

**THE WINSTON CHURCHILL MEMORIAL TRUST OF AUSTRALIA**

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**FELLOWSHIP OBJECTIVE:**

*To undertake a comparative analysis of international leadership programs in non-profit settings.*

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Signed

Dated



*"Our challenge as citizens is to develop networks of leaders who accept some measure of responsibility for the community's shared concerns. I call them networks of responsibility, leaders of disparate or conflicting interests who undertake to act collaboratively on behalf of the shared concerns of the community and the nation."*

*John Gardner*

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## 1. ACKNOWLEDGEMENTS

This report details the findings from a 2002 Churchill Fellowship visit to the United States of America, Canada and the United Kingdom to examine how these nations respond to, and invest in local and regional community leadership development. It provided the opportunity to gain a first-hand understanding of the multiple dimensions, diverse approaches and models being developed to strengthen the capacity of community leaders. The results of the research and the acquisition of relevant educational and training resources will inform the development of creative and innovative leadership development strategies. It is anticipated that these strategies will contribute to the development of a continually evolving network of leaders dedicated to cultivating social change and community transformation.

This research and its future outcomes would not have been possible without:

- the generous financial assistance and support provided by the Churchill Trust and its associated staff.
- the staff of Volunteering Queensland (Deb, Mark and Kath especially) who assisted with my application, challenged my thinking, grilled me in mock Churchill Trust interviews and kept me sane with their loyalty and thoughts a long way from home and who continue to support the implementation of the research findings and recommendations.
- my family - Mum, Lisa and Deb - and friends, especially Joanne who inspired and motivated and Narelle who welcomed my late night and early morning calls.
- and last but not least my referees Robyn and John, my colleagues at Radio Lollipop and my new international leadership development friends who have inspired, enlightened and impressed with their passion to make a difference.

## ACKNOWLEDGEMENTS (continued)

ORGANISATION	CONTACT	POSITION
Action Without Borders	Russ Finkelstein	Associate Director
Advocacy Institute	Lauren Seto	Program Associate
Board Source	Jennifer Lewandowski	Governance Specialist
Bromley By Bow	Glennis Bentley	Tour Administrator
Civic Leadership Trust	Ann Cartwright	Director
Common Purpose	Martin Smith Katie Cohen	Project Manager
Community Leadership Association	F. Scott Moore	Manager, Member Services
Peter F. Drucker Foundation for Non-Profit Management	Jesse Flores	Director of Communications and Fund Development
Education Queensland	Narelle Morris	Senior Project Officer
Institute for Volunteer Research (National Centre for Volunteer Organisations)	Priya Lukka	Research Officer
Leadership Vancouver	Charles Holmes	Executive Director
Learning and Skills Council Nottinghamshire	Alison Bingham	Head of Workforce Development
Listen Inc.	Ditra Edwards	Director of Training and Youth Development
National Center for Strategic Nonprofit Planning and Community Leadership	Waynette W. Threatt	Office Services Manager
OnBoard	Neil Horsley	Director
Prudential Youth Leadership Institute (Points of Light Foundation)	Laura Raine	Program Associate
Queensland University of Technology	Joanne Venturato	Sponsorship and Award Officer – Business Faculty
School for Social Entrepreneurs	Frances Cornford	Communications Manager
The Social Action and Leadership School for Activists (SALSA)	Netfa Freeman	Director
United Way of Canada	Larry Gemmel	Senior Director, Collaborative Projects
United Way of the Lower Mainland	Craig Hikida	Coordinator
Volunteering Queensland	Mark Creyton	Education Manager
Volunteering Vancouver	Sharlene Smith	Information Technology

## 2. EXECUTIVE SUMMARY

*Leadership and learning are indispensable to each other.*

John F. Kennedy

### Introduction

Leadership studies at a community level in Australia is an emerging field of tremendous significance and importance in creating and sustaining social capital and healthy and effective communities. For communities to effectively build capacity, solve problems and address the ever-increasing demands placed upon them, there needs to be a strategic collaboration between various leaders to share skills, knowledge and sector specific processes. Community leadership development in Australia therefore needs to consider more proactive, experiential and innovative approaches to equip individuals and communities with the skills and capacities to engage across sectors, initiate collaborative partnerships, and to facilitate community action for the purpose of community renewal and transformation.

