



Australian Government
Australian Sports Commission

Roadmap:

An **all inclusive** approach to
governance and leadership
in Australian sport



TOOL 4:

Power Analysis Exercise

What's its Purpose?

To uncover opportunities and challenges for altering power dynamics within a system, whether by directly influencing those in authority or establishing conditions enabling others to gain power, thereby transforming the system.

What is it?

A visual mapping technique that fosters a shared understanding of existing power relationships concerning a specific issue by positioning stakeholders along two intersecting axes: 1) from opposing to supporting a systemic solution and 2) from having no power to significant power in making decisions regarding the systemic solution.

Quick Facts

Participation: Highly participatory.

Expertise: A skilled facilitator is needed.

Shortest Time: Less than one month.

System Question(s): People

Resource Type: Visual Mapping

The process involves eight steps:

1. Identify the main issues or circumstances adversely affecting your primary group.
2. Outline your objectives and the main competing agendas challenging the changes you want to make.
3. Chart the significant policy conflicts or initiatives connected to the issues and conditions.
4. Determine the key decision-making bodies that govern the issues or conditions.
5. Map out the major organised and active opposition groups.
6. Map out the organised ally groups.
7. Identify the key unorganised groups or constituencies.
8. Examine the overall scenario and formulate strategies for implementing change.

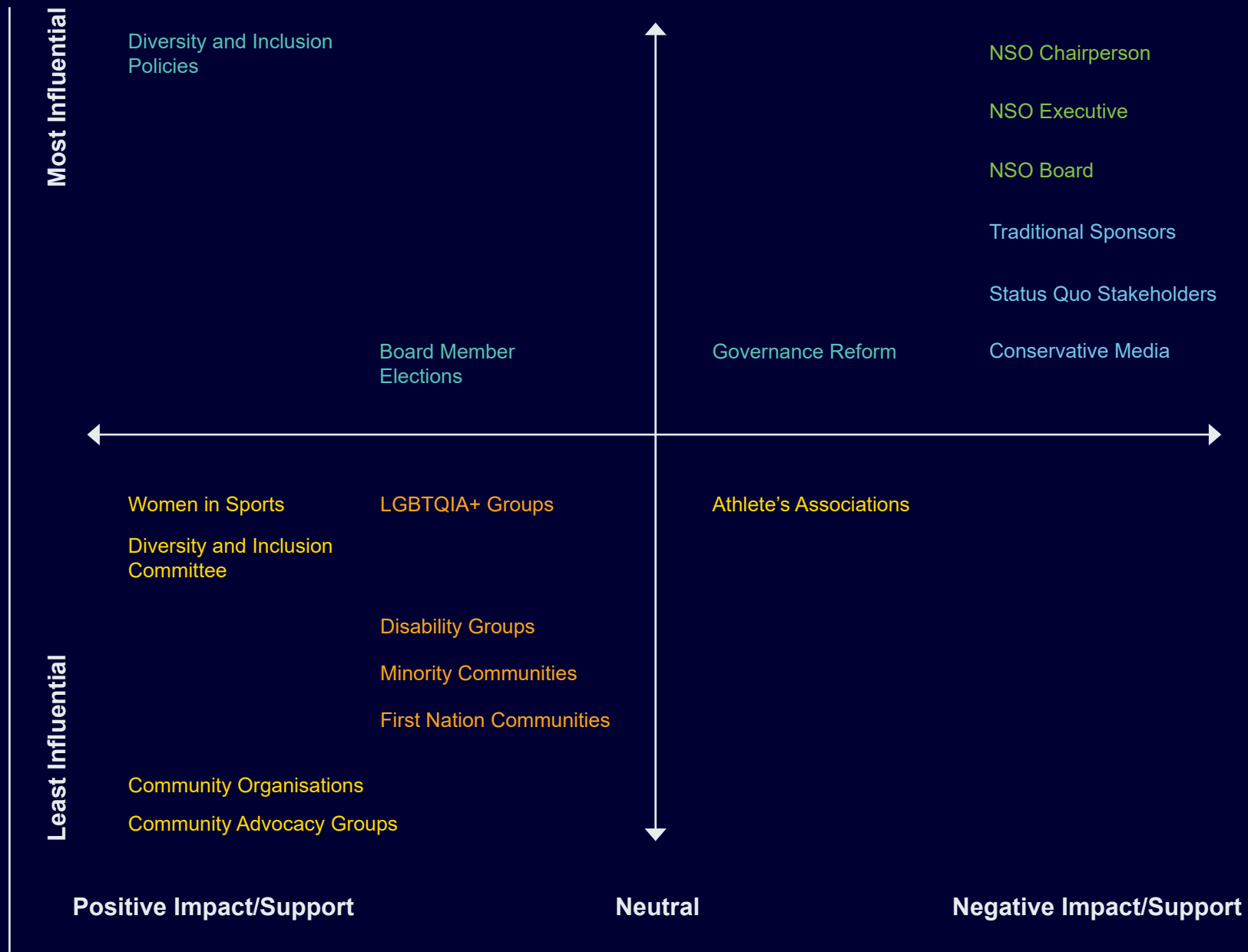
When is it Useful?

