

DISTRIBUTIVE LEADERSHIP PROJECT; LEADERSHIP CAPACITY DEVELOPMENT 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 Teaching and Learning 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.	Evidence suggests that leadership capacity-building in higher education is uneven across the sector, and that many academic leaders rely too much on learning on the job. An implicit assumption across the applications is that leadership capability can be acquired A suggestion made is that development of leadership capabilities may be more effective if conducted within disciplines, preferably at department level.	A framework for the formal development of leadership capacity is needed Conduct leadership development within faculty
Camburn, Rowan & Taylor, (2003), Distributed Leadership in Schools: The Case of Elementary Schools Adopting Comprehensive School Reform Models	Instructional improvement Leadership Reform programs Staff development	A study of distributed leadership in the context of elementary schools' adoption of comprehensive school reforms (CSR). Survey data was self-reported gathered from principals, APs, program coordinators & others holding leadership positions in elementary schools, during the 2 nd year of a larger study - <i>the study of Instructional Improvement (SII)</i> .	This study examined the distribution of leadership functions. (Note: an overview of the leadership programs that underpinned this study are described in the article).	Elementary school leadership is provided by teams of individuals rather than by a single person. These teams typically range from 3-7 people each with diverse leadership responsibilities. "Redundancy & division of labor" are the means by which most leadership is distributed. (p357) • "Staff development can activate the performance of specific leadership functions." (p361) * if staff development provided opportunity for reflection of practice these leaders were more likely to provide instructional leadership. * staff development is an effective means of encouraging instructional leadership	Communicate expectations for leadership practice through staff development Encourage reflection Effective, targeted staff development that is contextually appropriate is important
Day (2001), Leadership development: A	Leadership development	Examines the field of leadership development through three contextual	Literature review	"Leadership development is defined as expanding the collective capacity of organizational members to engage effectively in leadership	Leadership development initiatives should be

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.

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review in context	Capacity building	lenses: conceptual, practical and research. Specific practices reviewed include 360-degree feedback and executive coaching, mentoring and networking, and job assignments and action learning.		<p>roles and processes (McCauley et al., 1998)." (p582)</p> <p>"Leadership development involves building the capacity for groups of people to learn their way out of problems that could not have been predicted (Dixon, 1993)," (p582)</p> <p>A leadership development approach is oriented toward building capacity in anticipation of unforeseen challenges (i.e. development). (p582)</p> <p>Leadership capacity development requires attention to both individual and collective leadership development.</p> <p>It is proposed that intrapersonal competencies such as self-awareness, self-regulation, and self motivation are fundamental leadership capabilities that are crucial elements in any leadership development initiative. These capabilities contribute to enhanced individual knowledge, trust, and personal power.</p> <p>Leadership development should be viewed as an ongoing process that can take place anywhere</p> <p>"In a survey of over 350 companies involved in leadership development, those efforts reported as most successful included mentoring programs, as well as action learning and 360-degree feedback (Giber et al., 1999)." (594)</p> <p>Leader and leadership development can be enhanced within the context of an action learning project that incorporates feedback, coaching, mentoring and networking processes.</p>	ongoing and sustainable and address the specific leadership development needs of individuals as well as the broader leadership development needs of groups and the organisation.
Day, Harris & Hadfield, (2001) (See also Leaders & Leadership Literature Summary)	School leadership, Effective leadership	Designed to identify key components of effective school leadership from multiple perspectives.	Case Studies data collected from questionnaire, one on one and group interviews plus documentary evidence	<p>Effective leadership is concerned with:</p> <ul style="list-style-type: none"> • the management of inter-personal relationships. • clear communication of vision and goals • developing good collaboration and communication • problem-solving – different approaches for each situation • taking risks and learning from failure • juggling competing demands on time, energy & resources, • networking inside & outside of the school, • high expectations of themselves and others, • appropriately managing the context and situation. 	The leadership capacity development program should address the elements of effective leadership particularly in the professional development activities
A Distributed Leadership Research Project Educational Leadership	Distributed leadership School Education	The ELC introduces leaders to distributed leadership, identifies ways to put it into practice and create a community of practice to foster improved teaching and	A process of • pilot implementation; • evaluation & refinement;	<p>Schools that create incentives and opportunities for improving teachers' practice tend to have shared visions, collaboration standards, collective responsibility for students' academic success, and an ongoing professional reflective dialogue about practice.</p> <p>Improving leadership development is essential to significantly improve</p>	The ELC provides justification and is aligned to the scholar's model of leadership

