



Distributed Leadership

Enabling Distributed Leadership: A Conceptual Model



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This workshop aims to....

1. Critically analyse the potential of distributed leadership to assist emergent change required in order to 'live with' rather than try to 'manage' complexity.
2. Identify potential approaches to leadership development to enable (and evaluate) approaches to building distributed leadership capacity.
3. Explore the potential of distributed leadership for broader use across and beyond the higher education sector



The three resources used to underpin this workshop include

1. 6E Conceptual Model of Distributed Leadership
2. Enabling resource for Distributed Leadership - ASERT
3. Draft Benchmarks for Distributed Leadership

These resources have been designed based upon research carried out across Australian institutions of higher education between 2009-ongoing, funded by the Office for Learning and Teaching and its predecessor the Australian Learning and Teaching Council. They are available for download from:

<http://www.distributedleadership.com.au>.



Distributed Leadership

WHY? - COMPLEXITY

Complex

Probe
Sense
Respond

Emergent

Complicated

Sense
Analyze
Respond

Good Practice

Chaotic

Act
Sense
Respond

Novel

Simple

Sense
Categorize
Respond

Best Practice

Disorder



Distributed Leadership

WHO?



Distributed Leadership

WHAT? HOW?





Description

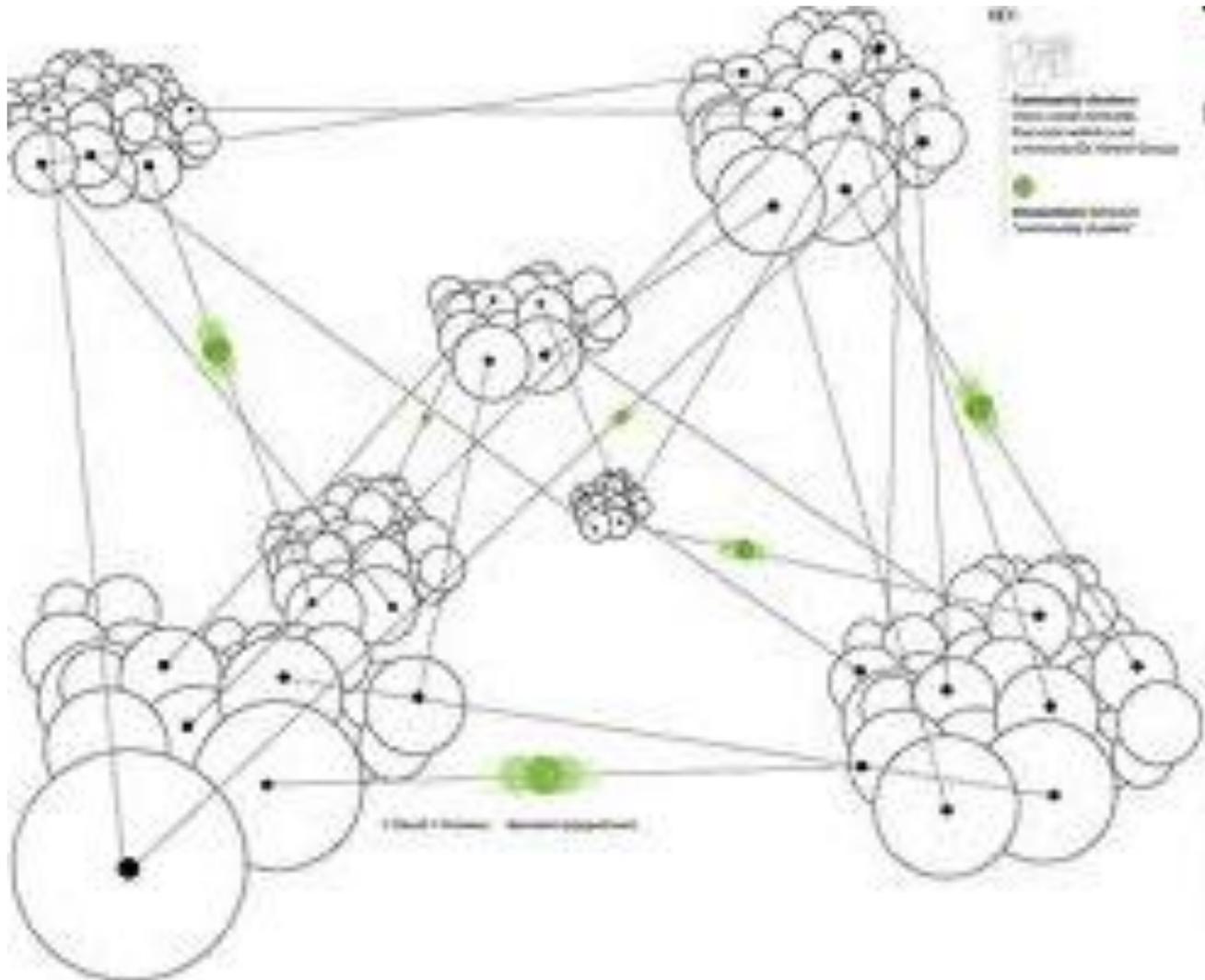
Action by many people working collectively across the institution to build leadership capacity in learning and teaching.

