



## 'Leadership Communities': A Brief Literature Review

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# Leadership Communities: A Brief Literature Review

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## 1. Introduction

This review of leadership communities comes at an opportune time. There has been enormous interest and investment in leadership development for the public sector staff in Scotland in recent years – not least by the Scottish Government. Some of leadership development initiatives and programmes have now been evaluated and some of the recommendations emanating from these seem to suggest the establishment of leadership communities. However, there have also been suggestions that some of this provision has been uncritical and its impact inadequately evaluated (ESRC, 2009, Tourish et al., 2007, Audit Scotland, 2005).

The aim of this brief review was to ask what the literature tells us about:

What leadership communities are?

Whether leadership communities have a conceptual basis?

The rationale for developing leadership communities

Whether and in what way could leadership communities contribute to leadership development in an effective, meaningful and sustainable way?

Whether there are models of leadership communities that we can learn from?

## 2. Background to the Social Services Leadership Communities Project

The Leading to Deliver Programme (LtD) was developed in response to research carried out by the Scottish Leadership Foundation (2003) which identified a need for better leadership and management in the social services sector. The programme is fully funded by the Scottish Government and delivered by The Taylor Clarke Partnership in partnership with the Robert Gordon University. The main aim of the evaluation of Leading to Deliver was to examine to what extent the programme met its objectives and to assess the extent to which this approach to leadership development was resulting in real impacts in terms of the implementing Changing Lives. Audit Scotland have recommended that 'Simple models such as the Kirkpatrick framework should be applied routinely' to evaluating the effectiveness investment in leadership development (2005:25). Leading to Deliver was not evaluated using the Kirkpatrick framework which not only evaluates, response to training, learning as a result of training, changes in behaviour but also the impact of the training has had on the individuals practice or in their organisation. Nevertheless the evaluation does meet its aims, that being able to identify recommendations for future development of the delivery or the programme and the ways in which both the impact and reach of the programme can be improved. The evaluation suggested that *if* delivery of Leading to Deliver was implemented on a local or regional basis that participants are provided with an opportunity to develop syndicate groups. The evaluation recommended that the valued features of the programme such as facilitation, accreditation,

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opportunity to network and the workplace change projects should be retained and strengthened (York Consulting, 2008).

The need to support the sustainability of participants to share and apply what they had learned about leadership from the LtD programme also came from 100 of the Leading to Deliver graduates who came together in March 2007 and proposed the setting up a network of local leadership communities across Scotland where anyone from the social services workforce could be involved. Thus it would seem that having been on the LtD is not a prerequisite; rather the network was to operate on some guiding principles

- Leadership is about your attitude, not your job title.
- You are a leader if you have the courage to challenge current practice and thinking so that services better meet the needs of the service user.
- You come to the community with a spirit of generosity – if everyone puts something in, then everyone will get something out of it.
- The community will be a comfortable, safe environment where people feel able and encouraged to share their real experiences and ideas.
- The community is a practical resource – of ideas, of what works and what doesn't, of contacts - for all its members. It is not just a talking shop.

The Changing Lives Leadership and Management Group asked that four regional leadership communities be developed and supported by Linda Anne Smith. In November 07 the South East Leadership Forum was launched; in September 08 the West of Scotland Leadership Community was launched, the Tayforth Leadership Community was launched in April 09 and the Highlands and North East Scotland Leadership Communities will come onboard in 2009.

The information on the Launch of the Tayforth Leadership Community (2009) stated the purpose the Leadership Communities is to

- To bring together and support a community of connected, open-minded and motivated leaders who share ideas, knowledge and experiences, and who seek to be the best they can be at delivering social services in a way that meets the needs of service users.

The overall Leadership Communities project has the following objectives, although each local community will have its own action plan and targets.

