

LEADING IN AND LEADERFUL COMMUNITIES LEARNING BY DOING CHAPTER 4



A follow up to What we are Learning about Community-led Development

ABOUT LEARNING BY DOING: COMMUNITY-LED CHANGE IN AOTEAROA NEW ZEALAND

Inspiring Communities' mission is creating change through effective community-led development (CLD). We are a small, virtual organisation committed to catalysing, promoting, and using the application of CLD principles to create flourishing Kiwi communities with healthy people, economies and environments.

Learning by Doing is our second major learning publication, created to share diverse examples, stories, ideas, and results from community-led activity around Aotearoa New Zealand. We would like to acknowledge and thank all those who have generously contributed their learning, wisdom and time to enable the creation of this publication.

This take-out of Learning by Doing features the fourth of the book's six chapters. Themes covered in other Learning by Doing chapters are:

- Working Together in Place
- Community Building
- Creating and Sustaining Momentum
- Noticing the Difference Community-led Development Makes.

To purchase a hard copy of the full publication, please go to <http://inspiringcommunities.org.nz/tools-resources-inspiring-communities-publications/learning-doing>. By purchasing a copy of Learning by Doing, you're helping Inspiring Communities support and strengthen community-led development in Aotearoa New Zealand. If you'd like to talk to one of the Inspiring Communities team about CLD training workshops for your community or organisation, please contact us on exchange@inspiringcommunities.org.nz.

We hope this Learning by Doing chapter supports and inspires you to use community-led development to make positive change in your community. As always, we welcome your feedback and to hear what you're seeing and noticing about community-led development too.

Megan Courtney, Barbara MacLennan and Denise Bijoux.
Inspiring Communities Development Team
April 2013
www.inspiringcommunities.org.nz

*Nā tō rourou, nā taku rourou
kō ora ai te iwi
With your food basket and my food basket
the people will thrive*

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LEADING IN AND LEADERFUL COMMUNITIES

Ehara taku toa he toa takitahi, engari taku toa he toa takitini.

Success comes from the strength of the collective, and not of the lone individual.

WHAT WE ARE LEARNING ABOUT LEADING IN AND LEADERFUL COMMUNITIES

Community-led development challenges old assumptions about leadership as a few individual heroes or heroines. It intentionally works to see the leader in everyone. In this way leadership is understood as collective work, enabling different skills, roles and talents to be harnessed for greater community gain. Leadership is a dynamic process with a different mix of styles and skills required for different parts of the CLD journey.

CLD reclaims the idea of active citizenship as a whole continuum of community activity that includes those people leading out front, through to the smallest steps we might take in our own household, neighbourhood or wider whānau to make our

lives and the world a better place. Amidst the messiness of complex community situations, CLD leaders and advocates in Aotearoa New Zealand and internationally hold a deep sense of hope that a fundamental positive paradigm shift is possible – and that active citizenship is a key force to make that shift possible.

Key messages:

- There is a leader in everyone. Leaderful communities are those where power is distributed, shared and where leadership comes from many corners of the community.
- Both leaders 'out front' and 'leaderful' leaders are needed to inspire participation, action and

embed community-led change efforts.

- Leaderful practitioners bring out the best in others by building trusted relationships. They are skilled at intentionally redistributing power in how they engage, encourage and lead. They are also skilled at knowing when to step up, step back, walk alongside and/or walk away, which enables those that follow to 'join in' and lead themselves.
- Leading in CLD spaces calls for a strong focus on co-creation. The 'how' and 'who' – the processes, structures, systems and frameworks that help CLD stakeholders work collaboratively towards shared local visions and goals are as important as 'what' and 'why'.

- Different styles and types of leadership are required at different stages of CLD journeys. It pays to anticipate and plan for the leadership skills required next, knowing that the best ways to grow and strengthen leadership capacity will be different for each community.



Graduates from the Pomare Computers in Homes programme celebrate their success with MPs.

4.1 THE CONCEPT OF LEADERFUL COMMUNITIES IS IMPORTANT

A common Kiwi response to the 'leadership' word is "Who me? I don't think of myself as a leader!" What does this tell us about the assumptions we are making about leadership when we write ourselves out of the leadership story? For one thing, clearly, language can be a major block! Yet when we understand leading in terms of being 'leaderful', we can see

that many of us are indeed leaders in many different ways. There are new understandings and expressions of community-based leadership that we need to be exploring, and communicating, if we want community-led activity to thrive.

Leaderful communities are those where power is distributed and shared, where leadership comes from many corners of the community. It's about being collaborative and caring, encouraging multiple contributions and assisting people and places to harness

local skills and assets to achieve local visions and dreams.