- When power dynamics play a crucial role in a problem, directing resources towards a specific group can alter those dynamics.

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- When setting goals and strategies for large-scale change, community organising, policy, or advocacy initiatives.
 - When a clearly defined issue, problem, or desired outcome exists.

How does it work? An Example

A sport organisation conducted a power analysis to understand the governance landscape regarding a key issue: increasing intersectional diversity on their board. This process led to a campaign to influence the nomination committee to seek out and prioritise diverse candidates, resulting in a more representative board that better reflects the community it serves. First, the group identified problems such as a lack of diversity on the board and the need for equitable representation. They then outlined their agenda of promoting diversity, equity, and inclusion (DEI), while noting opposition agendas focused on maintaining traditional power structures.



Organised Ally Groups



Decision Makers



Organised Opposition



Unorganised Community Sector



Major Policy Battles



TOOL 4:

Power Analysis Exercise

They identified major policy battles, such as board member elections and governance reforms.

In the subsequent steps, stakeholders mapped out the following:

1. Major decision-makers: The board of directors and nomination committees.
2. Major opposition: Current Board Directors, Traditional sponsors, Stakeholders invested in maintaining the status quo and conservative media.
3. Allies: Diversity advocates and community groups.
4. Unorganised group: Minority communities and women in sports.

Finally, strategies were developed by discussing the current position of their organisations and allies, identifying essential partners, and determining where to focus their efforts for maximum impact.

This is a hypothetical example based on the “Power Analysis” activity in the Systems Grant-making Resource Guide published by www.geofunders.org

Tips and Cautions for Sports Organisations

Inclusion of Diverse Stakeholders: To enrich the map, including diverse stakeholders, both insiders and outsiders, may be beneficial.

Facilitation: Requires a skilled facilitator to manage power dynamics and conflict.

Discussion Space and Time: Ensure sufficient space and time for discussion, especially when identifying primary decision-makers and opposition groups.

Simplification of Positions: Be cautious about making conclusions that are too stark. Recognise the complexities in stakeholders’ positions.

Addressing Power Dynamics: It is useful to include organisational leaders and other stakeholders on the map and discuss power dynamics openly.



Athlete

1564

Athlete

2598

TOOL 4:

Intersectional System Change Action Learning Tool

Introduction

This resource draws inspiration from “The Water of Systems Change Action Learning Tool” and is tailored to support boards and committees within Australia’s sports sector. It aims to encourage an intersectional lens when approaching systemic issues related to social change, delving into understanding the mental models, power dynamics, relationships, resource allocation, practices, and policies that hold a problem in place. The aim is to develop equitable solutions that embrace and celebrate diversity, equity, and inclusion.

The Exercise

The exercise is divided into five parts:

Part 1: Issue Selection

Refer to the Intersectionality Road Map and identify an area of focus that aligns with a key issue your organisation or the wider sector has identified needs addressing. Assess systemic conditions and determine strategies and stakeholders for addressing the issue.

Part 2: Key Leadership tenets required for effective systems change

Part 3: Aspiration Outcomes, Key Strategies & Stakeholders

Part 4 A & B: External and/or Internal Assessment

Use a systems change model to identify implicit, semi-explicit, and explicit conditions of systems change and perform an external and/or internal assessment of conditions affecting the issue.

Part 4: Action Planning

Combine insights from Parts 1, 2, 4 & 4 to determine actionable next steps.

Suggested Method

Allocate 3-4 hours for the exercise. Working collaboratively with others focused on the issue will yield the best results. Including diverse perspectives will enhance the insights gained. A facilitator can help balance and guide the conversation effectively.