Objective	Successful Outcome
To promote and develop a non-silo climate of effective, innovative, responsive and dynamic leadership in Scotland's Social Services.	Evidence that members are role models and are applying their new leadership behaviours, attitudes, tools and skills.  Evidence that members are actively using each other as a source of peer support and/ or peer challenge.

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	Evidence that members are actively working across boundaries.
To sustain and build on the leadership capacity and capability in the sector.	Evidence that members are sharing their experiences and ideas on relevant leadership/ learning tools and resources in implementing the Changing Lives agenda.
To scope the future, create the vision and influencing the development of tools needed to realise this vision.	Evidence that the community is credible and is influencing future policy, practice and outcomes, nationally and locally.
To ensure that the community remains sustainable and relevant.	Evidence that the community is being led by its members, and is run by its members for its members, but with support from SG.  Evidence that membership is growing.

The Leadership Communities will work with existing structures and projects where possible and appropriate. In particular there will be strong linkages with both the local Learning Networks and the Local Practitioner Fora. The leadership communities will reinforce the work of the learning networks and practitioner fora, not compete with it. There will be ongoing operational and strategic discussions to ensure this (Tayforth Leadership Communities, 2009).

These developments sit within a wider policy context in which leadership development and the creation of specific leadership initiatives has been a key feature of the reform agenda in both central and local government. Audit Scotland produced a report on 'Leadership Development: How Government Works' in 2005. In 2007 Aberdeen Business School Evaluated Leadership Development across the public, private and not for profits sectors in Scotland. And more recently the Economic and Social Research Council (ESRC) held a Seminar Series entitled 'Mapping the public policy landscape: Leadership in public sector in Scotland' (2009). This series, organised by the ESRC and the Scottish Government, aimed to provide an opportunity for delegates to consider how new theories might help explain recent events and inform better leadership and leadership development in the future. These various reports provide an important policy backdrop to the way in which leadership could be and perhaps will be developed in Scotland and thus are pertinent to the development of leadership communities in the social services sector.

### 3. Purpose of the Literature Review

The aims of the review are to inform the future development of this work through

- attempting to define what leadership communities are

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- exploring whether there is a conceptual basis for developing leadership communities
- exploring whether there are different models of leadership communities
- exploring whether there are particular features of leadership communities that develop leadership in a sustainable and meaningful way

### 4. Findings

#### Situating the Findings

The concept and development of leadership communities sits within literature that discusses leadership theories, the rationale and drivers for developing leadership. It is important that the definitions of, the conceptual basis for, the models and features of leadership communities are discussed in this wider context. It is this wider context that helps us understand where the notion of leadership communities comes from and the ways in which they may be one way of developing leadership in social services in Scotland.

#### Learning from theories on and evaluations of leadership development

There is a huge body of literature on the theories relating to leadership and management, and literature relating to the evaluation of leadership development programmes and activities. The limited nature of this review precluded the inclusion of the vast majority of this literature. However, the review has drawn on the references made within the literature included regarding how best to develop leadership in the context of collectives or communities or where there was reference to barriers to developing and sustaining networks, communities or what Leading to Deliver has called syndicate groups.

Knotter has defined leadership as 'the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by their leader or shared by their leaders and their followers' (1996). However some of the more recent literature asks us to not to equate leadership development with leader development; the focus on the individual does not attend to the social, political, collective and other contexts of action. Leadership needs to be developed in context where building relationships, networks and commitments is emphasised (Iles and Preece, 2006).