### Fellowship Objective

To undertake a comparative analysis of international leadership programs in non-profit settings.

### Fellowship Highlights

1. Community Leadership Association Conference – Attended three day “Roads to Shared Leadership” conference.
2. Leadership Vancouver – Charles Holmes co-facilitated the final day of 2002 Leadership program.
3. Prudential Youth Leadership Institute – Participated in the train-the-trainer program and received certification as an accredited Institute facilitator.
4. The Social Action and Leadership School for Activists (SALSA) – Netfa Freedman detailed the components of the experiential learning programs available for social activists and community leaders.
5. Peter F. Drucker foundation for Non-Profit Management – Jesse Flores discussed Drucker’s approach to leadership and outlined the Hesselbein Fellowship program.
6. School for Social Entrepreneurs – Frances Cornford explained the elements of the School’s curriculum, facilitation approaches and leadership models.
7. OnBoard – Ann Cartwright and Neil Horsley invited me to observe the final seminar in a six-month community engagement and leadership program.

## Findings

Community leadership development initiatives in Australia are at an infantile stage. A more proactive approach to leadership development will assist our local and regional communities to strengthen their leadership capacities to create, initiate and sustain action for community effectiveness and democratic change. Australia can take its cue from the success of international leadership development programs that have embraced a range of innovative, experiential and broad-based approaches that intentionally and actively develop, validate and enhance individual leadership attitudes and capacities. A best practice model for community leadership development within an Australian context would encompass the following:

- ***Community Leadership Development Approaches***

Design, delivery and dissemination of leadership development activities and resources would include a variety of approaches that are responsive to an individual community leader's competency development requirements.

- ◆ ***Community Leadership Program Curriculum***

Program curriculum design would employ appropriate research and relevant expert input in the formulation of core and elective program components.

- ◆ ***Community Leadership Development Facilitation***

Facilitation of community leadership development activities would provide opportunities for practical, imaginal, conceptual and experiential learning.

- ◆ ***Community Leadership Diversity***

Community leadership development initiatives would acknowledge the diversity of community leaders and provide activities that promote cross-sector interaction and participation.

- ◆ ***Community Leaders' Personal Effectiveness***

Leadership development activities would allow opportunities for participants to critically and personally reflect on their leadership style, values, vision and philosophy.

- ◆ ***Community Leadership Educator Development***

Professional development and support of leadership educators is necessary to ensure responsive, relevant, creative and innovative leadership development activities.

- ◆ ***Community Leadership Support***

Initiation and maintenance of contemporary, accessible and ongoing support mechanisms, in addition to leadership development activities, is essential to strengthen and enhance an individual leader's capacities and capabilities.

### ◆ *Community Leadership Development Evaluation*

The critical success factors of leadership development activities would be identified through the use of evaluation tools that effectively measure diagnostic, summative and formative results in relation to operational aspects and personal, professional and community outcomes.

## CONCLUSION

In conclusion, the Churchill Fellowship provided the opportunity to visit and examine how other nations are responding to the necessity to invest in local and regional community leadership. It also allowed a personal insight to the multiple dimensions, diverse approaches, programs and models being developed and implemented. The findings of this research will inform the creation of best practice approaches to community leadership development to ensure Australian practice is at the forefront of advances in this field.

## FUTURE OUTCOMES

### ◆ *Program Development*

The outcomes of this research will inform the creation of an Australian community leadership development program. This program will intentionally and actively encourage people to be trustees of their communities - to work for the common good - and become a leadership resource for the entire community.

### ◆ *Program Delivery*

#### *Prudential Youth Leadership Institute*

Certification as a Prudential Youth Leadership Institute trainer will allow the facilitation of programs to develop the leadership capacities of high-school aged youth.

### ◆ *Research*

Further research will be undertaken to advance the understanding of the nature and needs of community leadership within an Australian context. In particular, research efforts will focus upon investigating approaches that go beyond the confines of knowledge and skills acquisition to exploring models which facilitate and support community leaders to develop practical community-owned initiatives and solutions that are innovative, sustainable and value-adding to communities.

