

No.1

WORK IN PROGRESS

Occasional articles on themes relevant to our Strong Neighbourhoods work. These can be results of research, evaluation or reflection. As the name implies, these articles are not meant to be the final word on a topic but rather a vehicle to illuminate specific aspects of our work, to share insight, invite discussion and encourage collective learning.

Please feel free to send us any thoughts, reactions or reflections on the article.

Community Leadership Development

Discussion Paper Prepared for
United Way of Calgary
City of Calgary, FCSS

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2010



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INTRODUCTION

In Calgary, the United Way of Calgary and City of Calgary FCSS have used community development practice to build community capacity for sustainability and positive change. Recently these funders have decided to focus on specific target neighbourhoods using place-based community building approaches to strengthen neighbourhoods.

Research indicates that the well-being and 'life chances' of individuals and families can be impacted by the neighbourhoods in which they live. Neighbourhood effects are the differences in 'life chances' associated with living in one neighbourhood rather than another. Neighbourhood effects are linked to child and adult health, child and adolescent development, adult income and employment, and family resiliency.

Those neighborhoods in which household poverty levels fall between 25% and 39%, are considered to be at a threshold or "tipping point" where the neighborhood is at risk of decline.¹ Neighbourhoods in decline will typically experience an increased accumulation and intensity of social and economic problems. However, neighbourhood renewal and revitalization efforts can help neighbourhoods "tip upwards" such that problems are prevented or diminished.

The focus on strengthening neighbourhoods involves increasing individual and social capacity, and building community capacity in an effort to decrease (or at least not increasing) spatial concentrations of poverty in Calgary, and improve social inclusion of vulnerable Calgarians.

Research and practice examples from other cities in Canada and around the world suggest that successful neighbourhood-based community development must be driven by residents who work together to identify and address problems. Residents' participation "is a major method for improving the quality of physical environment, enhancing services, preventing crime, and improving social conditions."²

The following discussion paper will:

- describe what community/neighbourhood leadership means in the context of United Way/FCSS community building and place-based approaches
- explore how both emergent leadership and more formalized leadership can be incorporated into a coherent community leadership strategy
- identify the skills, competencies and supports required by community leaders operating at the neighbourhood level, and
- consider what training and resources could be made available in Calgary to support the development of community/neighbourhood leaders.

1 United Way of Greater Toronto and Canadian Council on Social Development. (2004). Poverty by Postal Code: The Geography of Neighbourhood Poverty, City of Toronto, 1981-2001. (Toronto, ON: United Way of Greater Toronto.

2 Cooper, M.; D. Bartlett. 2005. Strong Neighbourhoods: Building the Foundation for a United Way Neighbourhood Investment Strategy. (Calgary, AB: United Way of Calgary and Area).

2.0 The Context for Community Leadership Development

Community development is a complex and ongoing process. One important component of a sustainable community development process is community capacity building. Community or neighbourhood capacity refers to the ability of residents to work together to find local solutions to particular problems and to collectively influence local and higher level change. Without sufficient levels of community capacity, residents are unable to mobilize around issues, to exercise the political clout required to attract public or private resources and to forge vital connections beyond the neighborhood. In low-income neighborhoods, low levels of personal and social capital and social cohesion often mean that, individually or collectively, residents do not have the ability, skills or resources to respond creatively and effectively to local problems and challenges. However, with adequate support to increase capacity and opportunities to participate, residents can take on larger issues that strengthen and sustain neighborhoods to improve the 'life chances' of the children, families and individuals who live there.³ Community leadership has been identified as one key area of capacity development.

Chaskin (2001) suggests that there are at least four common factors which contribute to building community capacity, including:

- the existence of resources (including the skills of individuals, access to capital and organizations);
- a network of relationships;
- leadership; and
- support for some kind of mechanisms for participation by community members in collective action and problem solving.⁴

The Annie Casey Foundation has begun approaching community capacity building in their *Making Connections* program through community organizing, social networks, leadership and civic participation.⁵ Ledwith further confirms the validity of this approach, indicating that the foundation of a healthy community is built upon positive action, personal empowerment, community organization and participation/involvement.⁶

An essential element to all of these definitions of community capacity building is leadership. Leadership is needed because,

"Vibrant and healthy communities don't spontaneously emerge: they are the result of dedicated groups of people investing their time and energy for the benefit of all. Of course any group that wants to work effectively towards a common goal needs strong leadership, someone to help chart the course and then encourage and inspire others to join in".⁷

Fortunately, this type of community-based leadership may be found within communities themselves. The rationale behind investing in leadership development and training stems from the fact that, "communities usually don't need outside leaders or facilitators to make things happen. Community members, using their own skills and employing certain tools, can bring people together and move the community forward".⁸ Through this approach, "resident leadership and ownership is key to long-term sustainable neighbourhood change".⁹

3.0 Understanding Community Leadership

Community leadership is essential to a vibrant and sustainable community development effort. But what do we mean by community leadership? How has our understanding of leadership changed over time, and where does community leadership fit within the larger framework of leadership theory?

Leadership theory has evolved over the past half century, moving from a view of leadership as something contained within the individual, through a period of seeing it in relationships of influence, and most recently as "a multidimensional social process that contains a range of complex relationships, involving the integration of social systems and individual skills."¹⁰ These various views of leadership have evolved within the context of our social structures, from hierarchical command and control structures with leadership at the top, to more horizontal shared leadership structures and finally to more flexible organic open systems of leadership.

Theories based on the concept of **individual leadership** suggests that leadership flows out of a set of traits, characteristics or ability to act that an individual possesses and can use to influence, persuade or control others or to achieve a particular goal. Based on this assumption of the "great man or great woman" approach to leadership, a

3 Cooper, M. (2009). City of Calgary, FCSS Policy Brief #5. Outcome: Strong Neighbourhoods.

4 Chaskin, Robert. "Building Community Capacity: A Definitional Framework and Case Studies from a Comprehensive Community Initiative". *Urban Affairs Review*. 36 (2001): 292.

5 Ahsan, Nilofer, through the Annie Casey Foundation. *Sustaining Neighborhood Change: The Power of Resident Leadership, Social Networks and Community Mobilization*. (Baltimore: Annie Casey Foundation, 2008): 4.

majority of popular leadership research has emphasized the acquisition of skills that will enable individuals to create the results they want, and effectively equates leadership with power and influence.

Shared leadership theories include concepts of shared, distributed, relational and adaptive leadership in which the leadership entails a “simultaneous, ongoing, mutual influence process” occurring within a group and characterized by the “serial emergence” of positional or un-official leaders.¹¹ This type of leadership allows members of a group to each play a particular role depending on the type of tasks that need to be completed, making it process oriented and emergent as different parties provide leadership in areas such as visioning, organizing, spanning, networking and social engagement. Adaptive leadership seeks to diffuse responsibility amongst group members. From a relational perspective, leadership occurs through a process of engagement with stakeholders in an active and inclusive dialogue that integrates participant voices through a reflection process. Shared leadership approaches are seen to be most relevant when the tasks involved in solving particular problems are highly interdependent, require a high level of creativity, or are highly complex.