In *What we are Learning 2010* we introduced the concept of leaderful communities.¹³¹ While some people automatically warmed to this term – others hated it! But though there may be clear division over 'leaderful communities' language, there seems to be widespread agreement on the concept itself. For this reason, it's essential to continue exploring and unpacking the core elements of a 'leaderful' approach - and in doing so, hopefully new, 'better' language will emerge.

4.2 LEADERSHIP IS MULTILAYERED AND CONTEXTUAL

There are many different ways of defining and describing leadership, and all can help us build a richer picture of

what is involved. For example, we can identify individual traits, attitudes and beliefs that give leaders their identity expressed in qualities such as charisma, humility, curiosity, caring, optimism. We can also

identify many different leadership behaviours, skills and styles in our organisations and communities. In addition, we can think of leadership as a whole system of collective interactions, processes and

actions that are more than the sum of individual leaders' or followers' contributions.

The tables on the below are two different leadership spectrums that help us think

FROM INDIVIDUAL LEADER TO LEADERSHIP AS COLLECTIVE WORK

Autocratic leadership	Catalytic or authoritative leadership	Democratic, participatory, servant leadership	Laissez-faire leadership	Decentralised, adaptive or emergent leadership
TELLING	PERSUADING	FACILITATING	HANDS OFF	SELF-ORGANISING
Power based on positional authority to control goals and decisions and to demand action regardless of other's views	Power based on leader's use of communication skills/ personality to inspire other's engagement and action around the leader or community's vision	Power based on responsiveness to team values and team voice in decision making, with shared control and responsibility	Power within individual team members' self-directed control with few agreed plans, goals, norms or explicit ways of deciding	Power within strong, shared intent, values and processes for working together within which team members interact, take initiative, keep adapting and learning

FROM RULES, ROLES AND TASKS TO RELATIONSHIPS, PROCESS AND ADAPTABILITY

Bureaucratic leadership	Transactional leadership	Task-oriented leadership	Relationship-oriented leadership	Transformational leadership
RULES & ROLES	CONTRACTS	RESULTS	PEOPLE	CHANGE
Power based around following the rules and keeping within prescribed roles for business as usual	Power based around mutual contractual compliance to meet agreed goals in return for agreed rewards	Power based on results achieved with focus on planning, organising, monitoring tasks, roles, systems and structures	Power based around ability to engage, organise, support and develop the people that will achieve the vision	Power based around ability to facilitate shared vision of the future and inspire shared responsibility for making change happen

Source: Margy Jean Malcolm

"We somehow think leadership just happens when everything else happens. Smart communities are beginning to see you build it. It shapes the future, it embraces diversity."

Peter Kenyon
Bank of Ideas (April 2012)

¹³¹ The concept of leaderful communities builds on Joseph Raelin's work on leaderful organisations. Raelin frames leaderful practice as leadership that's concurrent, collective, collaborative and compassionate. See <http://www.leaderful.org/leaderful.html> for more.

“We are always improving – looking to ensure all understand how to engage with all. Our strength is our collective leadership and willingness to adapt following feedback from the community.”

From Mataura Reflective Workshop, November 2012

“Leaders really need to understand CLD, be courageous and stay loyal to local dreams and goals. They often have to be tunnel visioned to help embed new ways of working. Leaders have to both catalyse and empower others. CLD needs more than just ‘leaderful’, it needs leaders who can lead.”

Inspiring Communities
CLD Think Piece
Contributors 2012:7

Inspiring Communities understands leadership as intentional action by any individual or group that seeks to sustain and/or change the way things are. Leadership is not always about change. It is also knowing what is important to keep, maintain or uphold around particular practices or values.

about leadership in the community-led development space. Leadership is clearly contextual. Different situations will influence what leadership mix is appropriate or possible within each particular cultural, political, community or organisational context, and at particular points in time.

While we all have assumptions about what 'good leadership' is, again, there is no 'one size fits all' recipe. On our community-led development journeys, we are learning to keep our individual and collective leadership capac-

ity growing by intentionally reflecting on the kind of leadership that is needed both for now and at other stages in the journey.

4.2.1 LEADING OUT FRONT STILL MATTERS TOO!

Leading in CLD spaces calls for a strong focus on 'the how' – the processes, structures, systems and frameworks that help CLD stakeholders work collaboratively towards a shared local vision.

