

Shared Leadership

*April 10 and 17, 2008
1:30 – 3 p.m. CST*

By Beverlyn L. Allen



Beverlyn L. Allen



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Foundations
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Shared Leadership

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Over 30 years of practical experience in community development work and training local leaders for social change, working across social, economic and racial groups in both urban and rural areas. Experience working at the grassroots level, for state and local government and in both the public and private sectors. Some areas of my work experience include:

- Director of the Mobilization Unit at Friends Neighborhood Guild, Philadelphia, PA
- Team member for curriculum development of the North Carolina A&T *Community Voices* leadership program
- Director for the Iowa State *Institute for Public Leadership* (Executive, Judiciary and Administrative branches of state government)
- Team member for curriculum development of Iowa *Governing Cities: A Foundation of Leadership* program
- Initial Design Team member for North West Area Foundation 8 state *Horizon Community Leadership* Program

Shared Leadership

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April 10

The Core of Share Leadership:
Assumptions, Theory and Key
Elements

April 17

Leadership programming using a
shared leadership lens

Learning Objectives

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- Explore shifting leadership paradigms
- Compare and contrast traditional model with Shared Leadership—Advantages and Disadvantages
- Link shared leadership to generational difference
- Limits of a shared leadership approach
- Understand meaning and implication for Extension professionals responsible for leadership programming

Leadership: Shifting Paradigms

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	1900s Elite Paradigm	2000s Non-Elite Paradigm
	← <i>Traditional Models</i> <i>Non-traditional Models</i> →	
Trait	Behavioral	Transactional, Transformational
	↓	↓
	Heroic Vanguard	Post-Heroic Mutualistic
Domain	Formal organizations Political apparatus	Formal and informal groups Teams, networks (NGOs, indigenous groups, etc.)
Purpose	Organizational management Political power Status quo	Group development Social justice Social change
Focus	Authoritative position	Work teams, collaboratives, and partnerships
Type of Power	Command Rewards	Group empowerment Shared resources
Process	Coercion Means/ends calculation	Inclusiveness Openness/transparency
Outcomes	Control Compliance Consistency	Self-organization Creativity, innovativeness Flexibility

LEADERSHIP PARADIGMS

by Beverlyn Lundy Allen

April 8, 2008

What's in a Name?

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Post-heroic leadership has many names...

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Comparing Heroic vs. Shared Leadership

Gloria Nemerowicz and Eugene Rosi ,1997

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Heroic

- Identified by position in a hierarchy
- Evaluated by whether the leader solves problems
- Leaders provide solutions & answers
- Distinct differences between leaders & followers
- Communication is formal

Shared

- Identified by quality of person's interactions
- Evaluated by how well people are working together
- Leaders provide multiple means to enhance the process
- Members are interdependent
- Communication is critical

Defining Shared Leadership: A paradigm shift or a leadership twist?

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What

Who

How

Defining the Concept

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Refers to that form of leadership where leadership is essentially conceived of as an activity that can be shared among members of a group/organization depending on the needs of the situation and the capabilities of the people involved.

What is Shared Leadership?

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“We define shared leadership as a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both. The key distinction between shared leadership and traditional models of leadership is that the influence process involves more than just downward influence on subordinates by an appointed or elected leader.”

Pearce, C.L. & Conger, J. A. (2003).

Shared Leadership. Sage Publications.

Shared Leadership...

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...is not determined by positions of authority but rather by the capacity of teams to influence peers and by the needs of the team in any given moment.

At different junctures in the team's life, there are moments when [the members] differing background characteristics provide a platform for leadership to be distributed among the team.

Pearce & Conger, 2003, *Shared Leadership*, xi-xii



Shared/Collaborative Leadership

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It is not a leap of faith to view leadership as something that an entire community does together. In such a setting, everyone is challenged to learn; no one needs to stand by in a dependent capacity. Accordingly, organizational members willingly seek feedback, openly discuss errors, experiment optimistically with new behaviors, reflect mutually on their operating assumptions, and demonstrably support one another.