Ecological leadership views leadership as an emergent process which occurs in a web of interdependent social and biological systems. Adaptability is determined by the richness and variability of feedback loops allowed to influence the leadership process, with diverse groups or participants contributing to a common goal. In this model, the task of leaders shifts from decision making to “ensuring that processes of collaboration are sufficient to bring an adequate amount of information to bear on decisions and actions”.¹²

The UNDP definition of leadership acknowledges and recognizes these different theories and aspects of leadership. It defines leadership as

“the ability to influence, inspire and motivate others to achieve or even go beyond their goals. It is also the ability to anticipate and respond to change. Leadership is not necessarily synonymous with a position of authority; it can also be formal or informal and be held at many levels. Although leadership is most commonly associated with an individual leader, it also exists within the enabling environment and at the organizational level.”¹³

Community leadership could be defined as “a person who works with others to develop and sustain the health of the community”¹⁴. When speaking about community leadership, the terminology in the literature varies and can include:

- community leadership
- grassroots leadership
- place based leadership
- resident leadership
- neighbourhood leadership

CHANGING PERCEPTIONS OF LEADERSHIP¹⁵

INDIVIDUAL LEADERSHIP

- > Leader is the sole decision maker and goal-setter
- > Linear relationship in a vertical direction (with leader at the top and followers at the bottom)
- > Followers are subordinate to the leader
- > Leader is charismatic
- > Leader is strong in vision, discipline and action



SHARED LEADERSHIP

- > Leaders and followers interact and share decision-making and goal-setting
- > Linear relationship between leaders and followers in a horizontal direction
- > Followers are more equal to leaders
- > Leader is understanding and listening
- > Leader promotes vision, listens to followers, directs decisions and encourages followers



ECOLOGICAL LEADERSHIP

- > Leaders are constantly changing and emerging, trading roles and promoting vision
- > Non-linear relationship where leaders and followers may change places and roles
- > All participants are equal and may have an equal potential to lead
- > Leader inclusive, changing and mentoring
- > Leader works with others to achieve vision, changes roles as necessary and helps to develop other emergent leaders

6 Ledwith, Margaret. Community Development: A Critical Approach. (Bristol, UK: Policy Press, 2005): 81.

7 Zummach, N. “Building Stronger Communities through Stronger Leadership”. (Charity Village, 2002). Available at: <http://www.charityvillage.com/cv/archive/acov/acov02/acov0228.html>

8 Krile, James with Gordon Curphy and Duane Lund. The Community Leadership Handbook: Framing Ideas, Building Relationships, and Mobilizing Resources. (Blandin Foundation, 2008): xv.

9 Ibid (2008).

10 St. John, J. (2008). Complexity, Relational Construction, and Innovation: Leader Experience in Social Development Organizations

11 Pearce, C. L. (2004). The future of leadership: Combining vertical and shared leadership to transform knowledge work. Academy of Management Executive, 28(1), 47-57.

12 Wielkiewicz, R. M., & Stelzner, S. P. (2007). Special issue on leadership falls behind. American Psychologist, 62(6) 604-618.

13 UNDP

14 Krile, J. ((2008). The Community Leadership Handbook. Fieldstone Alliance.

15 Diagram based on literature review conducted by Anne Miller and Renee St. Amant (2010) as well as: Jeffrey St. John. Complexity, Relational Construction, and Innovation: Leader Experience in Social Development Organizations (Calgary: University of Calgary, December 2008): 14-17.

4.0 The Role of Formal and Informal Leaders

Grassroots, community or resident leaders can include formal or “positional” leaders, informal leaders and emergent leadership within the defined community or neighbourhood. Community members should consider the different types of leadership existing within their community, how these leadership types interact and how the community might position itself to take advantage of the different leadership within their community in order to further community interests and overall capacity.

Communities typically contain a mix of leadership that can include formal leaders, informal leaders and potential emergent leaders.

Formal leaders may include:

- elected officials
- leaders in official positions such as Community Association board members
- religious leaders
- recognized ethno-cultural leaders
- leaders of specific formal groups (e.g. sports, seniors, school parent council)

Informal and Emergent Leaders may include:

- Individuals in the neighbourhood who may already have strong leadership skills and experience - often engage in interest or issues based activities
- Individuals with a particular interest or passion
- Individuals who participate and like to help out
- Individuals who currently do not self-identify as leaders, need encouragement, support, training and experience

Of course, leaders are seldom confined to one clearly defined role. Some grassroots informal leaders may move into paid, formal positions in the community, while formal leaders may use participatory approaches to achieve their aims. Leaders are “likely to execute a variety of roles, including tactical or strategic, decision-making, administrative and managerial, direct field activities and team building”.¹⁶ More importantly, it is some combination of the two (formal and informal roles) that leads to the most success in community leadership. Those that embody formal leadership roles are wise to make use of

informal and emergent leaders in their constituency, while informal leaders effect the most change when they harness the power held by formal leaders in the community. A balance between formal and informal leadership leads to cooperative strategies that are innovative, legitimate and realistic.

4.1 Formal Leaders Need Informal leaders

KEEPING IDEAS FRESH

Formal or positional leaders can benefit from informal leaders’ vision, optimism and commitment to participation. Formal leaders can become jaded from years of working within institutional constraints and lose sight of real opportunities for systems change. They get bogged down, in other words. Informal grassroots leadership can provide a breath of fresh air to formal leaders who may lack vision for progress.¹⁷

STAYING IN TOUCH WITH THEIR CONSTITUENCY

Leadership is qualitatively different from management, so “holding a formal leadership position or position of power does not necessarily mean that a person exercises leadership”.¹⁸ In order for someone to lead they need to work towards real change that their constituencies desire. By tapping into the idealism and imagination of community leaders working “on the ground”, formal leaders can remain relevant. Formal leaders exercise beneficial and needed leadership when they use the voices for change within their communities. They can make things happen through authoritative power, but authentic change happens when they rely on the ingenuity of their constituency.

GAINING SUPPORT

If a formal leader has support from informal leaders in the community, they will have a much easier time accomplishing their goals.¹⁹ Formal leaders benefit by engaging with informal leaders who can influence community members to see the value of a proposed action. In turn, the informal community leader may gain some ability to shape how those new policies are carried out.

16 Smircich, L. & Morgan, G. (1982). Leadership: The Management of Meaning. *Journal of Applied Behavioral Science* 18 (3): 81

17 Patnode, G. (2009). *Leadership for Community Action: Implementing the Politics of Change*. Author House: Bloomington, Indiana.

18 Ciulla, J. (1995). Leadership Ethics: Mapping the Territory. *Business Ethics Quarterly* 5 (1): 13.

19 Senge, P. & Kaufer, K. (2000). “Communities of Leaders of No Leadership at All”. *Cutting Edge Leadership*. Eds. Kellerman, B. & Matusak, L. Academy of James Macgregor Burns: Maryland, USA.

4.2 Informal Leaders Need Formal/ Positional leaders

GAINING MACRO PERSPECTIVE

Many organizations and communities have issues with carrying out their most basic goals because they lack sufficient vision and leadership. On a micro level, leadership development hopes to fill the dearth of community leaders. It is hoped that community based leaders can bring about change in the communities through participative leadership in their organizations. On the other hand, at the macro level, the various organizations in the community vying for resources and public authority create a complex system of competing interests. It is often the formal leaders with access to policy making who are able to make sense out of this complexity. Within organizations, leaders provide focus and decision making.²⁰ On a bigger scale, leaders who hold traditional roles can provide focus to the communities' overarching needs and goals.

CONNECTING WITH OTHER LEADERS

Networking has been identified as one of the most important aspects of successfully implementing a community based leadership strategy. When informal leaders meet their local community association president, religious or ethnic leaders or elected officials, they gain access to a wealth of networking possibilities. Sometimes it's "who you know" that gets the job done. Grassroots informal leaders who gain acknowledgement from formal leaders and funders are more likely to get recognition and support.

Moreover, when this happens, informal leaders are able to garner support for their cause, and sometimes they are able to spread their message beyond their immediate community. When formal leaders know about what is happening in their local communities, they share that information with other leaders. Innovative ideas and successful programs on the local level can lead to solutions at the regional, national or even global level. Healey explains that "today's organizers and leaders realize that almost every urban issue is also a regional, state, national, and sometimes, even a global issue. Urban strategy, therefore, has to take into account the need for linkages and networks across these levels".²¹

ACCESSING FUND, RESOURCES AND BUILDING CAPACITY

Community leaders who want to make real change happen in their neighbourhoods need funds for programs and more generally, the capacity to affect those changes. In order to obtain support, informal community leaders often look to more formal leaders and organizations in their community for help. Intermediary organizations can facilitate and direct informal leaders towards funding and formal decision making channels. In a study by the Kellogg Foundation, they found that support organizations play a vital role in sustaining grassroots leaders. "Given the limited resources available to grassroots leaders and their organizations and their frequent disconnect to mainstream institutions or resources, it comes as no surprise that support organizations help fill a large hole in the educational infrastructure of most communities. These organizations provide a wide range of services and training opportunities, which include networking with other leaders, skill training, organizational capacity building, issue research and strategy development".²²

4.3 Balancing Formal and Informal Leadership

PROVIDING BALANCED SOLUTIONS

Balancing the two types of leadership roles provides more rounded, complete answers to problems and a greater ability to carry out solutions. Problems in today's world are complex, involving multiple cause factors and multiple solutions. It is impossible for any one person to have the required knowledge and skills to solve these issues.²³ By creating partnerships or networks between informal and formal leadership, communities access the knowledge and skills to create solutions to complex local problems. Formal leaders can function as a useful reality check to grassroots organizers. We would all like community problems to be solved, but the reality is that sometimes there is a scarcity of political will, resources and community patience for changing everything at once.

