

ANGLIA RUSKIN UNIVERSITY

ILLUMINATING THE WAY: AN EMERGENT
THEORY OF PLACE-BASED LEADERSHIP DEVELOPMENT

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A Thesis in partial fulfilment of the
requirements of Anglia Ruskin University
for the degree of Doctor of Philosophy

Submitted: December 2015

ACKNOWLEDGEMENTS

I would like to acknowledge the fees waiver bursary from Lord Ashcroft International Business School which enabled me to complete this thesis. I would also like to acknowledge Ms Jennifer Penfold, Mr Chris Bally, Mr Roger Britton and their colleagues who facilitated access to the three case studies and the participants from across their respective counties. I would also like to thank my supervisory team Dr Robert Willis and Dr Rhidian Lewis for their unstinting support, advice and guidance. In addition, I would also like to thank Dr Elizabeth Burn for her support and encouragement. Finally, I would particularly like to state on record that without my wife Elizabeth-Anne Worrall's love, selfless sacrifice, support, care, attention, help, encouragement and devotion I could not have embarked on and completed this research. Finally, I would like to dedicate this work to my father Peter D. Worrall and to the memory of my late mother Mrs Jean E. Hill and my late birth father Professor Dr Gabriel O. Esuruoso.

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ABSTRACT

LORD ASHCROFT INTERNATIONAL BUSINESS SCHOOL

DOCTOR OF PHILOSOPHY

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December 2015

Purpose:

Place-based leadership development involves cross sector groups of leaders sharing knowledge, developing relationships and building collective leadership capability across a local authority area. Within a more complex and uncertain world, these Collaboratives respond to the demand for improved local leadership to tackle intransigent social problems. Building theory from participants' experience, this exploratory study aims to improve our understanding of the process by which collective leadership development evolves within this context.

Research Design

A social constructionist and interpretivist methodology was adopted for this study. Drawing on an extensive literature review, professional experience and initial scoping visits, a conceptual model mapped participants' experiences as a number of interlinked stages. Drawing on the model, and using a qualitative structured-case approach, seventy five semi-structured interviews across three case studies were used to inductively build theory grounded in the experience of those involved.

Research Findings:

The research identified relational tensions within self, between self and others and between self and organization surrounding the wider purpose of the initiative. The paradoxical and paradigmatic nature of these tensions needs to be accepted as inherent within the collaborative process and negotiated as two sides of a continuum rather than polar opposites. This rite of passage leads to a differentiated interpretation of the Collaborative's value to self, organization and the wider place.

Contribution to knowledge

Surfacing, exploring and adapting to tensions is an inherent part of place-based leadership development. The extent to which individuals and organisations adapt to these tensions, and even transcend seemingly opposing paradigms, has a considerable impact on perceptions of success from an individual, organizational and wider collective perspective. By advancing understanding of the theoretical and practical implications of the emergent tensions and paradoxes within place-based leadership development, this study provides an innovative and significant contribution to the field.

Key Words: Place-based leadership development, Collaboratives, Exploratory, Interpretivist, Tensions, Theory building

List of Abbreviations

AOHN	Areas of Highest Need
AONB	Area of Outstanding Natural Beauty
BME	Black and Minority Ethnic
CLA	Community Leadership Association
CPA	Corporate Performance Assessment
DCC	Deputy Chief Constable
DCLG	Department for Communities and Local Government
DoH	Department of Health
HCA	Homes and Communities Agency
HREPs	Highly Regarded Experienced Professionals
IDeA	Improvement and Development Agency
IOR	Inter-Organizational Research
LGLC	Local Government Leadership Centre
LGID	Local Government Improvement and Development (Organization)
LSP	Local Strategic Partnership
NEF	New Economics Foundation
NEETs	Not in Education, Employment, or Training
NGLN	New Local Government Network
OECD	Organization for Economic Cooperation & Development
OPM	Office for Public Management
PCF	Participant Consent Form
PIQ	Pre-Interview Questionnaire
PIS	Participant Information Sheet
SOAR	Strengths, Opportunities, Aspirations and Results
SRB	Single Regeneration Budget
UoB	University of Birmingham

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Copyright declaration

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Chapter One - Introduction

1.1 Context

Successive government policy and academic reviews have concluded that delivering more effective services and policy outcomes for citizens and communities requires improved public service leadership (Benington & Hartley, 2009; Cabinet Office, 2009a & 2009b; Gregory, 2010; Hartley and Tranfield, 2011; Sutherland and Ley, 2009). Moreover, in recognising that people having a sense of belonging and social connectedness helped ensure the longer term sustainability of communities, the Lyons Review (2007) set out a clear leadership role for local government in promoting economic and social well-being to create attractive places for people to live. This approach, which became known as *'place shaping'* represented a less managerial and hierarchical approach to economic development in recognition that *"the very way that public services are planned and delivered (...) as being part of the problem"* (Hambleton *et al.*, 2012: 5). Hence, it was argued that a new *"more inclusive relational model of economic development ..."* with an emphasis on *"collaborative networking, entrepreneurship, innovation, knowledge sharing and cross boundary working"* had to be developed (Mabey & Freeman, 2010: 505).

From 2008 onwards, the impact of financial austerity, also re-emphasized the crucial role of public service leadership in harnessing additional resources, by developing more collaborative and localised delivery structures, with a greater focus on early intervention to prevent social breakdown and reducing dependency on (and therefore costs to) the welfare state (Haslam, Reicher and Platow, 2011; Foster *et al.*, 2011, Lyons, 2011). Whilst knowledge and resources are needed, the experiences of decades of social regeneration have demonstrated that the human factor is even more important, it is *"people (that) change lives..."* and *"... the 'deep value' qualities of an appropriate relationship that have the power to transform"* (Robinson, 2011: 45; Wilkinson and Applebee, 1999). Thus, whilst the overall driver is economic, the means is social and relational.

Such an approach requires initiatives 'Collaboratives' which facilitate the development of collective leadership capability bringing together leaders from the political, professional and third and private sectors being encouraged to work together across a local authority area (LGID, 2011a, 2011b & 2011d). This new organic, experiential, social and relational approach to addressing major social problems requires one to see the exercise of leadership and leadership development through a different lens (Benington and Hartley, 2009), a wider

vista beyond any one single organisation or sector. This place-based leadership development has two key elements, firstly, building knowledge and a deep understanding of the problems and issues faced by a place using data and evidence. Secondly, identifying the type of leadership needed to build relationships and create effective collaboration to address the issues that have been identified (IDeA, 2007; OPM, 2009). In taking this approach, those involved are attempting to move away from using traditional vertical models of leadership development for a structured, predictable and stable world towards creating new knowledge, theory and methods of delivery in a highly complex and uncertain one

Re-examining how we support the development of those who have to lead across a set of interconnected, interdependent and permeable organisational, psychological and professional silos may enable “*breakthrough thinking*”, producing new ways of addressing deeply embedded social problems (Bens, 2006: 82). It is about moving from a centre-periphery model of social policy development and diffusion to one of social learning across diverse groups and through networks as the source of new policy ideas and ‘*innovation zones*’ (Hambleton, 2011: 2; Hambleton *et al.*, 2012).

1.2 Statement of the Problem

Little is known about what actually happens during the process of place-based leadership development. Drawing on the experience of the participants and other stakeholders involved, the purpose of this study is to explore how our theoretical understanding of the collective social process of place-based leadership development can be informed by what happens in practice. In essence, it is about trying to conceptualise the nature of the collaboration (Hibbert, Huxham and Ring Smith, 2008). By testing out his initial conceptual model for understanding these interventions, grounded in people’s experience, the researcher is seeking to build theory from practice.

1.3 Research Questions

The research questions that guide this inquiry are:

1. What phenomena co-exist with the social process of place-based leadership development and how do they relate to each other?
2. What are the implications for our theoretical understanding of these collaboratives?

3. What are the practical and policy implications for the design, delivery and evaluation of the collaboratives?

1.4 Significance of the Study

For over three decades, closer working between the public private and not for profit sectors has been a constant theme in debates on how public services can deliver improved outcomes for citizens and service users (Bennington & Hartley, 2009; Hambleton, 2009, 2011, 2013;). Moreover, reductions in public spending have increased the focus on the need for effective and innovative local solutions which can only be delivered by local agencies working together (Hambleton *et al.*, 2012; Hambleton & Maddock, 2010). Improved leadership is a key requisite for delivering public value for the greater common good (Brookes, 2010; Crosby & Bryson, 2010a; Moore, 1995 & 2013).

Whilst a considerable amount of research has been carried out on interorganizational collaboration (Cropper *et al.*, 2008), Austin (2000: 70), citing studies covering a range of themes (such as resource dependence (Pfeffer and Salancik, 1978), social exchange (Olive, 1996); legitimization (Galasckiewicz, 2004), efficiency (Williamson, 1975 & 1985), and strategic collaboration and corporate social performance (Burke, 1999; Gray and Wood, 1991 & Kanter, 1994)) claims that “*the main theories have tended to focus on explaining the motives for collaboration and on their ongoing dynamics*”. There is limited knowledge about interorganizational leadership especially within localities (Schruijer, 2008) and in terms of exploring people’s relationship to place from a qualitative inquiry perspective (Tuck & McKenzie, 2015). Admittedly, there are some notable exceptions: Chrislip and Larson (1994) and Larson (2002) looked at a number of place and civic based leadership initiatives in the United States and Huxham & Vangen (2000) have looked at the role of leadership in a number of public and community inter-organizational settings. Nonetheless, most of the research on collaboration seems to be about “*How to*” manuals, and is largely anecdotal, with a general lack of rigorous academic research (Chrislip, 2002).

For collaborative leadership development, it is mainly limited to adhoc or light touch evaluation of national programmes (Cabinet Office, 2009). In terms of place-based leadership development, which is a relatively new field in the UK, the picture is even more incomplete (Hambleton *et al.*, 2012). There has been one study carried out for the Local Government Improvement and Development division of the Local Government Group (LGID, 2009a-d), which only looked at one out five initiatives in any depth. The research

report puts forward reasons the benefits of place-based leadership development (why commissioners and participants would do it again), and also gives an indication as to what components lead to a specific outcomes. However, it did not compare participant's experiences across initiatives, nor did it try to build theory from these experiences.

This study will make a direct contribution to developing the agenda for the study of collaboration set out by Chrislip (2002) connecting with process, connectivity and outcomes. Likewise, and particularly because it is grounded in the experience of participants and other stakeholders, it will focus directly on one of the three leadership media, people and interconnect with the other two, processes and structures which form the foundation of leadership in collaboration (Huxham and Vangen, 2000). Exploring how groups of people experience a collective process of development and learning from within place-based perspective also adds an additional dimension. In one sense, it will also be looking at the leadership of the Collaboratives themselves. The constructs set out in the conceptual framework for this research will provoke a reflection on how the different phenomena interact. In building theory from practice it will enable a better understanding of people's experience of what happens during the process of place-based leadership development. This will not only help improve individual and collective learning, but also help programme commissioners and designers understand how to enhance programme effectiveness, and better evaluate their impact.

1.5 Nature of Study

This is an exploratory study which aims to build theory from practice using the reported experiences of participants within three case studies in responding to a core set of questions based on an initial conceptual framework which draws on the extant literature, professional knowledge and experience and initial scoping visits to each of the localities. The theory building process is inductive, with the researcher as the data collection instrument, interpreting the data through a structured qualitative analysis through which the core themes emerge.

1.6 Assumptions and Limitations

The social constructionist approach assumes that collaboration will, for the most part, produce superior outcomes when successful. It also assumes that leadership and leadership development are the outcome of a process of social interaction. As the instrument of data

collection, the researcher's subjectivity is assumed to be a positive attribute that should be built upon rather than making any false claim regarding his objectivity. There is also a risk that the researcher takes a deterministic approach in wanting to identify certain issues as significant. However, weighed against this is the opportunity to compare emergent themes across all three case studies involving a large number of interviewees. In terms of limitations, factors identified as important contributing to the Collaboratives' success or value creation are only *representative of perceptions* and may not be the same as actual determinants of performance. However, if there is a commonality of perception, across such a large number of interviews, one should assume that identified factors are significant. The lack of generalizability of the findings as they may be specific to locality, time and external environmental factors such as the financial crisis could be another limitation. On the other hand, we are seeking to develop a framework of factors whose significance needs to be considered rather than a how to guide generalizable across all localities.

1.7 Defining Terms

This section provides a clear definition of the core terms which lay the foundation stones for this study.

1.7.1 Leadership and Leadership Development

Literature reviews on leadership and leadership theory will uncover a steady accumulation of references (Van Wart, 2009). For example, by its fourth edition Bass' (2008) *Handbook of Leadership: Theory, Research and Managerial Application* had over 15,000 references representing a hundred per cent increase since the third edition (1990). However, despite this exponential growth, these literature reviews (Van Wart, 2003 & 2009) often cite eminent leadership scholars to illustrate our limited understanding. Stodgill (1948) "*urged his colleagues to largely abandon 40 years of work as inconclusive*" (Van Wart, 2003: 215) and Burns (1978: 2) concluded that "*leadership is one of the most observed and least understood phenomena on earth*". However, Brungardt (1998) argues that the concept of "leadership" is a much more recent phenomenon than the words "lead" and "leader", and has only been around since the late 19th Century. Leadership is seen as a "*collaborative endeavour among group members*" (Brungardt, 1998: 1). Following a review of over 300 definitions, Rost (1993: 99) defines the post-industrial view of leadership as "*...an influence relationship among leaders and their collaborators who intend real changes that affect their mutual purposes*".

For the purpose of this study, therefore, leadership is relational and, it is the emergent property of a group or community (rather than an individual leader) (Ospina and Schall, 2001, who also refer to others such as Drath, 2001; Feyerherm, 1994; Luke, 1998; Murrell, 1997). Following this rationale, a clear distinction can be made between leader and leadership development. The former is focused on the development of intrapersonal skills and human capital (Day, 2001), whilst the latter is focused on interpersonal skills and developing social capital. It is about enabling collective learning and the development of trust and common understanding of problems so people can work together to find workable solutions for the common good (Crosby & Bryson, 2005b). Here, leadership development is a social and relational construct (Day, 2001; Van de Valk, 2008).

1.7.2 Place-Based Leadership Development

The antecedents for place-based leadership development can be traced back to the civic leadership movement in the United States, which sought to develop the capacity of local communities to build capability to address societal needs. The earliest recorded programme, Leadership Inc., started in California in 1959, with an upsurge in the late 1980's and mid 1990's, which meant that by 2001, there were 700 programmes in nearly all regions across the United States (Azzam and Riggio, 2003; CLA, 2001; Fredericks (1998). As mentioned above, these initiatives were brought to a wider audience by Chrislip & Larson (1994) in their influential book *“Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference”*. This was followed by *“The Collaborative Leadership Fieldbook”* a ‘practical toolkit for those working in the field (Chrislip 2002)’. Even more recently, the term integrative leadership has also been used by a number of US based scholars (Crosby & Bryson, 2010a & 2010b; Page, 2010). Importantly, these initiatives have three core attributes shared with the Collaboratives in this study.

- Development and engagement of ‘*emerging and current leaders in community problem solving*’
- ‘*Leadership is exercised by individuals but in a group/community (or a place –based) context—local, regional*’ and beyond.
- ‘*Leadership is exercised by crossing boundaries (private, public, and non-profit sectors)*’.

(Arizona Center for Civic Leadership, 2010: n.p & Brennan, 2013)

In the UK context, local government (rather than community based organisations) has been seen as the natural convenor to lead on “place-shaping” i.e. promoting economic and social well-being within communities of place (Lyons, 2007 & 2011). This has been further supported the often quoted report for National School of Government entitled “Whole Systems Go” in which Benington and Hartley (2009: 8) argued that *“whole system inter-organisational cross-service leadership in a particular locality is increasingly not an option but a necessity (...) to respond both to complex fast-changing needs of their communities and (...) at the local level to ‘join-up’ the wide range of disparate national policies and programmes”*. It was also argued that embedding collaborative leadership in local public services, through a series of place-based experiments known as Total Place (LGLC, 2010; Jones, Cammock and Grint, 2014) would require improving leadership capability. More succinctly, Hambleton (2007: 6) defines place-based leadership as *“all leadership activity that serves a public purpose in a given locality”* And the means to building this capability is known as place-based leadership development (OPM, 2009; IDeA, 2007).

1.8 Background

The three Collaboratives were chosen as case studies because they provide different and contrasting perspectives and experiences in terms of geopolitical background, origins, membership, governance, support structures and how sessions were designed and delivered. This section provides a brief overview of each of the Collaboratives thereby highlighting these contrasts.

1.8.1 Case Study A - A-shire

The scoping visit to the A-shire Collaborative took place in February 2011, with the subsequent field data taking place in November 2011.

Background

A-shire was mainly a rural shire county with a small ‘*capital city*’ (population 100.000) and a number of smaller towns and villages. It had a two tier local government system, made up of one county council and six district councils. The leader of the city council was also the deputy leader of the county council. The majority of the local authorities were of the same political persuasion. The county had a thriving tourist industry with high levels of prosperity but also pockets of urban deprivation.

Origins

The key driver for the setting up of the A-shire Collaborative was the female chief executive of the county council, supported by the chair of the Local Strategic Partnership (LSP). It was formally answerable to the LSP and aimed to offer a space for leaders to share their concerns on key issues, where interpersonal trust could be grown and collaborative leadership across place would emerge. The Collaborative was named after the place where it first met to avoid any association with formal decision making structures or locations of some of the dominant organisations. In practice, it was seen as a freer thinking and more dynamic alternative to the LSP.

Phases

The A-shire Collaborative initially ran for 12 months from October 2009 and was reviewed on an annual basis. It was in its third year at the time of the field work (November 2011).

Membership

The membership originally consisted of 25 senior leaders at Chief Executive/ Leader level from across public, private and third sectors including political, non-executive chairs, managerial and church leaders. Membership was by personal invitation and people were there to represent self (not their organisations) and were expected to bring their own experience and perspectives to the sessions. There were thirty members by the third year.

Governance and Support Structures

The A-shire Collaborative was overseen by a Programme Board made up of the Chief Executive of the County Council, the Chair of the LSP, the Chief Constable, the Chair of the Primary Care Trust and the Chief Executive of a housing association. The Collaborative was managed on a day to day basis by the Head of Organizational Development at the county council. Independent programme direction and facilitation was initially provided by two external facilitators, which was then subsequently reduced to one (Programme Director) at the time of the field work. Virtual meetings between the programme director, the manager and the Board took place as and when were necessary.

Sessions

In stage one, the sessions ran for one day each month and consisted of presentations from external groups and experts, as well as visits to communities with challenging needs

interacting with community leaders, citizens and frontline workers. A note was taken at each of the meetings and an annual programme of work was also agreed. In stages two and three the frequency and length of sessions was reduced.

1.8.2 Case Study B - B-shire

The scoping visit to the B-shire Collaborative took place in February 2011, with the subsequent field work taking place in December 2011.

Background

B-shire is a rural shire county, with a significant urban centre with a medium-sized main city B-ceister (population 300,000). There are also a number of smaller market towns and villages to the east, and urban areas to the north-west. It has a two tier local government system within the County Council area, which includes seven district councils. B-ceister which has a unitary status, is led by an Elected Mayor from a different political party to the County Council political leadership. There is considerable tension at the political level between the city and the county. The county is mainly made up of prosperous areas with a high quality of life, whereas the city is ethnically diverse with significant areas of poverty and deprivation, and poor health. Total population is about 950,000.

Origins

There was already an ongoing commitment to developing the leadership capability of middle managers within the county council with a programme developed and delivered by a university from outside the county (from now on known as X-versity). However, the county council and the police were concerned with working more effectively in partnership and making the most effective use of managers by developing their collaborative leadership capability. There was also concern expressed that partners were often working in their own organizational silos and organizational specific leadership development programmes exacerbated this. In addition, the then acting Deputy Chief Constable (DCC), the main driver behind the B-shire Collaborative, also identified that a number of the partners (health, county council and police) were already separately using X-versity as a leadership development provider. The DCC also identified a gap in provision for leadership development at the Chief Inspector rank within the police. A number of leading academics were also promoting the need for the development of cross sector leadership capability within place. Therefore, improving local leadership was seen as a policy imperative, a way

to increase collaboration and to reduce costs by collectively negotiating a better deal with X-versity.

Phases

The B-shire Collaborative ran over 17 months from May 2009 to October 2010. A second phase did not happen due to lack of funding.

Membership

There were twenty-six middle ranking officials (at Head of Service, Inspector or equivalent) from across the public and not for profit sectors identified as future senior leaders and/or were highly respected and experienced professionals, who it was thought could benefit from the programme. Most participants were interviewed by a panel consisting of two of the programme support representatives and an academic from X-versity.

Governance and Support Structures

The Collaborative was supported by a small team made up of the (acting) Deputy Chief Constable (DCC) and the Learning and Development Manager of the County Council. The team was nominally answerable to the Crime and Community Safety Partnership Board. The Board had limited oversight of the collaborative. There was also support from Chief Executives of some organisations who attending showcase events at X-versity.