### ◆ *Resource Development*

Design and dissemination of leadership development resources that complement and enhance leadership development activities which are accessible via a diverse range of mediums to community leaders, leadership development practitioners, academics, consultants and the broader population.

### 3. PROGRAM

DATE	LOCATION	ORGANISATION
20 May – 26 May	San Diego	❖ Community Leadership Association Conference
28 May – 2 June	Vancouver	❖ Leadership Vancouver ❖ Volunteer Vancouver
4 June – 9 June	Salt Lake City	❖ Prudential Youth Leadership Institute (Train-the-trainer Program)
11 June – 16 June	Washington	❖ Advocacy Institute – Leadership for a Changing World ❖ Board Source ❖ Listen Inc. ❖ National Center for Strategic Nonprofit Planning and Community Leadership ❖ The Social Action and Leadership School for Activists (SALSA)
18 June – 30 June	New York	❖ Idealist.org – Action Without Borders ❖ Peter F. Drucker Foundation
2 July – 14 July	London	❖ Bromley By Bow Healthy Living Centre ❖ Common Purpose ❖ National Council for Volunteer Organisations ❖ School for Social Entrepreneurs
16 July – 19 July	Nottingham	❖ Civic Leadership Trust ❖ Learning and Skills Council Nottinghamshire ❖ OnBoard

## 4. INTRODUCTION

### Community Leadership

Community leadership is essential for healthy democracy and civil society (Mathews, Gardner, Briand, Couto). This premise has been embraced by many international communities who are now investing in community leadership development as a means of fostering and strengthening the leadership capacities of individuals to ensure the effectiveness of our communities. It is important to acknowledge that community leadership cannot be bound by a single definition, but exists in various forms and contexts and is continually reshaped due to new advances in leadership approaches, demographic shifts, and research findings. The dynamic nature of the subject challenges leadership educators to continually create and improve programs, training techniques, and contemporary models to fit the changing context of leadership and to consider a range of approaches to meet a diversity of needs.

### Community Leadership Development in Australia

Australia has a well-established history of community participation and community response to local needs, issues and problems. Advances in community action rely heavily upon individuals prepared to take on leadership roles and enable the development of community partnerships and collaborative efforts to address local community issues. Despite this track-record of leadership and community involvement, there is still very limited understanding of the nature of such leadership development, and more importantly, about how to efficiently and effectively educate, train and support those who undertake such roles.

### International Community Leadership Development

Many progressive communities in the United States of America, Canada and the United Kingdom have embraced the challenge of innovative and creative responses to community leadership development. These communities have formed broad-based leadership, community action and social entrepreneur organisations that actively seek out and educate leaders from various sectors throughout the community. These leadership development efforts differ in sponsorship and format, but their goals are ultimately the same - to create an active network of informed, concerned citizens to guide the future and growth of their community. Common to these initiatives is individuals from a diversity of backgrounds and across traditional boundaries working and learning together to enhance their leadership skills, capacities and attitudes whilst broadening their understanding of community issues.



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## Churchill Fellowship

The Churchill Fellowship provided me the opportunity to visit and examine how these progressive communities are responding to the necessity to invest in local and regional community leadership. It enabled a personal insight to the multiple dimensions, diverse approaches, programs and models being developed and implemented elsewhere, whilst acting as an ambassador of community leadership development in Australia.

## 5. FELLOWSHIP ORGANISATIONS

### SAN DIEGO

#### *Community Leadership Association*

The Community Leadership Association (CLA) is a non-profit organisation, founded in 1979, dedicated to nurturing leadership in communities throughout the United States and internationally. The mission of CLA is to strengthen and transform communities by enhancing the capacity of inclusive, community leadership development efforts. The Annual Leadership Conference brings together leadership development professionals, graduates and other civic-minded individuals from across the United States and beyond, to exchange innovative ideas, viewpoints and resources to help strengthen and transform communities.

