

# Syllabus Summary

For the IWC Water Leadership Program and  
Associated Graduate Certificate in Water  
Leadership.

# Contents

Introduction .....	3
Program purpose .....	3
Program vision .....	3
Program objectives .....	3
Target audience.....	4
Design .....	4
Content.....	7
Delivery team .....	9
Evaluation results.....	9
Assessment and certificates .....	10
Timing and key dates .....	11
Time commitment for participants .....	11
Testimonials .....	12
Caitlin Davis.....	12
Dr Rebekah Kenna .....	12
Lisa Mazzella.....	12
More information .....	12
References.....	13

Updated by André Taylor, 27 June 2023

# Introduction

This document provides an overview of the purpose, vision, objectives, design, content, performance and timing of the IWC Water Leadership Program which is linked to the Graduate Certificate in Water Leadership at Griffith University. Please note that the Graduate Certificate essentially involves fully participating in the IWC Water Leadership Program, doing some additional assessment tasks, and receiving additional coaching in relation to a substantial leadership project.

For additional details on the program or Graduate Certificate, please contact the International WaterCentre at Griffith University. Contact details are provided at the end of this document.

## Program purpose

To help emerging water leaders to strengthen their individual and collective capacity to drive positive change to advance more integrated and sustainable forms of water management in order to improve the health of people, communities and natural areas.

## Program vision

To be the world's best feedback-intensive leadership development program (Guthrie and King, 2004) that is research-based and customised for emerging leaders in the water industry who want to build skills, knowledge and confidence in exercising influence, driving change and advancing more integrated and sustainable forms of water management.

## Program objectives

The IWC Water Leadership Program aims to:

- Help emerging water leaders typically at the project leader to middle management level to be more effective at exercising influence, driving positive change and advancing more sustainable and integrated forms of water management.
- Help participants to build self-leadership skills (e.g. self-awareness, confidence and a 'leader identity') as a pre-requisite for effective leadership and accelerated leadership development.
- Identify specific leadership development needs for each participant (e.g. key skills to develop), and to help them build personalised leadership development plans which include activities to be conducted in the workplace (e.g. a leadership project).
- Strengthen leadership abilities (e.g. skills, knowledge, networks and power) known to be associated with effective leaders playing different leadership roles in the water sector.

## Syllabus Summary

- Help participants to continue to develop as leaders over their careers and to enable other developing leaders to do the same.
- Assist participants to strengthen group-based leadership capacity (e.g. the capacity of a cross-organisational network of leaders to drive positive change in a water utility).
- Facilitate a broad range of developmental experiences that involve new knowledge, diverse perspectives (i.e. from presenters and participants), self-assessments and reflection, discussion, the application of knowledge to one's own work environment, practising new leadership behaviours, feedback on leadership behaviours, and support (e.g. from peers, coaches and mentors).
- Create a personal network of peer support for participants that operates during and after the program.
- Provide an entry point to leadership literature that is relevant to leaders in the water sector to assist further independent learning.
- Generate a positive 'return on investment' (Phillips, 2007) to the participants and their organisations in less than a year following the program.

## Target audience

This program targets non-executive leaders in the water and catchment management sectors. Program participants play a variety of leadership roles<sup>1</sup>, and are typically team leaders. Some participants lead cross-boundary project teams, whilst others lead teams of staff. Some more senior participants are also preparing to play executive roles.

Participants come from all parts of the water and catchment management sectors, with the majority coming from water utilities, State government departments and local government agencies. The average age is mid-30s, with equal participation by males and females. The program has run annually since 2011 with 20 to 30 participants per year. To date, participants have originated from eight countries, with the majority being Australian.

Many of our participants have already built technical and managerial abilities, and are now choosing to focus on building their leadership abilities (i.e. the capacity to influence). Some participants also use the program as a safe space to deeply reflect on their careers, and explore what steps they should take next to better align their purpose and personal values with their professional work.

## Design

The program has been designed and is delivered each year in accordance with the following principles:

- The program's design and content (e.g. conceptual models and leadership tools) should be informed by sound research that is relevant to people playing different roles in the water sector.

---

<sup>1</sup> See Taylor *et al.* (2015) for a discussion of six leadership roles that we commonly see in case studies of positive change in the water sector. These roles provide a conceptual framework that is frequently used throughout the program. Most participants choose to focus on learning how to play one or two of these roles during the program.