Linked to the tool: Are you an Orchestrator, Agitator, or Innovator tool that you can use in the next process step.

Definitions:

Policies: Rules, Regulations and priorities (formal and informal).

Practices: Organisational and practitioner activities targeted to addressing and making progress.

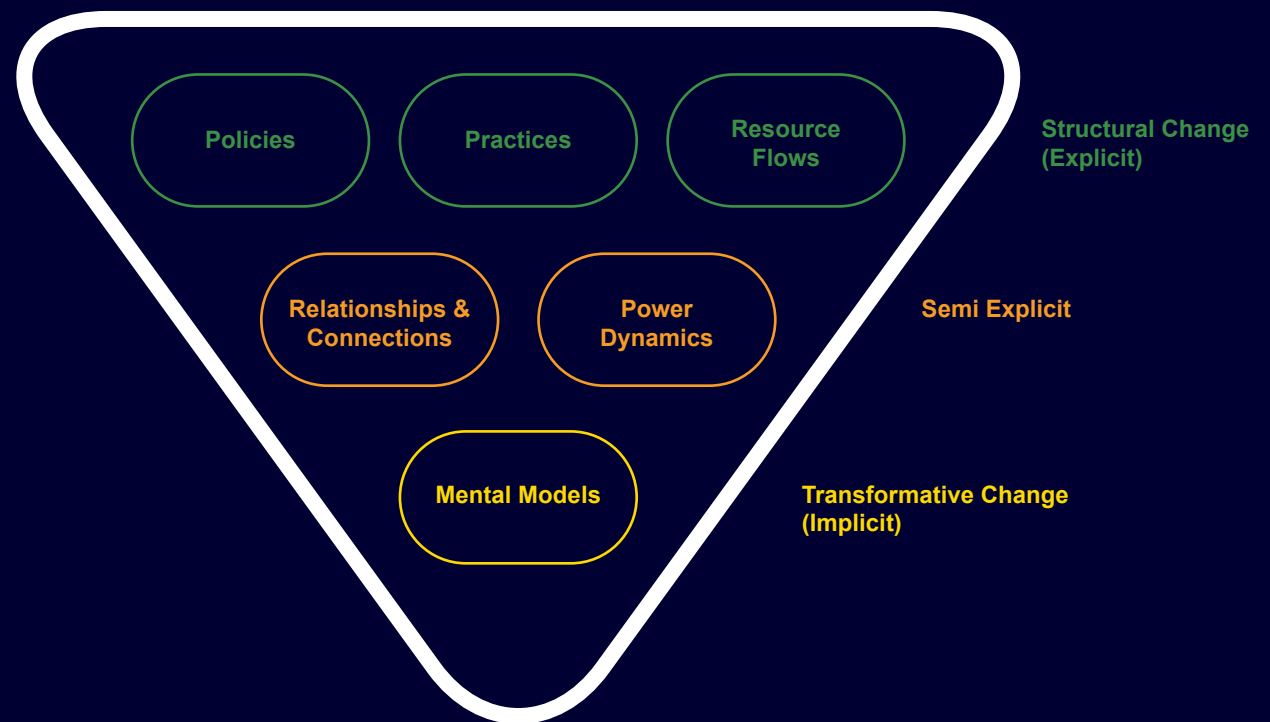
Resource Flows: How money, people, knowledge and information are allocated and distributed.

Relationships & Connections: Quality of connections and communication occurring between actors.

Power Dynamics: Which individuals and organisations hold decision- making power, authority and influence (both formal and informal)

Mental Models: Deeply held beliefs and assumptions that influence one's actions.

Source: The Water of Systems Change - FSG



TOOL 4:

Part 1: Issue Selection

Step 1: Identify what issue you want to address from the Issues Tree on page 21.

Step 2: Assess how the systems change conditions above on page 132 might be holding the problem in place.

Consider an issue you are passionate about or working to improve (e.g. disparities in board and governance roles in NSOs, siloed DEI efforts in NSOs). This is the issue you will be working with throughout this exercise.

Issue: Write down your chosen issue here:





TOOL 4:

Part 2: Systems Change Leadership

Systems change leadership involves a holistic approach to addressing complex social issues by fostering inclusive, collaborative, and transformative practices. Leaders must play various roles and adhere to key tenets to achieve successful systems change.