It takes courage to lead out front as a catalyst in a community before there is a broader community mandate, and often that's how things get started. We also know that capable individuals can only take things so far in communities. Inspiring Communities has noticed across community-led initiatives in Aotearoa, that real traction and transformational change is much more likely when there's a combination of individuals leading out front and a culture of collectively leading together. While sometimes one comes before the other, it's the diversity of skills, leadership styles and momentum generated by motivated people working together that ultimately helps create the critical mass for CLD to thrive, be effective and be

HUNTING FOR LEADERSHIP TREASURE

'Our Amazing Place' community treasure hunts are a fantastic way to build community and grow leaders. A community treasure hunt is a free event where people spend several hours following a series of trails exploring the 'treasures' of their local community. Along the trails there are numerous activity stations which showcase local assets and opportunities, and the hunt can only happen when these work together in a way that is fun for everyone. This fosters new ways of leading as each station is individual but linked to the other stations on the map, and the treasure hunt only works if this is cohesive. The creation of the event is therefore collective, and involves a range of leadership approaches and skills. Some of the leadership is about the detail of each station, some of it is about coordination between and amongst contributors and some of it is about promotion. All of it is about focusing on a fun day, with individual aims guided by that.

For more see <http://site.ouramazingplace.org.nz/>



Participants on the McLaren Park Henderson South Amazing Place community treasure hunt create a 'handprint tree' as part of their journey.

relevant. Often it's the catalytic leaders that provide the initial charge to turn an issue or opportunity into a 'call to action' and inspire others to 'follow them'. However when this is coupled with an intentional focus on empowerment, power sharing and support through actively engaging other residents and stakeholders by seeking opinions, ideas, and contributions, then new potential co-leaders may also emerge.

4.3 EVERYONE IS A LEADER - THE RISE OF ACTIVE CITIZENSHIP

There is strength in our humble kiwi discomfort around the 'leadership' word. This discomfort provides an opportunity to reclaim its meaning. For example, some of the people who acted with great courage and were acknowledged as heroic leaders in the aftermath of the Christchurch earthquake rejected the 'hero' label for themselves, saying "I just did what any citizen would do for someone in need." This tells us that broader New Zealand culture does have an embedded sense of civic leadership and duty but that sometimes we fail to see, acknowledge

or harness it. Our challenge with the word 'leadership' then is to reframe its individual 'hero' meaning. All of us can be leaders, and leadership can be the collective work of everyone being 'active citizens' together. The kind of citizenship underpinning CLD is about more than democracy, having rights and turning out for elections every three years. It's about anyone and everyone having a potential role in building strong, resilient, and caring communities – and not just in times of crisis. It's about people taking action in order to support and improve their community in proactive, positive and ongoing ways.

New understandings about active citizenship are emerging both here and internationally. Key characteristics docu-

mented in the literature include:¹³²

- participating in the community (eg. voluntary activities, consultation, voting);
- feeling empowered to try and influence decisions which affect community wellbeing;
- knowledge and understanding about political, social, cultural and economic contexts in order to make informed decisions; and
- either as an individual or as part of a collective, being able to challenge existing structures, policies or actions on the basis of principles like equality, inclusiveness, diversity and social justice.

“To lead people, walk beside them... As for the best leaders, the people do not notice their existence. The next best, the people honour and praise. The next, the people fear; and the next the people hate...When the best leader’s work is done, the people say ‘We did it ourselves’.”

Chinese philosopher Lao-Tse

“Our sense of citizenship needs to awaken from a much deeper place. It needs to awaken at the place where we each get to answer the question: “What is my contribution to the common good?” It is only when we get to answer that question that we can step up to becoming the changemakers our communities are looking for.”

Excerpt from Vivian Hutchinson
“It’s going to take Community” (2011:12)

REPAYING KINDNESS

In Glen Innes, the local librarian regularly buys hot chips for the children who spend their weekend days there playing computer games, which are not available during the week. When the librarians open the door at 10 am there is often a group of primary school aged children waiting, sometimes with pre-school siblings. Most stay until the library closes at 4pm. While some have money to buy food, often several do not. So the librarian buys them hot chips with her own cash and then they all have something to eat. The librarian was brought up in nearby Point England and she can remember strangers who did kind things during her childhood. It is these memories and her sense of empowerment within her paid role and her community that inspire her to make a small difference too.

From Learning Story by Stephanie Burgess, June 2012¹³³

Active citizenship plays out in many different ways in our communities. It might be attending a local event, learning new parenting skills, connecting with other locals at a gardening workshop, or welcoming a new neighbour in your street. Action and leadership for change can be exercised from wherever we are. It is about ‘I can/we can’ achieve something by building relationships and working together. In this sense, leadership is not just about the big vision, major community projects or being at formal decision making tables. It is also about the little everyday ways we live our lives, support the environment and people around us and in doing so, contribute to a civil society.¹³⁴

4.4 BRINGING OUT THE BEST IN OTHERS – WHAT DOES LEADERFUL PRACTICE TAKE?

As leaders or brokers supporting communities, it takes all of our senses to constantly read situations and decide when to step forward, when to step back, and when to walk alongside others with appropriate awahi (support), reciprocity and follow up. A key focus of 'leaderful practitioners' is helping set up the conditions for others to thrive, and then allowing them to do things in their own ways. This means continually asking “Who else could do this task and how could I help them do it?”