## Syllabus Summary

- The design of the program needs to be consistent with the '70:20:10 rule' of leadership development (Lombardo and Eichinger, 2000) which suggests that approximately 70% of leadership development occurs through conscious practice, 20% through developmental relationships (e.g. coaching, mentoring and feedback), and 10% from structured training which plays an important amplifying effect.
- Leadership can be taught and learnt (Avolio, 2005) even though a leader's personality characteristics and context contribute to effective leadership (Northouse, 2021).
- The design, content and evaluation of the program should be transparent (e.g. communicated through conference and journal papers).
- A feedback-intensive leadership development program design is most likely to generate positive behavioural change and a positive return on investment to participants and their organisations (see Guthrie and King, 2004).
- Leadership development is a lifelong, challenging activity (Avolio, 2005). As such, the program must help participants to actively manage their development as leaders over their careers.
- The design of the program should include numerous opportunities for participants to build self-awareness, challenge themselves, get frequent feedback from their colleagues, receive support from colleagues, and deeply reflect (Avolio, 2005; McCauley and Van Velsor, 2004).
- The design should aim to build the individual capacity of water leaders to influence and drive change (i.e. leader development), as well as their capacity to work with other leaders to collectively drive group-based leadership processes (i.e. leadership development).
- The program should prepare emerging leaders for current and future challenges in the water sector, as well as the ability to play different roles in the water sector. These roles include, but are not limited to, the champion leader, enabling (adaptive) leader, cross-boundary team leader, thought leader, strategic leader and trusted advisor roles (see Taylor *et al.*, 2015).
- Face-to-face training ('intensives') should minimise the use of 'lecture style' presentations and maximise opportunities for interaction, discussion, self-assessment, peer-to-peer information sharing and reflection.
- The program should be comprehensively evaluated each time it is run, continuously improved, and be subject to a major review every 10 years (which was last done in 2021 for the IWC Water Leadership Program).
- The program's design should include 'accountability mechanisms' to ensure that participants fully commit to the program (Shelton, 2003).

The program was first run in 2011 following a trial program that was designed, delivered and evaluated as part of a Ph.D. research project at Monash University (see Taylor, 2010a & b). When the program was first launched it was officially endorsed by the Water Services Association of Australia and the Australian Water Association. The program's design was also peer reviewed by:

- Professor David Day (formally the Winthrop Professor and the Woodside Chair in Leadership and Management at the University of Western Australia's Business School). Professor Day is one of the world's leading leadership development academics and practitioners.
- Members of an Industry Leaders Reference Group. This group included senior representatives from the Queensland State government, City of Canning (WA), Healthy Waterways Limited (QLD), Water Services Association of Australia, Yarra Valley Water, Urban Utilities, Veolia Water, Melbourne Water and the Australian Water Association.

The elements and timing of this ten-month, annual program are shown in Table 1. Note that some minor modifications to this schedule may be made to accommodate unexpected events, venue availability and the needs of participants.