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Collaboratory Project (ELC). http://www.sesp.northwestern.edu/dls/projects/		learning. The goal is to develop three foundational learning modules	<ul style="list-style-type: none"> • implementation; • curriculum development & dissemination 	learning opportunities in urban schools.	development
Harris, (2003), Teacher leadership as distributed leadership: Heresy, fantasy or possibility?	Teacher Leadership Distributed leadership Communities of Practice Leadership capacity development	Focuses on teacher leadership including interpretations and definitions. Examines the relationship between teacher leadership and distributed leadership, and how distributing leadership contributes to building professional learning communities within and between schools.	Conceptual	<p>Researchers (such as Little, 1995; and Lambert, 1998) have identified positive relationships between teacher leadership, teacher collaboration and capacity building for school improvement.</p> <p>“Teacher leaders are, in the first place, expert teachers, who spend the majority of their time in the classroom but take on different leadership roles at different times (Ash & Persall 2000).” (p316)</p> <p>“Teacher leadership is centrally and exclusively concerned with the idea that all organisational members can lead” (p317) and that leadership is a form of activity that can be distributed or shared.</p> <p>“Teacher leadership is at the core of building professional learning communities in schools quite simply because it is premised upon teachers working in collaboration to learn with and from each other. Investing in the school as a learning community offers the greatest opportunity to unlock leadership capabilities and capacities among teachers.” (p321)</p> <p>Conditions necessary for teacher leadership are:</p> <ol style="list-style-type: none"> 1. Time for teachers to meet, plan and discuss issues and implement tasks; 2. Opportunities for continuous professional development of teachers’ skills and knowledge and also specific aspects related to their leadership role 3. Development and improvement of teachers’ self-confidence as leaders through structured programs² of collaboration or networking. “Work by Little (1995) suggests that where teachers learn from one another through mentoring, observation, peer coaching and mutual reflection, the possibilities of generating teacher leadership are significantly enhanced.” (P320) 	<p>To be successful teacher leadership requires.</p> <ol style="list-style-type: none"> 1. Adequate provision of time to accomplish tasks. 2. Opportunities for continuous professional development. 3. Self-confident teachers’ acting as leaders
Harris, (2005), OP-ED Leading or misleading? Distributed leadership and	Distributed leadership Schools improvement	A review of literature in regard to distributed leadership and school improvement	Literature review	<p><i>Capacity-building</i> is identified in recent studies (e.g. Fullan 2001, Harris & Lambert 2003, Hopkins & Jackson 2003) “as a means of generating and sustaining school improvement” (p256).</p> <p>Recent literature (Fullan, 2001; Hopkins, 2001, Silins & Mulford, 2002; Louis, 1996) suggests that distributed leadership is identified with</p>	Distributed leadership is essentially concerned with harnessing and enhancing the skills

² Examples of programs for collaboration or networking include collaborating with teachers in other schools, engaging in new teaching approaches, engaging in action research, disseminating their findings to colleagues

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school improvement	Capacity building			<p>improved student outcomes. (Ref: p259) and can assist schools to build the internal capacity for development. (Ref: p256)</p> <p>“Within the teacher leadership literature, there are a variety of studies that show clear evidence of the positive effect of distributed leadership on teachers’ self-efficacy and levels of morale (MacBeath 1998, Crowther <i>et al.</i> 2000).” (p259)</p> <p>“Where teachers share good practice and learn together, the possibility of securing better quality teaching is increased (Little 1990, Lieberman <i>et al.</i> 2000).” (p259)</p> <p>“Leithwood and Jantzi’s (2000) study concluded that teacher leadership far outweighed principal leadership effects.” (p259)</p> <p>“Griffin (1995) found that distributed leadership resulted in positive effects on pedagogy, school culture, and on educational quality.” (p260)</p> <p>In her study of schools implementing distributed leadership “Ovando (1994) found that time to meet was a central component of success and in schools that were improving teachers were given dedicated time to collaborate with one another.” (p260)</p>	<p>and knowledge of all</p> <p>Those in formal leadership positions must positively promote and support distributed leadership if it is to flourish</p> <p>Capacity building rather than individual leadership development is essential</p> <p>Distributed leadership practices will have a positive impact on teaching and learning.</p>
Horton, D. (2002), Planning, implementing and evaluating capacity development	Capacity development Capacity building	Paper originates from a presentation delivered at an International conference “Capacity Development for Participatory Research.” Beijing, China September 2000	Conceptual paper, discussing planning, implementing and evaluating capacity development efforts in research and development organisations.	<p>Capacity development is the process of improving the ability of individuals, groups and organisations to perform functions better and achieve desired results.</p> <p>“Capacity-development efforts should be planned so that they improve those capacities that most severely hamper performance levels.” (p1)</p> <p>Capacity building is most commonly seen as: training activities & workshops, organisational development, & empowerment of individuals.</p> <p>According to Horton the term building often implies that activities are carefully executed according to a clear and detailed plan, and capacity development involves more experimentation and learning. For this reason Horton favours the use of Capacity development “which implies an organic process of growth and development” as the appropriate term to use.</p> <p>Peter Morgan (1997) defines capacity development as a process to improve the ability, of individuals, groups and organizations, to carry out their functions and achieve desired results. There are two important aspects to this definition: “capacity development is largely an internal process of growth and development, and that capacity-development efforts should be results oriented.” (p2)</p> <p>Capacity development cannot be “done”, information about it can be communicated and activities to promote, stimulate, and support it can be</p>	<p>The capacities for leadership performance related to the functions of the leader must be identified and then activities to enhance/develop these should be strategically planned.</p> <p>Capacity development approaches include:</p> <ul style="list-style-type: none"> • information dissemination • training • facilitation and mentoring • Networking • Feedback, to promote learning