Sessions

The B-shire Collaborative was made up of two distinct elements. Firstly, the academic element delivered by X-versity in a series of six – three-day residential on campus modules over 18 months, which introduced participants to theories, themes, constructs and ideas helping them to interpret, understand their evolving environment and become better leaders. The academic assessment was via a series of assignments and an eight thousand word dissertation leading to a Postgraduate Diploma. There was a considerable workload in terms of pre and follow up reading for each three-day residential module. There were some general discussions about how some of the thinking and theory could be applied in the local context, and for the first cohort one module was adapted to take the place element more into account. Place only featured significantly in one module.

The place-based element which was supposed to link and apply the learning to the locality changed its structure and purpose over time. In the first instance there was supposed to be a

collective project where all the participants would work together as a group of consultants on drug and alcohol issues overseen by the Crime and Community Safety Partnership Board. The second proposal, which proposed that through individual project consultancies participants would act as consultants to address problems across place, was never implemented. However, participants did work collaboratively supporting each other on initiatives outside of the Collaborative's formal structures.

1.8.3 Case Study C - C-shire

The original scoping visit to the C-shire collaborative took place in February 2011, with the subsequent field work taking place in January 2012.

Background

C-shire is a semi-rural shire county with a main county town (population 133,000) and a number of smaller market and coastal towns and villages. It had a two tier local government system, made up of one county council and seven district councils – including the main county town. Six of the seven district councils have shared management arrangements. The majority of the local authorities are of the same political persuasion. The county has a thriving tourist industry with high levels of prosperity but also pockets of deprivation in the main county town (with a small but significant BME population) and smaller rural and coastal towns and villages. Total population is about 730,000.

Origins

The driving force behind its foundation, the County Council's (then) female Chief Executive also saw the Collaborative as replacing the LSP, which she saw as lacking direction and dynamism. In addition, local government in C-shire had been working with the Leadership Centre for Local Government (LCLG) to improve leadership capability and collaboration across sectors to deliver the strategic goals of its LSP around improving the economy, the environment, learning and skills and communities. At the same time, a review of two-tier arrangements by the Local Government Boundary Commission has also damaged relationships between local authority Chief Executives and political leaders within C-shire. The resultant four-stranded initiative to address these needs included the development of the C-shire Collaborative which sought to establish a network of twenty-two leaders from delivery organisations across the county, building leadership capability and developing strong relationships based on mutual trust.

Phases

The C-shire Collaborative first phase was from July 2009 to October 2010. The second phase, without an independent facilitator, ran from November 2010 and no longer had an independent facilitator.

Membership

The membership originally consisted of 22 senior leaders at Chief Executive/ Leader level from across the public and not for profit sectors. Membership was by personal invitation and people were there to represent themselves (not their organisations) and were expected to bring their experience and own perspectives to the sessions. Frequency of attendance reduced significantly following the departure of the County Council's then Chief Executive (July 2010).

Sessions

There were ten two-day sessions over a period of fifteen months presentations from external groups and experts, as well as visits to communities with challenging needs interacting with community leaders, citizens and frontline workers. This was an emergent but structured process, with a programme of work, which took participants through five stages of learning known as the five I's: initiation and insight, inspiration, innovation, implementation. It was predominantly about building a body that could work differently to the challenges in that place.

1.9 Outline structure

The remainder of this study consists of four chapters. Chapter Two will explore and critically review the extant literature linked to the core themes in order to build a solid theoretical underpinning for this exploratory research into place-based leadership development. It will do so by exploring how leadership theory relates to leadership development and collaboration, providing a synthesis of relevant themes and sub-themes identifying the core constructs that together provide the initial conceptual framework for further exploration in the field.

Chapter Three deals with the research philosophy, methodology and research design of the study setting out the choices and challenges at each stage of the journey. This will include the distinct research context and the overall paradigm or research philosophy, the main

elements of the overall research strategy, sources of data and data collection methods, data analysis, issues of quality and trustworthiness and finally the main methodological challenges will be discussed.

Chapter Four will present the emergent theory of place-based leadership development as nine emergent core themes (divided across four clusters) which represent a number of tensions as paradoxical relationships within self, between self and others, between self and organization and in relation to wider place. This will be followed by an exploration of the theoretical implications (the significance of the findings) in relation to our evolving understanding of place-based leadership development. The support from the existing literature will also be discussed as well as the implications for practice and useful areas for future inquiry.

Chapter Two Literature Review

2.1 Introduction

Chapter Two provides a theoretical underpinning for this exploratory research by critically evaluating the relevant themes linked to the research question and clearly delimiting and defining the core problem (Dunleavy, 2003). The conceptual framework which emerged formed the basis of this research (see Appendix II ii-a & ii-b) with the exploration of its initial constructs (through the semi-structured interview questions) enabling the emergence of the theoretical understanding of the process of place-based leadership development.

2.2 Outline

The first section considers the evolving socio-economic and policy context in which this research takes places, particularly given the impact of austerity. The second section builds an understanding of the construct of place as a setting for human interaction and how people relate to it from individual and collective perspectives. It also considers place as both a static and dynamic phenomenon and the implications for approaches to managing and leading across place. The third section explores how public service leadership has been influenced by the emergent collaborative theories of shared, distributed and relational leadership and its re-conceptualisation from a focus on the actions of the individual ‘heroic’ leader to being an inter-relational and socially constructed process. It also identifies the implications for the process of developing leader and leadership capability as a process shifting between individual and collective development. The fourth section draws together the practical and theoretical insights from the review thereby setting the foundation for the conceptual framework. It also sets out the limitations of the current literature. In addition, it allows for a more clearly defined and delimited problem definition of better understanding the place-based leadership development process. The final section will provide an overall conclusion and sets out the implications for the methodology.

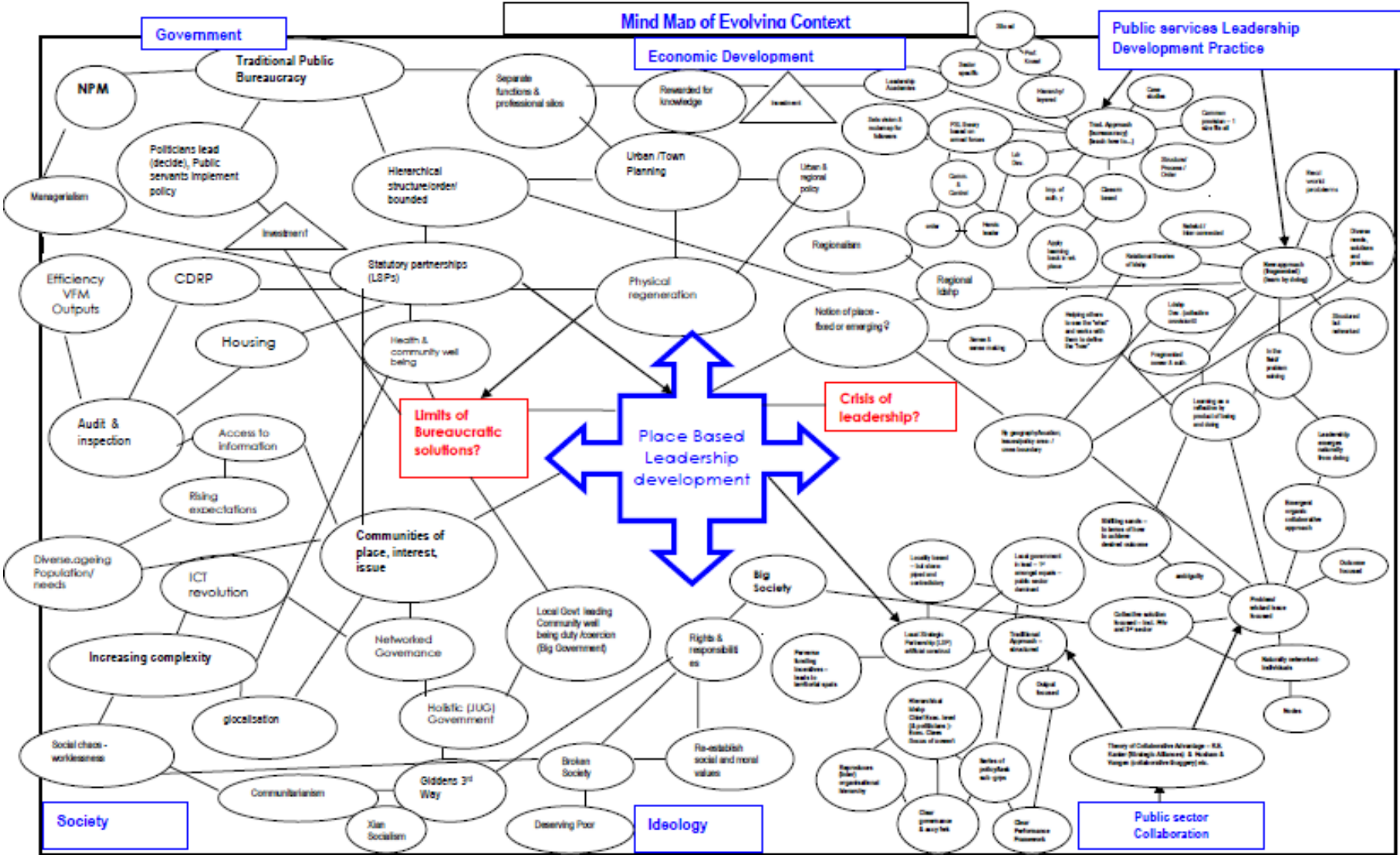
2.3 The Evolving Context

To contextualise this research, a mapping exercise identified six interlinked themes, (namely, society, public sector reform; economic development; ideology, public sector collaboration and public service leadership development practice) which reflect the evolving socio economic realities in which public services operate (Homes & Community Agency (HCA)/University of Birmingham (UoB), 2011) (see Figure 1 and Table 1). In looking at

these changes, one needs to consider both the gradual evolution in wider society and the public service environment, but also the more sudden and disruptive change brought about by the economic & financial crisis of 2008 (BBC, 2011; Foster *et al.*, 2011; Watt and Inman, 2013). Moreover, rising expectations, complex social, health and ecological pressures and social polarization cases by rising inequalities (Foster *et al.*, 2011) means that, according to Walby (2009: 2), ‘a tipping point’ or “a moment of discontinuity” (Foster *et al.*, 2011: 6) has been reached, whereby “our current public services settlement is unsustainable”. Foster *et al.* (2011: 9). This requires a new focus on “social productivity” – where citizens have “duty to contribute as well as a right to receive support” (Foster *et al.*, 2011:8) within a “new culture of democratic participation and social responsibility” (Foster *et al.*, 2011: 9) linked to ethics and social conscience (Fyke & Buzzanell, 2013) where services are co-created and delivered locally rather than being legislated for.

In parallel, since the mid-noughties, there has been an argument for a new type of ‘collaborative’ multiple level leadership within the academic literature (McGuire, 2006; Brookes, 2010; Wilkinson and Applebee, 1999), general government policy documents (Audit Commission; 1998; DCLG; 2006; HMSO, 2007) and within key policy areas such as education (Bennet *et al.*, 2003; Doyle and Smith, 2001); health (El Ansari *et al.*, 2001; Department of Health (Storey & Holti, 2013); criminal justice (Brookes, 2006), local authorities (Chesterton, 2002) and policing (Home Office, 2004, 2006 & 2009). Such an approaches require local leadership (Hambleton, 2009 & 2011; Lyons, 2007) to develop a clear understanding of local perspectives on social and economic problems, identify potential solutions, marshalling resources and enacting the right type of leadership (Brookes & Grint, 2011). It is about understanding “the role of the messy human dimension of development” and “any coherent inquiry into the effectiveness of integrated policy for place cannot be divorced from an understanding of the contribution of leadership” (Collinge *et al.*, 2011: 14).

Figure 1: Mindmap of the Evolving Context



<p>Table 1: Core Themes of Evolving Context</p> <p>The mapping exercise carried out to understand the gradual change in context identified six key interlinked themes {namely. society, public sector reform; economic development; ideology, public sector collaboration and public service leadership development practice} which are linked via a number of sub-themes, theories and concepts. These themes help explain how the public service leadership environment has become more challenging.</p>
<ul style="list-style-type: none"> • Society: has moved from one of deference to those in authority to one where public expectations of the services they receive are higher and standards are questioned. There is a more diverse range of communities with different backgrounds, wants, needs and expectations. And these communities could be of place, interest or issue (Blaug <i>et al.</i>, 2006);
<ul style="list-style-type: none"> • Government: public sector reform has traditional been centrally driven, hierarchical, structured, homogenous, target driven and output focused. However, there is now an increasing recognition of a need for a diversity of approaches, which takes the challenges of addressing complex social problems (Brookes, 2010; Brookes & Grint, 2010; Chamberlain, Golden and Walker, 2010). Centralised accountability has to be balanced by the need to share responsibility for improved services and better outcomes for people and their communities is a shared responsibility (Ham <i>et al.</i>, 2011). Collaboration is no longer a nice to have, and to be successful has to be determined by local conditions, needs and context, in other words, it is more emergent, less homogeneous and determined by the centre
<ul style="list-style-type: none"> • Economic Development: was traditionally based on standardised structures for physical regeneration and providing infrastructure for communities and businesses to attract investment and job creation. This has given way to a realisation that there is a need to improve social outcomes. This entails developing new approaches to social and community development, and understanding the importance of a sense of belonging to a community and generating a sense of social solidarity (Wilkinson & Applebee, 2007). Responsibility for ensuring an area prospers is shared and here the notion of collaborative leadership of place really comes to the fore (Lyons, 2007).
<ul style="list-style-type: none"> • Ideology: has shifted from collective provision and homogeneity to rampant individualism, back to a search for a lost sense of community (communitarianism) (Giddens, 2000; Powell, 2000; Stratton, 2011) and wanting to “<i>mend our broken society</i>” (Centre for Social Justice, 2010; Gentleman, 2010). Yet at the same time, the Victorian notions of the deserving as opposed to the scrounging poor, and self-help (the strivers), continue to sit alongside the demands for public services to continue to meet individualised complex health and social care needs (Williams, 2013). There is an expectation that respect and provision for basic rights need to be balanced against individual responsibilities to our immediate kith and kin but also to wider society (BBC, 2011)
<ul style="list-style-type: none"> • Public sector collaboration has also moved from one based on the development of a set of homogenised partnership structures, which reproduce inter-organizational hierarchies, to one which will support a greater diversity of service provision. This brings with it the need to balance national standards with an expectation that levels of service provision, and service priorities will be determined at a local level (BBC, 2011; Grint & Holt, 2011).
<ul style="list-style-type: none"> • Public service leadership development practice: This in turn has led to a call for leadership development practice which emphasis relations and collaboration to a greater extent than before (Brookes and Grint, 2010; Turnbull James 2011). The traditional focus has been individual leaders who are there due to their position in the hierarchy, professional knowledge and longevity being taught how to show followers a vision they can follow, set direction and inspire them to take the path to achieving organisational objectives. More recently the focus has been on sharing and distributing leadership across the organisation. Here it is recognised that leadership development is as much about doing and being as it is about knowledge acquisition. Power and authority is fragmented and it is only through developing sounds relations, trust and collaboration that improved outcomes will be achieved.

2.4 Perspectives on Place

2.4.1 Connecting the Global to the Local

It has been argued that an increasing interdependence and interconnectedness between national economies and the socio-economic problems they face, such as the global recession and the banking crisis, obesity and pollution require collective decision making and therefore a more global approach to leadership (Dervis, 2012). However, due to its complexity, there is no one accepted definition of global leadership (Bartlett & Ghoshal, 1989; Brake, 1997; Rhinesmith, 96; Rosen et al., 2000; Moran and Reisenberger, 1994 *all cited in* Lokkesmoe, 2009). It can be used to mean: “*where leadership takes places or the sphere of influence*”; universality –cultural leadership traits; or as “*an adjective to distinguish a particular way of doing leadership*” – (Lokkesmoe, 2009: 4 *referring to*, amongst others, Brake, 1997; House *et al.*, 2004; Lipman-Blumen, 1996; Osland, 2008). The latter definition requires a shift towards a more collaborative mindset open to different perspectives and responses, and being able to adapt across cultural, geographic and social norms and values to reflect local circumstances (Tiplady, 2003). It is also closest to emergent ideas on leadership of place (Crosby & Bryson, 2005b; Kouzes & Posner, 2003; Lipman-Blumen, 2000; Lokkesmoe, 1997). In this sense, leadership is made more complex because different localities have different histories which shapes their specific local place, and which can be experienced at multiple levels such as county, city, electoral ward, neighbourhood and street (Hartley and Hinksman, 2003; Lyons, 2007).

2.4.2 The meaning of place

There is a confusion and diversity surrounding definitions and use of place (Scannell & Gifford, 2012), which has a range of meanings dependent on context such as a locality: “*a portion of space in which people dwell together; a rank in a list: first place; a temporal ordering: something took place; and a position in a social order: knowing your place*” (Agnew, 2011: 317). There is no all-encompassing theory of place and the research field is still under development. The more traditional positivist approach of spatial analysis (Gregory 1978), sees place as “*nodes in space*” (...) “*reflective of the spatial imprint of universal physical, social economic processes*’ (Agnew, 2011: 317). This approach sees places as microcosms of what exists at the national level, will respond to a given set of policy directions and can be managed in a uniform way. Place is often linked with community and seen as traditional, regressive, nostalgic and linked to the past, whereas

location/space is associated with the global and modern (Malpas, 2006 cited in Agnew & Livingstone, 2011).

However, Agnew (2011: 322 referring to Pred, 1984, Massey, 1994, Agnew, 1989, Livingstone, 2003) notes that alternative perspectives focus on *“the mediating role of place for social relations and the acquisition of meaning and identity”* (Pred 1984; Massey, 1994; Agnew 1989; Livingstone 2003). This could be seen as a reaction to the loss of identity and sense of belonging engendered by the homogenisation and perceived decline of a distinct identity in local high streets dominated by shopping centres and chain stores and the rise of *“non-places’ such as airport lounges”* (Agnew, 2011: 319 referring to Augé, 1994). Here, the concept of place has been explored through three inter-linked fields which all have implications for place-based leadership development. Firstly, human geography: focuses on the *“bonds which form between human beings and geographical locations”* (Collinge & Gibney, 2010: 380). Secondly environmental psychology: focuses on the significance of place attachment expressed in terms of people, process and place (Elmes *et al.*, 2012). And thirdly, economic development: focuses on whether geographic localities need to be managed or can be re-shaped through economic and political leadership (Lyons, 2007; Collinge & Mabey, 2010a).

2.4.2.1 Sense of Place

In human geography, Creswell (2004) identified three broad theoretical aspects to place namely: the descriptive, the social constructionist and the phenomenological. The descriptive perspective sees place as having a unique set of characteristics and being a unique entity in its own right,. Whereas, the social constructionist perspective sees places as *“the product of (...) social processes and power relations”* (Collinge and Mabey, 2010a: 381); it is grounded in and a product of human perception and experience (Elmes *et al.*, 2012; Gruenewald, 2003). Thirdly, the phenomenological perspective sees ‘place’ as humans’ subjective experience (Sack, 1980; Entrikin, 1990 cited in Agnew, 2011). It (place) is about roots, connection, belonging (or not belonging), the meanings attributed to the locations which people inhabit, uniqueness and identity (Bott, Cantrill & Myers, 2003). According to Cresswell (2004: 11), it (place) *“is not just a thing in the world but a way of understanding the world”* (cited in Collinge, Gibney and Mabey, 2011: 14).

In political geography, Agnew (2011) argues that there are three broad senses of place, which may exist simultaneously, and give space meaning, namely: location, locale and

sense of place. Location answers the question “*where?*” in relation to what is everywhere else. Locale refers to the actual shape of the space, defined by the walls in a room or parks and streets in a city, and it is usually associated with everyday activities (such as work or recreation). ‘*Sense of place*’ is seen as the personal and emotional attachment people have to a place, it is this aspect that has come to dominate discussions in the literature. In developing one of the main theories, Sack (1997: 58 cited in Agnew, 2011: 324) using human experience as the bridge between location and place where his framework “*draws on the geographical experience of place, space, home and world which people use to in their lives to integrate forces, perspectives and selves*”. For Sack (1998), unlike space, place requires human action and only becomes familiar after time spent within it. Space connects places “*via movement and the network ties that produce places as changing constellations of human commitments, capacities and strengths*” (Sack, 1997: 58 cited in Agnew, 2011: 325).

Massey (1994) argues that place should be seen as distinct from community, with many communities existing in one place. For Massey (1994: 153) places are not necessarily areas with boundaries but “*articulated moments in networks of social relations and understandings*” and “*ties to the wider world that integrates in a positive way the global and the local context*” (Massey, 1994: 155). She further argues that places are : (i) dynamic and in a constant state of flux; permeable with no simple boundaries (linkages to the outside world is what constitutes place; (ii) full of contradictions with no unique identity; and that (iii) uniqueness is less a function of internalized history and more a “*distinct mixture of wider and more local social relations (that) together in one place produce effects which would not have happened otherwise*” (Massey, 1994, 155-156 cited in Elmes *et al.*, 2012: 538-539). According to Agnew (2011), the stress on the social construction (or becoming) of place, permeability, fluidity and dynamism are also emphasised in Neo-Marxist (Lefebvre, 1991), feminist (Moss & Falconer Al-Hindi, 2008) and performative perspectives (Sullivan, 2011).