**Table 1:** An overview of the program’s key elements and their timing

Month	Key program elements
<b>December</b>	<ul style="list-style-type: none"> <li>• Introductory document and post pack. This includes the program instructions, readings, self-assessment and reflection exercises, a preparation checklist, an overview of the program elements, a leadership plan template, etc.</li> <li>• Online workshop [Core]: Induction to the program.</li> <li>• Introductory exercise using an online learning management system.</li> <li>• Customised 360-degree feedback process. Gathering rater information.</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Continuing with the pre-intensive exercises and reading.</li> <li>• 360-degree feedback process: Participants will do a self-assessment as part of the survey.</li> <li>• Online workshop [Optional]: Self-leadership: Time management.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Continuing with the pre-intensive exercises and reading.</li> <li>• Continuing the 360-degree feedback process.</li> <li>• Online workshop [Core]: Introduction to leadership in the water sector, fundamental leadership concepts, ethics and ethical leadership.</li> <li>• Online workshop [Core]: Introduction to leadership development including building a leadership plan.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• First face-to-face intensive in Brisbane in late February to early March: 3 days. Topics include self-leadership (e.g. purpose, values, emotional intelligence, self-leadership traps, and leadership roles), transformational leadership, authentic leadership, playing six water leadership roles, power, influence, social networking, building shared visions, communication skills, and building a leadership plan. The intensive also includes sessions involving guest speakers / group mentors.</li> <li>• Plan development by participants and feedback from IWC coaches.</li> <li>• Online workshop [Optional]: Self-leadership: Building resilience.</li> <li>• Online workshop [Optional]: Self-leadership: Building confidence and overcoming the imposter syndrome.</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Leadership plan implementation, local mentoring discussions and peer to peer support.</li> <li>• One-to-one coaching session (no. 1) - late April / early May.</li> <li>• Online workshop [Core]: Communication: Active listening, giving feedback and presenting.</li> <li>• Online workshop [Optional]: Leadership roles: Playing the team leader role.</li> <li>• Online workshop [Optional]: Leadership roles: Playing the champion leader role.</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Leadership plan implementation, local mentoring discussions and peer to peer support.</li> <li>• Online workshop [Core]: Communication: Coaching skills.</li> <li>• Online workshop [Core]: Leadership roles: Playing the adaptive / enabling leader role.</li> <li>• Online workshop [Optional]: Leadership roles: Playing the thought leader and trusted advisor leader roles.</li> <li>• Online group coaching session no. 1 [Optional].</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Leadership plan implementation, local mentoring discussions and peer to peer support.</li> <li>• One-to-one coaching session (no. 2) - early to mid-June.</li> <li>• Online workshop [Core]: Leadership styles and situational leadership.</li> <li>• Online workshop [Optional]: Strategies to lead / influence with little authority and to build trust (includes playing the cross-boundary team leader role).</li> </ul>

## Syllabus Summary

Month	Key program elements
	<ul style="list-style-type: none"> <li>Online workshop [Optional]: Leading in a crisis.</li> </ul>
July	<ul style="list-style-type: none"> <li>Leadership plan implementation, local mentoring discussions and peer to peer support.</li> <li>Begin a follow-up feedback process using surveys that are customised for each participant.</li> <li>Online workshop [Core]: Exploring two water leadership case studies.</li> <li>Online workshop [Optional]: A film-based leadership case study.</li> <li>Online workshop [Core]: Strategic leadership and playing the strategic leader role.</li> <li>Online group coaching session no. 2 [Optional].</li> </ul>
August	<ul style="list-style-type: none"> <li>Leadership plan implementation, local mentoring discussions and peer to peer support.</li> <li>Complete the follow-up feedback process.</li> <li>Interviewing a senior leader in one's organisation.</li> <li>Second face-to-face intensive in Brisbane in early to mid August: 2 days. Topics include conflict management, communication/facilitation skills, using tools from the program and updating leadership plans. This intensive includes a relatively high number of reflection sessions and sessions involving guest speakers, presenters and group mentors.</li> <li>Updating and simplifying individual leadership development plans (for use following the program).</li> <li>Online workshop [Optional]: Navigating role transitions as a leader.</li> <li>Online workshop [Optional]: An introduction to systems thinking to address complex challenges.</li> </ul>
September	<ul style="list-style-type: none"> <li>Continuing to update and simplify individual leadership development plans.</li> <li>One-to-one coaching session (no. 3) - early September.</li> <li>Online workshop [Core]: A final integrating activity to apply concepts, guidelines and tools from the program to address three water leadership challenges.</li> <li>Online workshop [Optional]: Innovation leadership to address complex challenges.</li> <li>Online workshop [Optional]: Strategies to enable other leaders and build distributed leadership capacity.</li> <li>Preparation of a final Reflection Report.</li> </ul>

### Notes:

- For participants to earn the Certificate of Water Leadership - Excellence (digital badge) they need to complete all of the program activities marked in Table 1 as "core" and complete a third of the workshops marked in Table 1 as "optional".
- To fully commit to the program and earn a Certificate of Water Leadership - Excellence (digital badge) would require a total time commitment of approximately 15 days over 10 months.
- Please contact the IWC for the exact dates of the intensives in the next round of the program, as these vary from year to year.

## Content

The program's design and content are refined each year following an evaluation process. Nevertheless, the following topics are typically addressed during the program's face-to-face intensives and online learning activities:

- An introduction to leadership in the water sector.