*DL differs from other approaches to building leadership capacity in which the **traits, skills and behaviours of individual leaders** are emphasised*



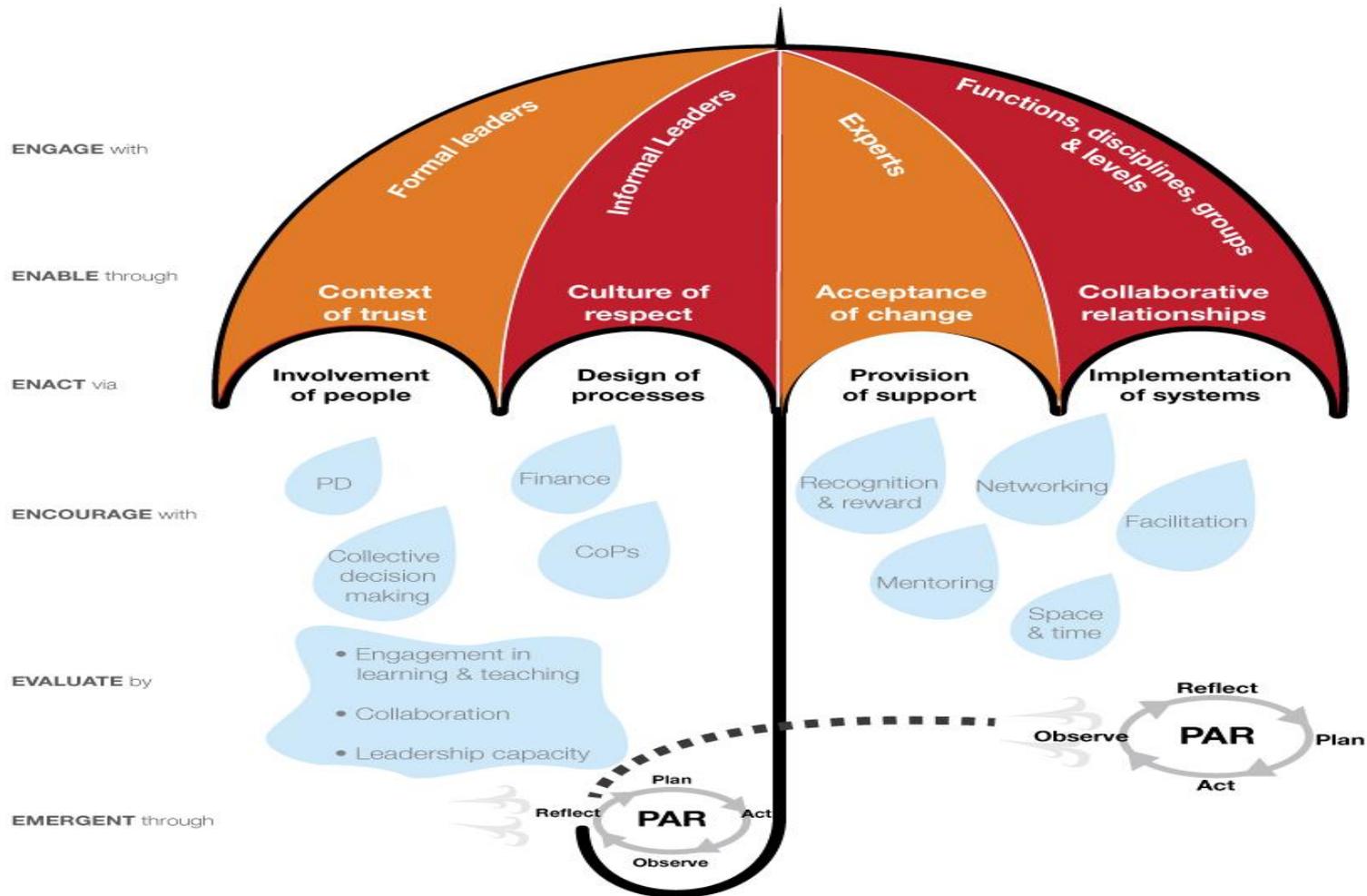
Distributed Leadership

LEADERSHIP as a SOCIAL PROCESS



Distributed Leadership

DISTRIBUTED LEADERSHIP 6E Conceptual Model





THE 6E conceptual model

Six basic tenets –

1. **Engagement** – with formal and informal leaders and experts from all relevant functions, disciplines, groups and levels.
2. **Enabled** - through a context of trust, a culture of respect and collaboration
3. **Enacted** - via people, processes, support and systems.
4. **Encouraged** through professional development, mentoring, facilitation, CoPs, & recognition and reward for contribution.
5. **Evaluated** through examples of increased engagement, collaboration and growth in leadership capacity.
6. **Emergent** through cycles of Participative Action Research.



Enabling DL

The Action Self Enabling Reflective Tool (ASERT)



Distributed Leadership

Dimensions of DL

- Context for DL
- Culture in which DL is developed
- Change
- Relationships that are developed
- *Activity that is undertaken.*

Elements of Dimensions

- Influence rather than power
- Autonomy rather than control
- Interdependence between levels & functions
- Collective rather than individual
- *Shared purpose through cycles of change*



Inputs

- Encourage involvement of people
- Create supportive processes
- Provide professional development
- Resource collaborative activities
- *Support individual participation*

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Criteria for Distributed Leadership	Dimensions and Values to enable development of Distributed Leadership			
	CONTEXT Trust	CULTURE Respect	CHANGE Recognition	RELATIONSHIPS Collaboration