Creating conditions for change and supporting others to lead is a multi-layered endeavour. It's not just about supporting individuals but also ensuring there is (or people are in the process of developing) effective collaborative governance, and systems and processes that facilitate CLD ways of working. Equally important is strong community passion, with local know-how and culture actively influencing what happens locally and how. In fact, the impact that culture has on the achievement of outcomes is often hugely under-estimated. This is reinforced by a much-loved Peter Drucker quote from Mark Cabaj's 2011 New Zealand workshop tour - "Culture eats strategy for breakfast." This reflects that organisational or community energy and ways

“What do we live for if not to make the world a bit better for each other?”

George Elliott

¹³² For more see http://www.faceitproject.org/active_citizenship.htm

¹³³ See <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/anyone-can-make-difference-librarian%E2%80%99s-story>

¹³⁴ Through a community-led development lens we understand civil society as the space where people participate from their many different spheres/roles (in family/neighbourhood/community, whānau/hapū/iwi, local/regional/national, government/business/community organisation/household) and in a leaderful way, to define and build a 'good society.'

of working (the how) are often much more powerful than what is written in strategies and plans.

FIVE QUALITIES OF A COLLABORATIVE LEADER:

- willingness to take risks,
- eager listener,
- passion for the cause,
- optimistic about the future, and
- able to share knowledge, power and credit.

Madeleine Carter
Centre for Effective
Public Policy

4.4.1 RELATIONSHIPS ARE AT THE HEART OF CLD

Building respectful relationships is essential for community-led dialogue, innovation and action. In fact, relationships can be seen as the bedrock of effective community-led development and CLD leadership.

Sometimes, in our passion to get things done, we can easily forget that nurturing people,

“The conversation IS the relationship.”

Susan Scott,
Fierce Conversations
(2002:5)

participation and relationships is central to CLD purpose, not something slowing us down from our destination.

Where relationships between key people and organisations already exist, they provide some very useful trust ‘currency’ to assist initial CLD collaboration at individual, organisational, and cross community levels. As discussed in Chapter 2, spreading and expanding the cross-sector collaboration net requires dedicated time and resources for whakawhanganatanga (getting to know each other). Relationship building processes that demonstrate manaakitanga (caring, kindness, hospitality) show

SEEDING NEW IDEAS

"In Waitara, even though crime is reducing, shop theft remains a significant issue for most retailers. Leading from the front, Melissa Willis from Waitara Alive, in partnership with Waitara Business and Promotions Association and local Police, contracted Educators NZ Ltd. to run a Shop Theft Prevention Seminar to help retailers work together and strengthen their businesses against crime. 60 retailers participated and the organisers were quickly able to step to the side as retailers formed their own network to share information and thereby assist in the prevention and spread of theft by known offenders. This idea was based on information introduced by Melissa about a shop theft network run successfully in a nearby town. The local Waitara retailers are now developing other initiatives and this new activity is already independent from organisation by Waitara Alive, the police and the Business Association".

From Learning Story by Melissa Willis, March 2012¹³⁵



MAKING ROOM FOR CHILDRENS' VOICES

"In 2007, a local research project with 40 children from three local Taita primary schools encouraged the children to be active participants in their community, rather than the passive recipients of adult hopes and dreams. Amongst other things, the children were interested in making the playgrounds and parks more fun and safe. So, from August 2008 and with Great Start's support, three primary schools and 33 students in Taita decided to make this happen.

"Great Start brokered meetings with Council, and together with the children and schools convinced officers that a park was essential for Taita. This had to be formally approved by local politicians so Great Start and the local schools supported the children to address Councillors in Council chambers where the need for a park was agreed. By working together to create a middle space that respected both people and process, children were supported to take action to make a positive difference and Council officers and politicians were able to work in new ways to achieve mutually desired goals.

Not only that but the children were involved in the park design, construction and continued development and all of the adults involved have realised that previously unheard perspectives can make a significant difference to what results. These realisations have since led to the involvement of the local prison in carving entrance pou for the park, and continue to unearth more possibilities for meeting both bottom-up and top-down goals."

From Great Start Learning Story, Great Start and Inspiring Communities 2011¹³⁶

people that their presence is genuinely valued and important. Feedback from CLD initiatives right across New Zealand shows the importance of 'face to face' time together to develop and agree on processes for engagement, to explore what it means to lead and work together and to get to know, use and encourage each other's strengths.