[www.communityleadership.org](http://www.communityleadership.org)

### VANCOUVER

#### *Leadership Vancouver*

Leadership Vancouver is a program designed to develop, promote, and encourage outstanding community leadership, enabling its graduates to respond to current and future community issues. Leadership Vancouver's commitment is to develop partnerships and skilled leaders to effectively handle the challenging times ahead. Leadership Vancouver participants, selected through an application process, work on focused community projects and interact with current community leaders and experts through experiential sessions and site visits.

[www.leadershipvancouver.org](http://www.leadershipvancouver.org)

#### *Volunteer Vancouver*

Volunteer Vancouver is the peak body for volunteers in Vancouver. Its mission is to be a leader in promoting volunteerism and strengthening the voluntary sector.

[www.vancouver.volunteer.ca](http://www.vancouver.volunteer.ca)

## SALT LAKE CITY

### **Points of Light Foundation – Prudential Youth Leadership Institute**

The Prudential Youth Leadership Institute train-the-trainer program is a certification seminar to accredit facilitators to deliver the Youth Leadership Institute. The Institute is a unique training program designed to help prepare young people for leadership roles in their communities. Through a state-of-the-art curriculum that includes both classroom instruction and experiential training, the Institute teaches high-school-aged youth a broad array of leadership skills applicable to community service. The mission of the Institute is ultimately to help create stronger communities and a stronger nation by giving as many young people as possible the ability and desire to make meaningful, lifelong contributions to their communities.

[www.pyli.org/certified.html](http://www.pyli.org/certified.html)

## WASHINGTON

### **Advocacy Institute – Leadership for a Changing World**

The Advocacy Institute is a US-based global organisation dedicated to strengthening the capacity of political, social and economic justice advocates to influence and change public policy. The Institute recognises and supports social justice leadership through the “Leadership for a Changing World program” that highlights the importance of leadership in creating, initiating and sustaining action for democratic change.

[www.advocacy.org](http://www.advocacy.org)

### **BoardSource**

BoardSource is the premier resource for practical information, tools and best practices, training, and leadership development for board members of nonprofit organisations worldwide.

[www.boardsource.org](http://www.boardsource.org)

### **Listen Inc.**

The Local Initiative Support Training and Education Network (LISTEN) are committed to building on capacities and skills of urban youth through intensive training, coaching and technical assistance. They aim to strengthen urban youth networks and relationships by facilitating youth-led community building and community organising.

[www.lisn.org](http://www.lisn.org)

### **National Center for Strategic Non-profit Planning and Community Leadership**

The National Center for Strategic Non-profit Planning and Community Leadership (NPCL) is a nonprofit organisation created for charitable and educational purposes. The mission of NPCL is to improve the governance and administration of non-profit, tax-exempt organisations and strengthen community leadership through family and neighborhood empowerment.

[www.npcl.org](http://www.npcl.org)

### **The Social Action and Leadership School for Activists**

The Social Action and Leadership School for Activists (SALSA) of the Institute for Policy Studies (IPS) offers affordable classes to make organisations more effective.

SALSA is:

- a skills training program that strengthens community activism and fosters engaged citizenship;
- a forum for discussion and development of progressive issues and agendas; and
- a unique networking opportunity for social change activists.

[www.hotsalsa.org](http://www.hotsalsa.org)

NEW YORK

### **Action Without Borders**

Action Without Borders is a comprehensive directory of non-profit and volunteering resources on the web. The organisation provides web-based resources including non-profit and community organisation profiles from around the world, a global volunteer opportunities database, a non-profit Career Centre and support materials for non-profit organisations.

[www.idealists.org](http://www.idealists.org)

**Peter F. Drucker Foundation for Non-profit Management**

The Peter F. Drucker Foundation for Non-profit Management provides educational opportunities and resources to leaders in the business, government, and social sectors. Its mission is to lead social sector organisations towards excellence in performance and to foster partnerships across the sectors.

[www.drucker.org](http://www.drucker.org)

**LONDON**

**Bromley By Bow**

Bromley by Bow Centre is a pioneering voluntary organisation led by the local community, which has developed an innovative model to regenerate the area.

[www.bbbs.org.uk](http://www.bbbs.org.uk)

**Common Purpose**

Common Purpose helps people in leadership and decision-making positions to be more effective in, their own organisations, their community and society as a whole. They offer a range of programs for leaders of all ages, backgrounds and sectors, and web-sites for citizens who want to take the lead in making a difference in their communities.