The notion of distributed leadership seems associated with leadership as learning and as social action. Dinham et al., propose that action learning projects provide a vehicle to build on and develop distributed leadership capacity (2008). The notion of learning through networking also arose in the Evaluation of the Leadership for Learning Initiative (2005). This evaluation found that networking and regular space and time to meet, share and learn with peers seen as important. There was a preference amongst participants for face to face or telephone contact. Coordinators perceived to be central to set up meetings, facilitate the sharing of good practice (Granville and Russell, 2005). This was echoed again in the evaluation of the Leading to Deliver programme that recommended the strengthening of valued features such as facilitation and opportunity to network in syndicate Groups (York Consulting, 2008). This evaluation also cited the inclusion of a mix of local authority and voluntary sector participants from all over Scotland

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as a successful feature as it resulted in practice and information being shared outwith participants local environment (York Consulting, 2008)

These evaluations also point to some potential barriers associated with developing leadership. Both the evaluation of Leading to Deliver and the Evaluation of Leadership for Learning found participants struggled with on line learning, this was largely associated with a lack of confidence or ability in using the technology (Granville and Russell, 2005, York Consulting, 2008).

The Evaluation of Leading to Deliver also pointed to organisational barriers to use learning in the workplace (York Consulting, 2008). This findings may be related to the much larger study into leadership development in Scotland which found a lack of support from senior management, partly due to an inability to prove a direct impact on organisational performance for leadership development activities and a perceived lack of time to participate (Tourish, D., Pinnington, A and Braithwaite-Anderson, S., 2007). Moreover this evaluation found that many organisations had no statement or framework about leadership with activities undertaken, no clear idea set out on how leaders are expected to behave and no clear idea of what behavioural changes or what competencies, skills, and knowledge they are seeking to promote through such activities. (Tourish, D., Pinnington, A and Braithwaite-Anderson, S., 2007).

### *Situating the theories and evaluations in a Policy Context*

The creation of specific leadership initiatives have been a key feature of the reform agenda in both central and local government. It was with backdrop that Audit Scotland produced a report aimed to give an overview of leadership development across the Scottish public sector. Some of the main findings have relevance for the development of leadership communities within the social services sector. They found that

- There is enthusiastic support for development opportunities that bring leaders together from different organisations.
- Sixty percent of organisations are investing in leadership development without any policy to direct this
- The way in which the investment is being evaluated varies greatly, with 50% having no process in place for evaluating their investment

Audit Scotland recommended that

- Investment in leadership development should take place within a clear policy framework and with a clear sense of how such an investment might link to organisational improvement
- More rigour should be applied to managing leadership development especially in tracking overall levels of investment a cross organisations and in evaluating the effectiveness of that investment. Simple models such as the Kirkpatrick framework should be applied routinely
- Each pubic body should consider whether shared investment in leadership development would help improve services and make appropriate links to achieve this, this is particularly important at the community planning level.

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- The Scottish Executive should put in place a robust mechanism for ensuring consistency and sharing experience in areas where significant investment is being made in leadership capacity building, both where it acts directly and through sponsorship of others such as the funding councils.
- There is continuing need for a coordinating body to act on behalf of public bodies in Scotland, with the capacity to broker solutions, provide advice on strategic procurement, commission research and spread best practice. It should be funded in a way that ensures it is independent of commercial activities and can carry out the role effectively.

(Audit Scotland, 2005)

In 2007 Aberdeen Business School Evaluated Leadership Development across the public, private and not for profits sectors in Scotland (Tourish, D., Pinnington, A and Braithwaite-Anderson, 2007).

They recommended

- More routine and rigorous evaluation of leadership development activities
- Organisations need to declare leadership development as a priority, clearly identify behaviours, values, experiences and competencies that they regard as important, what leadership 'looks like' in their context.
- Organisations focus strategically on what leadership programmes and activities are appropriate to their needs
- That the Scottish Government should develop a strategy to create indigenous world class leadership research and programme provision, one that would encompass co-operation between Scottish universities already working in this area.
- There is a need for a lead to be taken on facilitating knowledge on what constitutes key aspects of effective leadership.

The report of the ESRC Seminar Series 'Mapping the public policy landscape: Leadership in public sector in Scotland' (2009) was intended to stimulate conversation about the utility of established and emerging leadership theories in informing the development of leadership. The report suggests that new demands on leadership in the Scottish public sector are not likely to be well served by traditional leadership development.