Relationships then are key to identifying and growing local leaders and skills. Without relationships it's difficult for potential talent to be noticed, or those who are ready to 'step up' to be supported and encouraged in ways that are most appropriate for them. Importantly too, when authentic relationships are created so is an important new form of relational accountability. In this way, the effort put in is governed by a sense of obligation to those we're working with, which in turn shapes and influences when, why and how things are done.

4.4.2 THE MAGIC ENABLED BY 'MIDDLE-SPACE' LEADERS

In community-led development much of the magic happens in the spaces where 'top down' and the 'bottom up' approaches meet. This 'middle space' or 'space in between' is

¹³⁵ For full learning story <http://inspiringcommunities.org.nz/community-led-development-projects-initiatives/community-capital-beats-community-crime-developing>

¹³⁶ <http://inspiringcommunities.org.nz/partnering-children-my-story>

SEEING PEOPLE AND SUPPORTING POTENTIAL

"We are offered opportunities to become apprentices and learn from others. Sometimes we are not ready to say 'yes'. We are afraid we don't have time, afraid of not knowing what to do, of stepping up alone, of failing, of loss of face, of being left holding the baby, of stepping out of our comfort zone, of being culturally out of our depth, of stepping into someone else's shoes that feel huge. Maybe the time is not yet right.

"Yet often there is someone who can see beyond our fears, see our potential better than we can. They believe in us before we do, keep believing in us when we fall over, ask our opinion before we realised we even had one, show us that everyone has something to contribute. They help us see where our contribution is needed within a culture of 'giving back' as active citizens. They look for opportunities for everyone to shine, to step into their own power. They can do this because they have first taken the time to get to know us as people."

Inspiring Communities Cooperative Inquiry 2011 - Workshop Notes

increasingly being seen as a place where people and their shared visions and outcomes are 'held', where collaboration is encouraged and nurtured, and plans advanced. It's also a place where leader and follower labels blur, and where hope and possibility are creatively explored.

While it takes the efforts of many for collaboration to succeed, the reality is that positive progress is often due to the skilled guidance, inspiring shepherding and strategic 'gluing' or 'oiling' roles of key individuals within CLD initiatives. Usually without official titles or job descriptions, these

people frequently act concurrently as alliance builders, brokers, facilitators and role modellers of leaderful practice.

Leaderful practitioners help convene conversations in ways that build relationships around a shared vision, one conversation at a time, working with where the energy and enthusiasm is. Facilitation requires a lot of listening to find existing strengths and where there is potential to add to what is already there. In getting to 'yes' or even 'maybe', leaderful practitioners are listening for ideas, outcomes, patterns, linkages that represent the common ground, the power

of shared possibility that the group might engage around. Leaderful practitioners also help surface critical, creative and clarifying questions that enable deeper conversations about what matters to the group and how the group might work together. As noted in Chapter 2 it is often these conversations that hold and guide community change through complex times. Leaderful facilitators also help convene honest conversation and real dialogue - often around uncomfortable or difficult issues. They have the moral courage to challenge unacceptable behaviour and acknowledge their own

fallibility too. They help the co-creation of a non-defensive climate in which to give and receive feedback.

Leaderful facilitators support different parties to talk more directly to each other, to commit to dialogue and action, to share information and ideas, to enter agreement, and with time, to find ways to say 'yes' together. They are often the people who ask 'naive' questions. They notice the wider

conditions and contributing factors around situations that require a response, a change of course, or boundaries to be pushed! Today's way doesn't have to be tomorrow's. Leaderful practitioners are not scared to do things differently; they enable multiple pathways towards a shared vision. At the same time they are guided by those around them who also contribute to 'meaning-making'¹³⁷ and action-taking processes.

While sometimes this middle space offers a 'beautiful' meeting of minds and aspirations, at other times a diversity of understandings and opinions is a community's reality. Leaderful facilitators work with challenging situations as best they can, partly by standing in the shoes of the various parties involved but also by:

- using inclusive and flexible processes that respect and welcome diversity and keep people talking together;
- taking time to understand different world views, communication styles and interests;
- adapting processes to accommodate different communication styles and needs;
- reminding people of shared visions (where they exist);
- enabling different stakeholders to see commonalities and interdependencies; and
- ensuring collective acknowledgement of the multiple contributions that various people and organisations are currently or could potentially make towards achieving shared goals.

TEN KEY LESSONS FOR A SUCCESSFUL COLLABORATIVE LEADER:

- Find the personal motive for collaborating.
- Find ways of simplifying complex situations for people.
- Prepare for how you are going to handle conflict well in advance.
- Recognise that there are some people or organisations you just can't partner with.
- Have the courage to act for the long term.
- Actively manage the tension between focusing on delivery and on building relationships.
- Invest in strong personal relationships at all levels.
- Inject energy, passion and drive into your leadership style.
- Have the confidence to share the credit generously.
- Continually develop your interpersonal skills, in particular: empathy, patience, tenacity, holding difficult conversations, and coalition building.