## Syllabus Summary

- Self-leadership (Neck & Manz, 1996): The clarification and communication of personal purpose and values, building self-awareness and self-regulating one's behaviour, emotional intelligence, managing one's development as a leader, identifying the most suitable leadership roles in the water sector to bring out one's best, time management, building resilience and managing stress, avoiding common self-leadership traps, reflection techniques, etc.
- Learning how to play six common and/or important leadership roles in the water sector (i.e. the champion leader, enabling [adaptive] leader, cross-boundary team leader, thought leader, strategic leader and trusted advisor roles; see Taylor *et al.*, 2015). The program provides guidance and resources on how to play all of these roles, although most participants choose to focus on learning how to play one or two of them during the program.
- Situational leadership, including how to play different leadership styles at different times (see Goleman, 2000). In particular, we explore how to use the transformational leadership style (e.g. when seeking to influence without much authority), the adaptive leadership style to address complex challenges, and styles of leadership that are needed to lead in a crisis (e.g. the commanding leadership style), and the coaching style.
- Team leadership, including leading cross-boundary teams (e.g. multi-disciplinary project teams), virtual teams and creative teams.
- Strategic leadership (see Leitch *et al.*, 2016).
- Ethics, ethical leadership, authentic leadership and servant leadership (see Northouse, 2021).
- Using several well researched water leadership case studies to explore how leaders playing different leadership roles can work together to advance more sustainable forms of water management.
- Key communication skills for leaders, including active listening, conflict management, giving and receiving feedback, building and communicating shared visions, storytelling, using social media, facilitation skills, coaching, and presentation skills.
- Techniques to build different forms of personal and position power.
- Guidance on how to design and execute an influence strategy, including 'influencing up' and influencing politicians.
- Different forms of social networking (see Ibarra & Hunter, 2007).
- Principles and methods of leader and leadership development (e.g. mentoring, coaching, reflection, challenging job assignments and methods to get frequent feedback from colleagues). Including the use of individual leadership development plans, leadership projects, and avoiding common developmental traps (e.g. those discussed in Taylor, 2017).
- Practical systems thinking techniques that can be used as part of the enabling / adaptive leadership role when working with complex problems.

Importantly, participants choose which aspects of leadership to address in their individual leadership development plans. This choice is based on their 360-degree feedback, discussions with mentors, supervisors and coaches, the results of numerous self-assessment activities, the participants' purpose and career plans, and the participants' own intuition following exposure to a range of leadership concepts and tools. These plans are 'living documents'. At the end of the program it is common for high performing participants to be on version 4 or 5 of their plan. Most plans have three developmental objectives that focus on specific aspects of leadership (e.g. learning how to play the champion role or improving an aspect of communication). The provision of feedback on draft plans by an IWC coach and the three one-to-one coaching sessions provide opportunities for IWC coaches to work closely with each participant to improve aspects of leadership that are most relevant to them and their organisation.

The one-to-one coaching sessions also provide an opportunity for the IWC's leadership coaches to provide program participants with personalised packages of information and guidance to help them address their unique leadership challenges. For example, some participants may use the guidance of an IWC leadership



## Syllabus Summary

coach to work on aspects of leadership that are not specifically addressed in the program's core training modules.

# Delivery team

Dr André Taylor (BSc Hons, MEM, PhD) is the IWC's Leadership Specialist and leads the delivery of the program. Each year, the program's delivery team comprises of approximately 10 industry leaders, educators and coaches who act as executive group mentors, specialist trainers/facilitators, coaches and guest speakers.

Typically modules within the program are facilitated by our Leadership Specialist with support from guest speakers and other IWC leadership coaches. Our guest speakers are a mix of emerging and executive level leaders. We also engage former program participants to be guest speakers as we have found that they are particularly good at presenting concepts and sharing their 'leadership development story' in ways that strongly resonate with our participants. Our group mentors are distinguished executive water leaders who have experience working in a variety of leadership roles including roles at the CEO and board chair levels.

The program's coordinator and leadership coaches are also experienced water practitioners and leaders. We believe that the impact of the program is enhanced by having a core delivery team with a deep understanding of the context in which the participants work. This reflects the belief that leadership is acutely sensitive to context, and leadership development programs need to be focused on those topics and capacities that are most relevant to their target audience.