Formal leaders can advise informal leaders about what resources are available whether that be financial, moral, or political. They can also advise informal leaders about the legal boundaries that delineate the possible scope of their projects

20 Pearce, C. (2004): 49.

21 Healey, R. (12/03/2007). "The City Belongs to Us". Grassroots Policy Project. Available online at: <http://www.grassrootspolicy.org/node/79>

22 W.K. Kellogg Foundation. Leadership Development: A Guide for Grassroots Leaders, Support Organizations and Funders. Eds. Adams, T. & Schafer, K. Available on the web at: www.wkkf.org

23 Pearce, C. (2004). The Future of Leadership: Combining Vertical and Shared Leadership to Transform Knowledge Work. *Academy of Management Executive* 18 (1): 47.

In turn, informal grassroots leaders provide the energy, the vision and the motivation to change things. Solutions that require a high level of creativity, complexity or interdependence, for example between community members, are the most appropriate avenues for incorporating shared, and/ or community based leadership types.²⁴ Together, the solutions that emerge are innovative and realistic.

BALANCING TRANSACTIONAL AND TRANSFORMATIONAL CHANGE

Transactional leadership that emerges from formal institutions in a community keeps policy delivery stable and predictable by focusing on the status quo and compensating those who carry out the delivery of programs. While, transformational leadership “adopts a more symbolic emphasis on commitment to a team vision, emotional engagement, and fulfillment of higher-order needs such as meaningful professional impact or desires to engage in breakthrough achievements”.²⁵ By striking a balance between formal and informal leadership, we ensure that change is progressing and that existing systems function properly.

IMPLICATIONS FOR DEMOCRACY

Formal leadership remains an important part of democracy. Elected officials, for example, are put in an authoritative position granted by their constituency in order to represent them. They have legitimate power because people in the community expect them to lead. Informal leaders, however, have not been elected by anyone and are therefore not directly answerable to any constituency.²⁶ Through their participative approach it is hoped that informal grassroots leaders represent the concerns of their community. But, even the most important figures of change have worked with formal channels of power to change policies for the better, to make change equally accessible to all members of their community or to show widespread support for their issue by galvanizing votes.

On the other hand, increasing direct participation of motivated citizens in shaping the policy process is a positive step towards direct democracy. Bucek argues, “for too long participation in local affairs has been tokenistic, involving little more than consultation with public opinion in ways which produce results that can easily be ignored by those in formal positions of local authority... [involving informal leaders] diversifies methods of policy formation, service delivery, and other means of community and client involvement in the management of public services”.²⁷

5.0 The Leadership Development Process

Henein believes that the potential for leadership resides in each of us and can be awakened and developed. She offers two interesting perspectives on how individuals come to leadership. Those in the “innate” group tend to have personality characteristics that lead them into more active roles and eventually into leadership activity. Those in the “accidental” group are less likely to self-identify as leaders or to see their own leadership potential. Within this group are potential emergent leaders who could be invited to take more active roles in their community and who may be surprised to find themselves in leadership roles. “Both innates and accidentals can be extremely effective leaders. The issue is not which is better, but how to create the conditions so the two-thirds majority (accidentals) will accept leadership opportunities.”²⁸ The following figure illustrating the different paths to leadership is from Henein’s book, *Made in Canada Leadership*.



Henein describes three stages of leadership development:

Immanence: In each of us, rests the presence of leadership. The question is how to awaken and active it’s potential. The first task is about making the connection.

Emergence: Once awakened, leadership potential seeks expression. The second task is about manifesting leadership.

Transcendence: Through leadership, leaders alter reality and transform themselves and others. This third step is about transformation.

24 Pearce, C. (2004): 48.

25 Pearce, C. (2004): 53.

26 Bucek, J. & Smith, B. (2000). *New Approaches to Local Democracy: Direct Democracy, Participation and the Third Sector*. *Environment and Planning C, Government and Policy* 18: 14.

27 Bucek, J. & Smith, B. (2000) 14-15.

28 Henein, A. Morissette, F. (2007). *Made in Canada Leadership*. John Wiley & Sons Canada p. 62

6.0 Identifying and Engaging Community Leaders

There are a number of different strategies that can be used to identify and engage your local grassroots or neighbourhood leadership. These strategies include the following:

ASSET MAPPING:

A process used to identify skills, talents, expertise and interests among members of your community. An asset map is an inventory of the strengths and gifts of the people who make up a community. "In addition to mapping the gifts and skills of individuals, and of households and families, the committed community builder will compile an inventory of citizens' associations. These associations are less formal and less dependent on paid staff than are formal organizations, and provide vehicles through which citizens can share common interests and activities and assemble to solve problems."²⁹ They are places where one might look for some of the existing recognized leaders in the community. In addition, asset mapping can facilitate networking and bridging. The mapping process is designed to promote connections or relationships between individuals, between individuals and organizations, and between organizations and organizations.

Some ideas for asset mapping include using a formal survey to ask residents or a target group specific questions; asking residents to identify those they see as leaders in their community (e.g. ethno-cultural or religious leaders); doing a skills survey that is an inventory of skills and talents in the community (i.e. either a questionnaire or checklist format), or simply doing an informal walk about the neighborhood, stopping to chat and discuss issues and interests as they arise.³⁰

ISSUE/INTEREST BASED ORGANIZING:

Many informal leaders take on leadership roles in relation to a specific issue or interest that speaks to them. For example, a young mother may step forward to lead an initiative related to day care development while a senior may be involved in leadership related to seniors' issues. Specific health, social, environmental or local community issues may surface informal leadership ability in your community.

PARTICIPATION/EXPERIENTIAL MODEL:

(see Community Participation Concept Map³¹) Community participation occurs at a number of levels. Passive participation describes situations where community

members engage with the community in non role specific ways (e.g. attend events, town hall meeting, and community association membership), express views or opinions or use community services. Active participation describes situations where community members are engaged in planning, decision making and implementation activities and may take on specific roles such as helper, facilitator, committee member or leader. Active participation reflects a deeper level of involvement. Community members may move in and out of various participation roles or may be simultaneously engaged in both "active/role specific" and "passive/non-role specific" capacities. Community workers can identify leadership potential and support leadership development by inviting community members to move into more active participation roles, either within a specific community activity or across multiple community activities. Role specific participation provides opportunities for skill development, hands on experience, confidence building, networking and overall increased capacity.

CREATING SPACE FOR CONVERSATION:

Margaret Wheatley speaks to the importance of developing opportunities and spaces for conversation and networking as a means of engaging individuals in leadership. "Circles create soothing space, where even reticent people can realize that their voice is welcome."³² Wheatley believes that a leader is anyone willing to help. Creating space for conversation allows individuals to identify and share their interests and passions, and to connect with others with similar interests. It provides an opportunity to encourage informal and emergent leaders to step forward and take action.