[www.commonpurpose.org.uk](http://www.commonpurpose.org.uk)

**National Council for Voluntary Organisations**

The National Council for Voluntary Organisations (NCVO) is the umbrella body for the voluntary sector in England. The NCVO provides information and advice to voluntary organisations, undertakes research and analysis of the voluntary sector, provides education and consultancy, and lobbies government on behalf of the sector.

[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)

### *The School for Social Entrepreneurs (SSE)*

The SSE is a network of schools running learning programs across the UK and Ireland that support and encourage people to act innovatively for social benefit. The learning programs aim to create a climate and structure where participants explore entrepreneurial behaviour, tools of social entrepreneurs and the social context via a process of experience, inquiry and discussion.

[www.sse.org.uk](http://www.sse.org.uk)

## NOTTINGHAM

### *Civic Leadership Trust*

Anne Cartwright, a Churchill Fellow, is currently in the process of developing a Civic Leadership Trust in the United Kingdom to offer training and support to community leaders that have attended community leadership programs.

### *Learning and Skills Council*

The Learning and Skills Council (LCS) is a non-departmental Government public body established to improve education and training levels across England. The LCS is responsible for promoting the concepts of 'lifelong learning' to further increase the number of learners in the country.

[www.lscnotts.com](http://www.lscnotts.com)

### *OnBoard*

The purpose of OnBoard is to identify, train and place a new generation of Civic Leaders, from diverse backgrounds, on to the management boards of public organisations in the Nottingham.

The program has 3 elements: -

1. A high quality training program covering all aspects of Civic Leadership.
2. A matching service linking course participants to trustee and non-executive directorships on boards and management committee positions of "not-for-profit" public sector organisations.
3. The OnBoard Network - bringing together individuals for coaching and support on a regular basis. Networking with each other and partner organisations to discuss Civic Leadership issues and current roles, share good practice, evolve the training program, mentoring opportunities and receive presentations from guest speakers.

[www.nottm-onboard.org.uk](http://www.nottm-onboard.org.uk)

## 6. FINDINGS & RECOMMENDATIONS

Community leadership development initiatives in Australia are essential to strengthening the leadership capacities of concerned citizens to create, initiate and sustain action for community effectiveness and democratic change.

In formulating these developmental activities we must give due consideration to the notion that there is not one single type of community leader, but a myriad of individuals who lead in various contexts and who represent all parts of the community. They undertake a range of roles and responsibilities and have different competency and developmental requirements. Therefore, community leadership development and education cannot be a generic product serving all, but must be responsive and reflect the diversity of individuals in community leadership positions.

As a result of the extensive research undertaken during this Churchill Fellowship, the following key learnings and recommendations have been formulated as a guide for future leadership development activities. These form the framework for a best practice model of community leadership development in Australia.

### KEY THEMES

- 6.1 Community Leadership Development Approaches*
- 6.2 Community Leadership Program Curriculum*
- 6.3 Community Leadership Development Facilitation*
- 6.4 Community Leadership Diversity*
- 6.5 Community Leaders' Personal Effectiveness*
- 6.6 Community Leadership Educator Development*
- 6.7 Community Leadership Support*
- 6.8 Community Leadership Development Evaluation*

## **6.1 Community Leadership Development Approaches**

Community leadership development programs have identified the need to incorporate various approaches to development activities to enable community leaders to strengthen their capacity, to learn and grow. These approaches and models are constantly being refined and modified in response to ongoing evolution in the concepts of leadership and effective communities. Emphasis has been placed upon action learning processes, consideration of adult learning principles and experiential learning activities. The following are an indication of some of the developmental approaches undertaken by various leadership development organisations.

### *Leadership Briefings*

Short, face-to-face programs, which draw together local community leaders to be briefed by local experts regarding local issues and problems.

### *Structured face-to-face programs*

These programs vary in style, content and format but have a similar goal for participants - to strengthen the capacity of individual leaders through various educational experiences, peer learning and personal reflection.