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				<p>facilitated.</p> <p>Responsibility for and leadership of capacity development has to come from within the organisation to be successful.</p> <p>Experiential learning and learning by doing is central to capacity development.</p> <p>The most successful capacity development efforts involve a negotiation of goals and strategies.</p> <p>According to Wenger & Snyder (2000) Capacity development can also be promoted through communication of information and experiences between individuals working on similar tasks in different settings</p>	<p>from experience</p> <p>Capacity development strategies should be continually evaluated and modified according to the circumstances and needs of the development process.</p>
Leithwood et al, (2004), Strategic leadership for large-scale reform: The case of England's National Literacy and Numeracy Strategy	Distributed leadership Capacity development	Observation, interview and survey data was collected from teachers, heads and consultants, to investigate sources of leadership, the distribution of leadership functions and how such distribution could provide strategic coordination for successful implementation of a reform agenda	Research report on a 4yr study of England's National Literacy and Numeracy Strategy	<p>Distributed leadership overlaps with leadership concepts from the shared, collaborative, democratic and participative leadership paradigms.</p> <p>Distributed leadership enhances opportunities for:</p> <ul style="list-style-type: none"> • the organisation to benefit from the range of individual strengths, skills and capacities of people; • individuals to learn from one another • on-the-job professional development <p>Evidence strongly suggests that for distributive leadership to be successful there is a need for clear vision and ensuring access to necessary resources</p>	It is important in a distributed leadership perspective to clearly identify and articulate a vision and goals, build collaborative processes, and provide access to necessary resources
Marshall, (2006), Issues in the Development of Leadership for Learning and Teaching in Higher Education	Leadership Higher education	Examines the historical progression of leadership in the higher education context	Conceptual paper	<p>Historically theories of leadership have aligned leadership practice and leadership development with Specific behaviours, traits, personal qualities or styles. In light of this leadership development has been perceived to be a process of</p> <p>a) identifying those specific elements or characteristics associated with the leadership quantum that is valued or desired,</p> <p>(b) developing awareness, skills and understanding of the elements through professional development and designing opportunities for others to develop the knowledge, skills, and behaviours, traits, personal qualities or styles, and</p> <p>(c) implementing the learnt leadership in the appropriate situation.</p> <p>"While there is little empirical evidence to support these "trait" theories of leadership, higher education institutions, still embrace this approach to building leadership capacity." (p1 of 17)</p> <p>"If we are to effectively develop leadership capability in learning and teaching, we must also focus our attention on developing the organisational environment within which leadership for learning and</p>	Opportunities for professional learning and exposure to information about leadership theories should be provided as part of the formal professional development instruction.