TARGETED LEADERSHIP DEVELOPMENT:

can be used to identify and develop the potential of "emergent" leaders – those who would not ordinarily self-identify as leaders in the community. In this approach, the leadership development coordinator identifies groups of citizens (e.g. local women, youth, seniors) who are then engaged in a targeted leadership development process for emergent leaders. The development of emergent leaders is based on "a conceptualization of leadership as horizontal, inclusive, and participatory – a process that leads to greater choices for all by fostering community among individuals who learn from each other, create a shared vision and reach a common goal forged by consensus." This type of leadership development often starts with a basic skills/interests inventory and confidence building to help individuals see their own leadership potential, and then focuses on building specific skills and experience that allows these citizens to identify issues and goals, moving into informal leadership roles.³³

29 Kretzmann, J.P., McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Evanston, IL: Institute for Policy Research.

30 Rural Community Leadership/CED Project Toolkit. Retrieved at www.ccednet-rcdec.ca/files/ACCA_Toolkit.pdf

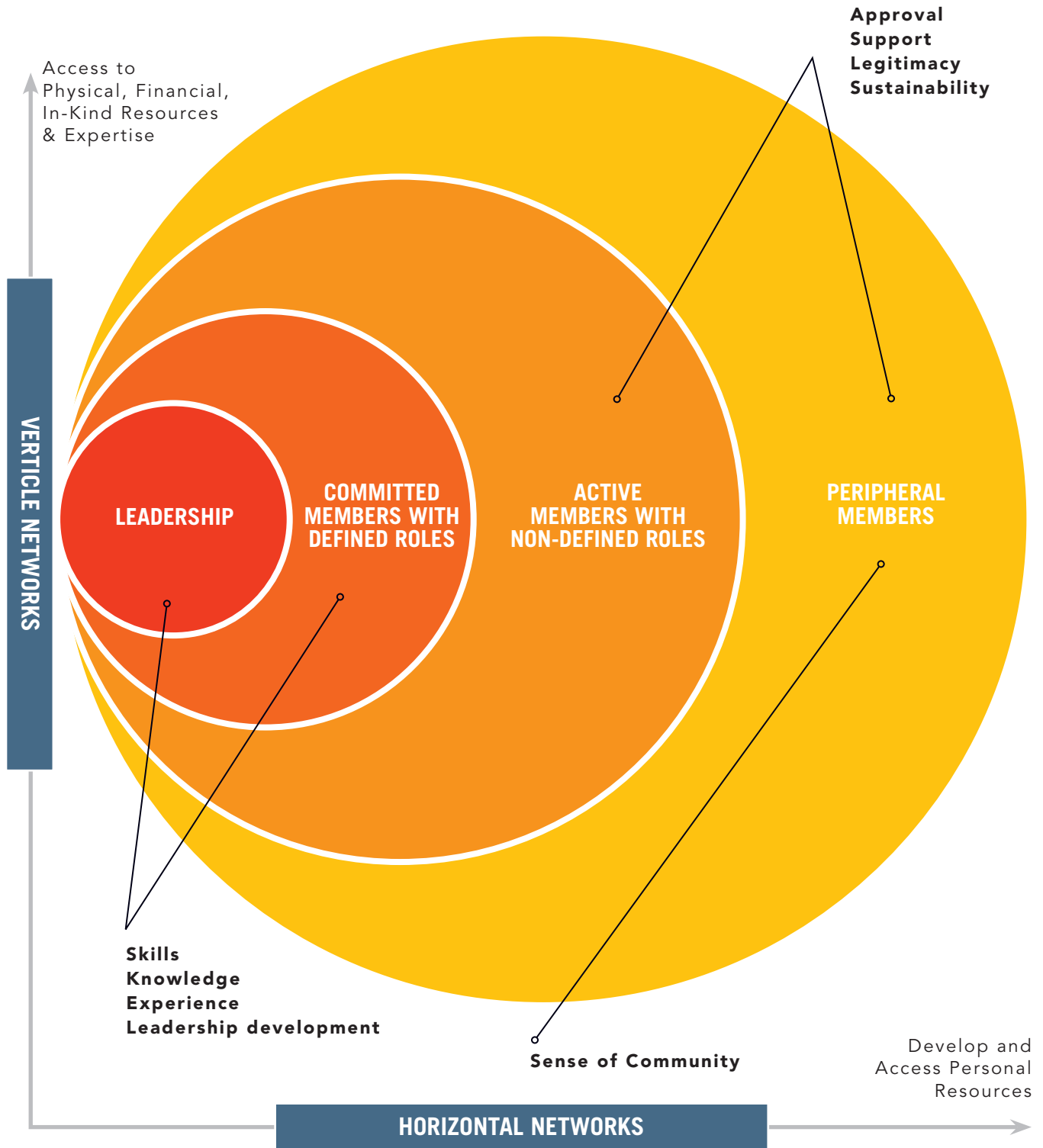
31 Simpson, B. Cala, C. (2001). *Measuring Community Outcomes*. Available at www.bsimpson.ca

32 Wheatley, M. (2009). *Turning to One Another: Simple Conversations to Restore Hope for the Future*.

33 Afkhami, M. Eisenberg, A. Vaziri, H. (2001). *Leading to Choices*. Retrieved at <http://www.learningpartnership.org/publications/training/ltc/ltcenglish>

Community Participation Concept Map³⁴

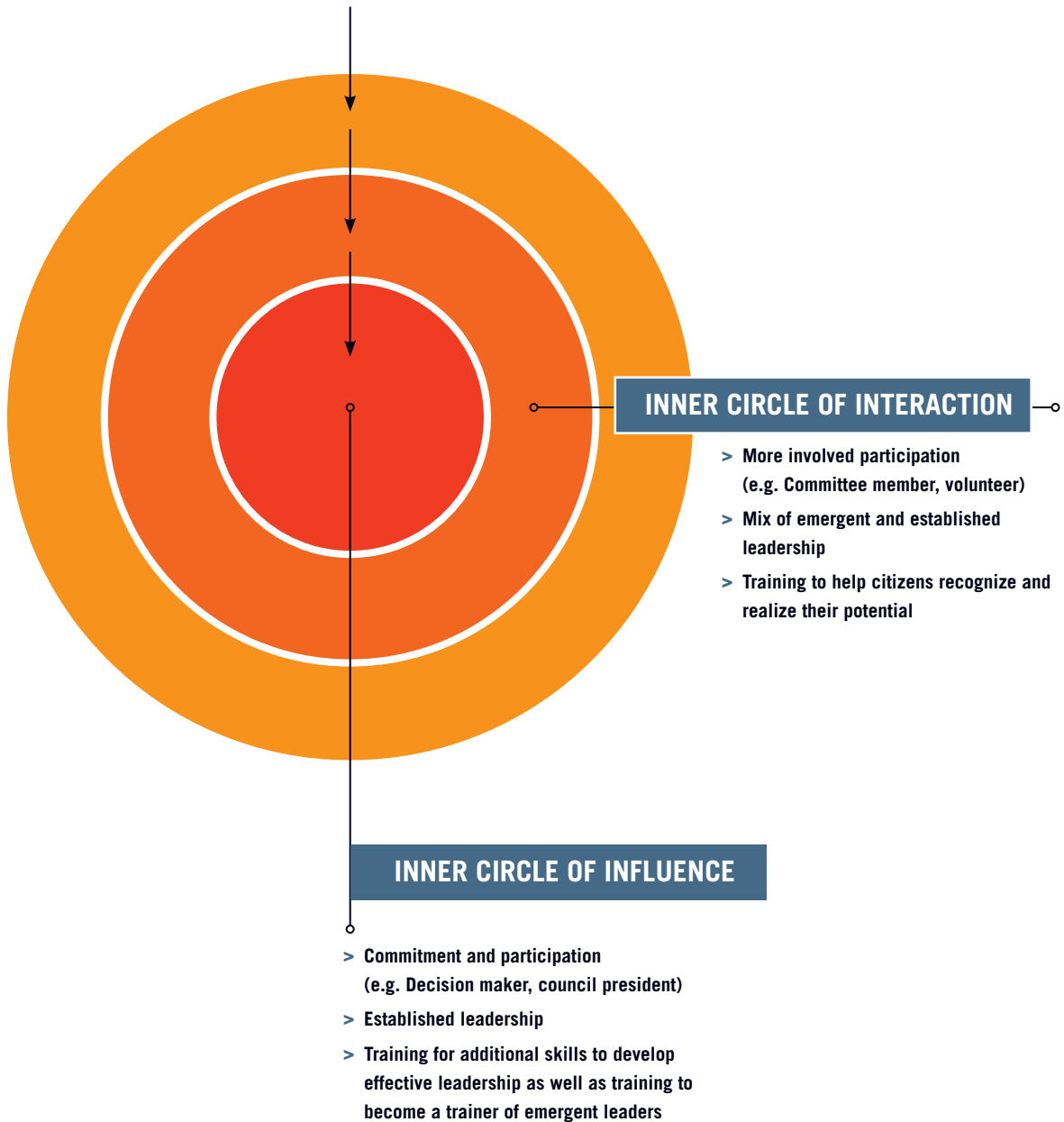
UNDERSTANDING PARTICIPATION, CAPACITY BUILDING AND SUSTAINABILITY



³⁴ Simpson, B. Cala, C. (2001). Measuring Community Outcomes. Available at www.bsimpson.ca

Participation and Leadership Development ³⁵

Leadership training programs can help move citizens from the periphery of participation to the inner circle of influence. They can also teach inner circle members new skills as well as how to identify and encourage new leaders and encourage them to move inwards.