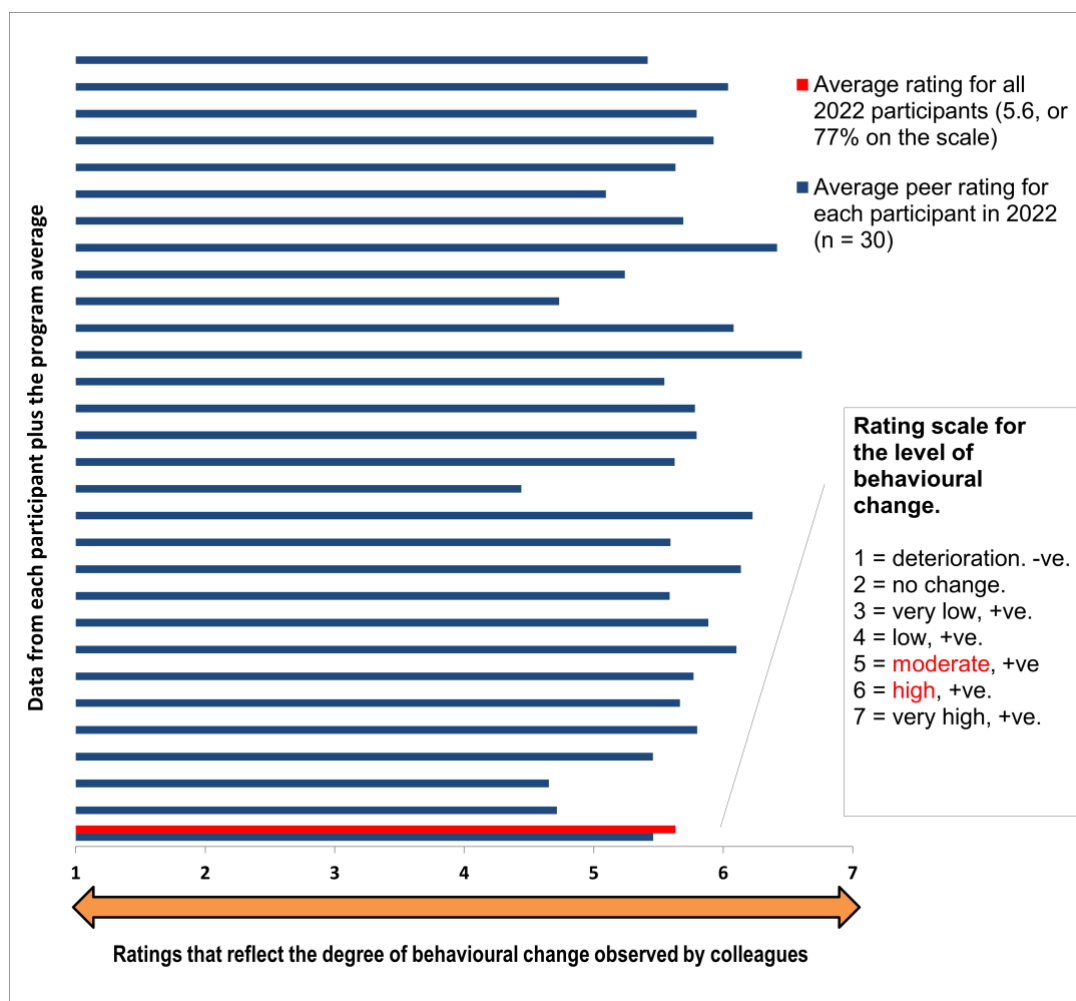
# Evaluation results

The program has been evaluated each year from 2011 so it can be progressively improved. In addition, rigorous evaluation occurred in the first few years to estimate its Return on Investment (RoI) to participants and sponsoring organisations. Examples of typical annual evaluation results include:

- Strongly positive participant feedback. For example, in 2017:
  - The extent to which program met all of its objectives: The average rating from participants on a 1-9 Likert-type scale was 96% (anonymous feedback).
  - The extent to which the program achieved its objective of working with participants to strengthen leadership skills known to be associated with effective water leaders and organisational leaders in general: The average rating was 93%.
  - The extent to which the participants' ability to successfully undertake leadership has improved as a result of participating in this program. The average rating was 89%.
  - The extent to which the participants' confidence to take on leadership roles and activities has increased as a result of participating in this program. The average rating was 89%.
- Strong evidence of behavioural change during the program. For example, Figure 1 shows anonymous feedback data from the colleagues of participants in 2022, which is similar to other years. It indicates that the average level of behaviour change with respect to behaviours that were included in individual leadership development plans after 4 months was better than "moderate" (i.e. 5.6 on the 1-7 scale). The average rating for each of the 30 participants was also positive, meaning that positive behavioural change had been observed by their peers. These data are particularly valuable as they relate to the

## Syllabus Summary

aspects of leadership that each participant has been working on, do not rely upon self-reporting, and are reported directly and anonymously from the participants' colleagues to the IWC.