2.4.2.2 Place Attachment and Identity

Emotional attachment to and identity with place are major themes within the literature. However, Hidalgo and Hernández, (2001) noted that whilst some have used the term ‘*place attachment*’ (i.e. Gershon *et al.*, 1977), this has also been substituted by a number of others, referring to ‘*sense of place*’ (Hummon, 1992); ‘*community attachment*’ (Kasarda and

Janowitz, 1974); '*sense of community*' (Sarason, 1974); '*place identity*' (Proshansky, 1978); and '*place dependence*' (Stokols & Shumaker, 1981). Some terms are also used as generic concepts which encompass others (Hidalgo and Hernández, 2001; Jorgensen & Stedman, 2001; Speller, 2000). According to Elmes *et al.* (2012: 537), far from being simple and straight forward, place has become "*a complex of ecological, cultural, social, political and economic influences and factors*". It is a dynamic and multi-faceted subject of analysis where nature, politics, culture and history lead to the continual (re) creation of place, it is, according to Elmes *et al.* (2012: 537) also "*a verb a process of "place making"*". Nonetheless, echoing Collinge & Gibney (2010), referred to above, there is some agreement that place attachment is "*a positive affective bond or link between people and specific places*" (Hidalgo and Hernández, 2001: 274). Hummon (1992: 256), describes a sense of place as "*emotional involvement with places*" & Low (1992:165) defines it as "*an individual's cognitive or emotional connection to a particular setting or milieu*" (cited in Hidalgo and Hernández, 2001: 274). Hummon specifically identified five typologies of place attachment or '*senses of place*' (Hummon, 1992: 275) in which people may be related to their places of residence in a positive (everyday" and "ideological" rootedness) or experience it in negative terms ('*place alienation*', *place relativity* or '*placelessness*') (Lewicka, 2014: 677) .

Scannell & Gifford (2010) note that place attachment can be expressed in terms of three dimensions, namely., person, process and place, a perspective which has a strong link to approaches taken in the study of collaborative leadership (Huxham and Vangen, 2005; Crosby and Bryson, 2010). In terms of the person dimension, this can be at both the individual and the group level - the stronger the memories, the stronger the attachment, which can contribute to a "*stable sense of self*" (Scannell & Gifford, 2010: 2 – referring to Twigger-Ross & Uzzell, 1996). For the group, attachment is evidenced in "*the symbolic meanings of a place shared among members*" (Scannell & Gifford, 2010: 2), which could linked to cultural and religious (and the researcher would suggest social) practices. In terms of the place dimension, Scannell and Gifford (2010: 1) note that (it) "*emphasizes the place characteristics of attachment, including spatial level, specificity, and the prominence of social or physical elements*". In relation to the process dimension, Scannell & Gifford (2010) describe the focus as being about individual and collective relationships with place, and particularly what occurs psychologically when people are interacting with environments that are significant for them. Here again attachment/sense of place is associated with

positive experience or the re-establishment of the positive through the affective, cognitive or behavioural. Firstly, an emotional connection (Scannell & Gifford citing sources such as Cuba and Hummon, 1993; Giuliani 2003; Hidalgo & Hernández, 2001; Mesch and Manor. 1998; Riley, 1992) or even a love of place (Tuan, 1974) can be positive (Brown et al., 2003) or one of sadness and distress because of forced exile or displacement (Fried, 1963; Fullilove, 1996). In terms of the cognitive element, Scannell & Gifford, (2010) note that Fullilove (1996) linked this to familiarity where knowledge and beliefs about certain objects can improve coherence and ease of understanding. People can become attached to certain types of place, which manifests itself in a “*generic place dependence*” (Stokols and Shumaker, 1981) or “*settlement identity*” (Feldman, 1990)

Another term prevalent in the literature ‘*place identity*’ which, according to Scannell & Gifford (2010), has been developed by a number of scholars (such as Proshansky, 1978; Proshansky and Fabian, 1987; Proshansky, Ittleson & Rivlin, 1970; Williams et al. 1992) represents “*physical world socialization of the self*” (Proshansky et al., 1983: 57 cited in Scannell & Gifford, 2010). In summary, it involves building on similarities between oneself and place, and integrating perceptions about physical environments into how one defines oneself (in terms of, for example, memories, thoughts and, values). Through this ‘*place-related distinctiveness*’ (Scannell & Gifford, 2010 referring to Twigger-Ross & Uzzell, 1996), particular features of a place are linked to how one sees oneself, and according to Brewer (1991), through ‘*social distinctiveness theory*’, this socialization of the self can be experienced simultaneously by a number of people, leading to a collective and shared identity of place as an in-group member distinct from out-groups. This could, arguably, contribute to the development of a specific, shared mindset.

Thirdly, the *behavioural* aspect manifests itself in people wanting to remain in close proximity to the place they are familiar with, linked to the number of years living in a place, or a strong desire to return after a long period of absence. Place attachment can be negative and dysfunctional if people refuse to leave a place (to their personal detriment) to seek work elsewhere for example. Or it can be positive as going away and then coming back enables the development of place meaning and helps people to “*understand and appreciate routine aspects of their lives*” (Scannell & Gifford, 2010: 4 referring to Case, 1996). This feeling of a need to belong can be so strong that following a natural disaster, it can drive communities to re-build in the same areas to pre-existing physical layout in an

attempt to recreate what was (Francavigilia, 1978; Geipal, 1982; Kates, Eriksen, Pijawka and Bowden, 1977).

The place dimension of place attachment can be divided into the physical and the social. When measured at different geographical levels, people seemed to be more attached at home and city levels than at the neighbourhood level, with a stronger attachment to the social as opposed to the physical dimension of place (Hidalgo and Hernández, 2001).. Linked to this, it has also been argued that social attachment or *'bondedness'* (seen as being made up of social ties, belongingness to a neighbourhood and how familiar one is with neighbours) is predicated on how long one has lived somewhere, being an owner occupier and commitment to stay (Riger and Lavrakas, 1981). In summary, place attachment is seen by some as necessarily social and emotional, where people are more likely to be emotionally attached to places which enable the development of social relationships and collective identity (Scannell & Gifford, 2010 *referring to* Hunter, 1974, 1978, Kasarda & Jowitz 1974; Gans, 1962, Williams *et al*, 1992).

2.4.2.3 Place Shaping and Place Making

By the late 1980s, it was recognized that far from being coherent entities localities that could be managed through functional silos, localities are unique and incoherent not a bounded entity but *"a jagged fragment drawn from systems that are larger, as well a rough assemblage of many things that are smaller"* (Collinge, Gibney & Mabey, 2011: 15). A number of scholars (Hambleton, 2009 & 2011; Collinge and Gibney, 2010a & 2010b; Mabey and Freeman, 2010) recognised that *"cities and localities are geographically specific. They exist in different economic, political, socio-cultural and legal contexts"* (Hambleton, 2011: 2). Whilst a progressively more integrated approach to economic development was reflected in successive generations of regeneration policy such as the Single Regeneration Budget (SRB) and the Neighbourhood Renewal Fund (NRF) (Evans and Jones, 2013), the overall approach remain uniform and prescriptive. Moreover, despite massive investment, some localities seemed to remain in a permanent and progressive state of physical, economic and social decline, whilst others enjoyed a renaissance. The sense of failure within economic development policy supported the argument for improving integrated local leadership (Collinge, 2010; Gibney and Maurie, 2008; Lyons, 2007; OECD, 2006 & 2015; Trickett & Lee, 2010).

Moreover, whilst according to Gibney, Copeland and Murie (2009: 10) there is “*no overarching theory of leadership of place*”, Mabey & Freeman (2010) point out that leadership in the development of place has been looked at from numerous perspectives (such as the knowledge based economy and endogenous growth theory (Stough, 2003; Gibney and Maurie, 2008; Gibney, Copeland and Murie, 2009; Stimson *et al.*, 2009); the significance of the network paradigm (Harmaakorpi and Niukkanen, 2007, Mullins and van Bortel, 2010) and the analysis of power and influence (Sotarauta, 2005). Nonetheless, whilst a special issue of the Journal Policy Studies which was also turned into a book (Collinge, Gibney and Mabey, 2010 & 2011) sought to connect policy, place and leadership, it was clear that there was a lack of understanding of the process of the enactment of leadership within different places. Moreover, there was also a lack of conscience decisions by scholars to locate themselves in a particular discourse (Mabey and Freeman, 2010). There appears to be a deterministic approach, in so far as successful development being instantly associated with improved leadership, a lack coherence between different approaches, and a tendency to present ‘ideal models’ of the new leadership based on a speculative list of behaviours or competences as opposed to a strong empirical foundation (Collinge and Mabey, 2010a, 2010b, 2011; Gibney *et al.*, 2009; HCA/UoB, 2011).

In addition, much of the discussion seems to still be positioned at the strategic level within the economic development literature, with a general assumption that either cities run by elected Mayors (Kippin, 2012; Flood, 2012) or city regions are the best level for leadership of place. Moreover, ‘leadership of place’ is not recognized by general public and as Walker argued whilst we can speak of “*people’s ‘passion’ for place. The sentiment is genuine, but place is cross-hatched, between estate, street, neighbourhood, town, parish, borough, conurbation, county, region – it doesn’t make a straightforward basis for government*” (NGLN, 2012: 6). On the other hand, this diversity of definitions should be expected as “*a lack of clearly defined boundaries in abstract concepts is acknowledged as an important part of theory development, as formal and abstract theories are applied and challenged in practice through research*” (D’Cruz, Gillingham and Melendez, 2007: 74).

2.5 From Individual to Collective Leadership

A recognition of the limits in knowledge, capability and capacity of the individual heroic *all-knowing* leader (Bolden, 2005; Gronn, 2002; Kocolowski, 2010; Pearce, 2004; Yukl, 1999), in an increasingly complex, volatile and interdependent environment (Hiller,

Day & Vance, 2006; Pearce, 2004; Gronn, 2002; Yukl, 1999; O'Toole, Galbraith & Lawler, 2002; Heenan and Bennis, 1999; Heifetz, 1994; Grint, 2005) has re-awakened interest in models and theories which espouse a more collective view of leadership (Gronn 2002; 2003; Fletcher and Kaufer 2003; Seers, Keller and Wilkerson 2003). This has been reinforced by a growing concern with the role of leadership in enabling more effective collaboration to improve outcomes and competitive advantage (Kanter, 1994). This section will explore how these theories have manifested themselves within the public service leadership literature, and what the implications are for this research.

2.5.1 From Leader to Leadership

The dominant perspective of seeing leadership roles and individual leadership as synonymous constructs has been challenged by a number of scholars (Bass, 1990; Avolio, Jung & Murry, 1996) and leadership is now often seen as a more fluid concept (Hiller, Day & Vance, 2006). According to Clarke and Higgs (2010), this has led to a more nuanced approach by some scholars. Firstly, from a predominantly trait-based approach to one linked to emotions (Clarke & Higgs refer to Yukl, 1999; Hiller *et al.*, 2006; Hunt, 2004; Goleman, 1991). Secondly, Clarke and Higgs argue that there has been some movement away from leaders at the organization's summit (known as '*far*' leaders) to closer leadership relationships (known as '*near*' leaders) connected to ordinary individuals across an organization (see for example: Shamir, 1999; Alimo-Metcalfe & Alban-Metcalfe, 2006; Britton, 2010). Finally, Clarke and Higgs also argue that there has been more of a concern with the behaviour of followers (as opposed to that of leaders) and the study of '*followership*' (see for example: Gronn, 2002; Yukl, 1999). However, most research remains rooted in a vertical model (Gronn, 2002; Pearce and Conger, 2003; Pearce, 2004) which has been criticised for, amongst other things, not paying enough attention to or properly understanding aspects such as "*context, social processes and followers*" (Beddows-Adams, 2009: 4 referring to Yukl, 1999, Popper, 2002; Conger and Toegel, 2002),.

2.5.2 From an Act to a Social Process

A shift from leadership as an act, to a social process, moves us towards a focus on the "*space between leaders and followers*" (Williams, 2012: 111 referring to Ospina & Foldy, 2010 (who also cited research by Uhl-Bien, 2006, Jackson and Parry, 2008 & Bradbury and Lichtenstein, 2000), where leadership is a '*collaborative endeavour*' and it is about "... *the*

relationship among leaders and followers who intend real changes that reflect mutual interest” (Brungardt, 2000: 1 referring to Rost, 1991 (& Rost 1993)). This ‘post-heroic’ leadership implies a different construction of self – self in relation to – where growth is seen as being connected to (not separated from) other where a leader is “*Anyone and everyone who gets in place and helps keep in place the five performance conditions needed for effective group functioning*”; (Petrie, 2011: 22 referring to Hackman, 2002); or “*...are any people in the organization actively involved in the process of producing direction, alignment, and commitment*” (Petrie, 2011: 22 referring to McCauley & Van, 2004).

The umbrella term ‘*collaborative leadership*’ encompasses the theories of shared, collective and distributed leadership, which overlap but have distinct theoretical roots (Fitzsimmons, Turnbull James and Denyer, 2011). Collective leadership focuses on management teams (Hillie, Day & Vance, 2006; Ensley, Pearson and Pearce, 2003; Pearce, 2004) whereas shared leadership focuses on relationships between two or three individuals in providing leadership in a collective manner (Koccolowski, 2010; Shamir, 1999; Yukl, 1999). According to Fitzsimmons, Turnbull James and Denyer, (2011), this seems to have led to shared leadership scholars being concerned with moving from a situation where there is no leader (self-led teams) to one where each team member is a leader (i.e. collective leadership). However, Fitzsimmons, Turnbull James & Denyer (2011) also note that writing on shared leadership is limited to a very small group of scholars (*referring to* Manz and Sims, 1987; 1989; 1991; 1993; 2001; Pearce and Sims, 2000, 2002; Pearce and Manz; 2005 and Pearce, Manz and Simms, 2008 & 2009), with limited empirical studies (*referring to* Avolio *et al.*, 1996; Carson, Ensley, Pearson & Pearce; Mehra, Smith & Dixon, 2006; Pearce and Simms, 2002; Pearce, Yoo & Alavi, 2003; Sivasubramanian *et al.*, 2002; Tesluk & Marrone, 2007). It has also been seen as maintaining a primary focus on leaders at the top of the organization.

On the other hand, distributed leadership was more concerned with enabling leadership to be enacted throughout an organisation. The main field of development has been in the education sector where Spillane and his colleagues (Spillane, Diamond & Jita, 2004 & Spillane, Halverson & Diamond, 2004; Spillane & Sherer, 2004) working out of NorthWestern University committed to “*making the “black box” of leadership practice more transparent*” (Harris, 2009: 15). The research looked at who takes responsibility for leadership work and went beyond designated nominal leaders recognising multiple actors

are involved in shared leadership practice “*by also exploring the interactions between individuals and involving situations in which leadership is enacted*” (Fitzsimmons, Turnbull James and Denyer, 2011: 13). It is often associated with the post-heroic leadership model which, according to Crevani (2010) and Fletcher (2004) is dispersed and socially constructed; sees leadership as a process; is philosophical; relational and shared.

Research practice in distributed leadership tends to use of a range of methods characterised by “*a focus on actual leading or leadership practice and an analysis of the possible factors that influence that practice, using diagnostic tools for improvements*” (Fitzsimmons, Turnbull James & Denyer, 2010: 319). Whilst the limited theoretical diversity within distributed leadership has been challenged (Fitzsimmons, Turnbull James & Denyer, 2011), it has spread from its origins in the education sector (Spillane, 2004) to healthcare. In this regard, Fitzsimmons, Turnbull James & Denyer (2010) have noted that a number of studies in health have also considered how distributed leadership could be implemented in areas such as shared governance (Burnhope and Edmonstone (2003) and, empowering nursing staff (Gavin *et al.*, 1999). Moreover, the need to respond to the very complexities of constant change within modern healthcare, (Denis, Langley & Cazale, 1996; Denis, Lamothe and Langley, 200) with multiple internal and external stakeholders and often conflicting objectives have, some would argue, led to the emergence of distribute leadership (Buchanan *et al.*, 2007). This has been underline more recently by research reports by the influential health policy research and think tank King’s Fund which has argued for the need for leadership from the “*board to the ward*” (Ham *et al.*, 2011: 1 & Ham, *et al.*, 2012). Overall, according to Fitzsimmons, Turnbull James & Denyer (2010: 319), the distributed leadership literature provides a wider “*consideration of context and task environment when exploring leadership and how to develop it*”.

The two schools of thought (shared and distributed leadership) developed independently of each other until Gronn (2002) noted the similarities and overlap between them. Buckmaster (2005: 12) has also argued that, in its pure form, where the traditional heroic leader really lets go, shared leadership involves a “*fundamental paradigm shift in both the philosophy and actual exercise of leadership (...)* away from individual achievement towards shared responsibility and collective achievement (and a deeper sense of) “*a relational whole*”. Nonetheless, Gronn (2002) distinguishes between shared and distributed leadership by arguing that the former is the aggregate of attributed influences whereas the latter is based

on concertive action. Furthermore, Gronn (2002) identifies three types of concertive action which lie on a continuum from ad hoc to institutionalised arrangements namely, *“spontaneous collaboration, intuitive working relations and institutionalized practice”* (Fitsimmons, Turnbull Janes & Denyer, 2011: 318) which are similar to collaborated, coordinated and collective distributed leadership practices developed by Spillane, Halvesson & Diamond, (2004). This difference is also mirrored in Uhl-Bien’s (2006: 655) argument that when discussing leadership as a relational process, a distinction needs to be made between an *“entity perspective”* with a focus on an individual’s attributes as s/he is involved *“in interpersonal relationships, and a “relational perspective”* which sees *“leadership as a process of social construction through which certain understandings of leadership come about as a result of relational dynamics”*.

This is also reflected by a number of other scholars, who accept that leadership is *“an emergent property of a group, or a network of interacting individuals”* (Bennett et al., 2003: 7) has also led to the development of a relational leadership construct (Ospina & Schall, 2001), with Drath (2001) seeing leadership as a process of relational dialogue and sense making (Weick, 1995) which involves: *making sense of reality, leading across world views, making sense of new subjects and developing shared meaning making* (Dawes & Handscombe, 2005: 8) and *helps to bridge conversations across worldviews allowing for sensemaking and thus, ultimately, for new possibilities to emerge”* (Buckmaster, 2005: 13). This clearly links to earlier discussions about the mindset perspective of global leadership. Moreover, according to Mielonen (2011: 74), for some scholars leadership responsibility is collective or shared. It is *“... a social act, a construction of a ‘ship’ as a collective vehicle to help take us where we as a group, organization or society desire to go”*. Murrell (1997: 35). Moreover, according to Uhl-Bien (2006: 664), Murrell (1997) argued that *“if we look more deeply into relational dynamics of organisations...”* we may be able to understand more of *“the social forces working to influence group and organizational behavior”*. Summarising this perspective, Uhl-Bien (2006: 671) argues that *“a key difference between relational leadership study and more traditional approaches is the recognition that leadership is relational, and cannot be captured by examination of individual attributes alone”*.

Weick (1995) & Heifetz (1994) see the leader’s role of helping people search for better questions to make sense of a situation via a compass not a map in an unknowing and unpredictable world where direction not location will help people determine a process. It is

about “*crafting a compelling story*” where “*knowledge is co-created*” (Buckmaster, 2005: 1): “*knowledge is not something people have in their heads but rather something people do together*” (Weick, 2001: 102- cited by Buckmaster, 2005: 13). Similarly, Komives, Lucas & McMahon (1998: ix) argue that post-industrial leadership scholarship values collaboration, ethical practices and moral outcomes, credibility and authenticity and is essentially “*a relational process of people working together to accomplish change or to make a difference that will benefit the common good.*” Similarly Tsasis (2009) argues that a socialization process needs to take place to enable real collaboration to take place.

2.5.3 Towards Leadership of Place

The cross-disciplinary study of collaboration between organisations brought together under the blanket term of Inter-Organizational Relations (IOR) research was first promoted by Evan (1965), and further developed by Benson (1975) and Metcalfe (1976). IOR research is built on a plethora of disciplines as diverse as management, organizational development, public administration, law and sociology and focuses (Cropper *et al.*, 2008). By the mid-1970s, IOR had reached a significant enough mass to warrant a number of literature and research reviews (Van de Ven, 1976; Galaskiewicz, 1985; Oliver, 1990; Barringer and Harrison, 2000 and Galaskiewicz *et al.*, 2004). However, IOR research remains fragmented, for example, Barringer and Harrison’s (2000) work on creating value through IOR identifies six theoretical paradigms for explaining why organisations enter into alliances for collaborative advantage (Kanter, 1994): transaction cost economics, resource dependence, strategic choice, stakeholder theory, learning theory and institutional theory. There is an underlying assumption that collaboration is mutually beneficial, and has advantages for both sides – termed ‘*Collaborative Advantage*’ (Kanter, 1994; Huxham & Vangen, 2005), with the articles, theories and paradigms accentuating the positive. Moreover, even though 50-70% of business alliances fail, the number of joint ventures in the private sector continues to rise (Barringer and Harrison, 2000; Archer & Cameron, 2009).

Whilst there is a shift in emphasis from the economic to wider social outcomes and the achievement of public value, there is still an assumption that collaboration will achieve the best outcomes with the available resources (DCLG, 2011). In this context, the public servant moves from administrator and manager to being a collaborator, facilitator and enabler (Worrall, 2010; PIU, 2006; Benington & Hartley, 2009), ultimately with the aim of helping communities to run their own affairs and take over the running, or co-delivery, of key

services (Foster *et al.*, 2011). Despite such challenges and the complexity of leading across the public services (Brookes, 2010; Lustig *et al.*, 2010), particularly in time of austerity and recurrent crises (Grint, 2009; & Heifetz, Grashow & Linksy, 2009), the main research focus has been on management, with a paucity of research and theory building on public service leadership and leadership development (Brookes, 2010; Van Wart, 2003; Benington & Hartley, 2009).