7.0 Community Leadership Values and Skills

In order to plan a leadership development program one must first understand the important values and skills considered essential to community leadership. "The overall outcome of the leadership journey is expanded capacity. Along the way, leaders gain a wider, more integrated outlook, learn to play different roles and acquire new skills ranging from facilitation to strategic planning."³⁶ Values inspire leaders to press on for positive change, while skills enable them to effectively implement the change agenda.

7.1 Values

VALUING COMMUNITY

One of the most important values held by successful community leaders is a feeling of "togetherness" that removes the leader's own ambition for power from the equation and replaces it with ambition for community success.³⁷ This sense of community is a key element of community leadership that can be expressed as "leadership: you have to do it yourself, but you can't do it alone."³⁸ The leader's personal ambition must be balanced by a sense that the entire community matters and that all voices within the community have their place. There should be "an understanding that all community members have gifts, and efforts are made to tap these gifts".³⁹ This compels the leader to search for solutions to community problems while incorporating democratic, participatory actions and empowering community members to make decisions and implement group goals.

VISION

The leader must also possess the desire to change community circumstances and have a vision for accomplishing that change. In academia a long running debate has centered on the difference between transactional and transformational change. A leader who is "transactional" is a person who manages the resources and people of their organization to efficiently maintain the status quo. A transformational leader seeks to fundamentally change the practices of an organization, their community and more broadly of society.⁴⁰ Literature on community-based leadership emphasizes the need for leaders to embrace transformational change. Transformational change itself may look bold, but it may also look careful and slow as it is

achieved through incremental steps. Vince Hyman of the Fieldstone Alliance even argues that "the most innovative stewards [of change] actually improve not through wholesale shifts but through small, continuous improvements".⁴¹ What becomes important then, is not whether the leader is able to move quickly or not, but that they possess a long-term vision of transformational change. In other words, that they not only manage people, but that they also inspire people to change things in the long run.

ACCOUNTABILITY

Community leaders should possess a sense of accountability. Although community leaders work by empowering community members to take action, they should also be conscious of their own role within decision making. Having a sense of ownership over projects also comes with responsibility and the duty to serve their community with integrity.⁴² The successful community-based leader is someone who values the equal voices of the community and empowers those community members to act based on vision, motivation and accountability. The community-based leader balances authority with empowerment by motivating their community to act according to a shared vision and by giving them the space to act as they see fit.

7.2 Skills

Leadership development programs focus on similar skills regardless of sector or experience. These skill sets may be grouped into themes of integrative thinking, communication skills, administrative skills and evaluation skills.

INTEGRATIVE THINKING

Integrative, or systems thinking, has been identified as an important skill for the community leader in dealing with the complex issues, problems and opportunities in their community. Leaders who possess integrative thinking are natural "bridge builders" who can "act as navigators between residents, neighborhoods and 'systems of support'".⁴³ It is important that the leader include stakeholders, consider multiple factors causing a problem, use multiple hypotheses to resolve the problem and utilize dialogue between all parties concerned.⁴⁴ Because civil society, government and business all hold a piece of the puzzle, community leaders need to be able to engage with all relevant actors in their community to make effective change happen.

36 Henein, A. Morissette, F. (2007). *Made in Canada Leadership*. John Wiley & Sons Canada.

37 Poder, S.A. et al. For the Research Center for Leadership in Action. "Successful Social Change Leading and its Values: Discovery through Cooperative Inquiry". (2004): 11-13. Available at: <http://www.leadershipforchange.org/insights/research/files/SuccessfulSocialChange.pdf>

38 Krile, J. (2008). *The community Leadership Handbook*. Fieldstone Alliance.

39 Ahsan, Nilofer (2008): 10.

40 Burns, J. *Leadership*. NY, USA: Harper & Row, 1978).

41 Hyman, Vince for Fieldstone Alliance. "Stewardship Helps Get More Mission for the Money". (Fieldstone Alliance, 2005). Available at: http://www.fieldstonealliance.org/client/tools_you_can_use/05-24-05_a_better_way_to_lead_org.cfm#good

42 Hyman, V. (2005).

43 United Way of Calgary. "Neighborhood Strategy Planning Document". (United Way of Calgary, January, 2009):

44 University of Minnesota, Center for Integrative Leadership. "Core Concepts". (University of Minnesota, 2009). Available at: http://www.leadership.umn.edu/what_is_cil/core_concepts.html

COMMUNICATION

Communications skills are an essential “foundation on which all other leadership skills are built”.⁴⁵ The ability to communicate well involves clearly articulating ideas, motivating people through dialogue, negotiating effectively and the ability to use both formal and informal communication channels.⁴⁶ Effective communication skills enable leaders to frame issues. This means that they can “help the group or community decide *what* needs to be done, *why* it is important that it be done, and *how* it is to be done—and to communicate that in clear and compelling ways”.⁴⁷ Communication is also about listening. Leaders need to be receptive to their community in order for trusting and respectful empowerment to occur.⁴⁸

ADMINISTRATION

Leaders need to have practical management and administrative skills in areas such as strategic planning and conflict management. Administrative skills can include “strengthening leaders’ capacities in areas such as accounting, organizational strategy, fund raising, human resource development and knowledge management”.⁴⁹

EVALUATION

Evaluation skills are essential for good community-based leaders as it helps leaders to constantly question the nature of the goals, the validity of the vision and the effectiveness of their methods. According to Bargen, “evaluation is a confirmation to the community that the process of visioning is as important as the product of visioning. It insists that visioning is a continuous process”.⁵⁰ In this way, the leader can ensure accountability to the community for their overall vision and direction. Evaluation also helps leaders to constantly be aware of the nature of their goals and the methods they are using to achieve those goals. Finally, developing evaluation skills can equip leaders with the ability to address complex demands from potential funders, giving the community the capacity to further develop grassroots initiatives. Organizations like the Kellogg Foundation and the Action for Neighbourhood Change have both made deliberate efforts to include evaluation skills in their community leadership development.

Following is a summary of values and skill sets that contribute to effective community leadership.

COMMUNITY LEADERSHIP		
	VALUES	SKILLS
ATTITUDE TOWARD CHANGE	<ul style="list-style-type: none"> Desires to make a substantial change in the community, organization and society Focus on transformational change Keen interest/passion for a particular issue Has a vision 	<ul style="list-style-type: none"> Effectively frames issues to the community, funders and other stakeholders May take bold or incremental steps towards a long-term goal, ideally working on a 10 - 15 year time frame for change Ability to inspire and motivate others for the cause
RELATIONSHIP WITH COMMUNITY	<ul style="list-style-type: none"> Values the interconnectivity of community members to each other Values equality of community members Balances personal ambition with aspiration for communal success 	<ul style="list-style-type: none"> Shared vision Recognizes skills of community members Engages community members to participate in visioning and decision making through democratic, participatory channels Empowers community members to act based on vision, motivation, accountability Develops broad base for leadership Protects the voices of leadership without authority
ACCOUNTABILITY	<ul style="list-style-type: none"> Feels responsible for the process of decision making and action Serves the community with integrity and does not take advantage of the privileges of their role – uses power legitimately 	<ul style="list-style-type: none"> Provides guidance, encouragement Creates space for community members to take action Evaluates effectiveness

45 Excellence in Leadership. “Developing a Community of Online Leaders”. (Course Description, 2010). Available at: <http://www.leadershipexcellence.ca/description.php>

46 University of Minnesota, Center for Integrative Leadership. (2009).

47 Krile, James with Gordon Curphy and Duane Lund. The Community Leadership Handbook: Framing Ideas, Building Relationships, and Mobilizing Resources. (Blandin Foundation, 2008): 5.