### *Project Oriented Programs*

A majority of leadership programs are built around a real life project to allow participants to practice leadership in a controlled setting and to analyse and reflect upon their own personal leadership approach.

### *Learning Webs*

It has been acknowledged that community leadership is occurring at all levels of community and involves a diverse range of individuals with different needs. Leadership development organisations have recognised that many community leaders face barriers to participating in development activities, for example geography, financial considerations, time constraints. Therefore, they have utilised the Internet as a means of improving access to developmental opportunities, activities and resources. Specific leader development web sites have been designed to provide on-line learning (e-learning) workshops, electronic seminars, electronic newsletters (e-news), web-based bulletin boards and web-based discussions for the purpose of peer leader discussions.

### *Mentoring*

In most leadership programs participants are offered the support of a mentor to assist them in their leadership development. These mentors are specifically selected for their skills, knowledge and ability, and are matched to the needs of the participants within the program. Their main role is to provide support, guidance and personal consultation.

### *Leadership Learning Accounts*

Leadership development organisations have realised that the depth of skills and knowledge required by community leaders cannot be developed, enhanced or validated by developmental activities alone. Many have established “learning account initiatives” whereby financial assistance is made available to selected community leaders to attend learning activities within other organisations that will assist in their leadership development.

#### ***Recommendations***

- 6.1.1 Undertake needs analysis of leadership development participants to ensure developmental activities and resources are responsive to their individual needs.**
- 6.1.2 Incorporate various leadership development approaches into the design and delivery of leadership development activities and resources.**
- 6.1.3 Identify and implement best practice approaches to adult learning, access and equity and learner support mechanisms.**
- 6.1.4 Produce web-based and hard copy learning resources and activities to ensure maximum access and participation.**

## ***6.2 Community Leadership Program Curriculum***

Leadership program curriculums typically consist of a range of topics which participants self-select to meet their individual need/s.

Topics include:

- Conflict Resolution/Management
- Media
- Collaboration
- Community Capacity Building
- Community Mapping
- Government
- Economic Development
- Personal Effectiveness
- Education
- Problem Solving
- Group Dynamics
- Strategic Planning
- Community Participation
- Communication
- Social Entrepreneurialism
- Time Management
- Health
- Environment
- Governance
- Visioning

### *Recommendations*

- 6.2.1 Establish curriculum design team.
- 6.2.2 Initiate and maintain external content expert network for the purpose of curriculum input, mentor pool and guest facilitators.
- 6.2.3 Design core leadership development curriculum components that represent current thinking, trends, research, models, and approaches in leadership development.
- 6.2.4 Design additional curriculum electives pertinent to leadership competency development.

### *6.3 Community Leadership Development Facilitation*

All leadership programs have moved from purely knowledge based facilitation to a combination of theory, experiential and interactive activities to allow participants to be:

- involved,
- informed,
- challenged, and
- inspired to act.

Activities that ensure participants are learning on a practical, conceptual, imaginal and experiential level are essential. Various facilitation methods are incorporated into the program to ensure effective learning sessions. These methods include:

- simulations
- speeches
- debates
- demonstrations
- interviews
- symposium panel
- projects
- case studies
- role playing
- reflective practice
- critical incident debriefing.

Some of the more innovative facilitation techniques utilised by leadership programs are outlined below.

### *Retreats*

Retreats are an integral part of leadership development. Retreats provide opportunities for participants to:

- explore a personal philosophy of leadership
- share ideas, learnings and experiences with peers
- network with other leaders
- experiment with less familiar patterns of behaviour
- increase participants' confidence in developing new approaches
- personally reflect upon their actions
- seek support, assistance and guidance in a safe environment.

### *Action Learning Sets*

These facilitated small group discussions occur outside of the formal program format to allow participants to explore problems, compare experiences, exchange ideas and to support and challenge each other.

### *Community Learning Labs*

Community laboratories facilitate practical real-life learning opportunities. Participants are taken to specific locations within the community to get direct experience of an issue or problem being discussed within the program. These locations vary from housing projects, schools, community organisations, historical sites, neighbourhoods, parks, community centres, hospitals, government agencies and private businesses.