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				teaching is to occur. We must <i>create institutional cultures</i> that clearly define for all key stakeholders, the nature of leadership in learning and teaching” Pg 13	
Ross, L., Rix, M. & Gold, J. (2005) Learning distributed leadership: part 1	Leadership Learning development	The paper provides a background and key ideas for the development of distributed leadership in a work context drawing upon the cultural historical activity theory (CHAT).	Conceptual paper - principles for a programme of learning for distributed leadership	Leadership that is distributed among staff and others is important in school success and impacts directly on student learning outcomes. Leadership occurs in the reciprocal interactions of people, the tools, rules, community and division of labour. The quality of leadership “is subject to potential contradiction and disturbances” (p135). The functioning of a whole system can be disturbed by changes (e.g. in tools or rules). The theoretical roots of Distributed leadership lie in the field of distributed cognition and Activity Theory (Spillane et al. 2004 and Gronn, 2000).	Consider the aspects of leadership that occur within the tools, rules and community
Ross, L., Rix, M. & Gold, J. (2005) Learning distributed leadership: part 2	Leadership Learning Leadership development	Examination of the cultural historical activity theory and how it was used in a learning programme for managers to examine and apply leadership as a distributed phenomenon.	Case study	The importance of a shared vision and goal are reinforced. Problems and issues should be viewed positively as an impetus for change and change is the catalyst for improvement. Strategies to encourage others to take on leadership responsibilities are: * Formal assignment of responsibilities * Provision of resources to carry out the project. * Instilling confidence in potential leaders, and * Coaching.	Change should be positively promoted and embraced for the improvements it may avail
Sherrill, (1999)	Teacher leadership Leadership development	Draws on research to outline the knowledge & skills needed to foster teacher leadership in regard to the 3 major phases of a teacher’s career continuum – teacher preparation, induction, and ongoing professional development.	Literature Review of research data in relation to the development of teacher leaders	Teachers are expected to take on leadership roles with little or no training “Wasley (1991) offers a generic definition of teacher leadership as ‘the ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider without the influence of the leader’ (p170).” (p57) Mentoring, induction and continual professional development are crucial for teacher leadership development. Teachers should be fully involved in discussions about them as leaders and they should feel supported and understood by positional leaders.	Teacher leadership roles and responsibilities should be negotiated. Leadership development should occur in the work context Mentoring and

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				<p>Wasley (1991) found that teachers designated to leadership positions were “unresponsive” (ref: p57)</p> <p>Outside experts are best positioned to encourage leadership development however leadership development must be embedded within the school context.</p> <p>Mentoring is a powerful and cost effective means of teacher leadership development</p>	ongoing professional development are crucial
Silins, Zarins & Mulford, (1999), Organisational learning in Australian high schools - Nature and practices.	Organisational learning	The study reported in this paper gathered survey data from 2503 Australian secondary teachers in 96 South Australian and Tasmanian schools. This survey was part of a larger, federally funded, 3year collaborative research project ³	Conceptual paper examining the nature of organisational learning and the leadership practices and processes that foster organisational learning	<p>“Organisational learning is promoted in schools in which staff communicate with each other in an open and supportive way and actively seek information to improve their work.” (p8 of 14)</p> <p>“Organisational learning is more likely to occur in schools where staff are looking out for opportunities to increase knowledge and improve skills and are provided with sufficient resources and time to develop professionally.” (p 8 of 14)</p>	Factors significant in capacity development – effective communication and ongoing professional development – are also significant for organisational learning
Vilkinas, Leask, Rogers, (2007), Developing the leadership capability of academic coordinators	Academic leadership Quality in teaching and learning Academic coordinators	Paper explores implications for practice, theory and policy that have emerged from research into how a leadership framework – the Integrated Competing Values Framework or ICVF is being applied in a Carrick funded leadership project	Conference paper presented at HERDSA 2007 conference on research that focuses on the development of academic leadership skills in higher education.	<p>5 operational roles:</p> <ul style="list-style-type: none"> • Innovator: creative, encourages and facilitates change; • Broker: develops, scans and maintains networks and acquires needed resources; • Deliverer: work focused, motivates, sets and clarifies roles, schedules, coordinates and problem-solves; • Monitor: ensures rules and standards are met, collects and disseminates information and checks on performance; and <p>Developed: aware of individual needs and facilitates development of individuals and teams.</p>	Effective leadership should incorporate team membership of individuals who provide the skills of the 5 operational roles described.

³ The "Leadership for Organisational Learning and Student Outcomes" (LOLSO) project which investigated the conceptualisation of schools as learning organisations.

