

DISTRIBUTIVE LEADERSHIP PROJECT; LEADERS AND LEADERSHIP LITERATURE REVIEW SUMMARY

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Reference	Key words	Description and context	Research methodology	Key findings	Implications for the Leadership Project											
Anderson & Johnson, (2006), Ideas of leadership underpinning proposals to the Carrick Institute: A review of proposals from the 'Leadership for Excellence in Learning and Teaching Program'	Leadership Higher education	This paper synthesizes themes, understandings and where identified, the literature to inform these for leadership for learning and teaching in higher education, found in the 2006 Leadership for Excellence in Learning and Teaching Program applications. It is an analysis of 39 ¹ of 62 applications received,	Scholarly paper commissioned by the Carrick Institute.	<p>Ramsden makes the assumption that "leadership is inherent in organisations. It is rarely a matter of chance when directions change or things are done better; some body or some bodies have been influential." (p5)</p> <p>The most common assumption made across the applications is that once identified leadership behaviour can be developed using appropriate strategies.</p> <p>Ramsden in the book <i>Learning to Lead in Higher Education</i> (1998), describes academic leadership as "a practical and everyday process of supporting, managing, developing and inspiring academic colleagues" "leadership in universities can and should be exercised by everyone, from the vice-chancellor to the casual car parking attendant. Leadership is to do with how people relate to each other." (Anderson & Johnson, 2006, p5)</p> <p>Most saw distributed leadership to be appropriate for the higher education sector.</p> <p>Anderson & Johnson conclude from their review of the proposals and associated leadership for higher education literature that:</p> <ul style="list-style-type: none"> * More is required in regard to developing leadership skills of those in the sector. * Leadership skills can be acquired through training or experience. * A wider and deeper understanding of the range of leadership types and the elements in practice would be beneficial. 	The Carrick Institute position is that academic leadership is a highly specialized and professional activity. The Leadership for Excellence in Learning and Teaching Program is one of three proposed Programs under the umbrella of the Grants Scheme. The anticipated budget for this Program over 2006-2008 is in the order of \$11 million. [Carrick Institute 2006 ²]											
Day (2001), Leadership development: A review in context	Leadership development Leaders Emotional intelligence competencies	Examines the field of leadership development through three contextual lenses: conceptual, practical and research. Specific practices reviewed include 360-	Literature review	<p>Provide a summary of the difference between leader development and leadership development: Outlined below</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Comparison Dimension</th> <th colspan="2">Development Target</th> </tr> <tr> <th>Leader</th> <th>Leadership</th> </tr> </thead> <tbody> <tr> <td>Capital Type</td> <td>Human</td> <td>Social</td> </tr> <tr> <td>Leadership Model</td> <td>Individual <ul style="list-style-type: none"> • Personal power • Knowledge </td> <td>Relational <ul style="list-style-type: none"> • Commitments • Mutual respect </td> </tr> </tbody> </table>	Comparison Dimension	Development Target		Leader	Leadership	Capital Type	Human	Social	Leadership Model	Individual <ul style="list-style-type: none"> • Personal power • Knowledge 	Relational <ul style="list-style-type: none"> • Commitments • Mutual respect 	While the project is focused on leadership capacity development there is still a need to develop the individual skills for effective leadership in scholars. The development targets outlined are closely aligned to emotional
Comparison Dimension	Development Target															
	Leader	Leadership														
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Leadership Model	Individual <ul style="list-style-type: none"> • Personal power • Knowledge 	Relational <ul style="list-style-type: none"> • Commitments • Mutual respect 														

¹ 27 applications were in the form of full proposals and 12 in shorter expressions of interest. Applications came from universities in every State and Territory; some universities sent more than one application. Only those applications for which permission was received for inclusion in the analysis were included.

² <http://www.carrickinstitute.edu.au/carrick/go/home/grants/pid/51>

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		degree feedback and executive coaching, mentoring and networking, and job assignments and action learning.			<ul style="list-style-type: none"> Trustworthiness 	<ul style="list-style-type: none"> Trust 	intelligence competencies and there should be some awareness raising or input at the leadership retreat on these competences that are relevant to both leadership and leader development.
			Competence Base	Intrapersonal	Interpersonal		
			Skills	Self awareness <ul style="list-style-type: none"> Emotional awareness Self confidence Accurate self image Self-regulation <ul style="list-style-type: none"> Self control Trustworthiness Personal responsibility Adaptability Self motivation <ul style="list-style-type: none"> Initiative Commitment Optimism 	Social awareness <ul style="list-style-type: none"> Empathy Service orientation Political awareness Social skills <ul style="list-style-type: none"> Building bonds Team orientation Change catalyst Conflict management 		
Day, Harris & Hadfield, (2001)	School leadership, Effective leadership	Designed to identify the key components of effective school leadership from multiple perspectives including head teachers, deputy head teachers, governors, parents, students, support staff and teachers. Analysis of the case studies used a pattern of theory development & testing (See p22-25)	12 Case Studies with data collected from questionnaire, one on one and group interviews plus documentary evidence from secondary resources including school development plans, school prospectuses, inspection reports, newsletters and examples of media coverage.	Effective leadership is contextual and underpinned by relationship constructs. The research found that effective leaders are continually concerned with the management inter-personal relations and challenging others to do their best. An individual's value system is a key driver in effective leadership. Effective leaders: <ul style="list-style-type: none"> clearly communicate their vision and values by direction, words and actions and develop a climate of collaboration maintain & monitor relationships & focus on care & achievement were reflective and used a variety of problem-solving approaches take risks and are not afraid to acknowledge failure are able to manage numerous tensions³ & dilemmas & constantly juggle competing demands upon their time, energy & resources, and are entrepreneurial and 'networkers' inside & outside of the school. Goals need to be clear and agreed, communications need to be exceptional and a sense of high expectations should be continually reinforced. Effective leaders are able to read, adapt and manage the context and situation. They display integrity and model positive behaviour including		Ensure that the elements of effective leadership identifies by the empirical research findings are addressed in the professional development activities of leadership development. Problems solving, reflection on values and management of 'competing forces' should be treated in the professional development activities.	