Adapted From David Archer
and Alex Cameron
Collaborative Leadership 2008

¹³⁷ Interpreting the trends and patterns being observed from events and activities to distill learning and understanding about what's happened or happening, and why and what this suggests for next steps.

SUPPORTIVE ENVIRONMENTS SUPPORT SELF AWARENESS

“At Great Start Taita, I was privileged to work in an environment that was held lightly by Barnardos. There I was able to grow too: we didn’t feel like a business space, a client service. While we had pressures to get stuff done, we had a garden, the chapel and a kitchen table where different conversations could take place. This kind of environment creates a different pace, and a slower pace is essential to growing leaderful spaces, to growing a different perspective, to learning what we don’t yet know, I think.”

The Great Start environment helped me learn to let go of set plans, to recognise when I was 'out of step' as a newcomer to Aotearoa and, while still “keeping hold of who I was, give up what I knew to everyone else, and then move forward together.” Being self-aware was complemented by having an amazing critical friend/mentor. I was able to work with this person as well as her co-workers to create our ‘new way’ together.

“The process - how things happen - is really important: slowing down, including people more and having most people in the room contribute means the ways forward are co-created. This makes a difference individually and means as a group we can more genuinely include the different points of view in and from a place. It also means that different people lead at different times, and sometimes at the same time in different ways. It is both broader and deeper.”

Karen Clifford, May 2012¹³⁸

4.5 PAYING ATTENTION TO THE 'I' AND THE 'WE' WITHIN THE COLLECTIVE LEADERSHIP JOURNEY

As noted in *What we are Learning* 2010, there is a tightly woven connection between personal and professional practice in the CLD space. There is an ongoing movement between our own 'inner world' as individual leaders and leaderful practitioners, and the 'outer world' we are working in - for example as a community leader, CLD funder, local government official or kaumatua (elder). This requires being aware of what is going on for ourselves, not only the people we are working with, or the broader community environment.

It's often the case that collaborative leaders are more conscious of others and their needs than they are of their own - the 'I' frequently gets lost within the collaborative 'we'. Leadership involves being prepared to know yourself, warts and all and to have a strong sense of your values, identity and world view. Knowing when to hold fast to

these is as important as learning new ways of being, seeing and acting in the world. There is also a personal, inner journey of self-awareness that's involved and this can be quite uncomfortable at times.

Effective leaders notice their own patterns of thoughts, assumptions, feelings and behaviours so that they can support more conscious choices about how to respond. Working to understand who we are as individuals, where we have come from, what drives us, and how others experience us, helps us to more wisely discern how we can best contribute. Yet it is not as though we work this out first and then go out with confidence to pursue our calling in life! We learn about ourselves on the road, through our own unique leadership journey and all the highs and lows contained - it will always be a work in progress, and can be exhausting.

Leaderful practitioners share some character traits that can at times be personally dangerous. For example they generally bring a strong spirit of generosity, and give time to support others. This outward energy is often supported by perseverance, patience and

CORE COMPETENCIES FOR 'MIDDLE SPACE':

1. Open and willing to share ideas, information and contacts;
2. Belief in the leadership potential of everyone;
3. Able to inspire 'doacracy' - people feeling empowered to take action on their ideas;
4. Able to let go and not control outcomes;
5. Intentionally connect and weave people and ideas to strengthen bonds and build bridges; and
6. Committed to continuous learning, with capacity to quickly learn what works and doesn't and why - and share this.

Adapted from Leadership & Networks: New ways of Developing Leadership in a Highly Connected World October 2012

sometimes, a weighty responsibility for holding the 'bigger picture.' Yet while generous to others, leaderful practitioners are not always as generous to themselves. Being intentional about self-development and change, reflecting on our daily practices, choices and leadership of ourselves, is essential if we are to "be the change we want to see in the world." (Mahatma Gandhi)

What follows on the next page are some useful self-reflective 'check-in' exercises that encourage us all to be more mindful. As a team, Inspiring Communities has come to understand reflective practice - individually and collectively - as a 'luxurious necessity'. That is, it feels like a luxury, but it's actually

a real necessity. Our intentional, ongoing curiosity about what we can keep learning is at the core of effective CLD leadership. Curiosity helps us see the creative possibilities amidst the messy, uncomfortable, tough times. A culture of 'learning together' builds the relationships, shared understanding and trust that feeds a shared power culture of 'doing together'. Effective leaders don't have to individually have the vision or the answers. Rather, they facilitate inquiry around rich questions that co-create vision and pathways, one conversation at a time.