48 Pastor, J. “Empower: What it is and What it is Not”. Empowerment in Organizations 4 (2): 6. (MBC University Press, 1996).

49 UNDP. (November, 2009): 10.

50 Bargen, Don. “Community Visioning and Leadership”. Journal of Leadership and Organizational Studies. 3 (1997): 246.

COMMUNITY LEADERSHIP		
	VALUES	SKILLS
ADDRESSING ISSUES	<ul style="list-style-type: none"> • Values dialogue and compromise 	<ul style="list-style-type: none"> • Uses integrative thinking to understand how various factors combine to create complex issues in the community • Understands issues and problem solving from a broad perspective • Searches for solutions by engaging different levels of government, business and civil society while considering multiple hypotheses for change • Serves as a “bridge builder” between and across people and sectors • Includes stakeholders
COMMUNICATION	<ul style="list-style-type: none"> • Respects others’ opinions • Values diversity • Receptive to new ideas 	<ul style="list-style-type: none"> • Clearly articulates issues and solutions • Uses dialogue and negotiation through formal and informal channels • Actively listens to others • Solicits feedback • Motivates people through dialogue • Understands media
MANAGING THE PROCESS	<ul style="list-style-type: none"> • Commits to carrying out the necessary steps to achieve a goal • Flexible and persistent 	<ul style="list-style-type: none"> • Leads the process not the people • Plans strategically • Manages conflict • Facilitates work among partners • Raises funds and budgets resources
EVALUATION	<ul style="list-style-type: none"> • Reflects upon the nature and validity of project goals • Values accountability and efficiency 	<ul style="list-style-type: none"> • Develops methods for measuring change • Provides information to funders • Empowers the community to reassess needs and progress

8.0 Leadership Development Approaches

There are a number of leadership development approaches that can be used individually or in combination when planning a leadership development program. **These include:**

- Training on Leadership Theory and Skills
- Self Awareness/Development Approach
- Experiential Approach
- Mentoring/Apprenticeship Model

Supporting elements include:

- Mechanisms to develop and sustain networks, connections, contacts
- Financial support (e.g. grants) creates opportunities to enhance experiential learning

8.1 Training Approach – Leadership Theory, Skills, Case Studies

Some leadership development programs are based on a skills training model that educates participants in leadership theory, specific leadership topics and skills. The training typically takes the form of a series of training sessions or workshops. Case studies may be used to help ground the skills training in different scenarios. The Center for Integrative Leadership cautions that because every situation is different, students should learn general skills and values rather than specific actions. Because each situation is different, theoretical learning is limited in its ability to prepare leaders for the real world.

Some examples of a primarily skills training approach include the following:

OFFERING A STANDARD WORKSHOP SERIES

- Provides a number of sessions (or weeks) of leadership training, typically in a classroom setting
- Based on specific curriculum – training modules on specific topics
- Participants who sign on for the full program and receive a certificate or some acknowledgement for successful completion.
- Or participants may pick and choose specific training sessions depending on their interests and needs.
- In this model, participants are invited to an organized leadership training program.

ONLINE TRAINING – DISTANCE LEARNING MODEL

- In order to address the needs of far flung rural communities, the Saskatchewan offers an online series of leadership training topics www.leadershipexcellence.ca
- Participants can complete individual units/topics at their own pace
- Online network of other participants to connect with
- Online mentoring provided
- Completion of all 10 training units results in a certificate

MATCHING SPECIFIC TRAINING SESSIONS TO IDENTIFIED NEEDS

- Action for Neighborhood Change (UW Toronto) maps skills and assets among citizens within their 13 target communities identifying potential individuals with specific skills that can be offered as leadership training components
- Also have specific training topics available through their internal UW capacity building unit
- New leaders/citizens within the 13 communities can identify a training need and one of the UW partner (non-profit) organizations within that community will help to match identified skills/assets with the need and arrange for a training session
- UW Toronto is currently working with local colleges/ universities to develop a certification process to recognize the training

PROVIDING INDIVIDUAL TRAINING SESSIONS ON SPECIFIC TOPICS

- A number of organizations such as Calgary Federation of Communities or Alberta Community Development offer free or low cost training workshops to communities on specific topics (see Appendix)
- Communities can access training by booking a training workshop and organizing their own training venue and participants.
- In this model, an existing training program is invited to work with a community and their participants in a specific area that may be identified as a skill gap within that group.

8.2 Personal/ Self Development Approach

Margaret Wheatley believes that “a leader is anyone willing to help.” And that the first principle of leadership is “to know what matters to you”. Development of the self in preparation for leadership is of particular importance for new, emerging, grassroots and informal leaders. This process includes not only self awareness (e.g. values, passions) and understanding of oneself, but also a belief in one’s own capacity for leadership. The self development approach aims to build confidence and motivation to be involved.

One example of the personal/self development approach is a facilitated leadership group experience.

FACILITATED LEADERSHIP GROUP EXPERIENCE

- Based on specific curriculum and offered through facilitated group sessions
- Less emphasis on “skills training” and more emphasis on personal and group development
- Exploratory, learning together, sharing stories, experiences, identifying existing skills/assets
- Encouraging people to see themselves as potential leaders
- Focused on identifying the issue/passion that is most relevant/important to the group
- Typically includes an experiential component
- See Leading To Choices Leadership Training Handbook⁵²

8.3 Experiential Approach to Leadership Development

An experiential approach to leadership development is based on the belief that learning is most effective and “sticky” when it is directly applied to an issue or passion relevant to the participant. Experiential approach allows emerging leaders to learn through first hand experience in local culturally relevant circumstances. This approach encourages participants to work collaboratively toward a common vision and to move that vision into action. Peer learning can be used to share expertise, provide mentoring and model leadership skills. And peer learning builds team spirit within a community. The hands-on aspects of experiential leadership development have “the added benefit of addressing live community issues as well as developing individual skills and networks.”⁵³

Examples of experiential approach would include:

LOCAL PROJECTS

- Experiential leadership development may take the form of an actual project within the local community.
- Projects may be initiated or supported through small grants that allow residents to take action on ideas of issues of interest to them.

FINANCIAL SUPPORT

- Provides emergent/new leaders with access to funds that can help them move their ideas into action.
- This may take the form of “quick start” funds or small grants to move a project forward, or stipends/compensation to participants to allow them to work on a project.
- Grassroots Grantmakers⁵⁴ recommends using a layering strategy to provide continuous resource support for stimulating and supporting active citizenship involvement in community capacity building and citizen-centered change.

8.4 Mentorship and Networking in Leadership Development

Mentoring describes a developmental relationship between a mentor, who is a person with experience, skills and knowledge, and a protégé, who is less experienced or skills.

Mentors and networks can provide support and encouragement; share expertise and knowledge; link new leaders with key systems, resources and decision makers.

Networks may help build support for the project or idea. Networks help leaders develop an “integrative” view of the issues. In many cases, formal networks are linked both vertically and horizontally, both cross-sectoral, and multi-sectoral, across government, business and civil society (e.g. Canadian Federation of Voluntary Sector).

Longer term mentor relationships can help sustain leadership in the community by providing ongoing encouragement and support to new and emerging leaders.