Within the public management literature, McGuire (2006: 34) argues that just as hierarchical organisations emerged “*during the agricultural age, the information age has given rise to permeable structures in which people can link across organizational functions and boundaries*”. Power is dispersed, and society is demanding more “*... freedom and individuation, rather than integration*” (Agranoff and McGuire 2003: 23 cited in McGuire, 2006: 34), which has led to collaborative public management - defined as “*the process of facilitating and operating in multi-organizational arrangements in order to remedy problems that cannot be solved—or solved easily—by [a] single organization*” (McGuire 2006: 3). This is directly connected to the idea of collaborative governance defined as “*...government plus the looser processes of influencing and negotiating with a range of public and private sector agencies ...*” which “*encourages collaboration between the public, private and not for profit sectors to achieve mutual goals*”. (Hambleton, 2011: 6).

Here again, leadership is most often seen as being vested in a ‘leader’ which creates a tension between the idea of a strong political leadership such as an Elected Mayor, and community leadership distributed across the local authority, partner organisations and the wider community. There is an almost Janus-like role that such political and managerial leaders have to play because “*they put themselves forward as neutral facilitators of collaboration while in reality they serve their own interests and act more like managers and judges*” (Schruijer, 2008: 434-435) Likewise collaborative leaders have to balance the need to achieve for self (career ambitions and organizational objectives) with concerns with a wider role and responsibility for doing what is best for the ‘common good’ (Chrislip, 2002; Schruijer, 2008).

From the public service leadership perspective, within the limited body of research on leadership in an inter-organizational setting (Huxham, 2000; Huxham and Vangen, 2000; Hibbert *et al.*, 2008; Chrislip and Larson, 1994; Chrislip, 2002), the work of Huxham and

her collaborators stands out in the UK context (Huxham, 2000; Huxham and Vangen, 2000, 2004 & 2005; Vangen and Huxham, 2003, Hibbert, Huxham & Smith Ring, 2008). Looking at the experiences of partnership managers to develop insights into collaborative practice, Huxham & Vangen (2000) used action research as a basis for practical managerial action. Whilst focusing centrally on practice (the micro level), both (process) and structural (meso) considerations are seen as important determinants of practice. They have given meaning to leadership in collaboration by focusing on what *'makes things happen'* and conceptualising leadership in collaboration through three media – people, structures, processes. Whilst structures and processes just emerge from activities many of the influencers are not necessarily members of the collaboration and it is important to recognize *"... the ease with which collaborations can move out of the control of their membership"* (Huxham and Vangen, 2008: 29). As Hibbert, Huxham and Smith Ring (2008: 405) explained more recently these *"handles of reflective practice (.....) are formulated as conceptualizations of collaborative practice which focus the user's attention on practice situations that have to be managed"*.

It is clear that tensions are predominant in collaboration and that some members may act as saboteurs (Longoria, 2005) carrying out *'collaborative thuggery'* (manipulating agendas and politicking) rather than in the *'spirit of collaboration'* (Huxham and Vangen, 2014: 63). Or using competitive (dominating) behaviour rather than collaborative (harmonising) actions (Britton, 2010). Huxham and Vangen (2005 & 2014) also identify a number of key leadership activities – which are akin to distributed leadership. However, whilst specific leadership activities do affect the outcomes from collaboration, Huxham and Vangen's (2005) research suggests that an unwritten law of unintended consequences means that difficulties and dilemmas may thwart achievement of goals, and that there is the chance that *'collaborative inertia'* (Huxham & Vangen, 2005: 3) could halt progress (referred to in Worrall, 2009c). This has led to the emergence of the embryonic field of *'tensions literature'* where scholars have started to explore tensions, paradoxes and contradictions to help develop theories within collaborative public management and leadership (Hayes *et al.*, 2011). Indeed some scholars have argued that tensions are a necessary and healthy element of collaboration and good management practice (Huxham and Beech, 2006), and even that the management of tensions is the key leadership role within collaborations (Huxham & Beech 2003, Huxham & Vangen 2005, Vlaar, Van den Bosch & Volberha, 2007, O'Leary & Bingham 2009, Williams, 2013).

When looking at an LSPs and local government Thompson (1991: 8) also recognizes that whilst formal institutions are “*a relatively durable set of social relations which endows individuals with power, status and resources*” (cited in Madden, 2010: 183), they are also a source of tension due to participants representing and feeling accountable to, and bound by the political or corporate stance of their organization. The dysfunctionality of collaboration has also been touched on by Tsasis (2009) who has argued that the collaborator - the “doer” is not always open to collaboration and s/he could be boundary spinning rather than boundary spanning (playing an anti-collaboration role) (Gazely, 2010). This would lead to collaborative disadvantage: propounding collaboration whilst doing the opposite - gaining advantage by giving comfort to the “enemy”. (Williams, 2010).

For example, Vangen and Winchester (2013) have explored the culture of diversity within inter organizational Collaboratives and identified the concepts of conflicting values, creativity and reward. Secondly, Saz-Carranza & Ospina (2011) looked at the effective management of inter-organizational collaboration and identified two paradoxes that help members of the network attain their common goal: unit versus diversity and confrontation versus dialogue. Thirdly Clarke-Hill, Li & Davies, 2003 considered the paradox of co-operation and competition in strategic alliances. And finally, Sydow *et al.* (2011) looked at the paradox of leadership being helpful and unhelpful, stable and unstable. (See also Vangen and Huxham, 2003; Lasker, Weiss & Miller, 2001; Huxham & Vangen 2005,; and the *special issue of Public Administration Review*: Bingham, Bloomgren and O’Leary, 2003) and in relation to specific themes such as power asymmetry, public sector hierarchies, conflicting aims, dependence and politics (Agranoff, 2006; Agranoff and McGuire, 2001; Clifford, Geyne Rajme & Mohan 2010; Crouch, 2011; Das & Teng 2000, Huxham and Vangen, 2005; Provan & Kenis, 2008; Sullivan and Skelcher, 2002; Vangen and Huxham, 2011).

From this perspective, using paradox as a vehicle for building an emergent theory of place-based leadership development would extend the work of Poole and Van de Ven (1989), building on earlier work by Guildford (1968) who argued for using paradoxes of social theory and their theoretical tensions opposition and contradictions offer a new way of explaining the same phenomenon, by the constant development of consistent theories. Moreover, Lewis & Grimes (1999) argued that exploring theory via paradox could also contribute insights more in tune with organizational ambiguity and complexity. This could

also be extended to the notions of place and community, which are even more fluid and less structured than organisations (Bolden *et al.*, 2011). Indeed Vangen (2012) has also argued, in a similar vein to what has been proposed for tensions, that we should not seek to resolve, remove or omit paradoxes but accept them and work them into a resolution.

Thus they (Collaboratives) are inherently paradoxical, and when exploring the “*community leadership and place shaping roles*” of local government, Madden argued that rather than being consensual “... *are LSPs more accurately depicted as sites of struggle between interests?*” (2010: 183). Likewise, Fyke and Buzzanell (2013: 1628) argued recently, when looking at the development and promotion of conscious capitalism through ethical (servant) leadership development, that Collaboratives are notorious for being ‘*sites of struggle*’ full of paradoxes, tensions, contradictions and ironies, which manifest themselves at the macro and micro levels. Moreover, Jones, Grint & Cammock (2014: 2) have argued that collaborative leadership is situated within the context of New Public Management and as such there is a contradiction in that “...*collaborative leadership may be viewed as historically situated among other theories of managing and leading which emphasise priorities other than, and even counter to, collaboration*”.

In addition, the research into collaborative leadership tends to be of the “how to” variety i.e. looking at what collaborative leaders need to succeed in terms of behaviours, skills and competencies (Archer and Cameron, 2009; Ibarra & Hansen, 2011). For example, Mattessich and Monsey’s (1992) review of public administration, social science, education and health literature, covering 133 publications, considered that the literature was predominantly “how to manuals”. From analysis of the content, eighteen empirical studies, nineteen factors were ascertained as potentially giving rise to collaboration. This literature tries to isolate success factors (Bryson, Crosby & Stone, 2006; Shortell *et al.*, 2002), this may include setting out the stages that need to be achieved in a linear fashion (Hudson *et al.*, 1999), or practices that enables one to become a successful collaborative leader. In education, for example, Gregory (2010: n.p.) compared five dispositions, namely “*values/actions congruence, shared vision, questioning the status quo, learning through collaboration and integration of whole systems thinking*” with “*Five Exemplary Practices*” developed by Kouzes and Posner (2007) and Senge’s “*Five Disciplines*” (2006). However, whilst there was found to be considerable congruence between the different themes, the “*how to*” literature – success and failure guidelines, process steps, development of

competencies and behaviours – is limited in its applicability and often difficult to translate into practice (Longoria, 2005). This is because research often ignores the context in which it took place, which may be different to that faced by the context of the manager of an Inter-Organizational Relationship (Osborn *et al*, 2002). As Connelly (2007) notes most research, having concluded that leadership is an important and often critical element in the success or failure of inter-organizational collaboration, ends where it should begin in terms of seeking to understand how leadership is enacted in the inter-organizational domain.

The literature on and development of civic or placed based leadership is more well developed and embedded in the United States when compared to the UK, and one of the reasons would appear to be the relative weakness of UK local government when compared to other countries. In the public value literature, public sector agencies don't just deliver services but have a 'moral' responsibility to act in the interests of the wider '*common good*' (Crosby & Bryson, 2005; Sun & Anderson, 2011). This is similar in tone and perspective to Public Integrative Leadership which Crosby, Bryson & Stone (2006: 52) describes as "*aligning initial conditions, processes, structures, governance, contingencies and constraints, outcomes and accountabilities such that ... public value can be created*" (cited in Uhl-Bien & Ospina, 2012). Civic leaders may be from the public, private, or the not for profit/community sectors, operating at all levels from the street or neighbourhood (Lipsky, 1980) to across a sub region or region, with civic leadership comprising three interrelated elements: managerial, political and community leadership (Hambleton, 2011).

According to Chrislip (2002), in these initiatives "*collaboration is a means of building social capital, sustaining a democratic society and transforming the civic culture of a community or region*" (Chrislip, 2002: 5 cited in Bryson, 2004: 387). And civic leadership initiatives have produced "*collaborative strategies for addressing civic challenges producing tangible and innovative results while developing the capacity of communities and regions to meet future challenges*" (Chrislip, 2002: 6). In other words collaboration is seen as the means of democratic, civic and social renewal. Leadership is enacted to help shape and influence place to enable improved outcomes and opportunities for citizens and communities (Hambleton, 2009; HCA/UoB, 2012).

Chrislip (2002) admits that the outcomes of these collaborative endeavours are essentially anecdotal; they are not underpinned by empirical evidence. Even more significantly, the conceptualisation, theoretical development and practical implementation of inter-

organizational leadership and leadership development initiatives remains fragmented and limited. Moreover, whilst with Chrislip's research and that of other scholars (for example, Agranoff & McGuire, 2010), there is a general acceptance that collaboratives increase social capital, this, in itself, may not be enough to justify the resources invested. In addition, it is far from clear as to whether Collaboratives produce longer term deep and systemic results to public issues as well as short term results. Chrislip proposes four measures by which a successful collaborative initiative might be assessed, namely, (i) building social capital; (ii) producing short term symptomatic responses to immediate presenting problems or areas of concerns results; (iii) producing long term sustainable responses to deeper systemic problems or concerns; and (iv) produces innovative responses to concerns that would not have occurred in the absence of adaptive work performed by the collaborative group.

Whilst some examples meet these standards, there have been few serious efforts to identify and study them in a rigorous way (Chrislip, 2002). Particularly in terms of collaborative leadership development initiatives. Chrislip (2002) goes onto set an agenda for the study of collaboration, which includes looking at how the process of collaboration works in practice. Whilst this is essentially aimed at collaborative leadership initiatives in general, these could also be applied to collaborative leadership development initiatives. Indeed it is often difficult to distinguish between the two as the development might be happening as leadership is being enacted, in other words, leadership as problem solving.

In another example, the Leadership for the Common Good Framework (Bryson and Crosby, 1992; Crosby & Bryson, 2005) is presented as a framework for analysing leadership in collaborative initiatives. It consists of seven levels of action – personal, organizational and societal – and is seen as “*distinctive because of its comprehensiveness and its focus on developing regimes of mutual gain*” (Crosby & Bryson, 2005a: 182). The framework highlights the importance of understanding ‘*the dynamics of a shared-power world*’ (Crosby & Bryson, 2005: 3), which could be translated as being about sense-making (Weick, 1995), draws together work on “*policy entrepreneurship; advocacy coalitions and agenda-setting*” (Williams & Sullivan, 2007: 43). Whilst the eight leadership capabilities set out in the framework, could have been drawn up and reflected in any civic leadership programme, the description of each of the capabilities illustrated by examples from the case study paint a rich and in-depth picture of what is required, and these are informed by reference to academic theory. On the other hand, whilst the study provided some useful insights, it is essentially a framework for analysis and illustration. There is some attempt to rank the

importance of the various aspects of leadership within the different stages of policy cycle, but there is no sense of how variables relate to each other over the time of the project

The later version of this framework (Crosby and Bryson, 2010b), which has been developed from an earlier literature review (Crosby, Bryson and Stone, 2006: 212) made up of five factors “*initial conditions, process, structure and governance, contingencies and constraints and outcomes and accountabilities*”. The paper clearly states that leadership work is central to areas such as *bridging processes and structures (including. bridging roles and boundary spanning activities; creation of boundary experiences and boundary groups and organisations; boundary object creation and use and the development of nascent or proto-institutions)* (Crosby, Bryson and Stone, 2006: 212 also referring to Lawrence, Hardy & Phillips, 2002). The authors agree with Huxham and Vangen (2005) that *leadership is enacted through the “media” of people, processes and structures* (Crosby, Bryson and Stone, 2006: 212), but they also see leaders as agents. The leadership framework proposed a set of twenty four propositions, which is a description of what potentially needs to happen to lead collaboration – not a description of leadership development. However, there is considerable support for the propositions from the related literature, which would suggest that the framework is useful for *understanding integrative leadership in cross-sector collaborative settings* (Crosby, Bryson and Stone, 2006: 212). One of the most important insights of their findings is how over time collaborations produce, first, second and third order effects.

- 1st immediate – “*creation of social, intellectual and political capital; high quality agreements and innovative strategies*”
- 2nd – when collaboration gets underway – “*new partnerships; coordination and joint action; joint learning that extends beyond the collaborative, implementation of agreements, changes in practice, changes in perceptions*”
- 3rd – later – “*new collaborations; more co-evolution and less destructive conflict between partners; results on the ground- service, resource, city and region adaptations; new modes of discourse*” (Crosby and Bryson, 2010:: 226)

Moreover, recent research which focused on interviewing leaders to explore the challenges and realities of place-based leadership (HCA/UoB, 2011) extends our understanding of some of these propositions. For example, “*a networked collaborative approach came much more easily to leaders working in areas which were dependent upon generating their*

own resources” (HCA/UoB 2011: 12) which is a situation much more likely in times of financial crises and spending cuts. However, the framework does need to be extended to not only cover people, but also structures and processes, which are part of leadership “*in the sense of what makes things happen*” (Huxham and Vangen, 2005: 202-12 referred to by Bryson, Crosby and Stone, 2006; O’Donnell, 2012 & Worrall, 2009c;).

Other researchers focusing on leadership in collaboration in the public sector have also tended to emphasize aspects of relational leadership such as reconciling the goals of overlapping collaborative initiatives (Stewart, 1999); dealing with fragmented power” (Chrislip & Larson, 1994) and sharing leadership (Crosby & Bryson, 2005). In particular, Crosby and Bryson (2004) and Chrislip and Larson (1994) focus on “*processes for inspiring, nurturing, supporting and communicating*” (Huxham and Vangen, 2005: 203) with individuals, teams, networks and communities

Coming full circle, there is a strong link to shared or distributed leadership “*with the (main) difference being an emphasis on multi-sector collaboration*” (Sun and Anderson, 2011). The special edition of the Leadership Quarterly on Public Integrative Leadership (PIL) edited by Crosby & Bryson (2010) is at least in part an answer to the call for “*shared, collective and distributed leadership*” (across) “*...organisations and networks*” mentioned by Crosby & Bryson (2010: 212). PIL is a form of inter-organizational leadership which is focused on leaders working together to address specific issues within a locality or place. The articles all have a slightly different take on the PIL theory, but reflect the framework of civic leadership for public value (or the common good) reflected in the interlinked themes community, political, and managerial leadership developed by Hambleton (2011) (and referred to by Benington & Grint, 2010). The two key elements of placed based leadership: Firstly, that it requires people to have a deep and informed understanding and knowledge of the social and economic advantages and challenges faced by a locality. And secondly, that it requires development of appropriate leadership capability from a political, managerial/professional and community leadership perspective to address these challenges, places it firmly in Public Integrative leadership camp (Office for Public Management, 2009). It also argues that within the context of complex needs, reduced resources and a wider brief to cover all services delivered – the what is more important than the who. However, it should also be noted that the exploration of place within qualitative inquiry remains under developed and largely unexplored (Tuck & McKenzie, 2015)

2.6 Leadership Development

The mainly leader-centric approach to leadership research (Bolden, 2005; Gronn, 2002; Higgs, 2003 & 2008; Koccolowski, 2010; Rost, 1993; O'Toole *et al.*, 2002; Yukl, 1999) is mirrored in a largely deficit based approach to leadership development (Scharmer, 2009; Day, 2001; Petrie, 2011). This section explores how leadership being seen as a collective and shared process has led to the development of alternatives to the traditional leadership development models.

2.6.1 New Approaches to Leadership Development

Day (2001: 583) argues that *“leadership has been traditionally conceptualised as an individual-level skill, with leader development i.e. training individuals in intrapersonal skills such as self-awareness, self-regulation and self-motivation being mistaken for leadership development, which “ignores almost 50 years of research showing leadership to be a complex interaction between the designated leader and the social and organizational environment”* (Day, 2001: 583). For Day (2001: 582), leadership development is about the development of interpersonal skills and *“involves building capacity for groups to learn their way out of problems that could not have been predicted or that arise from the disintegration of traditional organizational structures and the associated loss of sensemaking”*. In turn Capacity is linked to the notion of cognitive and behavioural complexity in that expanded capacity provides for better individual and collective adaptability across a wide range of situations.

Another distinction is that leader development is arguably about being taught how to do things within a context of organizational stability whereas the new approach is about learning and developing as a reflective by product of the being and the doing. Thus, whilst the former is focused on developing human capital, the latter is focused on developing social capital through collective learning enabling senior and emergent or senior leaders to develop trust and common understanding of problems so they can work together to find workable solutions for the common good (Bryson, 2005). This supports the notion of an underlying process that gives rise to improved leadership (Bolden, 2005) and *“leadership is conceptualised as an effect rather than a cause (.....) leadership development from this perspective consists of using social (i.e. relational systems to help build commitments among members of a community of practice”* (Day, 2001: 583). Likewise, Iles and Preece

(2006) see leadership as a “*a social process engaging members of a community... with leadership an effect rather than a cause, an emergent property of social interaction in context*” (Iles and Preece, 2006: 324). Unlike Brungardt (1998) & Campbell *et al.* (2003), Day does not dismiss the relevance of leadership development programmes focused solely on the development of leaders as inappropriate, but rather argues the importance of developing both sets of competencies as a continuum (Lord and Hall, 2005 & Day and Harrison, 2007). However, there is a strong tendency to remain focused on individual development with Jones, Grint & Cammock (2014: 3) noting that “*The field can be compared to public leadership, where an emerging concern for collective leadership sits alongside, and in tension with, more established individual-focused theory and practice*”

Building on the distinction between leader and leadership development (Day, 2001; Iles and Preece, 2006), Van Velsor, McCauley and Ruderman (2010) have developed a collective leadership development framework. Whilst, like others, this framework draws on a number of different theories, it is unique in its attempt to bridge the gap between theories of leadership and the practice of leadership development. Leadership development here is defined as “*the expansion of the collective’s capacity to produce direction, alignment and commitment*” (Van Velsor, McCauley and Ruderman, 2010: 21). Building on the work of Drath *et al.*, (2008: 636), it questions the traditional foundation of most leadership theory based on “*a tripod - a leader or leaders, followers and a common goal they want to achieve*” (Drath *et al.*, 2008, 636). According to Turnbull James (2007: 7), Drath *et al.* (2008) suggest that there is a need to move beyond “*leader characteristics, improved influence of followers and shared goals*” with an additional perspective, that is to say, conceiving leadership in terms of three outcomes known as DAC – (i) Direction: widespread agreement on “*collective goals, aims and mission*”; (ii) “*alignment: the organisation and coordination of knowledge and work*”; (iii) commitment: the willingness for individuals to *subsume their own interests and benefits within the collective interest and benefit*” (Turnbull James, 2007: 7). In common with Huxham and Vangen (2005), Drath *et al.* (2008), recognizes the complexity of leadership and how its enactment can be realized in multiple ways.