¹³⁸ Excerpt from Inspiring Communities Newsletter <http://inspiringcommunities.org.nz/newsletters/community-led-development/leadership/640-reflections-on-leadership-by-karen-clifford>

REFLECTIVE PRACTICE: HOW WILL I BE THE CHANGE I WANT TO SEE IN THE WORLD TODAY?

Pushing the pause button to clarify my intent for today:

- How am I today?
- How do I want to be today?
- What is the intention I want to hold for my day?
- Any particular behaviours, thoughts, questions, feelings I want to bring into focus?

Reflective ending to the day:

- What am I appreciating that the day has given?
- What am I noticing about my intent for today and how the day has been?
- How am I choosing to respond for tomorrow?

INTENTIONAL REFLECTION AROUND LEADERSHIP CONTRIBUTION TO EACH SITUATION

Some questions to consciously ask yourself:

- What are the learnings for me in this situation?
- Am I hearing what others are saying and what they are meaning?
- What do I need to be doing differently in this space to enable others to lead?
- Am I being overly controlling, or standing up for some really important principle?
- Do I really accept many different ways are needed to achieve our vision - or do I still act as though my way is the only right way?
- Is this about me/my ego or the higher shared purpose/vision?
- Am I being overly responsible or not committed enough?
- What do I need to receive or give, accept or offer?
- What needs to shift to break my/our unhelpful patterns?
- Am I being too hard/ too easy on myself?
- What do I need to sustain me for the long haul?



Clockwise from left: 'Ut Serviamus' - *that we may serve* is the school motto of Auckland Diocesan School for Girls. This is brought to life in the school's Year 10 Education Outside the Classroom initiative 'To give is better than to Receive'.

The programme empowers students to recognise their own potential to make a difference in the community by working alongside a community organisation or project. In 2013, projects included working with Pt Chevalier Primary School to create new mosaic friendship seats and with Avondale Primary School to create wall murals.

Growing leaderful communities often starts with people connecting at very local levels - for example celebrating Neighbours Day on a street berm in Waitara or being part of 'community korero' (conversations) at regular Stone Soup gatherings held in Whanganui's Lorenzdale Park.



LINKS & RESOURCES

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WEBSITE LINKS AND TOOLS

ABCD Institute <http://www.abcdinstitute.org/>: The Asset-Based Community Development Institute (ABCD) is at the centre of a large and growing movement that considers local assets as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future.

Art of Hosting <http://www.artofhosting.org/home/>: is a pattern and a practice that allows us to meet our humanity in ourselves and in each other - as opposed to trying to be machines when meeting. The Art of Hosting training is an experience for deepening competency and confidence in hosting group processes - Circle, World Café and Open Space and other forms.

Aspen Institute <http://www.aspeninstitute.org/>: The Aspen Institute is an educational and policy studies organization based in Washington, DC. Its mission is to foster leadership based on enduring values and to provide a nonpartisan venue for dealing with critical issues.

At the Heart Resources <http://www.familiescommission.org.nz/publications/forum-reports/at-the-heart/order-form>: A DVD and workbook resource available for purchase. Developed from learning gathered at the Victory Village Forum in 2011, this DVD shares ideas and examples from those working with communities about what working in family-centered, community-led ways is all about. The DVD has four core modules and is designed to be used as both a training and reflective discussion tool for organisations and communities.

Bank of I.D.E.A.S <http://www.bankofideas.com.au/>: The Bank of I.D.E.A.S. operates from the basic assumption that communities do not develop from the 'top down' or from 'the outside in'. It believes that communities need to build from 'the inside out', and for their residents to invest in themselves, ideas, assets, capabilities and resources in the process.

Be. Accessible <http://www.beaccessible.org.nz/>: Be. Accessible enriches the lives of all people, by inspiring and enabling greater accessibility for all New Zealanders. Their mottoes - see the possibility, seize the opportunity and Be. the change. Be. also runs an annual leadership programme.

Caledon Institute <http://www.caledoninst.org/>: Canada's Caledon Institute of Social Policy does rigorous, high-quality research and analysis; seeks to inform and influence public opinion and to foster public discussion on poverty and social policy; and develops and promotes concrete, practicable proposals for the reform of social programmes at all levels of government and of social benefits provided by employers and the voluntary sector.

Inspiring Communities tools <http://inspiringcommunities.org.nz/learning-tools>: A compilation of CLD tools and resources being used successfully by New Zealand communities to help achieve effective community-led change.

Inspiring Stories <http://www.inspiringstories.org.nz/>: Inspiring Stories is a charitable trust based in Wellington, operating nationwide. Their mission is to be a catalyst for action - to showcase what's possible, build capability & celebrate young New Zealanders leading change.

Leadership Learning Community <http://www.leadershiplearning.org/blog/eleanor-cooney/2012-09-21/2012-webinar-strengthening-collective-impact-leadership-development-t>: Strengthening the Collective Impact of Leadership Development Webinar.