Examples of mentorship and networking include:

The Individual Apprenticeship Mode⁵⁵ is “pragmatic instead of scholarly”, focused on drawing out and shaping the leader within. The apprenticeship model combines aspects of personal development, experiential approaches, as well as mentorship and networking for leadership development and includes the following principles as described in *Made in Canada Leadership* (Henein 2007):

- From the ‘inside out’ – to allow the formation of a sound leadership judgment

52 Afkhami, M. Eisenberg, A. Vaziri, H. (2001). Leading to Choices. Retrieved at <http://www.learningpartnership.org/publications/training/ltc/lcenglish>

53 Sen, R. Grassroots Leadership Development: An Essential Strategy of Changing Communities. Found in: Grassroots Leadership Development: A guide for Grassroots Leaders, Support Organizations, and Funders. W.K. Kellogg Foundation

54 Grassroots Grantmaking. (2007). The Strategy of Grassroots Grantmaking

55 Henein, A., Morissette, F. (2007). *Made in Canada Leadership*. John Wiley & Sons Canada.

- Focused on self-discovery – to enable leaders to find their authentic leadership identity and voice, and encourage independent thinking, autonomy and self-reliance
- Emphasizing flow – to optimize the expansion of natural potential and talents instead of fixing gaps
- Holistic – involving the whole person, in order to stimulate integration and depth
- Practice – to develop skills through experimentation and feedback
- Mentors – to expose the learner to role-modelling, foster emulation and provide guidance and protection
- Master focused – to promote the acquisition and integration of knowing, know-how, and being
- Progressively paced – to reflect the nature of the development process
- Integrated – linking learning, practice, self-discover and support to provide lasting results.

GROUP MENTORSHIP PROGRAMS

An experienced mentor/leader engages with a group of mentees/new leaders (6 to 10) on a regular (e.g. monthly) basis to discuss topics of interest to and determined by the group.⁵⁶ This approach can be an efficient method of providing broader access to more senior or high profile formal leaders with specific expertise of interest to the group.

SPEED MENTORING

One idea for connecting new leaders with mentors is through the use of "speed mentoring". Speed Mentoring⁵⁷ is a relatively new approach to facilitating networking and connection with potential mentors. It provides a venue and structured method for participants to seek out their own mentoring relationships during a fast-paced event.

8.5 Leadership Development Focused at Different Levels

Another approach to leadership development considers the various levels at which leadership development should be focused.

TRIPLE FOCUS MODEL FOR LEADERSHIP DEVELOPMENT⁵⁸

Research conducted by the Kellogg Foundation suggests that leadership development should reach leaders at three levels:

- 1) Personal Change – developing individual skills, expertise, capacity, confidence
- 2) Organizational Change – Consider how leaders will affect the organizations within and through which they exert leadership and prepare organizations for the new leadership capacity.
- 3) Issue or Community Change – address civic goals and values that drive leaders

9.0 The Leadership Development Plan

Each community or neighbourhood needs to develop its own unique leadership development plan, based on an understanding of the existing leadership types, skills and development needs of the various formal, informal and potential leaders in that community.

Current leadership development experts strongly recommend a comprehensive approach to leadership development which involves a blend of strategies, including:

- Some skills training
- Network and mentoring
- Experiential component based on the interests/passions of participants
- Financial support to move project into action
- When working with new or emergent leaders, a component of personal/self development is recommended in order to increase self awareness of capacity for leadership, and build confidence.

⁵⁶ Executives Club of Chicago. at www.executivesclub.org/aboutus/NewLeadersCircle

⁵⁷ Speed Mentoring Toolkit. at www.uky.edu/PCW/Speed%20Mentoring%20Toolkitfinal.pdf

⁵⁸ Adams, T.. The Triple Focus. Found in: Grassroots Leadership Development: A Guide for Grassroots Leaders, Support Organizations, and Funders. W. K. Kellogg Foundation.

In the Made in Canada Leadership study, existing leaders who were asked about their leadership development emphasized informal learning processes more than formal institutional learning. These leaders typically learned inductively through first-hand experience, feedback and a reflective process rather than by operating from and testing models of theoretical knowledge. Integrating institutional/formal and non-institutional/informal learning methods is critical.

Henein (2007) notes that a “structured learning experience alone cannot develop leaders. Practice, self-discovery, support and community are also required.” Therefore leadership training should be considered only one component of the leadership development infrastructure.

In a community or neighbourhood development initiative the leadership development training plan is not a separate entity, but must be an integral part of the community development process, taking into consideration the stage of development and the variety of leadership development needs, including the needs of the more experienced leaders, newer less experienced leaders and emergent or potential leaders.

10.0 Leadership Development in Neighbourhood Change Process

“A community building project requires many people with different kinds of leadership skills to carry it to fruition, so the less it belongs to one person, the better.”⁵⁹ Using a “layering strategy” to build on the early engagement of residents, means that the work of stimulating and supporting active engagement and leadership development is never done, and serves as an important foundational layer for building community capacity and supporting resident-led change. “Thinking layers, not ladders, suggests that “building on” rather than “moving on” is the most effective strategy”⁶⁰, and that the work of neighbourhood change requires an ongoing commitment of resources.

Leadership development and the resources to support active leadership are required at each stage of the neighbourhood change process, from engagement to sustaining. The change process should be considered a continuous loop. While existing resident leaders are continuing to deepen their leadership skills, mechanisms should be in place to support and sustain their active leadership. At the same time the community is seeking out new informal and emergent leaders, working to engage and move them to deeper levels of participation and to integrate them into the community development process.

The “layering strategy” is foundational to the theory of change for place based resident-led neighbourhood change. The following model provides ideas for engaging citizens and illustrates points at which leadership development is needed. Keep in mind that different leadership skills and different types of leaders (formal, informal) may be needed at different points in the community development process.

59 Borup, T. (2009). *The Creative Community Builder's Handbook*. Fieldstone Alliance. p.166

60 Grassroots Grantmaking. (2007). *The Strategy of Grassroots Grantmaking*.

LAYERING STRATEGY FOR RESIDENT-LED NEIGHBOURHOOD CHANGE

COMMUNITY DEVELOPMENT PROCESS	OUTCOMES AND INDICATORS	BUILDING RESIDENT-LED CHANGE	FINANCIAL SUPPORT FOR RESIDENT-LED CHANGE	CAPACITY BUILDING STRATEGIES: LEADERSHIP
SUSTAIN	<ul style="list-style-type: none"> Community led initiative has sufficient resources in place to sustain the initiative. Community leadership and governance structures in place to manage initiative 	<ul style="list-style-type: none"> develop structures to sustain community leadership build a “community of leaders” who effectively connect, learn from and support each other 	<ul style="list-style-type: none"> Identify how funders can help support, resource and/or sustain longer term resident-led initiatives 	Supporting Stage <ul style="list-style-type: none"> continue leadership development in areas targeted to managing, sustaining the initiative set up a local leaders forum or learning group to network & sustain active leadership Continue to identify emerging and potential leaders
MOBILIZE	<ul style="list-style-type: none"> shared community vision ability to mobilize resources for sustained change efforts collective ability for systems and policy change 	<ul style="list-style-type: none"> create a shared vision and action agenda connecting groups to policy discussions building political will/ muscle 	<ul style="list-style-type: none"> Larger grants for longer term projects Technical assistance 	Strengthening Stage <ul style="list-style-type: none"> training in understanding context, complexity, engaging systems training in political procedures for influencing policy change
ORGANIZE	<ul style="list-style-type: none"> stronger, more effective organizations more and effective local leadership bonding and bridging social capital 	<ul style="list-style-type: none"> strengthen & nurture leaders strengthen horizontal and vertical network connections build organization strength and resiliency 	<ul style="list-style-type: none"> Small grants for larger projects Technical assistance 	Building Stage <ul style="list-style-type: none"> leaders take on more defined roles bring in specific targeted leadership training components keep experiential component reflect on action learning
ENGAGE	<ul style="list-style-type: none"> more active residents stronger connections more collective action increased awareness of collective capacity 	<ul style="list-style-type: none"> support community organizing, convening translate values to skills identify learning moments provide incentives to citizen led action recognition/celebration 	<ul style="list-style-type: none"> Spark grants encourage ideas, experimentation Honorariums Technical assistance 	Foundational Stage <ul style="list-style-type: none"> engage formal leaders discover informal & emergent leaders emphasis on experiential methods building self awareness, confidence reflect on action learning

11.0 Conclusion

Communities and neighbourhoods need to identify and develop local leadership in order to build capacity that will position the community to actively address complex community issues. There is a wealth of existing and potential leadership within communities that can be tapped into. Every person has leadership potential but they may need support to identify and develop that potential. Formal, informal, and emergent leaders bring with them a variety of existing skills and life experience, so one training or development model may not be a good fit for all leaders. Effective leadership development systems for grassroots or resident leaders need to be flexible and innovative in their design in order to address the range of development needs and the complexity of working in communities. Community/neighbourhood leadership development should include not only skills training, but also experiential opportunities, networking and mentoring processes, as well as funding support. Those supporting the community change process (e.g. funders, community workers) must be prepared for a long term commitment to the ongoing work of community leadership development, recognizing that the amount and types of support needed will change over time as community capacity increases.