Consider the following key tenants and questions related to the issue you selected from the Intersectionality Framework:

1. Reflect on your own identity, privileges and positions of power related to the issue

Leaders must reflect on their identities, privileges, and positions of power relative to the issues they are addressing, considering how their position impacts their work and relationships with the communities directly affected.

Questions to ask:

- What are your identities, privilege(s), and positions of power about the issue(s) you are addressing?
- Are you directly impacted by the issue(s)?
- Are you a member of the group?

- Do you work with people who are directly impacted?
- How does your position impact your work on the issue?

2. Proximity to the People and Problems

This involves being physically, emotionally, and intellectually close to the communities and individuals affected by the issues you are trying to change. They prioritise building relationships and trust within these communities, recognising them as partners rather than mere beneficiaries.

Questions to ask:

- Who are the people most impacted by the issue you are addressing?
- Are there subgroups and identities within this larger group that go or have gone unnoticed?
- How often do you engage with the communities and individuals directly affected by the issues we're addressing?
- What steps are you taking to build trust and strong relationships within these work areas, communities

or individuals?

- How do you ensure you listen to and value the voices of those most impacted by these issues?
- In what ways are you physically present in the communities you serve, and how does this proximity inform my understanding of the problems?

3. Leaders engage with individuals most affected by the issue as assets

Leaders recognise the inherent assets and strengths within communities and individuals impacted by the issue.

They foster an environment where diverse talents, expertise, and skills are valued and utilised in developing solutions.

This approach shifts the focus from fixing deficiencies to leveraging existing strengths, empowering stakeholders to participate actively in the change process.

Questions for Leaders:

- How do I identify and acknowledge the inherent strengths and assets within the individuals or communities affected by the issues?
- What strategies am I using to leverage community members' diverse talents and expertise in developing solutions?
- How do I shift the focus from fixing deficiencies to empowering stakeholders and valuing their contributions?
- How am I creating an environment that encourages active participation from all stakeholders in the change process?
- In what ways am I sharing power and decision-making authority with the communities and individuals most impacted by the issue?

4. Collective Leadership

Effective systems change requires collaboration and shared leadership among multiple stakeholders. Leaders cultivate a culture of collective leadership, where decision-making is distributed and diverse perspectives are valued.

They foster networks and partnerships across sectors and disciplines, recognising that no single individual or organisation can drive systemic change alone.

Questions for Leaders:

- How do I promote a culture of shared leadership and collaborative decision-making among stakeholders?
- What steps am I taking to ensure diverse perspectives are included and valued in our leadership processes?
- How do I foster networks and partnerships across different sectors and disciplines to support systemic change?
- How do I ensure that our collective efforts are aligned towards a common goal?

5. System Awareness

Leaders deeply understand the system they seek to change, including its structures, relationships, and dynamics.

They conduct thorough diagnoses to identify interconnected systemic conditions, recognising that problems are often multifaceted and interrelated. This awareness enables leaders to navigate complex systems, anticipate unintended consequences, and identify leverage points for intervention.

Questions for Leaders:

- How well do I understand the structures, relationships, and dynamics of the system we aim to change?
- What diagnostic tools or methods am I using to identify interconnected systemic conditions and root causes?
- How do I stay informed about the multifaceted and interrelated nature of the problems we face?
- How am I identifying and utilising leverage points for effective intervention within the system?

⚙️ TOOL 4:

Part 2: Systems Change Leadership

6. *Navigating Opposing Forces*

- Leaders acknowledge and openly discuss opposing forces within the system, including stakeholders invested in maintaining the status quo.
- They develop strategies to navigate resistance and foster constructive dialogue, seeking common ground and aligning interests where possible.
- This requires resilience, negotiation skills, and a willingness to challenge entrenched interests to pursue systemic change.

Questions for Leaders:

- How do I identify and openly discuss the opposing forces and stakeholders resistant to change within the system?
- What strategies am I developing to navigate resistance and foster constructive dialogue among stakeholders?
- How do I seek common ground and align interests while addressing entrenched interests?
- What skills and approaches am I using to challenge the status quo and pursue systemic change?

By reflecting on these questions, leaders will be in a much better position to understand the complexities of the issue they have chosen to address. This comprehensive approach ensures that leaders are mindful of their roles and influences, actively engage with and empower the individuals and communities affected, foster collective leadership, and navigate systemic challenges effectively as they continue to work through this tool.