People are involved	Expertise of individuals is used to inform decisions	Individuals participate in decision making	All levels and functions have input into policy development	Expertise of individuals contributes to collective decision making
Processes are supportive	Leadership is implemented as a shared process not just a position	Decentralised groups engage in decision making	All levels and functions have input into policy implementation	Communities of Practice are modeled
Professional development is provided	DL is a component of leadership training	Mentoring for DL is provided	Leaders at all levels proactively encourage DL	Collaboration is facilitated
Resources are available	Space, time & finance for collaboration are available	Leadership contribution is recognised and rewarded	Flexibility is built into infrastructure and systems	Opportunities for regular networking are supported



SELF ENABLING ACTION - STEPS

1. Identify the level targeted for a DL approach (whole or part of organisation)
2. Choose a Criteria from the ASERT
3. Identify a Dimension (value) related to the chosen criteria from the ASERT
4. Identify the Cell activity suggested by the intersections of the criteria and dimension and reflect on the extent to which the this action occurs currently in the Organisation
5. Reflect on future change that is needed to achieve this Activity
6. Reflect on how to ensure that each activity leads to a holistic approach
7. Identify a plan of action to achieve to desired activities and outcomes
8. Repeat Steps Two to Six for each Criteria and related Dimension



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ACTIVITY

1. Choose one the actions identified within a CELL and reflect on:
 - Examples of where this occurs within your organisation.
 - Reasons for why this may not occur in your organisation.
2. What would be needed in your organisation to design leadership development that would incorporate this activity?