**Figure 1:** The extent of behavioural change after 4 months of implementing individual leadership plans, as assessed by the colleagues of 30 participants in 2022

- Strong evidence that a positive RoI can be expected in less than a year following the program assuming participants fully to commit to the program. For example, in 2012 the conservatively estimated average RoI estimate for the program was 3.4 or 340%. This was estimated using methodology from Phillips (2007) and Phillips & Phillips (2002, 2003). An RoI of 3.4 means that a participant should expect to return the full cost of participating the program to be repaid three times over after 1 full year following the program. Given the average participant is in their 30s and most would retire in their 60s, we would expect the total RoI over the span of their careers to be approximately 100 fold.

## Assessment and certificates

Participants in the program may achieve one of two Griffith University digitally badged micro-credentials - a Certificate of Water Leadership or a Certificate of Water Leadership (Excellence). In short, a Certificate of Excellence micro-credential is awarded when participants complete all compulsory (core) elements of the program and a third of the optional elements (see Table 1). A standard Certificate micro-credential is

## Syllabus Summary

awarded when participants just complete the most basic elements of the program (e.g. the face-to-face intensives, the 360-degree feedback, the individual leadership development plan, two of the one-to-one coaching sessions, and the final Reflection Report). The vast majority of program participants earn the higher level of certificate (digital badge). Students also completing the Graduate Certificate in Water Leadership need to participate in the IWC Water Leadership Program to such a level that they earn the Certificate of Water Leadership (Excellence) credential.

Micro-credential certificates are issued in the form of digital badges granted through Credly. The Certificate of Excellence provides 20 Credit Points of advanced standing entry towards the [Graduate Certificate in Water Leadership](#) offered by Griffith University. This means that participants who are just participating in the IWC Water Leadership Program and earn the Certificate of Excellence can choose to come back to Griffith University in future years and complete their Graduate Certificate in Water Leadership if they wish.

## Timing and key dates

The IWC Water Leadership Program runs for 10 months each year, from 1 December to 30 September. Applications can be made [online](#) any time before 31 October. The program is filled on a 'first-come first-served' basis, so interested participants are encouraged to apply early. Please check the IWC website for up-to-date information.

## Time commitment for participants

We estimate that full commitment to this program requires approximately 15 days of time over 10 months (i.e. from early December to late September). The peak workload corresponds with the first face-to-face intensive in late February - early March and the creation of the leadership development plans shortly after this intensive. Note that:

- Most elements of the program are compulsory if a participant wishes to gain a Certificate of Water Leadership - Excellence (digital badge).
- Some elements of the program are optional which provides participants with the choice of participating in everything and maximising the program's value, or being selective about what learning activities they engage with.
- With the exception of the first face-to-face intensive in February/March, there is flexibility as to when participants can undertake the learning activities (e.g. one-to-one coaching sessions can be rescheduled, and participants can do 'catch up activities' if they are not able to attend the compulsory/core online workshops).

# Testimonials



**Caitlin Davis**

Team Leader Portfolio Management, Victorian Environmental Water Holder

*What a fantastic opportunity for water and catchment management industry professionals! I can't speak highly enough of this results-driven, practical, researched-based and enjoyable course. It has had a positive effect on me and my workplace, and will continue to deliver outcomes into the future.*



**Dr Rebekah Kenna**

Erosion and Sediment Control Officer, Redland City Council

*It is an outstanding program that had and will continue to have a positive impact on my leadership abilities, along with the leadership abilities of those around me. I found the program partially relevant to those of us from specialist backgrounds, as the program has a focus on skills to transition from being a technical expert towards being able to strategically influence and effectively drive change. I am particularly grateful for my increased abilities to exert influence especially across organisational boundaries.*