Leadership New Zealand (LNZ) <http://www.leadershipnz.co.nz/>: LNZ is a not-for-profit incorporated charity with the mission of developing and nurturing the future generations of New Zealand leaders. The focus is on bringing leaders from every generation and every sector of New Zealand together; to connect them through conversation; and to challenge them with making a difference.

Maytree Foundation <http://maytree.com/>: Maytree is a private foundation that promotes equity and prosperity through leadership building. It invests in leaders to build a Canada that can benefit from the skills, experience and energy of all its people. Policy insights promote equity and prosperity while programmes and grants create diversity in the workplace, in the boardroom, the media, and in public office.

LINKS & RESOURCES

Neighborhood Matching Fund <http://www.seattle.gov/neighborhoods/nmf/> : The City of Seattle's Neighborhood Matching Fund was created in 1988 to provide neighbourhood groups with Council resources for community-driven projects that enhance and strengthen their own neighbourhoods. All projects are initiated, planned and implemented by community members in partnership with the City. Every award is matched by neighbourhoods' or communities' resources of volunteer labour, donated materials, donated professional services or cash. This community match is at the heart of the NMF Programme.

New Economics Foundation (NEF) <http://www.neweconomics.org/>: NEF is an independent think-and-do tank that inspires and demonstrates real economic wellbeing. It aims to improve quality of life by promoting innovative solutions that challenge mainstream thinking on economic, environment and social issues by working in partnership and putting people and the planet first.

Our Amazing Place <http://site.ouramazingplace.org.nz/>: Our Amazing Place Community Treasure Hunts are free community events running throughout New Zealand that seek to connect people to their local communities. People, places, businesses and services are all profiled and discovered in a fun treasure hunt trail around a local neighbourhood. The treasure hunt trail features a number of stations which each have a challenge, activity or task that must be completed to gain a stamp for their 'passport'. The participants then head to a final destination for a celebratory event of people, place and prize draws!

Philanthropy New Zealand (PNZ) <http://www.philanthropy.org.nz/>: PNZ is the peak body that brings together New Zealand's leading private philanthropists, trusts, foundations, businesses, and the community trusts created. PNZ is a network primarily for organisations that give money but also encourages all Kiwis to think about their giving, their generosity. The organisation believes that the way in which philanthropy is carried out - whether we give money, time, or experience - can build social capital in our communities and will enrich Aotearoa New Zealand.

Pomegranate Center <http://www.pomegranatecenter.org/>: The Pomegranate Center works from the belief that the future depends on our ability to work together to find the best solutions, to use resources wisely, and to learn to see our differences as gifts. With a unique style of community-building that combines a creative approach with effective community planning, broad public participation, hands-on learning and leadership development, beautiful places are created, the economy grows, health improves, resources are better used, crime goes down, and people are happier.

Take Part <http://www.takepart.org/fullresourcedirect.aspx>: is a learning approach in the UK that helps people develop the skills, confidence and knowledge to become more active in their communities and influence public policies and services. Their site includes a great range of resources around active citizenship.

Tamarack <http://tamarackcommunity.ca/>: Tamarack is a Canadian Community Engagement Institute that develops and supports learning communities to help people collaborate and to co-generate knowledge that solves complex community challenges. Their deep hope is to end poverty in Canada.

The Barefoot Guides <http://www.barefootguide.org/>: have been written by community development practitioners mainly working in South Africa. They are written in very accessible language, with great stories to illustrate their messages. Their second series focus on building a strong learning orientation into community change work.

The Plexus Institute <http://www.plexusinstitute.org/>: is a community of diverse people committed to fostering the health of individuals, families, communities, organisations and the natural environment by helping people use concepts emerging from the new science of complexity.

Tipu Ake ki te Ora Lifecycle <http://www.tipuake.org.nz/index.php>: is an easily applied, and action focused leadership model that exploits Kiwi style teamwork. It provides new tools for organisations that wish to grow into dynamic living entities, rather than just behaving like machines.

Transition Towns <http://www.transitiontowns.org.nz/>: Transition Town initiatives are part of a vibrant, international grassroots movement that brings people together to explore how local communities can respond to the environmental, economic and social challenges arising from climate change, resource depletion and an economy based on growth.

Vibrant Communities <http://www.vibrantcommunities.ca/>: championed by Tamarack, Vibrant Communities is an initiative focused on significantly reducing the human, social and economic cost of poverty by creating a connected learning community of 100 Canadian cities, each with multi-sector roundtables addressing poverty reduction. Their goal is aligned poverty reduction strategies in cities, provinces and the federal government resulting in reduced poverty for 1 million Canadians.