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For true intersectionality at the board level, you need a good mix of people who bring lived experience to the table... Every seat should have someone that brings a diverse perspective.

Molina Asthana
Chair, Gymnastics Victoria



TOOL 4:

Part 3: Aspiration Outcomes

7. Addressing Transformative Levers

Beyond addressing structural aspects of the system (such as policies and resource flows), leaders focus on deeper transformative levers.

This includes addressing power dynamics, relationships, and narratives that shape the system, recognising that lasting change requires shifts in underlying paradigms and beliefs. Leaders engage in storytelling and narrative-shaping to challenge existing narratives and inspire collective action towards a shared vision of change. By embodying these key elements and traits, leaders can effectively engage with systems change, fostering inclusive, sustainable, and transformative outcomes.

Consider your aspirations for outcomes you hope to see with this issue five years from now. Ideally, think about improvements in outcomes that are commensurate with the scale of the problem (e.g., are related to changing the whole system or a key subset of the system). Improvements of this magnitude would likely require something more than expanding an individual program.



Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem, and a class or LGBTQ problem there.

Kimberley Crenshaw

Aspirational Outcomes:

Write down your aspirational outcomes here:

Example: A more diverse, inclusive and safe workplace that is representative of Australia and leaves no one behind





TOOL 4:

Part 4: Assess External Conditions

Note: If the matter you aim to tackle extends beyond your organisation and is rooted in broader systemic issues or pertains to a specific community, please proceed with this assessment and complete the Internal Conditions Assessment in Section 3 as well. However, if the issue primarily concerns internal organisational matters, proceed to Section 3 and bypass this assessment.

Question: Based on your aspirations, what existing elements reinforce current conditions holding the problem in place?

Use the template below to detail your ideas.



If you see inequality as a “them” problem or “unfortunate other” problem, that is a problem. We’ve got to be open to looking at all of the ways our systems reproduce these inequalities, and that includes the privileges as well as the harms.

Kimberley Crenshaw

Example from Roadmap:

Rigid governance structures and funding cycles and practices

Interpersonal



How do power dynamics in interpersonal relationships influence the perpetuation or challenge of rigid governance structures and funding practices, and who benefits or suffers as a result?

Cultural



How do cultural norms around hierarchy and authority reinforce rigid governance structures and funding practices?

Structural



How does privilege shape the design and implementation of governance structures and funding practices?

In what ways do structural inequalities contribute to rigid structures that limit flexibility and responsiveness to diverse needs and experiences?

TOOL 4:

Part 4: Assess External Conditions

Diagnosis: Assessing Systems Conditions

Identify Strategies: Given what you articulated on the previous page, what strategies can help advance systems change efforts? Who needs to be involved? Consider the following:

- What policies need to be changed or implemented?
- What practices support or hinder progress?
- How can resource flows be adjusted to support change?
- What new relationships need to be formed?
- How can power be redistributed to promote equity?



Nihil de nobis, sine nobis.
Translated from Latin to mean
Nothing about us without us.

System Change Conditions	Example: Rigid Funding Cycles	What existing elements are reinforcing the current conditions and hindering our progress?
Explicit		
Policies	Funding Cycles are not aligned with the rate of change.	
Practices	Grant processes that favour certain organisations	
Resource Flow	Funding only flows to NSO's so other groups miss out.	

Semi-Explicit		
Relationships	Those with the strongest relationships with funders get the funding.	
Power Dynamics	Limited voice of those with lived experience	
Implicit		
Mental Models	Bias around resource allocation 'High-performance v's participation'	



TOOL 4:

Part 5: Internal Assessment

Everyone plays a part, directly or indirectly, in the challenges we are working to address. As Bill O'Brien noted, "The success of the intervention is based on the interior condition of the intervener." This section encourages you to reflect on the aspects of your and your organisation's approach that might need adjustment to support progress on the issue more effectively. Part four involves two key steps:

1. Evaluate how internal factors might be obstructing your ability to reach your external goals. This involves examining:
 - How your personal actions may be contributing to the persistence of the problem.
 - How your organisation's actions may reinforce the conditions that sustain the problem.
2. Identify potential strategies and key individuals who should be involved in implementing the desired changes.

Use the template on the next page to record your responses.