The need to understand what is going on during the process of leadership development points to a different approach. Rather than trying to measure and assess initiatives in an output-oriented way, we need to “*co-create “new knowledge and theory about how to*

effectively lead across the public service system” “(Mead, 2009: 1 cited in Worrall, 2009: 274). Thus, leadership development is focused on the development of the social resources which are a key part of working relationships and which take the form of social capital (Putnam, 1995). Hobbs (2000), citing Falk and Kilpatrick (1999) proposes the idea that social capital is accumulated as an outcome of the ‘*process of learning interactions*’ which require “*a learning event (an actual occasion) and occur in a contextual dimension (the broad, socio-cultural and political frame of reference)*. Developing the social capital, therefore, is predicated “*existence of a sufficient quantity and quality of learning interactions (including...) an historical context, external interactions, reciprocity, trust, shared norms and values*” (Hobbs, 2000: 3). It “*has as its goal the building of social relationships involving all members of the community in order to respond proactively and effectively to changing circumstances, and thereby achieve organisational and societal goals*” (Alimo-Metcalfe & Albani-Metcalfe, 2012: 31) . The emphasis is on the social not the economic.

Here building relationships between people improves cooperation and sharing resources and therefore creates “*organizational value*” (Day, 2001: 585), an interpersonal – relational perspective is at the core of this approach to leadership, founded on “commitments in the form of mutual obligations, which are supported by reciprocated trust and respect” (Day, 2001: 585). These three elements, Day (2001) argues, correspond to the three facets of social capital developed by Nahapiet and Ghoshal (1998: cited in Nahapiet & Ghoshal, 2008): structural - relating to social interactions and ties to a specific network; relational – relating to functional assets such as trust and trustworthiness rooted in personal relationships; and cognitive – relating “*to resources embodied in shared representations and collective meanings among people*” (Day, 2001: 585) based on common values and mutual respect. These three dimensions are inter-related and inter-dependent and have been “*empirically linked to value creation in organisations through their separate effects on resource exchange and combination*” (Day, 2001: 585 referring to Bouty, 2000; Tsai & Ghoshal, 1998).

2.6.2. Leadership Development in Place

Research into collaborative leadership development has tended to be in health (Turning Point 2002a; 2002b and 2004) or education (NCSL, 2003; Coleman, 2006; Eich, 2007).

Komives *et al.* (2005) writing about student leadership programmes in the United States, sees leadership as a collaborative relational process – with the evolution of a leadership identity linked to students going through a number of developmental phases linked to self-development, group interactions influencing view of self in relation to others and finally, this leading to a more expansive perspective on leadership.. The crucial transition period which a programme should enable, according to Komives *et al.* (2005), is when the leader realises s/he needs others to accomplish objectives; ii) values diverse perspectives realises s/he does not have all necessary knowledge and skills; iii) begins to use language of leadership and leadership complexity – develop self-management and social capabilities. Eich's (2007) study looks at the attributes which ensure high quality student leadership programmes in the United States. However, the more established context and commonality of programme content, with a focus on one sector, makes it very different from the current study.

On the other hand, civic or place-based leadership development remains an embryonic, and like public leadership development, a contested field (Jones, Grint & Cammock, 2014). In the United States context, for example, in Larson's Collaborative Leadership Fieldbook (2002), leaders are brought together to exercise collective leadership to address a specific problem or issue. Here, the '*development*' aspect can be seen as a by-product of collaborating to achieve an outcome (or address a specific issue). However, there are also examples of specific leadership development programmes such as "Building Civic Leadership in Portland, Maine" (Chrislip, 2002: 218-229) where increasing civic leadership capacity (to address unforeseen future challenges) is the expected outcome. Whether leadership development is the by-product or outcome is more than a theoretical issue, if it is the latter, one could argue there is no need for a separate initiative focused on leadership development. On the other hand, the literature (Chrislip & Larson, 1994; Bryson and Crosby, 2002; Bryson and Crosby, 2005) would suggest that addressing these outcomes requires supporting structures and facilitation to ensure collective sense making (Weick, 1995) to get agreement on what the environment is, the accepted reality is and the nature of the problem being faced. As mentioned above, this would also suggest that the separation between collaborative leadership and a collaborative leadership development is a contested boundary.

As discussed earlier, in the UK the picture is even more limited (Cabinet Office, 2009). The LGID study (2011a-d) did carry out a slightly more in-depth study of Case Study B, which could be helpful in terms of background information, and in understanding the context and potential emergent themes. Overall, however, the context for the case studies in the current study remains precarious. Firstly, because they were only recently established and are associated with a previous national political administration, and the unlikelihood of any funding being maintained. Secondly, there are only a limited number of these initiatives, with no more than ten across England (OPM, 2009). Thirdly participants come from across a range of public, private and not for profit organisations and they are linked by place rather than organisation or sector. Finally, the current study is much less deterministic and is an exploratory study, we are not sure what we will find in terms of relationships between variables, although, this is not to the extent of having no idea as there has been considerable “*pre-emergent analytic thinking*” (Parry, 1998: 94).

2.7 Insights from the Literature

This section highlights the key insights from the preceding analysis of the literature which have shaped the constructs within the initial conceptual framework (see Appendices Iiiia & Iiiib), and on which the questions for the main field work and the pre-interview questionnaires (see Chapter Three) were based.

2.7.1 Place

In the first section, the researcher considered global leadership and what were the potential linkages and implications for addressing universal social and economic problems at the local level. In distinguishing global leadership from leadership done globally, in the literature the latter is seen as being collective, and having a global orientation, being more open to seeing the world from diverse perspectives. This suggests that a start point for developing local leadership capability could be as much about **understanding other people’s perspectives** and **developing a mindset** which positively welcomes and works with

In exploring notions of place, the recurrent theme is the importance of attachment for people’s identity, where the social and emotional sense of belonging is stronger than any physical one. On the one hand, each person has a unique relationship with place. The factors that influence these relationships are multi-faceted but linked to three dimensions of

place attachment, namely; person, process and place (Scannell & Gifford, 2010). On the other hand, place as a setting for social interaction and the grounds of direct human subjective experience and an expression about what it means to be human (Elmes *et al.*, 2012; Gruenewald, 2003, Cresswell, 2004 & Agnew 1987) can lead to the development of a **shared sense of collective identity** within place beyond organizational boundaries, and a **collective sense making** of the way things are seen and interpreted, a shared history and view of the world.

Within the literature, localities are also seen as unique and incoherent, and place is fluid and dynamic in character. Places do not have simple boundaries and being linked to and influenced by other places in the (global) outside world is one of the factors that constitute them. From an economic development perspective, localities need to need to build on their strengths and unique offering if they are to compete in the global knowledge economy, and **agreement on common purpose** has to be identified at the local level. Shaping a place or making of place in this way is said to require **leadership of place** as a collective activity, embedded in social interaction and occurring in and through collaborative relationships to negotiate the inherent complexity and difference of and within place.

2.7.2 From Individual to Collective Leadership

The type of leadership needed is qualitatively different from what was hitherto expected and a clear distinction is made between the leader as a person or role and leadership, with the former associated with creating dependency and the latter, being associated with interdependency. Leadership happens in the social interaction between people and context rather than as the actions of an individual leader.

The socialization process is what enables real collaboration to take place and yet these processes have not received enough attention. Leadership has a key role to play in collaborative activities, which are seen as “*sites of struggle*” (Madden, 2010: 183) riddled with paradox, tensions and contradictions, and where not everyone will be open to collaboration (Fyke and Buzzanell, 2009; Huxham and Beech, 2003; Madden, 2010.). In summary, the research of Huxham *et al.* (*ibid*) has considerable pedigree and scholarly weight in terms the consistency and the number of collaboratives/interactions investigated over fifteen years has contributed considerably to providing practical insights into collaborative practice. Through concepts such as collaborative inertia, they are also

realistic and practical in terms of how difficult collaboration can be and is. The weakness of this approach is that “*what makes things happen*” is a very loose definition of leadership and there is a danger that there is no distinction between managing the collaboration and leading it? On the other hand, it provides a framework for exploring collaborative working rather than claiming that there is a definitive step by step guide of how to ensure collaboratives are a success. Indeed, the researchers have pointed out that far from being linear “*purpose, membership, trust, power, leadership and identity all must be renegotiated, nurtured and managed continuously throughout..*” the collaborative (Sanford & Brinton Milward, 2005: 155- citing Huxham and Beech, 2008; Buchman and Zaheer, 2008). Moreover, it offers a broader view of leadership which is enacted at many levels, which is supported by the work of Day and Harrison (2007). On the other hand, their framework needs further development, is perhaps more informed by managerial practice than leadership development, and it is not informed by more recent perspectives on leader and leadership nor perspectives on place.

Within the public service leadership literature there is a strong emphasis on leadership and collaboration being the means to deliver improved outcomes for the common good which go beyond the day to day management of public services. In the literature on civic or place-based literature, there is a particular focus on democratic, civic and social renewal. This **renewal and increased capability within communities and regions is often seen as being manifested in the presence of increased social capital**. The leading US scholars Chrislip & Larson (1994) suggests that one of the key measures for assessing collaborative initiatives should be the **extent to which they build social capital**, and produce short term responses to immediate problems, longer term sustainable responses to deep systemic problems and innovative responses to concerns that have arisen from the work of the collaborative group. In addition, Crosby and Bryson (2005a & 2005b) who have developed a framework for the Common Good, which has been used to analyse leadership in collaborative endeavours, highlight the need to understand the dynamics of a shared power world, and from this could be inferred the need to engage in sense making. Whilst civic or place-based leadership has been defined, it is often **difficult to distinguish between place-based collaborative initiatives and place-based leadership development** initiatives.

2.7.3 Leadership Development

For this researcher, Day (2000) convincingly offers an alternative perspective on leadership development by making **a clear distinction between leader (intrapersonal) and leadership (interpersonal) development**. The former is about developing individual self-awareness and knowledge to achieve self-identity as a leader in your own right. Whereas the latter is about how individual relates to each other within a complex external organizational and social environment. It is about the integrated development of intrapersonal and interpersonal (relational) leadership identities practices in the specific organisational (or inter-organisational) setting. It is a social process linked to the **creation of social capital**.

For this study, this could mean that collaborative leadership development requires the development of first order skills and competencies (leader development) to be developed before second order skills and competencies (leadership) can be developed. These ideas have been captured in the idea of the post heroic leadership, where “ *the ‘what’ of leadership is (envisaged) as a social process that occurs in and through human interactions, and it articulates the ‘how’ of leadership by focused on the more mutual and less hierarchical leadership practices and skills to engage collaborative, collective learning,*”. This is seen as a “*shift from individual to collective, from control to learning, from ‘self’ to ‘self-in-relation’, and from power over to power with*” (Fletcher, 2004: 650). Indeed, this thinking and ethos about moving beyond leader development to leadership development *embedded and driven out of the context leaders face (...) collectively with a focus on roles, relation and practices*” and “*...requires conversations and learning with people who share that context*” (Turnbull James, 2011: 4) reflects precisely the underlying assumptions of the case studies within this study

A key question for the current study would be whether it would be possible to identify a transition period in terms of achieving commitment to collective place-based leadership within the case studies. It will also probably be worth considering the first, second and third order effects of collaboration over time developed by Crosby and Bryson (2010a) within their integrative leadership framework. Another perspective would be to see the leadership development in terms of change and transition (Bridges, 2009) and considering what initial features need to be in place for it work

2.8 Limitations in the Literature

The review has amply demonstrated that for more than thirty years improved collaboration has been a constant theme in the debate on how services delivered to the public can improve outcomes for citizens and service users (BBC, 1998; Cabinet Office, 2009; Wilkinson & Applebee, 1999). Moreover, leadership has been identified as important within the collaborative process, both as a means of describing what gets things done and as a means of getting things done, not only within but between organisations and across sector and professional boundaries thereby enhancing public value for the greater common good (Chrislip & Larson 1994; Brookes, 2010; Crosby & Bryson, 2005, 2010a & 2010b; Huxham & Vangen, 2005; Chrislip, 2002); Morse, 2010; Sun & Anderson, 2011). In addition, there is an accepted, if contested (Dickinson, 2009) view that leadership in inter-organizational and multi-agency settings requires a different set of skills, knowledge and attributes (Van Velsor, McCauley & Ruderman, 2010). However, the means to achieving it in terms of the appropriateness of theories of collaborative leadership in terms of their sometimes contradictory theoretical underpinnings and as suitable also frameworks for leadership development remain contested (Jones, Grint & Cammock, 2014)

A growing number of scholars (for example, Bolden, 2005; Gronn 2002; Hiller, Day & Vance, 2002; Pearce & Conger, 2002; O'Toole, 2002; Yukl, 1999) have argued that the traditional leader-centric constructs of leadership can no longer adapt to a shifting and increasingly complex work environment (Benington & Hartley, 2009; Crosby & Bryson, 2005 & 2010), and that research on leadership and leadership development needed a stronger focus on theory development to reflect the evolving and increasing interdependent world we live in. Indeed, Crevani, Lindgren & Packendorff (2007: 44) has argued that *“There is a need for more research on how these processes are made sense of through social interactions not only in the followers’ minds, and how they contribute to the construction or reconstruction of the leadership ideal and the organizational context”*. In response, firstly shared, then distributed and other relational models of leadership (Drath, 2003) have been developed emphasising leadership as a social construct (Ospina & Schall, 2010) and a social process (Bolden, 2005).

There has been a reasonable amount of research has been carried out on inter-organizational collaboration. The main theories have tended to focus on explain the motives for collaboration and on their on-going dynamics i.e. resource dependence theory (Pfeffer &

Salancik, 1978), legitimization (Galaszkiewicz, 1985); efficiency (Williamson, 1975 & 1985); strategic collaboration (Kanter, 1994) & corporate social performance (Burke, 1999 & Gray & Wood, 1991). There has been less research carried out on inter-organizational leadership (Schruijer, 2008), and it has tended to focus on

- (i) the type of environment that needs to be in place (culture);
- (ii) the type of dimensions or factors that contribute towards success; *and*
- (iii) the type of collective skills and competencies need to be developed amongst leaders to ensure collective leadership takes place

As in the general field of leadership theory (Fernandez, Yoon & Perry, 2012), there have been attempts at integrated leadership models relevant to the civic or place-based context of this study (Crosby and Bryson, 2010a and 2010b). However, attempts at effective synthesis such as Public Integrative Leadership (PIL) remain embryonic with as many interpretations as there are scholars writing about it. For collaborative leadership development, research is even more limited, (Cabinet Office, 2009a & 2009b; LGID, 2009a-d), with little research about how the actual process of leadership development evolves through social interaction. There has been some limited theorising of leadership development in general, and leadership development processes grounded in the experience of participants on college and public health leadership programmes (Eich, 2007; Komives, Lucas & McMahon, 2005; Fitzsimmons *et al.*, 2011). In terms of place-based leadership development, which is a relatively new field in the UK, the picture is even more incomplete. There is theoretical speculation of the need for such interventions (Benington & Hartley, 2009) and also an understanding of the factors which contribute towards successful collaborative leadership (Huxham & Vangen, 2003; Crosby & Bryson, 2005) but these are set within a specific context relevant to a particular time and place.

This study will contribute to the gap in knowledge by exploring place-based leadership development practice as a collaborative endeavour with the aim of developing a theoretical understanding of the process by drawing on the experience of the participants across three case studies. It will make a direct contribution to the emergent research agenda on process, connectivity and outcomes set out by Chrislip (2002), built around new emergent approaches to leadership development proposed by a number of scholars (such as Benington & Hartley, 2009; Petrie, 2011; Turnbull-James, 2011).

2.9 Defining the Problem

Chapter Two has evidenced that little is known about place-based leadership development – understanding what actually happens during such a process in order to conceptualise the nature of such a collaboration (Hibbert, Huxham and Ring Smith, 2008). Moreover, there is an inherent tension about how the study attempting to explore social reality – one way would be to take a positivist approach looking at possible success factors or, another approach could be on “*unpacking the multiple ways in which social phenomena come to have meaning*” (Sandfort & Brinton Milward, 2008: 159). This is an exploratory study and the choice has been made to take an interpretivist approach moving away from using the same old models of leadership development for a structured, predictable and stable world towards creating new knowledge, theory and methods of delivery in a new world where complexity and uncertainty are taken as a given (Brookes & Grint, 2010). This study will explore how our theoretical understanding of the process of place-based leadership development can be informed by what happens in practice, drawing on the experience of the participants and other stakeholders involved. By drawing on a conceptual model for understanding what happens in the process of place-based leadership development, grounded in people’s experience, the researcher will build theory from practice. The researcher is concerned with discovering what phenomena cause or coexist within the concept of place-based leadership development, and how they relate to each other. It is directly aimed at understanding place-based leadership development as a collective social process in a number of localities, which may face similar challenges, but where the local, political, social and economic context makes each situation unique. It is primarily about leadership development in a place-based setting rather than just about leadership of place (Worrall, 2014). It is based on looking on the underneath of the stones to see what is there informed by limited guidance on what we should uncover in theory based on the relevant models, frameworks and observations within the literature. The ultimate aim is to make a real difference to the practice and to the development of expertise, and inspire continuous evolution in approaches to leadership development (Jones, Grint and Cammock, 2015).

2.10 Conclusion

Starting from the foot hills of collaboration and leadership and ending in the nursery slopes of place-based leadership development, the review of the literature identified that new theories on leadership tend to reflect a move from a functionalist (managerial) approach to

one where leadership is seen as socially constructed, through the interaction of and interdependencies between people and organisations (Uhl-Bien, 2006). This comprehensive literature review has identified a gap in theorizing the process by which inter-organizational leadership development evolves from a localized perspective, taking into account people's relationship with place, and from a qualitative inquiry perspective (Schruijer, 2008; Klenke, 2011 and Tuck & McKenzie, 2015). Moreover, from the broad theoretical and conceptual roots of place-based leadership development, a number of significant and inter-connected elements emerged. This enabled the researcher to develop a preliminary conceptual framework representing his initial understanding of the process place-based leadership development (see Appendix II-ia, p.283). Firstly, there are the core assumptions that leader (individual) is distinct from leadership (collective) development are distinct. Secondly that leadership development in place is a collective response to responding to intransigent social problems (wicked issues) with a focus on problem solving. Thirdly, the final element of the framework assumed that participants' experience of the social process of place-based leadership development would involve a number of inter-linked stages represented by a number of constructs (whose emergence from the literature has been discussed in section 2.7.1 and see Appendix Iiiib, p. 284). These are contained within a four-sided shape representing different manifestations of place. From this perspective, it makes sense to use an analytical approach which seeks to understand what is happening in terms of the process of leadership development. This is reflected in a constructivist discourse oriented towards consensus and duality, where "*leadership is a fluid consequence (...) arising from, contributing to and being shaped by social processes*" (Mabey and Freeman, 2010: 509). This will be set out in detail in Chapter Three.

Chapter Three - Research Philosophy and Methodology

3.1 Introduction

This chapter deals with the research philosophy, methodology and research design of this study setting out choices and challenges at each stage of the journey. Firstly, it will set out the distinct research context and discuss the overall paradigm or research philosophy in which the research is set. Secondly, the main elements of the overall research strategy in terms of being predominantly within the qualitative paradigm, using case studies and theory building will be explained. Thirdly, consideration will then be given to sources of data and data collection methods. This will be followed by a review of data management and analysis issues. In the penultimate section, the themes of quality and trustworthiness are developed and considered as being more appropriate than validity and reliability within the qualitative context. It also provides an overall rationale and justification for the approach taken. Finally, the main methodological challenges are also identified and discussed.

3.1.1 Research Context

Firstly, two reviews covering two decades of *Leadership Quarterly* have highlighted the limited use of qualitative methodologies for studies on leadership and especially leadership development (Lowe & Gardner, 2000; Gardner *et al.*, 2010). There were only 40 qualitative studies published in the journal between 1990-2000 (Lowe and Gardner, 2000; Gardner *et al.*, 2010) compared with 73 for quantitative studies. Indeed, in most years quantitative studies outnumbered qualitative studies by a ratio of 2:1 (Lowe and Gardner, 2000). Gardner *et al.*'s (2010) second review (2001-2009) witnessed a forty per cent increase in the number of qualitative studies on leadership to fifty six. However, this was a proportionate fall in terms of the total number of studies, leading Klenke (2011) to conclude the incidence of qualitative research remains sporadic and under exploited.

Secondly, the literature review highlighted the paucity of research and theory building that has been carried out into public service leadership in general, and leadership development in particular (Klenke, 2011; Van Maanen, 1979) at a time when the challenges faced by public sector organisations are becoming increasingly complex (Crosby & Bryson, 2004; Benington and Hartley, 2009). Klenke (2011) cites the plea by (Van Maanen 1979) for researchers to exploit the untapped potential of qualitative research for the steady relative 'surge' of qualitative research on leadership. This study adds to the few studies of

leadership investigated using a qualitative perspective, which also crosses artificial boundaries and recognizes that both approaches are needed.