### ***Recommendations***

**6.3.1 Incorporate a range of practical, conceptual, imaginal and experiential learning activities and resources in programs.**

**6.3.2 Design and disseminate diagnostic tools to identify participant learning and developmental styles, needs, requirements and support.**

**6.3.3 Identify and establish community learning labs within community, corporate and government settings.**

**6.3.4 Design and produce a facilitators' guide and resource kit.**

## 6.4 Community Leadership Diversity

Leadership development programs recognise a diversity of leaders within communities. Not only do leaders come from the public, private and third sectors but they also differ in terms of age, gender, ethnicity and socio-economic status. Many programs have encouraged cross-sector participation and have designed various learning interactions for the purpose of:

- increased understanding of the value of diversity in all of its forms
- increased cross-sector connections
- peer network creation
- increased cross-sector collaboration and cooperation
- shared understanding and information exchange
- local partnership development
- opportunities to challenge sector perceptions.

### *Recommendations*

#### **6.4.1 Acknowledge the diverse range of individuals in leadership roles within community, including:**

- youth/potential/future community leaders
- grass roots community leaders
- activists/community organisers
- management committee/board members of non-profits
- CEO's/directors/managers of non-profits
- government and corporate community decision makers.

#### **6.4.2 Develop a range of leadership development streams, experiences and resources that respond to the specific needs of the diverse range of individual community leaders.**

#### **6.4.3 Consider individuals' beliefs, values, learning styles and abilities, and personal and professional development needs in the design of leadership education to ensure meaningful participation for each individual.**

#### **6.4.4 Create opportunities that encourage and support diverse and cross-sector participation in leadership development activities.**

## **6.5 Community Leaders' Personal Effectiveness**

Leadership development programs develop an individual's personal capacity to effectively undertake their role as a community leader. Strategies such as debriefing sessions, retreats, reflective journals, reflective practice and mentoring relationships have been implemented to ensure opportunities for self-reflection and identification of personal leadership style and philosophy.

### ***Recommendations***

- 6.5.1 Identify and develop tools that assist and support individuals in defining their own leadership values, style vision and philosophy.**
- 6.5.2 Incorporate personal wellness and development streams in curriculum design.**
- 6.5.3 Research and identify innovative and best practice approaches to reflective experiences.**
- 6.5.4 Provide peer support networks and mentor relationships for the purpose of professional and personal reflection.**

## **6.6 Community Leadership Educator Development**

Community leadership is constantly evolving in line with advances in research, leadership approaches and demographic shifts. As a result of these ongoing changes leadership educators and leadership development programs need to be both proactive and responsive to ensure the relevancy of their activities. A number of countries have established leadership educator networks and community leadership associations to enhance the capacity of leadership programs to strengthen the communities they serve. These associations have developed a range of professional development resources and activities including conferences, workshops, peer-to-peer networking, skills banks, research materials, newsletters, journals and web-based products to ensure leadership educators and programs are supported and remain at the forefront of innovative leadership development.

## *Recommendations*

- 6.6.1 Develop and conduct a certified leadership educators program.**
- 6.6.2 Initiate and maintain a network of local and regional leadership development practitioners.**
- 6.6.3 Design and disseminate a leadership educator facilitation resource kit.**
- 6.6.4 Provide a range of professional development opportunities and resources to community leadership educators.**

## **6.7 Community Leadership Support**

Leadership development is an ongoing pursuit - it does not cease at the conclusion of a structured leadership development activity. Continual support needs to be provided to ensure communities develop, strengthen and enhance their leadership capacities and capabilities. International leadership programs are creating accompaniments to their core activities to provide individuals with contemporary and accessible support mechanisms. These methods vary from program to program but act as a means to maintain continuity and connection. Mechanisms include:

### *Alumni Associations*

Alumni associations are a common approach utilised to keep program graduates connected to each other and the leadership development organisation. Alumni activities differ depending upon the program to which they are associated, but most undertake the following functions:

- guest speakers or presenters at leadership development programs
- leadership development participant mentors
- social representatives for leadership development programs
- board members of leadership development organisation
- provision of financial support for leadership development organisations
- recruit applicants for leadership development programs
- administrative, promotional, curriculum design support
- 'skills bank' participants.