Keith Grint, Professor of Public Leadership and Management makes the case for collective approaches to the complex social problems that fall across organisational boundaries, and for a flexible leadership that derives its authority through the decision maker's persuasive framing of the problem in context. Grint suggests that many of the problems facing Scottish public services are deeply 'wicked' they sit across government organisations and attempts to treat them as 'tame' will almost certainly fail. Leadership can be associated with 'wicked' problems and management with 'tame' problems. Wicked problems are complex and require leaders to facilitate innovative response rather than rolling out known processes. Wicked problems rarely reach a point at which it can be said they have been solved; they require the asking of the right questions rather than providing the right answers and this means collaboration. The collective



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is important in addressing 'wicked' problems. Wicked problems are partly defined by the absence of an answer; they require the leader to engage the collective in an attempt to come to terms with the problem. Leadership success is rooted in persuading followers that at any one time the problematic situation is one of a critical, tame or wicked nature and adjusting behaviour to the appropriate authority form – command, management or leadership. The irony of leadership is that it is the most difficult of approaches as it implies the leader does not have the answer, it requires the leader to make the collective face up to responsibility, the answer is going to take a long time to construct and that it will require constant effort to maintain (ESRC, 2009).

Graeme Martin, Professor and Director from the Centre of Reputation Management through People makes the case that the demands of a collaborative leadership and partnership working in the face of wicked problems requires leaders, university business schools and consultants to work together to help leaders learn from each other. He draws on the work of Harvard Business School which argued that companies need to articulate a purpose, to ensure distributed leadership and strategy making rather than a traditional top down model through fostering community and citizenship and building trust. Martin argues that the introduction of the Single Outcome Agreements require specific attention, one of the main vehicles for delivering these are the Community Planning Partnerships. The challenge to deliver more, in different ways that meet the Governments five strategic objectives is certainly a wicked problem. Martin proposes that Distributed leadership may offer some help in this regard. Distributed leadership relies on concertive action where people pool ideas and expertise, so producing services and leadership energy that is greater than the sum of their individual capabilities. It also means rethinking the boundaries of organisations within which leadership is to be distributed, it recognises that leadership is owned by the many rather than the few. Few attempts have been made to develop distributed leadership in the Scottish public sector and even fewer to evaluate its success. One exception is multi-agency partnership work in Fife. He argues for collaboration between

- Public sector leadership practitioners, and others in the Community Planning Partnerships, as consumers and producers of knowledge and action on leadership
- Scottish Universities as research-led producers and disseminators of leadership knowledge and brokers between world-wide expertise and leaders
- Management consultants, which bring international expertise, project management and financial acumen to the table.

Examples and evaluations of collaborative knowledge creation and dissemination about leadership in the USA and Sweden have been discussed by Shani et al., 2008. These appeared to embrace the best of active learning, critical reflection and active intervention rooted in relevant research.

Now let us turn to how the literature shed light on the questions of the review.

### Leadership communities

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Leadership communities are groups of practitioners who support and encourage one another to expand their individual and joint leadership capacity (Dunoon, 2004). The rationale is that

- Developing leadership throughout an organisation is about fostering new ways of thinking, relating and acting in the context of focusing on actual and emerging issues for the organisation
- Leadership is best developed by managers practicing together, over an extended period, in a context in which they are supported and encouraged to stretch themselves
- The diversity of experience is tapped into and can provide a powerful source of learning
- Joint leadership work can be undertaken.
- They can build on and involve elements commonly found in leadership development programmes such as skills development, action learning processes, 360 degree feedback, mentoring, increasing awareness of self and others.

The emphasis is on joint action, people thinking and acting together on issues beyond day to day practice. It involves challenging underlying assumptions and creatively working to build new ways of moving forward (Dunoon, 2004). Leadership needs to be seen as a dispersed entity, distributed throughout the system, where everyone (at least all managers and executives) are expected to provide leadership in ways appropriate to their role (Dunoon, 2004). Distributed leadership is geared to meeting the complex problems in complex environments that organisations now face. Leadership development becomes a challenge of developing communities of leadership practitioners.