Thirdly, the central-periphery policy development model, which assumed a stable social, economic and political system where the diffusion of new policy ideas could be a centrally managed process, had failed to tackle some of the major social issues (Stewart, 2002; NEF, 2010). In the last days of the Labour administration (1997-2010) and the incoming coalition government (2010-2015), there was a recognition of the need for a less top down approach to policy development with ideally the co-creation and delivery of, and responsibility and accountability for, public services delegated to the local level. There is an expectation that there will be a diversity of delivery channels, such as private, community and social enterprises, charities and employee cooperatives (Mulgan, 2010a & 2010b). Innovation, which leads to more effective service provision comes from many sources in network forms of organisation (Maddock, 2009) and as government gathers, codes, stores and interprets policy experience through what has been called a “*cobweb of interactions*”, it still understands very little about social learning amongst groups and through networks (Heclo, 1974: 307 & 316 cited in Freeman, 2009: 372). In this context, local leadership development is to be about developing new models of collaboration that bridge the gap between theory and action, and making an effective contribution to tackling local economic and social problems. These factors influenced the researcher’s initial reflections on the appropriate approach to this study.

3.1.2 Overall Philosophy

Burns (2000: 1) defines research as “*a systematic investigation to find answers to a problem*”. Research could be about

- (i) generating knowledge;
- (ii) generating a practical understanding of how things work, identifying opportunities for problem solving; *or*
- (iii) challenging the status quo, to shock and surprise and to stimulate action.

Whilst these three descriptors reflect the three main broad orientations or research philosophies known as positivism (quantitative), interpretivist (qualitative) and criticism (critical feminism and advocacy), the distinctions between these categories and their sub-

categories far from clear cut. Every research philosophy (or tradition) is built around four key assumptions (which have implications for the research strategy and design pursued) namely: ontological, epistemological, axiological and methodological.

Appendix IIv offers a brief comparison of how these four key assumptions differ across the three main research orientations, namely, positivist (quantitative), interpretativist (qualitative) and critical (critical feminism, advocacy). Whilst Carr and Kemois (1986) treat interpretive research as being associated with a qualitative approach, Klenke (2008) argues that ‘interpretivism’ and ‘qualitative’ should not be seen as interchangeable. Given the qualitative research orientation in this study, borrowing from Klenke (2008), it has been divided into a number of sub categories (or paradigms (see Appendix IIv). On the other hand, given the blurring of lines between the different qualitative paradigms, it is appropriate to talk about orientations – as in an overall approach heading more in the direction of one orientation than another.

In qualitative research particularly, ideal or pure constructs in theory do not become absolutes in practice. For instance, whilst some scholars refer to interpretivism as being divided into a number of separate but linked paradigms (Klenke, 2008), others see interpretivism as one of a number of theoretical perspectives within the social constructivism paradigm. (Creswell, 2003). Some academics prefer to emphasize the overall research methodology and distinguish between qualitative, quantitative and mixed methods approaches (Creswell, 2003) but even the term ‘mixed methods’ has been challenged as a confusing descriptor (Armitage, 2007). Moreover, whereas in theory, ontological and epistemological assumptions and beliefs are translated into distinct methodologies, which essentially answer the question how does one investigate or inquire into the world, the dilemmas facing the researcher in terms of which overall approach to take are exacerbated by incoherence in how such research philosophies are classified (Mkansi & Acheampong, 2012).

According to research by Mkansi and Acheampong (2012: 133) whilst definitions of ontology, epistemology and axiology by leading advocates of particular research philosophies (*referring to Saunders, Lewis and Thornhill. 2009; Guba and Lincoln, 1994 & Becker, 1996*) ‘*have a common theme with a bit of different meaning and emphasis, there seem to be no consensus in classification and categorization of these paradigms*’. Mkansi and Acheampong (2012: 133) go on to give numerous examples of these different

interpretations and which have led to numerous disputes. Moreover, different methods are also associated with having their roots in different philosophies, for example, whilst Denscombe (2007) sees mixed methods as founded on pragmatism, Barrett (2010) sees it as being rooted in critical realism. Moreover, whilst some (Polit & Beck, 2008) would argue that positivist and naturalist are philosophies for the quantitative approach, others (Alvesson & Skoldberg, 2009) would add positivism, social constructionism and critical realism as other relevant philosophies. On the other hand, other scholars have argued that a particular data collection method or method of data analysis should not be proscribed because of epistemological beliefs (Johnson & Onwugbuzie, 2004). Thus, the choices of research philosophy and research methods are complicated by a multiplicity of opposing and sometimes contradictory perspectives.

For this researcher, research is more often than not '*political*' (Nutbrown and Clough, 2002; Klenke, 2008). Firstly, the question: "*What is the purpose of this research?*" (Nutbrown & Clough, 2002) is often pregnant with the traditional expectation that the product of researcher will provide clear answers or a toolkit, setting out, for example, how to commission place-based leadership development interventions. Secondly, studies using quantitative methods are seen as superior to qualitative research, and the latter is often seen as the exploratory prelude before '*real*' 'positivist' quantitative research takes place (Eisenhardt, 1989; Klenke, 2008). This is even more the case in studies on leadership (Bryman, 2004; Klenke, 2008; Lowe & Gardner 2000; & Gardner *et al.* 2010). Moreover, qualitative research in the social sciences in general and on leadership in particular remains difficult and challenging, not least because of the so called '*Paradigm Wars*' (Klenke, 2011: 28). Citing Cassell *et al.* (2006) who carried out an in-depth empirical study interviewing 45 scholars, journal editors, practitioners and academics involved in doctoral programmes, Klenke (2011) sets out other blockages to increasing qualitative research. These include the lack of dedicated journals, training at doctoral level and exposure to alternatives in leadership and management publications. Thirdly, all research has a specific purpose and comes from a particular position and aims to persuade people of the significance of its claims, it is not neutral (Nutbrown & Clough, 2002). This has significance in terms of the position of the researcher vis-à-vis the phenomena s/he is looking at – i.e. to what extent can s/he have a neutral and objective stance. In summary, research is not neutral and abstract, as well as having purpose and being political, it is also positional.

3.1.3 Linking Methodology and Research Design

It is clear that there is a strong link between research philosophy, methodology and research design (Saunders, Lewis and Thornhill, 2007). Being cognizant and being self-aware of one's personal philosophical perspective as a researcher is very important in understanding how this influences one's approach to methodology, and ultimately research design. Or as Rocco *et al.* (2003: 21 citing Green and Caracelli, 1997: 6) put it "*Researchers' beliefs about reality, knowledge, and values "guide and frame" their beliefs about research methods*". The researcher found using a reflective diary (Schön, 1983) (see Appendix IIiv).

In terms of an ontological position, when intangible and soft phenomena are involved such as the emotions of human subjects as they interact with each other, the researcher believes that these can be interpreted differently dependent on who observes the interaction, the process of the interaction and in which context the interaction takes place (Nutbrown and Clough, 2002). The researcher also considers that in order to understand meaning where human subjects and emotions are involved, there is a need to interpret people's experiences of the processes they live through (Parry & Kempster, 2004). There are a number of individual realities but identifying similarities and patterns between them will help surface what is going on. This social constructivist perspective supports the emerging theoretical perspectives which see leadership as a social process (e.g. Turnbull James, 2011; Van Velsor, McCauley, Ruderman, 2010) and is collective and involves *a distributed and interdependent set of practices enacted by all rather than specific traits possessed by figureheads* (Mabey and Freeman, 2010: 513 referring to McIntosh, 1989; Gronn, 2002;).

From an epistemological perspective, the researcher believes that each person can have his/her reality which depends on their lived experience and that knowledge is gained through understanding and interpreting these lived experiences (Kempster & Parry, 2004). The extent to which there is consensus about how these experiences are described and what meaning is given to them is an element that needs to be explored. Thus, for this research, the process of place-based leadership development is about the individual and collective experience of social interaction in a collaborative venture in a geographically bounded system. It is this very collaborative context, which is supposed to enable leadership as enacted through collective problem solving and leadership to develop and flourish. Understanding people's experience and social learning (Freeman, 2009) as participants

within a process of collective development can help bring understanding to what is actually happening.

In relation to the role of values (or the axiological perspective) within this study, the researcher recognizes that values are derived from disciplinary allegiances including dispositions towards disciplinary related methodologies as “*methodology is inevitably interwoven with and emerges from the nature of particular disciplines*” (Lincoln & Guba, 2000: 164 cited in Klenke, 2008:17). Far from seeing the application of the subjectivity of his own experience to his research as creating a bias that needs to be eliminated, the researcher see it as a virtuous factor which can inform the application of knowledge and foster intuition (Glesne & Peshkin, 1992). The explicit integration of one’s own identity and experience in one’s own “*research has gained wide theoretical and philosophical support*” (Maxwell, 2008: 45) particularly because “*any view is from a perspective and shaped by the location (social and theoretical) and “lens” of the observer*” (Maxwell, 2008: 46). Indeed the researcher’s experience to date, firstly as a participant in leadership development programmes, and secondly as a practitioner in the design and deliverer of them has enlightened and informed his development as a research-practitioner. It has also enabled him to adapt his research focus to changing circumstances. However, not all bias is good bias and the researcher accepts the need to be aware of the danger of seeking to see collaborative leadership development as always virtuous. This bias would manifest itself in assumptions that

- (i) collaborative leadership and leadership development is always better for the common good; and
- (ii) collaborative leadership and leadership development is always the best way forward (Longoria, 2005)

Nonetheless, the values of the researcher are important and he seeks to be guided and informed by his professional experience bringing his understanding to bear when interpreting people’s responses (data) in an approach which is personal, iterative and emergent. However, a review of the researcher’s basic assumptions as reflected in his reflective diary (Appendix IIiv) would also suggest a social constructivist/interpretivist orientation, namely,

- Leader development (single individual) is inherently distinct from (collective) leadership development (Day, 2001; Van Velsor *et al.*, 2009).
- Bias towards seeing the world as networked and interdependent;

- Relationships – built on trust – and collaboration seen as key to achieving goals;
- The human world is distinctive from the physical/natural world (Nutbrown & Clough, 2002);
- Leadership seen as a social process – made up of a series of interactions (rather than as a set of characteristics) (Klenke, 2008; Ospina & Schall, 2001);
- The need for an interdisciplinary context focused collective approach to problem solving to deal with the “wicked” problems we face as a society (Gibbons *et al.*, 1994)
- Leadership development improves through reflection – it is not just an academic exercise in knowledge and theory retention (Kets de Vries & Korotov, 2012)
- There is not a paradigm shift but there is a gradual movement towards Leadership Development as a collective problem solving (Gerencser *et al.*, 2009); and

Nonetheless, firstly, the researcher also realises that these frameworks are ideal types and the research process does not fit neatly into one paradigm, but then having this expectation could be said to be applying quantitative standards to a qualitative study (Klenke, 2008). Secondly, there is no such thing as a perfect research methodology, the researcher has to find the one which is the most productive in addressing the research question, pragmatically taking into account practical limitations. In this context, Holloway and Todres (2003: 346) encourage a family approach between the qualitative approaches *in which the similarities are considered more important than the differences and where the notion of flexibility becomes an important value and quest*”.

3.2 Research Strategy

In this study, the research strategy provided a framework for designing a study which would address the research purpose and hold all the other elements together (Nutbrown & Clough, 2002; Trochim, 2000 & 2002). The research strategy had three primary purposes

- to gather information on people’s perceptions and experiences of processes and activities in the evolution of the Collaboratives
- to gather and confirm contextual and historical information (interviews with participants, commissioners and Programme Directors)
- to check activities/incidents which interviewees considered were particularly important or valuable in their experience of the Collaboratives

This study is seeking to build theory grounded in the observation and interpretation of people’s experiences, and it is inductive (from the ground up) (Tashakorri & Teddlie, 1998) moving from observation to identifying patterns, to positing a tentative hypothesis and then

generating theory. In addition, an inductive social constructionist approach is not only appropriate for interpreting social movement, it is also a good way of understanding and learning about the meaning people attach to social phenomena (Denzin & Lincoln, 2003; Klenke, 2008). It enables a flexible approach and data collection methods and tools can be modified after data is collected.

In striving to understand the complex social process that place-based leadership development entails, the selection of a qualitative approach focuses on capturing the richness and depth of the *“lived experience of participants and their critical voices”* (Klenke, 2011: 12). As such this reflects more recent emergent ideas about leadership and leadership development being of necessity a shared and context specific experience, and about the relationality of the *‘space between’* people (Bradbury and Lichtenstein, 2000 cited in Uhl-Bien, Maslyn and Ospina, 2012: 307). Qualitative researchers consider leadership is experienced differently dependent on the context, from this perspective leaders are seen as *“tenants of time and context”* (Klenke, 2011: 12 referring to Leavy and Wilson, 1984: 187-188) or that leadership is *“acutely context sensitive”* (cited in Klenke 2011: 12 referring to Pettigrew and Whipp, 1991). This researcher concluded that a qualitative research approach, focused on discussing, describing, exploring and understanding of the processes involveds would be a good starting point.

Using a Pre-Interview Questionnaire (PIQ) as a method that will generate albeit limited quantitative data means that it could be argued that, whilst predominantly qualitative, this study is mixed methods (Tashakkori & Teddlie, 1998; & Cresswell and Plano Clark, 2007). This is an approach that does not stand up to scrutiny for the incompatibility theorists who saw the different ontological, epistemological and axiological perspectives between the two paradigms as incompatible (Reichardt and Cook, 1979). On the other hand, the *“compatibility theorists”* (Rossman and Wilson, 1985; and Lancy, 1993) saw these differences between paradigms as being over played (Badu & Loughridge, 1997; Cherryholmes, 1992 referred to in Armitage, 2007). In summary, the researcher would concur with Rocco *et al.* (2003) which suggests that mixing methods is pragmatic rather than a conscious ethical commitment. The Pre-Interview Questionnaire (PIQ) had a two-fold purpose. Firstly, it offered an opportunity to get an overview of interviewees’ demographic, professional and educational profiles such as age range, sector experience, the number of years in current role and previous leadership and management development experience. Secondly, it was confirmatory, in that it was seeking to see to what extent there

was a commonality between people's general perceptions of what enabled collaboration in general and more specifically the impact on self and more widely of participating in the Collaborative (Harris & Brown, 2010).

Whilst there was potential for data triangulation - the outcomes of such an approach are far from certain. After reviewing, 19 questions-interview comparison studies Harris & Brown (2010) found that there was a general lack of agreement and consistency in terms of numerical data between methods. The PIQ was seen as an additional instrument for collecting data, not in terms of validation but as a means of informing the findings from the qualitative data. It was also seen as having the potential to surface any general anomalies between case studies. However, the strength of the outcomes of the qualitative data analysis does not rest on triangulation with the PIQ data (Cresswell and Plano Clarke, 2007). In emphasizing that semi-structured interviews were the primary, predominant and most important data source in this study, the researcher believes that his approach is predominantly qualitative, with a pragmatic bent. Other data sources, such as the PIQ and documentary evidence provided different types of information, but their overall contribution should not be exaggerated.

Apart from reflecting the researcher's dominant epistemological, axiological and ontological perspective, the assumptions underlying a qualitative study positively reflect and mirror key aspects of how this study was carried out (see Appendix II vi). The fact that there was not an exact match between assumptions and activities reflects the fact that not many studies are purely qualitative and underlying assumptions are often adapted as idealism meets pragmatism (Armitage, 2007). Nonetheless linking assumptions to the specific activities/character of the research does indicate that a qualitative approach was appropriate for this study. From a similar perspective to Moen (1997), this study of place-based leadership development across the three case studies required:

- a holistic orientation
- a flexible design
- detailed description and analysis
- a focus on participants and a process of fieldwork analysis
- an inductive process that identified and characterised categories or patterns in data and findings grounded in the data

3.2.1 Case Studies

This research is based on three case studies of place-based leadership development initiatives within three geographically distinct localities. The case study will allow the researcher to consider the development and implementation of the three place-based interventions as the object of study over a period of time as seen through the eyes and experience of the participants and other stakeholders. This fits with Yin's (2003: 23) technical definition of a case study, namely "*an empirical inquiry that....*

- *Investigates a contemporary phenomenon within its real-life context; when*
- *The boundaries between phenomenon and context are not clearly evidence; and in which*
- *Multiple sources of evidence are used."*

The selection of cases is seen as important when building theory from case studies (Eisenhardt, 1989), and there is a reliance on such cases being chosen for theoretical not statistical reasoning. There were a limited number of initiatives nationally to choose from as case studies for this research (LGID, 2011a-d). The researcher also needed to be pragmatic to ensure senior managerial commitment to facilitate access to participants within each of the case studies. The selection involved

- i) discussing potential cases with professional contacts to get their views on
 - a. those which could be of most interest given the initial focus of the research
 - b. those more likely to be interested in enabling access to their participants
- ii) carrying out an initial sounding out of the primary contact to verify level of interest and commitment
- iii) making a final selection of cases

The three cases chosen for this study share commonalities but they are also distinctive. In terms of the former: i) they all have two tiers of government at local level, namely district and county or two types of unitary alongside each other, name city and county; ii) the lead commissioning authorities were all successful 4 star authorities based on the now discontinued Corporate Performance Assessment (CPA) (Audit Commission, 2010) iii) they all see collaboration as key to finding new ways of tackling public problems across their localities to ensure continued improvement and outcomes for the people they serve; iv) there are a mature, if not always consensual, set of relations amongst senior leaders; v) they are at the forefront of seeking to work differently with their partners.

In terms of distinctiveness, from an administrative perspective, case study A had a small regional capital city, and was mainly made up of small towns and rural areas with two tier local government of county and district councils. Case study B had a large urban unitary city authority surrounded by rural areas governed by two-tier system of county council and district councils. Case study C had regional capital county town, a former county town and then a number of smaller rural and coastal towns and villages again with two tier local government of county and district councils. From a leadership development perspective, case studies A and C were non-traditional in terms of design and structure and involved the most senior level managers and politicians (Chief Executive/Leader or Deputy Leader Level). Case study B, on the other hand was more of a traditional taught leadership programme for middle managers (at Head of Service/Inspector level) with an additional place-based initiative running in parallel to the academic provision. Other differences included, level of seniority of participants, type of location (rural, urban, semi rural and coastal) and sectors involved in case studies A, B & C respectively (public, private, and not for profit; public and not for profit only and mainly public).

3.2.1.1 Sample

Marshall (1996) sets out three broad approaches to selecting a sample for a qualitative study, namely, convenience, theoretical and judgement. The approach taken by this study was essentially pragmatic as it was proscribed by the target population within each of the case studies the researcher had selected. However, it could also be said to be based on judgement or purposive i.e. focused on understanding the problem and the research question (Cresswell, 2003). In the case of this study, following discussion with the Programme Directors for each of the initiatives, in terms of the population within the selected cases, a clear set of eligibility criteria was developed for inclusion in the study based on direct involvement:

- as an active or recent participating member of the collaborative;
- in programme management role (normally as Programme Director or Administrator);
- in a commissioning role (such as a senior sponsor of the lead sponsoring organisation);
- in programme delivery (normally as facilitators, advisers, researchers or leadership development practitioners)

There are no guidelines for determining sample size in qualitative research; the researcher took the approach of trying to get access to as many subjects as possible. The majority of the target population were in the first category and there was a very high response and

participation rate. There were equally high response rates from the second and third categories and a reasonable response rate in the last and smallest category in two out of three of the cases.

There was also an element of ‘snowballing’ as during initial interviews during the preliminary and scoping stage of the study, and later during the main field work phase the interviewees suggested additional subjects that could provide an interesting perspective (Vogt, 1999). Such recommendations were followed up where possible as long as they fitted in with the overall eligibility criteria. The researcher was also keen to ensure that as well as those that may be expected to support emergent themes, there was also discussion with those whose views were more discordant (Marshall, 1996). This was a factor that the researcher was particularly sensitive to when suggestions or particular remarks were made by interviewees about the views expressed by others involved in the initiative. This was also an issue looked at closely during the data analysis stage.

The case study approach is also seen as more appropriate for how and why questions and this study is asking how participants experience of place-based leadership development will help clarify what phenomena co-exist with social process and how they related to each other. As Tellis (1997: 8) has remarked, referring to Yin (1994), in case study research “*generalization of results, is made to theory and not to populations*”. When considering the three types of case study described by Stake (1994): intrinsic, instrumental and collective – this case study is collective – where a number of cases are studied jointly to inquire into the phenomena, population or general context. Tellis (1997: 8) also argues that an exploratory study must state a clear purpose or criteria for success on which it can be assessed. In addition, “*the unit of analysis defines what the case is i.e. groups, organisations or countries, but the case is the primary unit of analysis*.”

Tellis (1997) has also argued that whilst Yin (1994) has stated that rational linkages between data and propositions, and having clear criteria for interpreting findings are significant factors for case studies, in practice, they are not very well developed. Other limitations include lack of representativeness, lack of rigour and subjectivity. However, as the predominant approach in this study is social constructionist, *the validity of the inferences drawn from an individual case or cases does not depend on representativeness of the cases in a statistical sense but on the plausibility and cogency of the logical reasoning used in describing the results from the cases, and in drawing conclusions from them*”. (Klenke,

2008: 71 citing Walsham, 1993: 15). In addition, the research has been directed by a conceptual framework with a series of a priori constructs that have been informed by and have emerged from the literature review (see Appendices IIIa & IIib) an analysis of the data from the preliminary (scoping) interviews and from the researcher's own experience which were used to guide the development of the questions for both the Pre-Interview Questions (PIQs) and the semi-structured (guided) interviews. A strong attempt has been made to address the representativeness aspect within this study as three represents a good sample of limited number of these initiatives in the UK, especially given the high proportion of participants interviewed for each case (90% (A), 80% (B) and 60% (C). In terms of subjectivity, qualitative methods should be judged by qualitative standards such as quality, trustworthiness (Oberle, 2002). In the same respect, qualitative studies are not concerned with reliability, replicability and control in the same way as quantitative studies.

