change
		3.3	Create, document and agree on change maps to guide the design and implementation of a strategic activity
		3.4	Design an integrated program of facilitated interventions to achieve strategic social and organisational change
		3.5	Identify and plan for the logistics required to implement the strategic activity outcomes
4	Implement and evaluate social and organisational change interventions	4.1	Lead the facilitation of an integrated change program, modifying the design of individual facilitation plans and the overall program in response to emergent issues and opportunities
		4.2	Manage the overall planning and logistics structure associated with a strategic activity
		4.3	Critically reflect on and evaluate the overall program, considering facilitative leadership performance and program outcomes

Range statement (required scope in assessment)

Social processes or organisational dynamics refers to:

- A fractal framework for diagnosing change requirements, in which the top level elements are – economic, political, cultural or enterprise, organisation, cultural

Strategic activity may include:

- Facilitated change interventions
- Strategic thinking and planning programs

Pressure or leverage points refers to:

- The social processes or organisational dynamics that will provide the maximum strategic advantage

Map of cultural systems operating in organisations includes:

- Autocratic / Hierarchical / Institutional / Interpersonal / Collaborative / Learning / Inspired

Schematic applications may include:

- Outlines for plans to facilitate changes in behaviour, and sessions within these plans

Factors driving the need for change may include:

- The current dynamics at play
- The people likely to be affected
- The values at stake
- Who the key players are and the roles they are currently playing

Broad outline of intended change may include:

- Boundaries and entry points
- Pathways for change
- Key sources of support and authorisation

Change maps may include:

- A visual format, with supporting narrative, documenting a broad outline of intended change
- The kind of leadership required to effect the change

GFLVE806A Model the values and ethos of facilitative leadership

Description

This unit relates to managing and leading facilitation in an organisation or business or as a principal consultant.

In this context, facilitation is defined as:

- helping a group of people understand their common objectives
- assisting them to reach a set of collectively owned decisions or actions in relation to the objectives
- where the facilitator is responsible for the group process, and stays neutral with respect to content.

Required Knowledge

- Personal and group reflection processes for reflecting deeply on situations at work and in life generally
- Models or frameworks for comprehensively perceiving and thinking about situations
- Principles and processes of responsible and ethical decision making
- Attributes and practices of a future oriented, solutions focused leadership style

Required Skills

- Reflection skills to:
 - observe and reflect on own and others' leadership practice to determine the extent to which facilitative leadership stances are embodied
 - identify learnings and areas for improvement from application of the skills and attributes
 - maintain skill development
- Modelling behaviours that embody facilitative leadership stances
- Facilitation design and performance skills to:
 - enable decisions based on the bigger picture, the whole picture
- design future oriented solutions to situations Planning and organisational skills to:
 - develop and implement strategies for ongoing personal reflection
- Technology skills to:
 - produce documents and prepare presentations
 - communicate through email and the web

GFLVE806A Model the values and ethos of facilitative leadership

Elements	Performance Criteria	Range statement (required scope in assessment)
<p>1 Cultivate the interior stances that support facilitative leadership</p>	<p>1.1 Reflect on and review personal facilitative leadership approach and experiences in terms of effectively embodying the interior stances of facilitative leadership in the context of current or potential leadership situations</p> <p>1.2 Identify and evaluate indicators of the presence of each stance in a role or function to guide feedback on performance</p> <p>1.3 Review capacity as a role model in terms of ability to effectively demonstrate the interior stances of facilitative leadership in diverse contexts</p>	<p>Stances of facilitative leadership must include:</p> <ul style="list-style-type: none"> • Being collaborative • Being comprehensive • Being affirmative • Being responsible • Being courageous <p>Relevant individuals may include:</p> <ul style="list-style-type: none"> • Colleagues • Employers, including clients • Professional associations universities • Research agencies, including • Industry associations and employer bodies • Subject or technical specialists and experts
<p>2 Apply skills for reflection on the practice of facilitative leadership</p>	<p>2.1 Dialogue with relevant individuals and communities of practice to develop personal capacity with respect to the stances and authentic leadership</p> <p>2.2 Develop schematic applications of each stance in diverse contexts to identify implications for facilitation practice</p> <p>2.3 Draw upon expertise of self, relevant individuals and communities of practice to achieve strategic results</p>	<p>Authentic leadership refers to four aspects:</p> <ul style="list-style-type: none"> • It is anchored in the life events and experiences of both leaders and followers • External life events and experiences of both leaders and followers are accompanied by a parallel internal experience • Its practice is about bringing consciousness to these interior experiences • It is a role that one chooses not only a position one can be given
<p>3 Sustain facilitative leadership stances in ongoing practice</p>	<p>3.1 Relate experiences from facilitated interventions to dimensions of doing, knowing, and being, across different stances.</p> <p>3.2 Analyse current skills, knowledge, values and beliefs with respect to statements of roles and responsibilities for facilitative leaders</p> <p>3.3 Reflect on facilitative journey, to inform personal development objectives and priorities</p> <p>3.4 Develop strategies to embed the facilitative leadership stances in ongoing practice</p>	<p>Schematic applications may include:</p> <ul style="list-style-type: none"> • Outlines for plans to facilitate changes in behaviour, and sessions within these plans <p>Facilitative journey may include:</p> <ul style="list-style-type: none"> • Current attributes / Drivers / Direction or directions / Sustainers / Story for the future