### *Leadership Coaches*

Leadership coaches play a similar role to mentors but provide ongoing assistance and personal consultation outside of the structured program timelines. Leadership coaches connect with the program participant on a regular basis and continue this relationship in response to the participant's needs.

### *Networks*

Regular events are offered to program graduates either face-to-face or in virtual peer-to-peer forums. These forums provide opportunities for graduates to:

- maintain contact with fellow graduates and the leadership development organisation
- explore pertinent issues (through the provision of guest speakers, publication of stimulus material in newsletters and web-based materials)
- exchange ideas and seek assistance
- engage in critical discussion and dialogue.

### *Virtual Resources*

Priority has been given to the development of accessible on-line (virtual/web-based) resources in leadership development organisations. Participants have the ability via the Internet to access a variety of materials including newsletters, journals, research articles, leadership tools and proformas at their leisure.

### ***Recommendations***

**6.7.1 Provide a range of ongoing professional development opportunities and resources for program participants.**

**6.7.2 Investigate the establishment of alumni associations.**

**6.7.3 Initiate and maintain a network of local and regional community leaders.**

**6.7.4 Establish an interactive virtual and real-time leadership support system.**

## 6.8 Community Leadership Development Evaluation

The traditional focus of leadership development evaluation has been to review the operational and participant satisfaction aspects of development activities. As the programs have evolved, there has been a greater emphasis upon formative and summative evaluation to assess:

- operational aspects of the program
- program facilitation and content
- program impact on participant and community

The methodology of these evaluation processes employs a range of data collection methods to assess the effectiveness of the program holistically. These methods include:

- *Participant evaluation of each session*

After each session, participants are asked to complete a session evaluation.

- *Annual program evaluation*

Oral and written approaches are utilised to review various topics about the success and effectiveness of the entire leadership development program.

- *Impact evaluation*

Evaluation undertaken on an ongoing basis to determine whether the mission and goals of the program met the needs of the participants and the communities they serve.

### ***Recommendations***

**6.8.1 Develop pre-activity assessment methods and procedures to establish participant expectations and requirements.**

**6.8.2 Design formative and summative evaluation methods and procedures to collect qualitative and quantitative data to measure developmental activity's effectiveness.**

**6.8.3 Develop phenomenological and impact assessment methods and procedures to measure personal, professional and community outcomes over time as a result of the developmental activities.**

**6.8.4 Create evaluation methods and procedures for development activity facilitators, stakeholders and associated personnel.**

## 7. CONCLUSION

In conclusion, the Churchill Fellowship provided the opportunity to visit and examine how other nations are responding to the necessity to invest in local and regional community leadership. It also allowed a personal insight to the multiple dimensions, diverse approaches, programs and models being developed and implemented. The findings of this research will inform the creation of best practice approaches to community leadership development to ensure Australian practice is at the forefront of advances in this field.

### FUTURE OUTCOMES

#### ◆ *Program Development*

The outcomes of this research will inform the creation of an Australian community leadership development program. This program will intentionally and actively encourage people to be trustees of their communities - to work for the common good - and to become a leadership resource for the entire community. The program will focus upon developing and enhancing the critical leadership skills of facilitation, collaboration, visioning, consensus building, and creative problem solving which results in a real and sustainable difference for the individuals, their communities and ultimately the country.

#### ◆ *Program Delivery*

##### *Prudential Youth Leadership Institute*

Certification as a Prudential Youth Leadership Institute trainer will allow the facilitation of this program's curriculum which includes workshop-based learning, experiential activities and community oriented projects to develop the leadership capacities of high-school aged youth.

#### ◆ *Research*

Further research will be undertaken to advance the understanding of the nature and needs of community leadership within an Australian context. In particular, research efforts will focus upon investigating approaches that go beyond the confines of knowledge and skills acquisition to exploring models which facilitate and support community leaders to develop practical community-owned initiatives and solutions that are innovative, sustainable and value-adding to communities.

#### ◆ *Resource Development*

Design and dissemination of leadership development resources that complement and enhance leadership development activities, which are in accessible via a diverse range of mediums to community leaders, leadership development practitioners, academics, consultants and the broader population.

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