3.2.1.2 Theory Building from Case Study Research

The second element of the research strategy is that of theory building. The preliminary conceptual framework (see Appendices II iia - iiib) guided the initial stages of the research by identifying the "scope" of the cases, as well as reflecting the researcher's previous experience and knowledge of leadership development in general, and place-based leadership development in particular (Maxwell, 2008; Miles and Huberman, 1994). . Bell (2005: 102) observed that *'The label is not important, but the process of establishing a map or framework of how the research will be conducted and analysed is'* (cited in Trafford & Leshem, 2008: 44).

It involved the development of the research problem statement as the focus of the inquiry. That is to say to explore how the theoretical understanding of the process of place-based leadership development could be informed by the what happens in practice, drawing on the experience of the participants and other stakeholders involved. This is essentially a piece of exploratory research undertaken using new cases being investigated in an area of which little is known about. The research focus evolved due to the researcher involvement in the phenomenon under investigation. This conceptual phase, involved a number of distinct activities with the overall approach broadly inspired by Eisenhardt's Eight Step Framework (1989) & Carroll & Swatman's (2000) structured-case approach.

In order to provide evidence of the need for the research and to start the research process, the researcher carried out a number of activities. Firstly, he conducted an extensive review

of recent theories on leadership and leadership development, literature on place-based and cross sector leadership, and looked theories and models of inter-organizational collaboration, particularly those which are focused on why it happens and how it works in practice. Secondly, he incorporated his knowledge and assumptions about leadership development (based on previous experience of collaborative leadership development at national and regional levels and of cross sector collaboration at local and national levels. Thirdly, the researcher developed an extensive conceptual map, setting out the broad roots of place-based leadership development following a number of brainstorming and white boarding exercises (see Figure I, Table 1 and Appendices IIa-d). The broad question in this case is about exploring the experience of participants of place-based leadership development to develop insight and understanding about what is happening in the process through the development of an emergent theory which helps to inform the development of future initiatives. Eisenhardt (1989) also suggests that apriori specification of constructs can also shape the initial design of theory building research.

The conceptual framework also provides a means of “*sensitising*” the researcher to the most appropriate way of approaching the research area of place-based leadership development (Witzel & Reiter, 2012). It was not the driver of data collection, but it did act as an abstract receptacle to organise potential relations between ‘framing’ constructs such as leader and leadership development, and the notions of system and place, and also potentially important concepts such as ‘mindset’ and ‘developing common purpose’ and relations between them within the leadership development process. The framework influenced the researcher towards being inclusive and an openness of what data to collect rather than setting limits or exclusions. This study did not have a goal of generating a generalizable or predictive model. Rather, it sought to develop a framework as an emergent theory which would help explain the interaction and experience of place-based leadership development. There was a clear expectation that the research process, the conceptualisation, the collection and the analysis of the data would lead to an altered and revised framework which would represent a conceptual step forward thereby enabling an improved understanding of the process of place-based leadership development.

There was an expectation that the process will involve a number of phases which may or may not happen sequentially or in parallel (see Appendix IIIi). Each of these phases is represented by a construct which is expected to manifest itself and has been drawn from its incidence in the extant literature, but also from the experience of scoping visits to each of

the three case studies. The aim of the research process was to use these constructs as starting point to explore how the process of interaction unfolds. Identifying similar patterns which suggest manifestation of these or other constructs across the Collaboratives, each set within a different context would enable the researcher will construct a theory of place-based leadership development.

3.3 Data Collection and Analysis

This section sets out the sources of data, techniques used to collect data, and the type of data collected.

3.3.1 Preliminary Interviews

As part of the process of designing the study, the researcher conducted 16 preliminary face to face semi-structured or guided interviews (Patton, 1987; Berry, 1999) to get background information on each of the cases with participants, sponsors and stakeholders. Semi-structured interviews, which were also use for the main interviews, are less rigid than structured interviews. They are expected to cover every question, but researchers are able to *“explore participant responses by asking for clarification or additional information. Interviewers also have the freedom to be more friendly and sociable”* (Santiago, 2009: 1). These are normally associated with qualitative studies and are have the benefit of helping build a rapport and gain participants’ trust, and a deeper understanding of responses (Santiago, 1999). The semi-structured interview allows informants the freedom to express their views in their own terms and provides reliable comparable qualitative data in greater volume than the data from structured interviews (Berry, 1999).

Interviewees were identified and selected following discussions with the Programme Director for each case. The number of people seen in each of the case study localities reflected people’s availability, but it was also judged that fewer people held most of the necessary background information in some of the cases. These interviews informed the researcher’s preliminary understanding of the socio-economic and political context out of which the place-based leadership development initiative emerged. They also enabled the researcher to identify any ‘political’ sensitivities there were which were linked to the initiative and/or the context in which it was being implemented. Finally, the interviews also enabled the researcher to identify a number of emergent themes, which were cross referenced with themes arising from the LGID work on place-based leadership and the

researcher's experiential knowledge. Thus the data from these preliminary interviews fed directly into shaping the preliminary Conceptual Framework (see Appendices II iia-iiib).

The preliminary (scoping) interviews were guided by a protocol, as the researcher wanted to make sure that he covered each of the areas (Appendix I i). However, in order to reduce the formality of the initial face to face meetings, the researcher made the decision not to record these interviews. This made it more difficult to listen to answers, take notes and remain completely focused on the interviewee at the same time. On the plus side, it meant that interviewees felt at ease and able to fully express what they felt in relation to the initiative, and did not feel that it was going to be recorded and reported to a lead sponsor of the initiative. This also meant that the researcher was able to fully explain the focus of the research and his 'neutral' role. Interviewees also reported positively back to their fellow participants and colleagues who were potential participants for the main data collection exercise. However, all but one (where permission was declined) of the subsequent interviews for the main data collection process were digitally recorded.

3.3.2 Primary and secondary resource material and documentary evidence

The researcher relied on primary resource material to help develop an accurate chronology of the development of each case study. This was checked against the history of main events and activities set out by interviewees (Programme Directors or main sponsors usually). This data was important in ensuring triangulation with other data, particularly around the context in which each of the initiatives was developed, but also the sequence and significance of key events (and shocks to the system). This also enabled the researcher to understand both the formal and the informal process and distinguish the official from the unofficial. There was no formal official repository of documents, but Programme Directors and some enthusiastic and committed participants were key to enabling direct access to meeting minutes/actions and presentations. As a result of this data collection, the researcher was able to obtain sixty resource documents related to the case studies. These ranged from official meeting notes, to publications, to outline material about the initiative itself and were subsequently analysed in note form (see Appendix I vi)

3.3.3 Main interviews

Interviews were the main source of data collection. The researcher developed a series of guiding questions and prompts based on the initial conceptual framework, but was free to

ask and probe more deeply on specific areas (Berry, 1999). Given the importance of interviews as the main data source for this study, considerable care was taken over the pre-interview preparation by the researcher and ensuring the interviewees were well briefed. During the interview, the researcher was conscious of the need to ensure there was an ongoing dialogue, which was conducted at the right pace, keeping to time and providing a clear summary before formal closure of the interview (Lincoln & Guba, 1985). Pre-interview preparation included a personally addressed letter and full background briefing to each interview which include a participant information sheet (PIS) setting out the purpose of the study and what the information collected will be used for, the expected length of the interview and the benefits of participating in the research. It also included a consent form (PCF) with an opt out response slip (Appendix Iii).

3.3.4 Pre-Interview Questionnaires

The development of the conceptual framework had identified a number of constructs that emerged from the literature, scoping visits, and the researcher's experiential knowledge as being part of the process of leadership development. Interviewees were asked to complete a questionnaire (PIQ) (see Appendix Iiv) based on the constructs, which sought to identify the extent of commonality between people's general perceptions of what enabled collaboration and, more specifically, the impact (on self and more widely) of participating in the Collaborative. The first section of the questionnaire also enabled the researcher to get an overview of interviewees' demographic, professional and educational profiles. Participants were asked to return the questionnaire electronically or by hand on the day of the interview.

3.3.5 Summary of Data Collection Techniques

The multi-method approach enabled the researcher to maximise the range of information to help improve trustworthiness and provide a basis for confirmatory evidence gathering. The combination of methods formal documents; personal interpretation and quantifiable views on people's changes in development and views on collaboration/joint working and common purpose also enabled the emergence of different perspectives on the development of each initiative. Moreover, data collection outputs in some interviews guided further discussion in following interviews.

3.4 Data Management and Analysis

This section sets out what data management procedures were put in place ahead of data analysis, and then secondly, it also sets out how the data was subsequently analysed with specific reference to Eisenhardt's (1989) Eight Step Framework.

3.4.1 Data Management

The conceptual framework helped provided a “*sensitising framework*” (Strauss and Corbin, 1990) and helped organise the overall approach to the study. To cope with the considerable amount of (mostly qualitative) data, the researcher implemented a number of data management procedures. All but one of the interviews were digitally recorded and questionnaires were electronically stored. Official documents were either in electronic format or scanned, which made secure electronic storage easier. The interviews were transcribed. Primacy was given to the interview data, and to the process of induction – setting out categories, patterns and the development of insights and emergent in case and cross case themes. Field notes and reflective diary notes were stored in word format. An inventory of data sources was also developed in Word format for each case study including all official documents with date, source and relevance. These were then electronically stored in an order corresponding to the inventory (see Appendix Ivi).

3.4.2 Data Analysis

Analysing the data and the process of induction is the least understood or explained part of the research cycle in published studies, where there are clear descriptions of research sites and methods of data collection but very limited space given over to data analysis (Eisenhardt, 1989; Carroll and Swatman, 2000). Whilst limited time and resources, (particularly only having one researcher) did not allow for joint collection, analysis and coding of data (Glaser & Strauss, 1967) there was some overlap between collection and analysis of data. A reflective diary was kept in the field and the notes taken placed a particular emphasis on what was being learnt (Eisenhardt, 1989: 339) (see Appendix II v). Questions were not added but people were probed further on specific points with questions having sub-elements to encourage interviewees to give questions their fullest consideration.

The strategy developed in the current study was to use to use hand/non software analysis, particularly with a view to getting closer to the data to identifying patterns via cross case analysis. An initial exploration was made into the benefits of investing in Computer

Assisted (or Aided) Qualitative Data Analysis Software (CAQDAS) to help organize and strengthen the data (Banner and Albarran, 2009). However, after discussing options with more experienced researchers, the researcher had some concerns that CAQDAS could distance him from the data and privilege coding and research exercises at the expense of data analysis. Whilst Barry (1998) argues that such fears only reflect lack of experience with CAQDAS, the researcher also did not warm to Nvivo (the most popular CAQDAS programme (Welsh, 2002) after experiencing it at a postgraduate training workshop. Therefore, the researcher used a mixture of electronic and manual methods using readily available Word and Access programmes together with paper based manual coding as proposed by Hahn (2008). The approach taken in the current study with the initial development of in-case analysis (Eisenhardt, 1989) to some extent addresses the issues of validity and reliability.

The analysis was undertaken systematically for each case study in a number of stages, and in the spirit of Eisenhardt's (1989) directions for within case and cross case analysis. After the initial transcription of the interviews that make up each case study, the researcher re-listened to the recordings again with the aim of

- a) Data cleansing: correcting any sections that were indiscernible the first time round, or correcting any sections that were misheard/mistyped;
- b) Carrying out an initial data trawl: drawing out broad themes from the responses set out against the questions asked, with evidence from the data set out against the broad theme.

The next stage in the process involved working on the three levels, namely, level one: initial open coding; level two: focused coding/category development and level-three axial/thematic coding carried out by hand but organised by computer (Hahn, 2008). Bryman (2012: 580) notes that it is not always clear what is meant by a theme and describes it as:

- *“A category identified by the analyst through his/her data*
- *That relates to his/her research focus (and quite possibly the research question)*
- *That builds on codes identified in transcripts and / or field notes*

And that provides the researcher with the basis for a theoretical understanding of his/her data that can make a theoretical contribution to the literature relating to the research focus”. (Bryman, 2012: 580)

The overall approach was iterative, whilst the author agrees with Eisenhardt & Graebner (2007: 25) that “*each case serves as a distinct experiment that stands on its own as an analytic unit*”, the author believes it is necessary to ensure that there is an intra-case dialogue but also an inter-case dialogue between emergent themes, which is not a slave too, but nonetheless takes account of what has already emerged (i.e. from the analysis of the data from the preceding case study) (Ridder, Hoon & McCandless Buch, 2014). This meant that if “*...the theory-building process occurs via recursive cycling among the case data, emerging theory, and later, extant literature*” (Eisenhardt and Graebner, 2007: 25), this has to involve building on and not ignoring what has gone before. So, in this sense, there was a need to find a balance between seeing each case as having its separate emergent identity (Eisenhardt & Graebner, 2007), whilst at the same time respecting that the first case has laid down a re-conceptualised conceptual framework which will shape the identity of its sibling. This was a more structured approach i.e. each case lays down the foundations (framework) for the analysis of the second, but also a more honest one which accepts that the in-depth (and to some extent emotive) experience of the interpretation and analysis of the first case is bound to have an influence on the interpretation and analysis of the second. The alternative, a complete separation of interpretation of the first case, and then the next one, and only then carrying out an inter-case comparative analysis would, the author asserts, be a false-objectivity, and run counter to the author’s belief that research is subjective and that it can be influenced by prior experience. When the data collection and analysis of one case follows so closely behind the other, this pragmatist approach (Creswell, 2006; Denscombe, 2008; Morgan, 2007) accepts that as a minimum you will have the emergent themes and findings from the former in the forefront of your mind.

As a researcher being the instrument of data collection and analysis has its challenges and the fact that, as Graebner *et al.* (2012: 277) have pointed out (citing, for example, Coffey and Atkinson, 1996: 51) “*there is no recipe or cookbook for qualitative research*”, but it also means that intuition has its part to play as the process of data analysis and interpretation unfolds. However, whilst Graebner, Martin & Roundy. (2012: 277) agree (again citing Coffey and Atkinson, 1996: 51) that “*imposing too many constraints (of a how to recipe guide) would run contrary to the emergent nature of qualitative inquiry*” they also add a note of caution that *this should not be viewed as advocating an ‘anything goes’ mentality* (citing e.g. Coffey and Atkinson, 1996: 194; Gephart, 2004: 458). This in turn takes us back to the need to employ transparent descriptions of how theory inducted from the data

including cross-case comparison techniques (Eisenhardt & Graebner, 2007). The approach that was followed for this study, whilst allowing for intuition and an emergent process of data analysis, interpretation and presentation, also allowed a clear audit trail through the different stages the research process.

Level-one coding for each case study was completed using Microsoft Word, colour coding similar themes and the evidence alongside it in tabular format (Hahn, 2008) (see Appendix I v). Memos were also made of significant demographic, biographic or career experience which the researcher considered as having the potential to be pertinent in late stages of the analysis. An alphabetical table of contents for level-one codes (and the page number where it appeared) and a separate table of contents for memos in order of appearance precedes the coded transcript for each interview. These were saved as separate word files – one per interview.

Level-two coding was carried out using a Microsoft Access database which is more flexible in terms of accessing and manipulating the data than Excel (Hahn, 2008). In this process, the level-one code is inputted and then a more refined level-two code was assigned alongside this. A new level two code was only created if the level 1 code did not align with an existing level two code. Over time the researcher found that whilst at first the inputting of data and the creation of codes was laborious and time intensive, it became a faster process as he has got into the rhythm of the work (Hahn, 2008).

The development of level three and level four (theoretical concepts) involved manual coding “*with pieces of paper, scissors, a large table and paper clips*” (Hahn, 2008: 164). The subsequent higher level codes that emerged were then inputted into the Microsoft Access database. Once this process of collecting, organizing and coding of the data had taken place, the subsequent write up of the analysis for each case study include substantial evidence from data in the form of illustrative quotes.

Once the analysis of each of the case studies had been written up and a conceptual framework of the main themes produced for each one, the next stage was to search for cross-case patterns or similarities as well as differences between the case studies (Eisenhardt, 1989). Combining in case and cross case analysis of the findings with intuition and over impressions, constructing via whiteboard, enabled the relations between new concepts and potential variables to emerge. The idea here was to see to what extent emergent relationship constructs fitted with the evidence within and across cases. This was

a difficult and time intensive process but it laid the foundations for a revised conceptual framework (Carroll & Swatman, 2000), which could subsequently be tested out against the literature.

3.4.2.1 Analysis of Formal Documents

An analysis of formal documents built on within case analysis and the data source had a high level of credibility because they were official. Having said that, many of the documents were reports and minutes of meetings, and may only report what the author wanted to report and in the way s/he wanted it reported. On the other hand, one could say this about most formal documents and to some extent the researcher had to take a leap of faith that was written reflected what happened in terms of process and outcomes. The documents were recorded using a Word Table and were listed in chronological order of date. The chronology and the key themes which came out of the document were cross-compared with the themes that came out of the semi-structured interviews to identify any pattern/themes both within and across cases.

3.4.2.2 Analysis of Pre-Interview Questionnaires

The results of the Pre-Interview Questionnaires (PIQs) were analysed in terms of demographic data in terms of age ranges, sector experience and previous experience of leadership/management development (see Appendices III i & ii). Analysis was also carried out, using simple Excel formulae comparing the incidence of the responses to each of the questions both within and between cases. There was also an opportunity to compare responses in terms of age range, gender and also years of experience, sector experience and so forth within and between cases. The researcher was interested to see whether people's questionnaire responses could be said to be similar or differed significantly from their interview responses. The idea was to gain further insight rather than prove statistically significant relations (see Appendices III i & ii).

3.4.2.3 Researcher Memos and Reflective Diary

A qualitative approach encourages researchers to document activities, thoughts and reflections as they unfold and emerge. Memoing was a particularly useful during data analysis and was made easier by data analysis templates which allowed for separate tables for memos and lines of code (Hahn, 2008). The researcher also made use of a reflective diary, which served as a basis for reflection, in terms of reflecting on methodological issues

and choices, but also during the scoping, field visits and later during the data analysis phase (see Appendix IIiv).

3.5 Quality and Trustworthiness of the Study

3.5.1 Quality of Data Sources

Whilst used to generate theory within the qualitative paradigm, both grounded theory and case studies could be said to have fundamentally positive elements in their roots, methods of data analysis and the expected process for achieving outcomes (Eisenhardt, 1989; Yin, 2003). However, it has been argued that qualitative studies should not be judged by the same criteria (such as reliability and validity) as that which is applied to quantitative studies. Even if the same terms are used, they may not have the same meaning. For example Eisner (1991: 58) argues that reliability in qualitative studies is the extent to which a study enables us to “*understand a situation that would otherwise be enigmatic or confusing*”. In this sense reliability in qualitative studies is about generating understanding whereas in quantitative studies it has a purpose of explanation. Stenbacka (2001: 552) goes further and argues that using reliability as a criteria can be at least irrelevant and at worst misleading to the extent that a study could be judged as being no good (referred to in Golafshani, 2003: 601). Lincoln & Guba (1985) have suggested that quality in qualitative studies should be addressed in terms of trustworthiness in relation to Guba’s criteria (1981: 79-80) of: credibility; transferability; dependability; confirmability. Healey & Perry (2000) also offer similar terms. Credibility in quantitative studies is dependent on the research instrument i.e. to what extent tools used are reliable and testable, but in qualitative studies, the researcher *is* the instrument (Patton, 2001). In qualitative studies, credibility has to a large extent rely on the ability and the effort of the researcher (Golafshani, 2003) and also on data quality and methodological triangulation (Tashkorri and Teddlie, 2003). Significantly, the audit trail in this study, which shows the process and product of the research, the raw data, the reduction process and the reflective notes taken during the process also strengthens its dependability. (Lincoln & Guba, 1985).

Validity in qualitative studies is seen as being about quality, rigour and trustworthiness (Lincoln and Guba , 1985; Seale, 1999, Stenbacka, 2001). One form of validation that is often used is triangulation. This is where researchers search for convergence amongst multiple and different sources of information to form categories or theories in a study. The extent to which a qualitative study can be said to be reliable or valid is to some extent

dependent on the way in which the term is being used. In certain contexts, the argument could be academic if researchers are arguing over the same word, which they individually define differently. Nonetheless, Patton (2015) argues that reliability and validity are important in the design, analysis of results and judging the quality of a study. One of the key lessons seems to be that when discussing such terms in the context of qualitative studies one needs to be clear about which definition is being applied. Lincoln & Guba (1985: 290) suggest that it is about asking the question “*How can an enquirer persuade his/her audience that his research findings are worth paying attention to?*”. In the use of a leadership development intervention as a case study to explore a shift from individual leader to interdependent leadership, McCauley-Smith *et al.* (2013:88) argued that the drawbacks of reliability and validity of this method “*can be overcome by contributing to what is out there by drawing on Malenfest’s (2010) “transferability” of findings or alternatively use “the force of example” (Flyvbjerg, 2006: 228) with respect to validity*”

In order to build quality and trustworthiness into this study, the researcher followed good practice in how he carried and prepare for the data collection and data analysis phases, but also in the preparatory stages. The researcher used purposeful sampling – individual participants were recognised as having a key contribution to make, but also senior sponsors were also recognised because of their important role or position in relation to the initiative. In terms of the formal documents, the researcher was given access to notes of meetings, reports, correspondence and other documents related to each of the initiatives. The researcher also had access to corporate literature and reports relating to the period of the development of the initiative. Finally, the researcher was also able to check facts about events and the chronology of events with Programme Directors and main sponsors.