Dunoon argues that a concept of leadership that centres on the individual as 'leader' is dated. We need to distinguish between executive development and the development of leadership through an organisation (2004). This does not mean we need to undercut the importance of leadership at the top but there is also a need to build it up through the organisation, this builds capacity for the future (Dunoon, 2004).

Dunoon see the concept of a leadership community as akin to the concept of a community of practice (CoP), which many organisations use to foster knowledge sharing and capability growth (Wenger et al., 2002). Members are encouraged to see themselves as an association, having shared interests in exploring the understanding of leadership and what it means in their roles, this mind set cannot be installed but can be fostered and grown over time. The potential benefits to this approach are

- Greater utilisation of talent
- Increased individual and organisational capacity to deal with complex and emerging issue
- leadership mode behaviour having a ripple effect beyond the community
- Innovative and new approaches

Leadership communities can be fostered by offering leadership development training and space to build a leadership CoP. Thinking of leadership as a shared enterprise and mode of action distinct from management creates new possibilities albeit these are unlikely to be easy or quick solutions (Dunoon, 2004).

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Etienne Wenger has written extensively on Communities of practice and he defines them as groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger, 2009).

Three characteristics are crucial – the domain, the community and the practice. A community of practice is not merely a club or a network of connections between people; it has an identity defined by a shared domain of interest. In pursuing their interest in their domain members engage in joint activities and discussion to help each other and share information. They build relationships that help them share information. A community of practice is not merely a community of interest, members are practitioners. They develop and share a repertoire of resources, experiences, tools and ways of addressing recurring problems – a shared practice. This takes time and sustained interaction; it is by developing these three elements in parallel that one cultivates a community of practice (Wenger, 2009).

Practice is developed typically through a variety of activities such as: problem solving, requests for information, seeking experience, reusing assets, coordination and synergy, discussing developments, documentation, visits, mapping knowledge and identifying gaps. They can come in lots of forms, large and small, often with a core group and many peripheral members. Some meet mainly face to face others mainly on line (Wenger, 2009).

The concept is being applied most often in environments where knowledge is a critical asset, they focus on people and on the social structures that enable them to learn and are often a vehicle for developing the strategic capability in organisations.

They are often being used to create learning systems in various sectors and in different scales through

- Enabling practitioners to take collective responsibility
- Creating a direct link between learning and performance
- Facilitating the creation, sharing and use the tacit and explicit aspects of knowledge
- Creating connections among people across organisational and geographical boundaries
- Facilitating learning through reflection on practice
- Facilitating knowledge sharing across levels and organisations

(Wenger, 2009)

If then communities of practice are one way of developing leadership communities, we need to ask how can they be seeded and nurtured?

Wenger suggests that their self organising drive must be retained (1998). Internal leadership is required for them to develop, for the purposes of recognition and legitimization, recognised experts need to be involved in some way (inspirational), but internal leadership is more diverse and distributed, it needs to work from the inside rather than be manipulated from the outside. They can be supported by organisations through giving members time to participate and create a culture that values what communities bring, what they indicate with regard to the potential strategic direction, recognise and reward participation through CPD. They can also be

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supported through resourcing outside experts, travel, meeting facilities and communications technology. The team or person assigned to nurture the development can

- provide guidance and resources
- help them connect their agenda to strategies
- encourage the sharing of new knowledge and developments
- help them link to other communities
- negotiate with organisations around the importance of giving time for members to collaborate

Communities of practice can use leadership but do not require much management; they flourish if the learning fits with their organisational environment (Wenger, 1998).