(Raelin, 2006)

Vertical & Lateral Influence

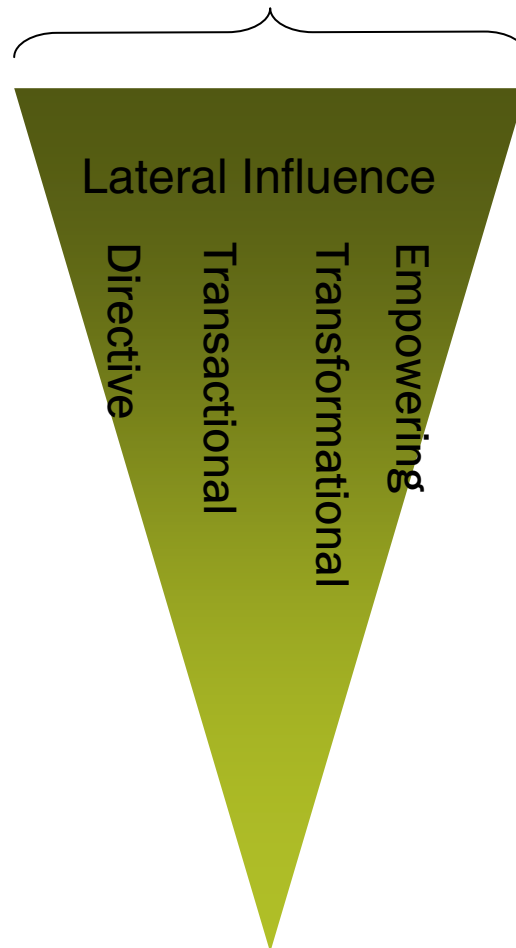
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Vertical & Lateral Influence

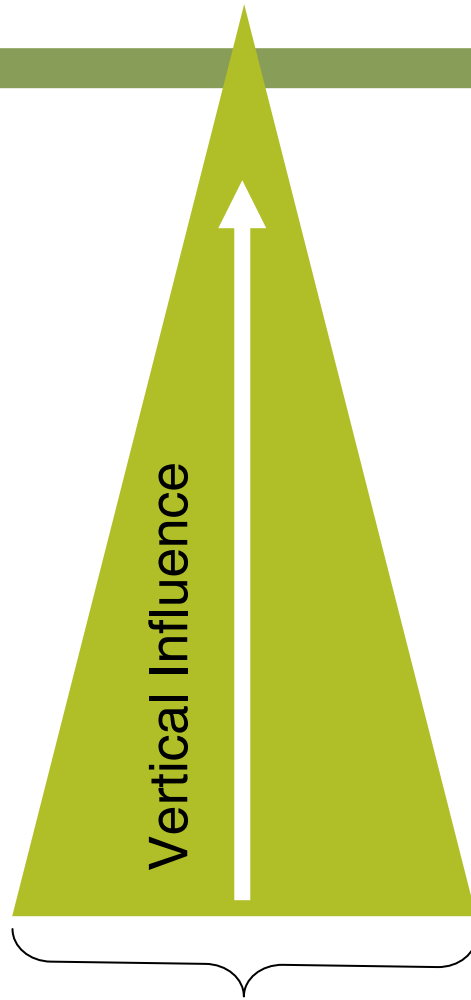
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Amount of Vertical Leadership

Empowering (enabling)

Transformational Leadership
(inspiring)

Social Exchange/
Transactional leadership
(motivating)

Directive Leadership
(controlling & directing)

Essential Elements for a Shared Leadership Model

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Balance of Power

Know that power is relational, not positional

Build webs of influence rather than chains of command

Shared Purpose

Articulate clear messages that align with the shared mission/vision

Open Communications

Understand that information is dynamic and needs to freely circulate since it is nourishment (Wheatley 1999:101)

Shared Responsibility and Accountability

Allow for flexibility in leadership roles—people and roles are not fixed entities

Respect Process

Allow workers/residents to intelligently self-organize

Embrace Differences

Embrace new forces and new information that comes from different experiences continually changing the situation and dynamics of how others respond

Value Partnerships

Work together in complex, real world situations and valuing the partnership

Elements of Action Learning that Build Shared Leadership

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1. Complex, urgent problem/challenges that require multiple perspectives and shared ideas.
2. Group size that enables all to participate and to learn.
3. Focus on questions and reflective inquiry that emphasizes listening and building on others' ideas.
4. Development of systemic, holistic action steps and strategies.