GROUP CIRCLE SHARING (adapted from Brookfield 2006, Circular response)

- discuss within your group your responses:

Rules for Group:

- *No one may be interrupted while speaking*
 - *No one may speak out of turn in the circle*
 - *Each person is allowed only ONE minute to speak*
 - *Each person must begin by paraphrasing the comments of the previous discussant*
 - *Each person, in all comments, must strive to show how his or her remarks relate to the comments of the previous discussant.*
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- *After each discussant has had a turn to speak, the table is opened for general reactions, and the previous ground rules are no longer in force.*



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ACTIVITY

GROUP FEEDBACK REFLECTION:

Based on your discussion, how workable do you think this ASERT could be in assisting organisations to design leadership development to implement a DL process to build leadership capacity for change?

What suggestions do you have to improve its workability?



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BENCHMARKING DISTRIBUTED LEADERSHIP

1. TENET ONE: ENGAGE

SCOPE: Distributed leadership for learning and teaching engages a broad range of participants from all relevant functions, disciplines, groups and levels. This includes formal leaders, informal leaders and experts.

ELEMENTS

ONE: Formal leaders of learning and teaching (academic and professional)

TWO: Informal leaders of learning and teaching

THREE: Discipline experts in learning and teaching

FOUR: Functional experts in learning and teaching

2. TENET TWO: ENABLE

SCOPE: Distributed leadership for learning and teaching is enabled through a context of trust and a culture of respect coupled with effecting change through collaborative relationships.

ELEMENTS

ONE: Context of trust

TWO: Culture of respect

THREE: Acceptance of need for change

FOUR: Collaborative relationships



EVALUATING DISTRIBUTED LEADERSHIP

3. TENET THREE: ENACT

SCOPE: Distributed leadership for learning and teaching is enacted by involvement of people, the design of processes, the provision of support and the implementation of systems.

ELEMENTS:

ONE: Involvement of people

TWO: Design of participative processes

THREE: Provision of support

FOUR: Integration and alignment of systems

4. TENET FOUR: EVALUATE

SCOPE: Distributed leadership is best evaluated drawing on multiple sources of evidence of increased engagement in learning and teaching, collaboration and growth in leadership capacity

ELEMENTS:

ONE: Increased engagement in learning and teaching

TWO: Increased collaboration

THREE: Growth in leadership capacity



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BENCHMARKING DISTRIBUTED LEADERSHIP

5. TENET FIVE: EMERGENT

SCOPE: Distributed leadership is emergent and sustained through cycles of action research built on a Participative Action Research methodology

ELEMENTS:

ONE: Participative action research process

TWO: Reflective practice

THREE: Continuous improvement in learning and teaching

6. TENET SIX - ENCOURAGE

Provides the basis upon which a GOOD PRACTICE DESCRIPTOR for each of the other five Tenets and their associated Elements is identified.



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ACTIVITY

1. Choose one the Benchmarks identified for DL and reflect the extent to which this would assist your organisation in design for, and evaluation of, the process established to enable distributed leadership :
2. What would be needed in your organisation to design leadership development that could be evaluated?

GROUP CIRCLE SHARING (adapted from Brookfield 2006, Circular response)

- discuss within your group your responses:

Rules for Group:

- *No one may be interrupted while speaking*
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CRITIQUE

DL is a complex concept –

it can easily be rejected either because it is seen as a threat to formal leadership and an attempt to fool the workforce that it is synonymous with more equal power sharing.

This workshop has been designed on the assumption that DL is an appropriate form of leadership to assist emergent change required in order to 'live with' rather than try to 'manage' complexity.

Having worked through some of the resources that have been developed on this assumption, critique is needed.



CRITIQUE

Within your groups discuss the question:

Is DL a more appropriate form of leadership in a time of complexity where there are multiple paths that can be taken

OR

is it a form of leadership that is doomed to failure because it fits within Grint's (2010) description of leadership as *the enemy of the people, generating an allergic reaction ?*

Depending on your response, discuss how should leadership development may be re-designed to include an understanding of, and action based on, DL.



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THANK YOU AND QUESTIONS