### *Leadership communities: networks or communities of practice?*

There has also been some research into how networks can provide the resources and support for leaders, to increase the scale and scope of their impact, individually or collectively (Hoppe and Reinelt, 2009). There are different types of leadership networks; similarly to communities of practice they seem to have largely been a response to environments that require greater learning and collaboration for solving complex problems. Nurturing these is increasingly a focus of leadership development, especially those who seek to develop leadership capacity to influence policy and bring about systems changes (Hoppe and Reinelt, 2009).

Peer Leadership networks – a system of social ties among leaders who are connected through shared interests and commitment. Sharing knowledge, learning from one another, supporting and occasionally collaborating are key features. They support personal and professional growth, embrace diversity and inclusion, give peer support, access to resources and knowledge and provide an opportunity for leaders to ask for advice (Hoppe and Reinelt, 2009).

Organisational leadership networks – a set of social ties that are structured to increase individual or organisational performance through sharing ideas or resources to solve problems. They can work within and across organisations. They are the informal relationships that exist alongside formal structures. They can help improve innovation, efficiency, productivity and growth by facilitating communication across departments, others and organisational boundaries. They can also provide a forum for multiple organisations to work together to more efficiently deliver services (Hoppe and Reinelt, 2009).

Field-policy leadership network – connects leaders who share a common interest and who have commitment to influencing a field or practice or policy. They have the capacity to influence how problems are framed and solutions devised to complex problems. They can enable leaders to work across boundaries, bring diverse perspectives into the policy making process. The very large Public Health sector in North America has used it to strengthen leadership within and between their various programmes and institutes. These networks rely on ‘bridgers’ who reach out and connect across diverse communities, sectors and disciplines. They often start out as peer leadership networks (Hoppe and Reinelt, 2009).

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Collective Leadership network – self organised system of social ties among people attracted to a common cause. Members exercise leadership locally and as the local groupings grow there is increasing interaction, alignment and connection to form larger networks. They are rooted in a sense of community. They rely on the self-organising of members who share a common goal (Hoppe and Reinelt, 2009).

The literature suggested that leadership communities are found in professional domains such as education, finance and churches. Whether they are called communities or networks they are collaborative learning systems that seem to have some common denominators that include

- sharing good practice
- examining common issues
- sharing and developing ideas that will improve outcomes
- learning from each other

Participants come together through a mix of face to face gatherings, conference calls, web dialogues and most have a co-ordinator integral to the community.

### **5. Discussion**

The notion of leadership communities seems related to the notion of distributed leadership and strategy making through knowledge sharing, collaboration, joint action and fostering community. The literature suggests that the public sector faces 'wicked' or complex problems and that a collective, collaborative, partnership, distributed response to these is required. Dunoon suggests that communities of leadership practitioners, being a form of distributed leadership, could be a way of facing and addressing complex problems and building leadership capacity and capability. This begs the question – if leadership communities are one way of building the capacity for distributed leadership – where does the development of these fit with other leadership development activities within local and national frameworks for developing leadership? The paper will return to this question at the end but for the moment let us turn to whether and in what way the literature as helped us shed light on the original questions posed.

What are leadership Communities?

The literature suggests that 'Leadership communities are groups of practitioners who support and encourage one another to expand their individual and joint leadership capacity (Dunoon, 1994). They are an example of distributed leadership, of joint action, a way of coming together to learn from each other and creatively address complex problems.

Do they have a conceptual basis?

It would appear that they are akin to Communities of Practice, they are shared enterprise and a mode of action, the purpose is to foster knowledge sharing and capability growth. Three characteristics are crucial – the domain, the community and the practice. Thus their identity would be as leadership practitioners, their community would arise from joint action and their practice from sharing knowledge. The literature suggests that communities of practice are

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different to networks, but that these too offer us a conceptual basis for developing leadership communities or leadership networks. Again, these are a way to facilitate the development of leadership capacity, of learning and collaboration for solving complex problems and bring about systems change. There are different types of networks; these have slightly different configurations and purposes and can be found across diverse professional domains.