You gotta dig a little on the ground you think you're standing on, so you can actually see that much of what you take for granted in society is actually layers upon layers of inequalities that have allowed for a baseline that's fundamentally unequal.

Kimberley Crenshaw

Example:

Recruitment exclusivity and network biases taken from the Roadmap

Interpersonal



How do power dynamics in interpersonal relationships influence who has access to recruitment networks and opportunities?

What efforts are being made to address network biases and create more equitable access to opportunities?

Cultural



How do cultural norms and values shape perceptions of who is deemed “fit” for recruitment and advancement?

In what ways do cultural attitudes towards meritocracy and networking affect recruitment practices?

Structural



How do structural biases in recruitment processes perpetuate exclusivity within the sector?

Are there systemic barriers that limit marginalised individuals' access to recruitment networks?

TOOL 4:

Part 5: Internal Assessment

Diagnosis: Assessing Internal Systems Conditions

System Change Conditions	Example: Recruitment Exclusivity and Network Bias	What strategies can help advance your systems change efforts? Who needs to be involved to affect the necessary internal change?
Explicit		
Policies		
Practices	<p>Conduct a comprehensive assessment:</p> <ul style="list-style-type: none"> Assess structural policies, procedures, and systems to identify barriers to diversity, equity, and inclusion (DEI). Identify areas where structural changes are needed to address discriminatory recruitment processes, decision-making structures, and resource allocation. 	
Resource Flow	<ul style="list-style-type: none"> Allocate recruitment budgets to diverse sources and platforms that cater to underrepresented groups. Invest in programs in schools, universities, and community organisations that may not traditionally be part of your recruitment network. 	

Semi-Explicit		
Relationships	<p>Foster inclusive leadership:</p> <ul style="list-style-type: none"> • Develop leadership development programs that emphasise the importance of inclusive leadership behaviours and practices. • Provide mentorship and coaching opportunities for emerging leaders from underrepresented groups to support their advancement into leadership positions. 	
Power Dynamics	<p>Redistribution of Power:</p> <ul style="list-style-type: none"> • Monitor changes in power dynamics, particularly in decision-making processes. • Evaluate whether marginalised voices are given greater weight and influence in governance and leadership roles. • Promote accountability and transparency. • Establish mechanisms for accountability and transparency in decision-making processes, such as diversity dashboards or regular DEI audits. • Hold leaders and managers accountable for promoting DEI goals and outcomes within their areas of responsibility. 	
Implicit		
Mental Models	<ul style="list-style-type: none"> • Awareness and Education • Conduct workshops on unconscious bias and diversity to educate leaders and hiring managers about how network bias and exclusive recruitment practices can limit talent pools and perpetuate homogeneity. • Challenging Assumptions • Questioning Norms: Encourage leaders to regularly question their assumptions about where to find talent. Ask critical questions like, “Why do we typically recruit from these networks?” or “Who are we missing by limiting our search to this group?” 	

TOOL 4:

Part 6: What comes next?

If you've completed Parts 1, 2, 3, 4 & 5 of this exercise, you should have produced the following outputs:

- An evaluation of essential leadership principles necessary for effective systems change about the issue you have identified, taking an intersectional lens.
- An analysis of key elements crucial for systems change, including addressing explicit, semi-explicit, and implicit conditions that maintain a problem and potentially hinder your work's impact.
- Insights into strategies that could address these elements and considerations about individuals within the system who are or could be engaged in altering these conditions.
- An evaluation of how you and your organisation might contribute to the issue you are attempting to resolve.
- Ideas on strategies to address your and your organisation's contributions to the problem.

With this information, here are some suggested next steps:

- You are currently working with hypotheses. The first step could be to investigate and research the most significant hypotheses you've developed to test their validity.
- If you already have a strategy, the next step could be to align your findings from this exercise with your current strategy. Identify what is missing from your strategy and consider integrating these new insights.
- If you haven't developed a strategy yet, use this exercise as a foundation. Conduct additional research and analysis to validate your hypotheses before proceeding.
- Consider sharing your findings with a broader group of stakeholders involved with your issue or repeat the exercise with a different or larger group.
- As you identify other conditions that may need to be addressed, your assessment might reveal potential partners who could help you achieve your goals.

Think about using the Orchestrator, Agitator, or Innovator tool to advance this work through effective leadership strategies for system change.





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