Key steps in the leadership development process as it unfolds within a community/neighbourhood initiative include:

- Understanding the various aspects of community leadership, the type and styles of leadership useful to the community.
- Identifying the formal, informal and potential leadership within the local community or neighbourhood.
- Identifying the current stage of the initiative and what leadership needs exist within that stage
- Setting out a leadership development plan to align with the community development process and the leadership skills and expertise requirements. Include within the plan the development needs of formal, informal and emergent leaders.
- Ensure a continuous process for identification, development and integration of new leaders as the initiative matures.
- Within the leadership development plan, build in opportunities for mentoring and networking to connect the initiative and the local leaders to expertise, resources, support and influence.
- Develop structures to sustain the local community/neighbourhood leadership (e.g. a local leaders' forum).

This paper lays the groundwork for thinking about community and neighbourhood leadership development. Next steps will be to further develop specific strategies and implementation ideas for leadership development that align with the community development process and the broader leadership development framework.

APPENDIX

LEADERSHIP TRAINING CONTENT

As summarized in the section on community leadership values and skills, many of the topics offered in community leadership development programs are similar. They can be grouped into the following areas:

Leadership Skills

- Visioning
- Motivating
- Strategy development
- Building effective community teams

Process Skills

- facilitation,
- problem solving
- networking
- reflection, evaluation

Communication Skills

- active listening,
- asking questions
- public speaking
- writing
- presenting
- influence and persuasion

Interpersonal Skills

- establishing rapport
- building relationships
- building consensus
- managing conflict
- negotiation
- understanding diversity, cross-cultural

Administrative Skills

- accessing and analyzing community data
- organizing, meeting effectiveness
- marketing, promotion, working with media
- finance (e.g. fundraising, budgeting, grant writing, managing finances)
- management, board development

FCSS REQUIRED SKILLS COMPETENCIES

In their new social inclusion framework, the FCSS “strengthening neighbourhoods” initiative has identified a number of specific competencies that it would like to see developed within neighbourhood leadership. These include:

- Group Facilitation
- Grant Writing
- Conflict Resolution
- Public Speaking
- Fundraising
- Advocacy
- Cross-cultural

LEADERSHIP TOPIC REFERENCES (SEE SUMMARY OF LEADERSHIP TRAINING TOPICS)

Made in Canada Leadership – Amal Henein & Francoise Morissette

Fieldstone Alliance - The Community Leadership Handbook

Saskatchewan – Excellence in Leadership

University of Calgary Leadership Program – Building Powerful Community Organizations

UNDP – Leading to Choices

Community Tool Box – Building Leadership

Grassroots Leadership College – Wisconsin - Sustained Leadership Model

Annie E. Casey Foundation – Resident Leadership and Facilitation Handbook; Leadership Matters

LEAD – Leadership Training Topics

City of Calgary – FCSS

APPENDIX

SUMMARY OF COMMUNITY LEADERSHIP TRAINING TOPICS

The following chart illustrates the combination of leadership training topics used by a variety of community development and leadership training programs.

LEADERSHIP TRAINING TOPICS	FA	SASK	UC	UNDP	CTB	GLC	AC	LEAD	FCSS	HENIEN
LEADERSHIP SKILLS										
Visioning – creating shared vision	●	●	●	●	●	●				●
Motivating – Mobilizing Resources – translating vision into action	●			●						●
Strategy Development			●	●						●
Building Effective Community Teams – recruiting, sustaining, involving others	●	●	●		●			●		●
Developing Self – capacity for leadership, confidence				●		●				
PROCESS SKILLS										
Facilitation							●		●	●
Problem Solving – analyzing community problems	●					●				●
Networking – building coalitions, strategic alliances, embracing partners	●	●	●	●		●				●
Decision making		●						●		●
Reflection, evaluation			●	●	●	●	●			●
COMMUNICATION SKILLS										
Active listening, asking questions, public speaking, writing, presenting	●	●	●		●	●	●	●	●	●
INTERPERSONAL SKILLS										
Establishing rapport, building relationships	●	●	●	●	●					●
Building consensus	●	●	●							●
Managing conflict, negotiation	●	●		●			●	●	●	●
Cross Cultural - Diversity	●	●		●				●	●	●
Advocacy									●	
ADMINISTRATIVE SKILLS										
Accessing & analyzing community data - Identifying community assets/resources	●			●		●	●			●
Organizing, meeting effectiveness							●			●
Marketing & promotion – working with media										●
Financial Support – Fundraising, budgeting, grant writing		●					●		●	●
Management, Board development							●			●

APPENDIX

OVERVIEW OF SOME LEADERSHIP TRAINING RESOURCES IN CALGARY

TRAINING ORGANIZATION OR SOURCE	WORKSHOP TOPICS	OTHER INFORMATION
ALBERTA COMMUNITY DEVELOPMENT	Facilitation & Planning Skills (3 day) Running Effective Meetings Strategic Planning Funding Applications Policy Manual Development Community Collaborative Leadership - (to be developed) Board Development Program (2 day)	Free – client pays for lunch, refreshments and facility Client organizes facility and recruits participants. Minimum 10 to maximum 20 participants Could do specific workshop if requested – content would be developed with client
ALBERTA CULTURE AND COMMUNITY SPIRIT	Leadership – Tier 1 (2 days) Module 1: Self Awareness Module 2 – Building and Leading Teams Module 3 – Communication Module 4 – Leading Change Module 5 – Coaching and Mentoring Leadership – Tier 2 (2 days) Module 1 – Networking Module 2 – Organizational Culture Module 3 – Planning Module 4 – Managing Boundaries and Essential Relationships Module 5 – Conflict Management Level 1 is grassroots – basics of leadership	Level 2 – targeted to Exec Director & Managers Free – client pays for lunch, refreshments + organizes facility and participants
FEDERATION OF CALGARY COMMUNITIES	Urban Planning <ul style="list-style-type: none"> • Basics of Planning • Land Use Bylaw • Development Appeals • Orientation on Planning Process & Issues Financial <ul style="list-style-type: none"> • Treasurers Workshop • Reading Financial Statements • Internal Controls & Financial Policy • GST Member Services <ul style="list-style-type: none"> • Admin Workshops • Board Workshops • Governance • Building Maintenance • Board President Orientation • Building Maintenance • Board President Orientation 	Free for members Charge for non-members Must book in advance.

APPENDIX

OVERVIEW OF SOME LEADERSHIP TRAINING RESOURCES IN CALGARY (CONTINUED)

TRAINING ORGANIZATION OR SOURCE	WORKSHOP TOPICS	OTHER INFORMATION
CALGARY COMMUNITY MEDIATION	Conflict Resolution	Considering offering community training for conflict resolution as part of FCSS funding.
BANFF CENTRE	Varied	Open to developing custom leadership program based on needs of the client.
NAPI LEADERSHIP TRAINING (U OF C)	<ul style="list-style-type: none"> Level 1: Personal Development – identify leadership potential in self Level 2: Skill Building Level 3: Experience – community based 	Aboriginal Youth Free Offered through University of Calgary on outreach basis
ETHNO CULTURAL COUNCIL CALGARY	<ul style="list-style-type: none"> Leadership Engagement, Action Development Building Capacity of Individual and Organizational Leaders Active Citizenship Engagement – mobilizing for change 	Ethno Cultural Communities – adults Free
COALITION FOR EQUAL ACCESS TO EDUCATION	<ul style="list-style-type: none"> Same as ECC Calgary 	Ethno Cultural Youth & Parents Free

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