The notion of distributed leadership seems to underpin the suggestions that 'Leadership needs to be developed in context where building relationships, networks and commitments is emphasised (Iles and Preece, 2006). The notions of networking, communities, action learning are provided as vehicles or perhaps models for developing distributed leadership. This type of leadership focuses less on the individual and more on the collective, less on processes and more on strategic, creative, innovative approaches to addressing complex issues.

Features that appear to promote successful leadership development include

- Models that support distributed leadership such as networks, action learning sets or communities, these need to be fostered and supported for a sustained period of time
- The members of these are practitioners who develop a shared identity defined by a shared domain of interest, it is important to retain their self-organising drive
- That the learning that takes place within these has fit with members role and their organisational environment
- Members need to be supported to participate by their senior managers.
- There needs to be recognition that the collective is important for addressing 'wicked' or complex problems
- There needs to be recognition that leadership is owned by many not the few, it is distributed.
- Organisations need to be clear about what leadership looks like in their context, they need to make explicit links between the leadership development activities they are investing in and the improvements or changes they want to make<sup>1</sup>
- That organisational statements or frameworks for developing leadership sit within a policy framework
- There needs to be routine and rigorous evaluation of leadership development activities and the learning from those are used to inform future developments

There does seem to be some potential for developing distributed leadership by way of developing communities of leadership practitioners if the factors above were to be embraced and employed.

As Martin states 'distributed leadership relies on concertive action where people pool ideas and expertise, so producing services and leadership energy that is greater than the sum of their

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<sup>1</sup> NHS Scotland has produced a Leadership Development Framework (2005). The framework aims to describe the change context which informs the leadership development agenda, describe the qualities required of NHS Scotland Leaders, identify national priorities for action in leadership development and proposes how NHS Scotland can work together, locally and nationally, and with partner, to develop leadership capacity and capability at all levels.

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individual capabilities. It also means rethinking the boundaries of organisations within which leadership is to be distributed, it recognises that leadership is owned by the many rather than the few'. (ESRC, 2009)

If leadership communities are one way of building the capacity for distributed leadership in order to begin to address the 'wicked' problems facing public services at all levels – where does the development of these fit with other leadership development activities within local and national frameworks for developing leadership?

The arguments put forward by Keith Grint and Graeme Martin seem to be key in this regard. Thought needs to be given to the ways in which different leadership communities could be developed and sustained in a way that promotes distributed leadership that brings leaders, university business schools and consultants together to work together to help them learn from each other. Martin suggests collaboration between

- Public sector leadership practitioners, and others in the Community Planning Partnerships, as consumers and producers of knowledge and action on leadership
- Scottish Universities as research-led producers and disseminators of leadership knowledge and brokers between world-wide expertise and leaders
- Management consultants, which bring international expertise, project management and financial acumen to the table.

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## 6. Appendix A

### Methodology used for review of leadership communities

A search strategy was designed that incorporated a number of stages and elements.

The search terms used were

'leadership'

'leadership and communities'

'leadership and networks'

'developing and leaders'

'leadership and theory'

'communities of practice'

All these terms were used in the following databases, portals and websites

NHS Scotland e-library

Social Services Knowledge Scotland

Care Knowledge

Social Care Institute for Excellence

Social Care Online

Scottish Government

Google Scholar

In addition particular Journals and University Research Centre sites were searched, these included

The International Journal of Leadership in Public Services

Leadership

The International Electronic Journal of Leadership in Learning

University of Glasgow Business School

Warwick University, School of Public Leadership and Management

Two stages of screening were undertaken. The first involved scanning the abstracts returned in the searches, and the second involved scanning the full papers for content and references. All literature that was referred to as community leadership rather than leadership communities was excluded. The search includes examples from outwith social services.

The scope of the review is limited, it does not include the large body of literature on leadership and management theory although some of the papers included in the review touch on some of the more recent developments and theories in this regard.



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