Coaching as a Means of Developing Leadership Capacity: Literature Review Summary of Research

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Day (2001), Leadership development: A review in context	Leadership development Capacity building Coaching	Examines the field of leadership development through three contextual lenses: conceptual, practical and research. Specific practices reviewed include 360-degree feedback and executive coaching, mentoring and networking, and job assignments and action learning.	Literature review	Coaching is goal focused and founded in one on one learning. The development Targets for coaching (Ref leaders and leadership literature summary; Day 2001) are self knowledge, behavioral change, and career development Coaching objectives are to improve individual leadership performance and personal satisfaction. “Executive coaching as a follow-up to a training program was shown to increase productivity by 88% in public sector managers (Olivero, Bane,& Kopelman, 1997).” (p592)g	Coaching must be purposeful and strategic. Coaching should ideally involve: 1. Setting goals and defining the context 2. Individual assessment 3. Development planning based on assessment information 4. Implementation

Mentoring as a Means of Developing Leadership Capacity: Literature Review Summary of Research

Reference	Key words	Description and context	Research methodology	Key findings	Implications for the Leadership Project
Day (2001), Leadership development: A review in context	Leadership development Capacity building Mentoring	Examines the field of leadership development through three contextual lenses: conceptual, practical and research. Specific practices reviewed include 360-degree feedback and executive coaching, mentoring and networking, and job assignments and action learning.	Literature review	Mentoring centers around an advisory relationship between the mentor and the mentee that is focused on the development of the mentee. The mentor is usually a more senior manager than the mentee. The development Targets for mentoring (Ref leaders and leadership literature summary; Day 2001) are to generate broader understanding of leadership, advancement catalyst, identify lessons learned and mistakes to be avoided. Formal mentoring programs most commonly pair a junior developing leader with a more senior executive outside of his or her direct reporting line (McCauley & Douglas, 1998),	The appropriate selection of a mentor is crucial to the success of this strategy for leadership development and the mentor should not have a reporting relationship with the mentee

Networking as a Means of Developing Leadership Capacity: Literature Review Summary of Research

Reference	Key words	Description and context	Research methodology	Key findings	Implications for the Leadership Project
Day (2001), Leadership development: A review in context	Leadership development Capacity building Networking	Examines the field of leadership development through three contextual lenses: conceptual, practical and research. Specific practices reviewed include 360-degree feedback and executive coaching, mentoring and networking, and job assignments and action learning.	Literature review	<p>Networking is the formal and deliberate development of connections with others in different leadership functions and areas as well as with those with common professional interests .</p> <p>The development Targets for networking (Ref leaders and leadership literature summary; Day 2001) are to instigate better problem solving, expand the consultative network of peers and leaders who can provide assistance in project related tasks and initiatives and enhance the promotion of emergent leaders through socialisation.</p> <p>An important function of networking is to develop understanding beyond knowing what and how to who can assist in terms of problem solving.</p> <p>Networking enhances the opportunities for generating a deeper understanding and awareness of things and is a means for promoting the emergent leader in contexts and environments outside those they usual operate in.</p>	A suggestion by a couple of the 2007 UOW scholars (MW, KM) was to consider networking opportunities whereby more formal presentations of their action learning projects can be delivered.

Action Learning as a Means of Developing Leadership Capacity: Literature Review Summary of Research

Reference	Key words	Description and context	Research methodology	Key findings	Implications for the Leadership Project
Day (2001), Leadership development: A review in context	Leadership development Capacity building Action Learning Job assignments	Examines the field of leadership development through three contextual lenses: conceptual, practical and research. Specific practices reviewed include 360-degree feedback and executive coaching, mentoring and networking, and job assignments and action learning.	Literature review	<p>Job assignments are focused on skill development and generating a broader understanding of the organisation and its business.</p> <p>Action learning is learning that occurs in the implementation of a project usually addressing an organisational or work related problem.</p> <p>The development Targets for mentoring (Ref leaders and leadership literature summary; Day 2001) are networking, implementation of a strategic plan and fostering teamwork and effective collaboration.</p> <p>“Citibank makes it a practice to place high potential managers in job assignments for which they are no more than 60–70% prepared, thus making it likely that the kinds of challenges that contribute to ongoing development will be encountered (Clark & Lyness, 1991).” (p599)</p> <p>“Data collected from approximately 700 managers across various organizations and levels supported the basic premise that challenging jobs are associated with greater on-the-job learning.” (p600)</p> <p>Action learning provides the opportunity for continuous learning and reflection, which is supported by colleagues, when working on an authentic organisational project.</p> <p>Little research has been published on action learning.</p> <p>Experience is a most important teacher</p> <p>There must be the scope for the individual to ‘try out’ leadership approaches.</p> <p>Putting the individual in a new situation with unfamiliar responsibilities will develop their leadership</p> <p>“Negative experiences or hardships tend to promote learning and trigger self-reflection (Moxley, 1998).” (p599)</p> <p>“Linking specific job experiences with desired developmental goals enhances the intentionality and effectiveness of leadership development.” (p601)</p> <p>It is important to learn from and share lessons learned from the action learning process</p>	Reflective practice is essential if action learning is to be effective.