**Lisa Mazzella**

Senior Policy Officer, Strategic Policy and Programs – Water, Department of Water and Environmental Regulation, WA

*I'm extremely grateful for the opportunity to join the IWC leadership program. I feel like I've learned a new language, and this is the beginning of a lifetime of learning. ... The program is excellent. It is very well designed, based on high-quality research, and I would highly recommend it to anyone who wants to build leadership skills.*

# More information

For up-to-date information:

- Visit our website: <https://watercentre.org/courses/water-leadership-program/>
- Or contact the program coordinator and IWC Leadership Specialist:

Dr André Taylor  
[andre.taylor@griffith.edu.au](mailto:andre.taylor@griffith.edu.au)  
Ph. +61 438 182 709

# References

- Adair, J. (2005). *How to grow leaders*. London, England: Kogan Page.
- Blanchard, K., & Hersey, P. (1996). Great ideas revisited. *Training and Development*, January 1996, 42–47.
- Goleman, D. (2004). What makes a leader? *Harvard Business Review*, January 2004 (reprint from 1998), 82–91.
- Guthrie, V., & King, S. (2004). Feedback-intensive programs. In C. McCauley, & E. Van Velsor (Eds.), *The Center for Creative Leadership handbook of leadership development* (pp. 25–57). Second edition. San Francisco, California: Jossey-Bass.
- Ibarra, H. & Hunter, M. (2007). How leaders build and use networks. *Harvard Business Review*, 85(1), 40–47.
- Lee, L., Horth, D., & Ernst, C. (2014). *Boundary spanning in action: Tactics for transforming today's borders into tomorrow's frontiers*. White Paper. Greensboro, North Carolina: Center for Creative Leadership.
- Leitch, J., Lancefield, D., & Dawson, M. (2016). 10 principles of strategic leadership. Online article. <https://www.strategy-business.com/article/10-Principles-of-Strategic-Leadership> (26 June 2023).
- Lombardo, M., & Eichinger, R. (2000). *The leadership machine: Architecture to develop leaders for any future*. Minneapolis, Minnesota: Lominger Ltd Inc.
- McCauley, C., & Van Velsor, E. (Eds.) (2004). *The Center for Creative Leadership handbook of leadership development*. Second edition. San Francisco, California: Jossey-Bass.
- Neck, C., & Manz C. (1996). Self-leadership: Leading yourself to personal excellence. Article cited at: <http://emergingleader.com/article4.shtml> (accessed 1 March 2014). [A summary from their book titled: 'Mastering self-Leadership: Empowering yourself for personal excellence'.]
- Northouse, P. (2021). *Leadership theory and practice*. 9th edition. London, England: Sage.
- Phillips, J. (2007). Measuring ROI: Fact, fad, or fantasy? *Training and Development (T+D)*, April 2007, 42–46.
- Phillips, J., & Phillips, P. (2002). How to measure the return on your HR investment: Using ROI to demonstrate your business impact. *Strategic HR Review*, 1(4), 1–9.
- Phillips, J., & Phillips, P. (2003). Using action plans to measure ROI: A case study. *Performance Improvement Journal*, 42(1), 1–20.
- Shelton, K. (2003). Developing leadership: Is it worth the investment? Editor's note. *Leadership Excellence*, 20(8), 2.
- Taylor, A. (2010a). Building leadership capacity to drive sustainable water management: The evaluation of a customised program. *Water Science & Technology*, 61(11), 2,797–2,807.
- Taylor, A. (2010b). *Sustainable urban water management: The champion phenomenon*. PhD Thesis. Melbourne, Victoria: National Urban Water Governance Program, Monash University.
- Taylor, A., Lincklaen Arriëns, W., & Laing, M. (2015). Understanding six water leadership roles: A framework to help build leadership capacity. Feature article. *New Water Policy and Practice Journal*, 1(2), pp. 4–31. Accessed: <https://www.joomag.com/magazine/new-water-policy-and-practice-volume-1-number-2-spring-2015/0164455001438172947?page=2> (26 June 2023).
- Taylor, A. (2017). Growing as a water leader: Beware of six traps. *New Water Policy and Practice Journal*, 4(1), 1–18. Accessed: <https://viewer.joomag.com/new-water-policy-and-practice-issue-4-number-1-fall-2017/0275822001516809931> (26 June 2023).