Leadership Styles: traditional vs. shared leadership

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Issues related to leadership style	Shared leadership	More traditional leadership
Behavior expressed	Aggregated behavior (Cox <i>et al.</i> , 2003)	Singular or multiple behavior
Type of structure	Lateral and decentralized structure (Pearce and Sims, 2000)	Hierarchical and centralized structure (Hatch, 1997)
Actions of member	Autonomous and self-led (Pearce and Sims, 2002; Porter-O'Grady <i>et al.</i> , 1997)	Dependent and instructed (Hatch, 1997)
Actions of team	Collaborative and consensus-driven (Spooner <i>et al.</i> , 1997)	Responsive to the desires of the appointed leader (Hatch, 1997)
Source/type of vision	Shared vision derived from the group (Spooner <i>et al.</i> , 1997)	Adopted vision derived from leader

Shared Leadership: Complicated Dynamics

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- Requires recognizing and naming the radical nature of its challenge and the gender and power dynamics inherent in it.
- Requires recognizing the way it threatens the myth of individual achievement.
- Requires recognition of the way it highlights the collaborative subtext of life that we all have been taught to ignore.

Significant Challenges

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- New models question the very concept of an autonomous self and individual achievement .
- New models challenge static-command-and-control images of leadership.
- New models challenge the goal of good leadership and the skills it required.

Collabronauts

Rosabeth Moss Kanter, *Evolve!*, 2001, p. 137

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- They journey from their home organization to forge new alliances and to explore creative opportunities, like leaving their home planet to bring back knowledge of strange new worlds and new civilizations...
- They convince their colleagues to forget the old rules and try something new, something that comes with having partners.
- The best collabornauts are good at making connections, both human and intellectual. They are constantly on the lookout for new ways to benefit from combining forces with partners.
- They venture into unfamiliar territory, make deals, and return with knowledge that transforms their home world.

Leadership Development Strategies

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- Individual Development Plan (IDP)
- Traditional Leadership Programs
 - (Instructor provides knowledge)
- Experiential Leadership Programs
 - (Instructor facilitates knowledge transfer from training curriculum)
- Coaching/Mentoring
- Action Learning
 - Working on a real problem with a coach that requires shared leadership

How to Build Shared Leadership

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1. Think "Shared Leadership" from the outset:

- Rotate leadership and other tasks.
- Change locations or try to meet in a power-neutral place.
- Adjust seating arrangements to facilitate sharing.
- Broaden the base.



What capabilities do teams develop to support shared leadership practices?

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- Engaging across boundaries (e.g., dialogue skills, discovering underlying assumptions, valuing differences).
- Understanding the organization as an interdependent system.
- Leveraging diverse personal networks.
- Diagnosing and addressing sensitive organizational issues.
- Effective teamwork.

Outcomes of Shared Leadership

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- Empowered action
- New knowledge
- Desire for more connections

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Resources

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Self-Help Network Center for Community Support and Research
Fairmount College of Liberal Arts and Sciences / Wichita State University, Department of Psychology
In Kansas **800.445.0116** . Ph **316.978.3843** . Fax **316.978.3593** . Wichita, Kansas 67260-0034
www.selfhelpnetwork.wichita.edu

For more information on shared leadership, check out some of these resources.

An **on-line directory** of numerous leadership and training programs can be found at <http://www.iel.org/>.

Thomas J. Sergiovanni's book, *Leadership for the Schoolhouse*, published in 1996 by Jossey-Bass, offers provides educators with a leadership model that is based on a democratic approach to education and what we know about how students learn and develop. For more information, go to <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787955426.html>

Building Leadership Capacity in Schools, by Linda Lambert (published in 1998 by the Association for Supervision and Curriculum Development) has many practical, hands-on tools and tips for sharing leadership, including a "**Leadership Capacity Staff Survey**." For more information, visit the Association for Supervision and Curriculum Development (ASCD) on-line store at <http://www.ascd.org/portal/site/ascd/index.jsp/>. Samples from the book can be downloaded.