³ "tensions focus broadly on issues of leadership, personal time & professional tasks, personal and institutional values, maintaining presence, improving quality and developing staff, internal and external change, autocracy and autonomy and leadership in small schools" (29)

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				optimism, respect, trust & are actively supportive, caring & encouraging so colleagues feel confident in achieving the strategic goals. They apply high standards to themselves and others and monitor these	
Horner, M (1997), Leadership theory: Past, present and future	Leadership theories Leadership	A review of leadership theories and the elements of these in regard to effective leadership	Conceptual, literature review	<p>Trends in leadership Leaders were born not made → leadership was related to possessing traits or behaviours and effective leadership was not inherent but could be taught → effective leadership was a matter of employing the 'right' leadership behaviour in a given situation → Leaders were concerned with developing the behaviours of followers to reach their goals-path-goal theory → leadership is about creating an environment in which followers are motivated to produce → Transactional using positional power to have followers complete tasks → Transformational leadership builds relationships to motivate followers to perform → Super leaders teach others to lead themselves → leaders are members of a community of practice and leadership is a process of coordinating efforts to moving together as a group (Ref: Drath & Palus, 1994).</p> <p>Empirical evidence to suggest characteristics of effective leaders is slim "Bennis (1989) described leaders as people who know what they want and why they want it, and have the skills to communicate that to others in a way that gains their support." (p276)</p> <p>Self awareness and motivation are crucial for leaders</p>	<p>One approach for developing leadership suggested in this paper is to question teams about leadership behaviours and who exhibits these behaviours.</p> <p>Leader behaviours/ practices for teams: developing shared knowledge about the project and negotiating goals, allocating resources efficiently, effective communication, and building trust</p>
Mulford & Silins, (2003), Leadership for organisational learning and improved student outcomes— What do we know?	Organisational learning Leadership	Survey responses were from 3,500 Year 10 students and 2,500 of their teachers and head teachers in half the secondary schools in South Australia and all the secondary schools in Tasmania (a total of 96 schools	Report on the results from The Leadership for Organisational Learning and Student Outcomes (LOLSO) Research Project teacher surveys and student surveys	<p>Leadership practices that promote Organisational Learning in schools:</p> <ol style="list-style-type: none"> 1 having a community focus i.e. incorporate community values, have productive working relationship and sensitive to community 2 staff feel valued i.e. they are actively participating in the school, and feel their contributions are valued. <p>Leadership contributes to organisational learning. Leadership "influences the way teachers organise and conduct their instruction, their educational interactions with students, and the challenges and expectations teachers place on their pupils." (p183)</p> <p>In secondary schools position-based and distributive leadership makes a difference.</p>	<p>Ensure staff feel valued, Instigate reflective practices so teacher leaders consider the changes made in the way they organise themselves, teach and interact and perceive students.</p>
Spillane, Halverson, & Diamond, (2004), Towards a theory of leadership practice: A distributed perspective	Leadership effectiveness Leaders Leadership	Goal of the paper is to develop a conceptual framework for investigating leadership practice from a distributed leadership	Conceptual	<p>"Functions that are important for instructional leadership:</p> <ul style="list-style-type: none"> • constructing and selling an instructional vision; • developing and managing a school culture conducive to conversations about the core technology of instruction by building norms of trust, collaboration, and academic press among staff; • procuring and distributing resources, including materials, time, support, and compensation; • supporting teacher growth and development, both individually and 	<p>It is essential that leaders ensure:</p> <ul style="list-style-type: none"> • development and promotion of the vision; • effective collaboration and communication, • appropriate and adequate resourcing;

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		perspective		collectively; <ul style="list-style-type: none"> • providing both summative and formative monitoring of instruction and innovation; and • establishing a school climate in which disciplinary issues do not dominate instructional issues." (p13) 	<ul style="list-style-type: none"> • ongoing professional development • ongoing monitoring, assessment and evaluation • the environment is supportive & non-threatening