3.5.2 Systematic Data Collection

The researcher engaged in a systematic process of data collection from the outset. This included clear preparation and long term engagement with the case studies, which enabled thorough preparation, scoping and correspondence with Programme Directors prior to scoping visits, field work and post field work over a period of six years (2009-2015). The documents sent to participants included a background briefing paper, a participant consent form (with an opt-out option which full complied with University Ethics Standards) (Appendix Iii). There was also clear capturing of data with 99% of interviews (all but one) digitally recorded and with supporting notes. Formal documents, reports and meeting notes

were collected and added to over time. Finally good practice was followed in terms of data storage including: logging primary resource material and using inventories in databases and physical files for digital recordings and transcriptions, pre-interview questionnaires and formal documents.

3.5.3 Analysis of data and the development of the findings

The data was generated through interviewing those involved in three Collaboratives with confirmatory data collected via pre-interview questionnaires and formal documentation such as meeting reports. The starting point is open debates and discussions and systematically choosing sites and people and uncovering insights and subtle differences rather than polar opposites. In a similar way to how the development of the conceptual framework was influenced from a professional practitioner and personal experience especially given my role as a leadership development practitioner, educator and consultant. I used early knowledge to guide information gathering. The use of methods such as member checking, corroboration and additional ‘fact checking’ strengthened the trustworthiness and the quality of the findings. In addition, as set above, there were clear processes of pre-field work preparation and post-field work data management. Finally, the data analysis process also grounded the findings in the data – using methods of iterative data collection, analysis and synthesis, cross case analysis, and comparing emergent findings with the literature for confirmation or conflict. The use of the Access database for inputting coding and memos also meant that it was possible to cross compare interview transcripts within and across cases..

3.5.4 Accuracy and Credibility of Findings and Conclusions

The role of the researcher was central to study as the main data collection instrument. The researcher employed a number of techniques to strengthen credibility, accuracy and validity of the overall findings. Firstly, the draft of the history of the Collaboratives was reviewed by Programme Directors to make sure it was an accurate reflection of how each case had developed. Secondly, informal ‘*member checking*’ (which, as Harper and Cole (2012) have pointed out, is also known by other terms such as ‘*participant verification*’ (*referring to* Rager, 2005), respondent validation, informant feedback & applicability & external validity, and fittingness (*referring to* Morse *et al.*, 2002)) was also carried out. This involved confirming understanding of an interviewee’s responses during interviews by paraphrasing and summarizing key points to confirm this was an accurate reflection of what was meant (Coffey & Atkinson, 1996; Lincoln & Guba, 1985; Creswell, 2007). Formal, post-interview

‘member checking’ was considered but was not deemed practical given the limited time and availability of the interviewees. Moreover, a number of scholars have critiqued ‘member checking’ (Angen, 2000; Locke & Velamuri, 2009; Morse, 1994;) for achieving validity of qualitative research as it may lead to confusion as time and events may mean they now have a different assessment of what happened or they are wanting to offer a more, as they see it, a favourable interpretation of what happened. From this perspective, in-interview ‘member checking’, without the intervention of time to muddy the waters, seemed a suitable compromise. Moreover, the main points of the case write-up was also shared and discussed with a number of people, such as Programme Directors, who had supported and managed the overall initiative.

3.5.5 The Researcher’s Experience and Knowledge

Table 2: Developing Experiential Knowledge

(i) the researcher’s own experiential knowledge as a leadership development practitioner (Worrall & Bryant, 2014; Wooldridge & Worrall, 2010; Worrall, 2009a, 2009b, 2009c; Worrall, 2014)	<ul style="list-style-type: none"> • experience of leadership development and leading on the co-design and delivery of collaborative leadership development initiatives as a professional (practitioner) and researcher • previous reflections and papers submitted in practitioner journals, papers presented at conference and policy papers written for an alliance of leadership academies
(ii) existing theory and research	<ul style="list-style-type: none"> • on collaborative leadership, inter organizational relations, leadership theory (particularly relational leadership) • previous research on place-based leadership development initiatives carried out by the LGID
(iii) pilot and exploratory research	<ul style="list-style-type: none"> • scoping visits to case studies and emergent themes
(iv) thought experiments	<ul style="list-style-type: none"> • reflective diary and notes taken during field visits • conceptual mapping • development of conceptual framework • reflections on process for the development of an emergent theory of place-based leadership development

Categories (i) – (iv) taken from Maxwell. J. (2008). *Qualitative Research* London: Sage.

Maxwell (2008) suggests that whilst you can mine your own experience and this can include technical knowledge and the researcher's background, you need to use critical subjectivity when considering its relevance. Whereas experiential knowledge has long been seen as a bias that needs to be eliminated, subjectivity is now seen by some as virtuous, i.e. you cannot cut off research from the rest of your life. Endorsement for the overt integration of one's personal experience and identity into one's research is on the increase from both theoretical and philosophical viewpoint (Maxwell, 2008). As Maxwell (2008: 46) points out *"any view is seen as being from some perspective and is, therefore, shaped by location (social or theoretical) and the "lens" of the observer"*. The prior knowledge the researcher has would include recent research the researcher had done on collaboration within the civil service and also hands on professional experience of the re-design, development and delivery of a collaborative leadership programme at post-graduate level for the civil service. The other prior research and knowledge he will be drawing on is research that has been carried out in similar areas to the one that he wishes to focus on, drawing down particularly on those studies which have the same paradigmatic stance as his own research (LGID, 2011a-d; Eich, 2007).

In addition, the researcher began this study having had substantial progressively senior level strategic management and policy positions at national, regional and local levels. As such the researcher was familiar with challenges faced by organisations (particularly local government) and with collaboration and partnership working across professional, sector and geographic boundaries. The researcher also had considerable knowledge and experience of collaboration and collaborative leadership development, and had worked with and for an alliance of leadership academies in the field of collaborative leadership development (Wooldridge & Worrall, 2010; Worrall, 2010)

This experiential knowledge and experience played a significant role in developing the study from the outset and understanding the complexity of the context. This sensitivity to context and knowledge enabled the researcher to synthesise data in a coherent and structured way. In particular, the researcher's professional standing and academic knowledge with the leadership development field enabled him to communicate credibly and effectively with the key players. Knowledge of and some familiarity with and connections to each of the cases also enabled the researcher to identify appropriate interviewees and gain access to them. The researcher's knowledge and experience of cross government working at national, regional and local levels and his knowledge of the leadership development field

encouraged people to be interested and willing to provide access to documents and to be interviewed.

On the other hand, previous experience and pre-existing concepts and assumptions can harm or impact the credibility of the data by blinding the researcher or acting as a filter so that the researcher misses important details and phenomenon. The researcher constructs findings based on in-depth interactions and some authors (Lincoln and Guba, 1985) suggest that interviewers need to be 'neutral' so that the research data is reliable, factual and confirmable. However, this also depends on your definition of these terms and also from whose perspective. One guard against this threat of bias were the procedures described in section 3.5.

The researcher also considered that the subjectivity of the researcher's involvement had to be seen as part of the 'deal'. The interpretivist acceptance of the potential influence of the researcher's subjectivity on the phenomenon being studied is well documented (Patton, 1990; Auerbach & Silverstein, 2003). However, the researcher needs to be strike a balance between neutrality and accepting experiential experience as a benign and even a positive source of knowledge and influence on the research process from conceptualisation to analysis and the reporting of findings (Patton, 2015). The latter can act as a positive force that also lends credibility to the researcher in the field especially given the level of seniority of the participants.

Another way of dealing with the problem of potential researcher bias was to surface his assumptions so that the reader is aware of these. These assumptions have been laid out elsewhere but also include aspects not only of ontology, axiology and epistemology but also of perspectives drawn from the extant literature (see Chapter Three) which includes:

1. Place-based leadership development is a social process
2. Place-based leadership development is not simply to do with the development of leaders but it is about social relations, interaction and joint leading. It is distinct from leader development and it will be impacted upon by context and locality.
3. Place-based leadership development requires a number of collective and shared attributes need to be developed if it is to be successful including understanding (sense making); mindset; common social purpose and social capital
4. Understanding how and why people are involved in a place-based leadership development is crucial to understanding how the initiative works
5. Understanding the context in which the initiative emerged is key to understanding how it is developed.

There is also an expectation that the researcher will gain learning and develop the more he is involved in the phenomenon under study. There is also an expectation that s/he understand will identify gaps and new leads to follow based on an analysis of previous data. However, previous experience at senior levels of local government and place meant that the researcher was able to maintain a “sensitivity” to the broader context especially given that the researcher had a background in strategy, policy and collaboration.

3.6 Rationale and Justification

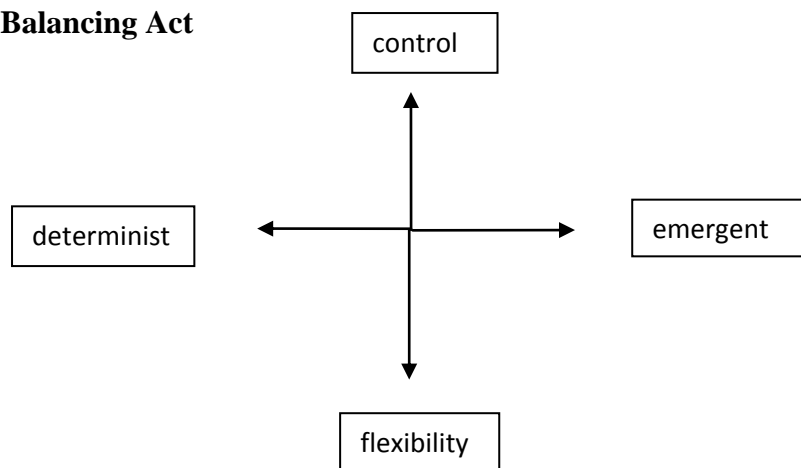
The overall approach was anchored in the experiences of social interaction and the collective development of interviewees who participated in place-based leadership development initiatives. It draws on a previous exploratory research proposal entitled “Co-creating Public Service Leadership Development in a new era of Collaboration (Worrall, 2009c), which was focused on examining whether an alliance of public service leadership academies would be able to successfully model collaborative working to co-create and deliver a new national collaborative leadership development initiative. Whilst it had to be abandoned due to a changes in national government policy which effectively killed off the case study, the learning from this experience was drawn on to develop the current study’s focus and overall methodology.

The use of a multi-case format, whilst more challenging than a single case enabled the researcher to develop a broader understanding of place-based leadership development and the similarities founds between the cases strengthens the trustworthiness of the findings (Cresswell & Plano Clark, 2007). The use of a multi-case study as a way to develop theory through multiple sites or subjects is also supported by the work of Bogdan and Bilken (1982). The use of Eisenhardt’s Eight Step Framework as a guide and an alternative to grounded theory was based on a number of reasons. Firstly, the framework, which builds on the design of case study research of Yin (1981, 2003); grounded theory (Conrad, 1982; Glaser & Strauss, 1967; Strauss & Corbin, 1990; Miles and Huberman, 1994), still remains highly influential and has a high impact, based on numbers of citations, in research into management and marketing (Ravenswood, 2010). Secondly, whilst, Eisenhardt (1989: 532) acknowledges that the “*lack of clarity*” regarding the process of “*building theory from cases has been partially ameliorated*” by Glaser and Strauss (1967) and Strauss (1987) there is still confusion surrounding “*the distinction among case study research and qualitative*

data, inductive logic ... (which means that) inductive logic remains unclear and the actual process of building theory from cases is unclear” (Ravenswood, 2010: 680). Eisenhardt is also concerned that their approach is still too prescriptive. Eisenhardt also noted that despite the development of new approaches by methodologists (such as Yin, 1984; Miles and Huberman, 1994) and researchers (such as Gersick, 1988; Harris & Sutton, 1986; Eisenhardt & Bourgeois, 1988), grounded theory has failed to move on.

Drawing on, but not slavishly following Eisenhardt’s (1989) framework also provides structure and flexibility at the same time. It needs to be loose enough and emergent enough to allow constructs to change and for the theory to emerge, and at the same time be balanced with control and structure. The design has to fit in and yet be flexible enough to fit in with the values and assumptions of the overall philosophy. At the same time as pointed out earlier the framework needs to accept the influence and bias of the researcher as positively influencing the process, but there will also potentially be negative influences (see below).

Figure 2: Balancing Act



Eisenhardt’s (1989) framework enabled a balance between emergent and deterministic theory development, and control and flexibility to enable the balance to shift especially in the early stages of developing initial constructs and what the researcher expected to emerge may not in fact be the main research outcomes.

Building on this approach, the researcher has also been influenced by Carroll & Swatman (2000) who arguably offer an improvement on Eisenhardt’s framework placing a stronger emphasis on the importance of a conceptual framework, which aligns to the significance place on it within this study. Whilst similar to Eisenhardt’s overall approach, (see Table 6), Carroll & Swatman (2000: 236) also place a stronger emphasis on theory building being a non-linear “*adaptive and highly iterative (and complex) process*” In summary, Carroll and

Swatman (2000: 236) offer structured-case to “*provide a more usable and useful representation of the process of inducing theory from field work, for researchers working within the interpretivist paradigm. It provides an overall framework that includes constructing and articulating a preliminary conceptual structure, collecting and analysing data, and reflecting on the outcomes to build knowledge and theory*”

Table 3: Comparing Key Stages – Eight Step Framework & Structured-Case

Eight Step Framework	Structured-Case
Research Question and apriori constructs	Conceptual Framework
Selecting cases Crafting instruments and protocols Entering the field	Research Cycle
Enfolding the literature	Comparing the theory with the literature for agreement and conflict

Source: Carroll, J.M., & Swatman, P.A. (2000). Structured-case: a methodological framework for building theory in information systems research, *European Journal of Information Systems* Vol. 9, 235–242 & Eisenhardt, K. (1989). Building Theories from Case Study Research, *Academy of Management Review*, Oct, Vol. 14, No. 4, 532-550

Carroll and Swatman’s (2000) approach does seem to be more geared towards an interpretivist approach, and it does provide a valuable extension to existing frameworks. Taking cognizance of their central arguments also supported the researcher’s own approach with their explicit acknowledgement of practical experience, literature and insights having an impact on the development of “*research themes*” and the “*conceptual framework*”, which is also filtered by the “*theoretical foundations or world view* of the “researcher” (Carroll & Swatman 2000: 237) . Moreover, structured case may be more representative of how complex and difficult to derive theory from data and refine data. Nonetheless, Eisenhardt’s framework does offer a structured for the methodological approach taken in this study. Taking the pragmatic approach, this researcher sought to see the two approaches as complimentary rather than being in conflict. Drawing on the most appropriate tools and approaches for one’s research is certainly the pragmatist approach which is advocated by a number of scholars (Tashakorri & Teddlie, 1998; Feilzer, 2010).

3.7 Methodological Challenges and Issues

The qualitative research approach and using case study as the research strategy was appropriate especially as this was a new area of study (Whitely, 2000) and also given that research into actual leadership development programme linked to procedures essentially to

ensure quality and trustworthiness. However, there were a number of methodological challenges and issues that the researcher has had to contend with.

3.7.1 Scope

A major initial challenge was for the potential for the focus of the research to become too wide. Given the complexity of the subject of the research, and the multi-disciplinary nature of the broad themes that it is rooted in (see Figure 1, Table 1 and Appendices IIa-d), the researcher had to go wide before he could de-limit the scope. This meant working through a number of iterations of conceptual mapping, linking concepts and theories. The initial approach of reading around and across the subject area widened knowledge, but did not help narrow the focus. The white boarding exercise (see Appendices II iia – d) enabled a second more structured engagement with the literature that enabled the researcher to start to de-limit the scope. In addition, the scoping visits were important for the researcher to get to know the case study's history and to understand any 'political' issues between partner organisations and stakeholder groups. It also proved to be a crucial stage in getting across what the researcher was trying to achieve and setting out his agenda and correcting any misunderstanding with sponsors, stakeholders and participants.

One of the initial misunderstandings was that the researcher would be carrying out an evaluation of the Collaborative and would produce a formal report, which could influence the Collaborative's future. Another misconception was that the researcher had been commissioned by the lead sponsor organisation and would be told what to research. The preliminary visits were an opportunity for the researcher to engage with the participants, stakeholders and participants to clarify what he was there to do, for whom and why. This was initially reinforced, prior to the main interviews, with an initial personal email which gave background information and invited people to participate in the research. This was then followed by a more in depth background briefing (see Appendices I ii) sent with the confirmation letter (interview time and date). At the interview itself, the researcher also confirmed with the participants that they understood the purpose of the research and its scope. This strategy prevented any misunderstandings and also meant that interviewees felt able to be completely open with their views as it was made clear there was no hidden agenda, or report going back to the main sponsors for example.

3.7.2 Only One Researcher

The researcher had in the past been seduced by the romantic notion of the qualitative researcher spending weeks and months in the field. Returning again and again to the field to collect even more data and talk over and over again to participants. The reality of how much had to be done and how much time it took to engage with, gain the confidence and maintain an ongoing dialogue prior to agreement to the scoping visits, and the researcher's professional and personal family commitments soon disabused him of how long he would be able to be in the field. The other difficulty apart from limited time and resources was the reality of only being one researcher who did not have the luxury of assistants to share the load. It was down to the diplomacy and charm of the researcher to get organisations to host him for a day here and a day there in the field, and to persuade participants to come to a partner organisations premises as time saved on travel meant more interviewees could be seen. Being only one researcher also meant that for some of the comparative analysis, the researcher had to make a careful judgement as to which processes would be most effective, given what he wanted to achieve and have limited resources and time. On the positive side, being only one researcher also meant that very senior people were willing to give more of their time because they respected the commitment and tenacity shown by the researcher.

3.7.3 Saturation

Despite only being one researcher, the response to the invitation to interview was very positive and the number of people willing to be interviewed was many more than initially expected. Whilst the researcher's tenacity and perseverance paid off, it also meant a considerable volume of data was generated, which in itself was very positive. On the other side, it was difficult to know at what point the researcher would reach saturation in the data analysis process. It had to be a matter of judgement, experiential knowledge, intuition and pragmatism as analysis had to end at some point, but there was potential to continually re-splice the data within and across cases. In practice, it became clear when the analysis had gone full circle with the emergence of strong similarities and reconfirmation of similar findings within and across the cases.

3.7.4 Deterministic-/Emergent Quandary (Forcing)

From the outset of the literature review, to the initial white boarding exercise, to the preliminary and main field visits there was a constant danger that ideas or reflections could

too strongly influence what the researcher found. There was a danger that because a relationship between concepts would prove a really interesting insight that rather than let findings emerge, the researcher could become sub-consciously deterministic in his approach. There is a balance that had to be struck between objectivity and being influence by prior experience and knowledge. This manifested itself in the need to let the findings emerge from the data and not force findings to emerge, but at the same time not be put off exploring interesting avenues for relations between different variables and constructs. Striking the balance meant being constantly aware of potential over-bias and being able to suspend judgement and be open to what could emerge from the data analysis, to not just hear but listen, and not just look but see.

3.8 Conclusion

This chapter has set out the research philosophy which the researchers world view is more closely aligned with, and the research orientation in which he has been working for this study. The researcher has also set out the choices made in terms of research design, data collection and analysis, the challenges faced and how these have been dealt with. The case has been made for the validity and reliability of the subsequent findings rooted in a qualitative perspective and the rationale has been clearly set out. Finally, the researcher has also shared a number of methodological issues which have arisen during the research process and how these have had to be dealt with pragmatically.

Chapter Four – Conclusion: Analysis of Findings and Recommendations

4.1 Introduction

In setting the context for this chapter, firstly a brief descriptive reminder of the case studies. Each Collaborative was based in a county area and involved middle or senior level leaders coming together to find ways to improve the social and economic outcomes for citizens and communities through improved leadership and collaboration. A summary of the main features of the case studies is provided below.

Table 4 – Case Study Outlines

Case Study A	Case Study B	Case Study C
<ul style="list-style-type: none">• Mainly Rural shire county (small city and towns)• Two tier local government system• Participants from public, private and third sectors• Senior leaders (including politicians)• High levels of prosperity/ Pockets of deprivation• Independent facilitation	<ul style="list-style-type: none">• Rural county/Unitary city (large city and towns)• Two tier (but unitary city)• Mainly public sector (limited third sector)• Emerging Leaders• No politicians• Academic element - delivered by a Higher Education Institution• Medium Prosperity/Significant areas of deprivation	<ul style="list-style-type: none">• Rural and urban county (large town)• Two tier• Public and not for profit• Senior Leaders• No politicians• Independent facilitation• High levels of prosperity• Pockets of deprivation

Source: Worrall, R. (2014). Illuminating the Way: Towards an Emergent Theory of Place-Based Leadership Development, *Paper presented at the Doctoral Colloquium*, British Academy of Management, Ulster University, Belfast, 8 September.

The Collaboratives were known as case study A, B and C respectively and interviewees from each one were given a letter A, B or C and consecutive number based on the order in which they were interviewed (i.e. A001, A002...). The coding of the data was enabled by giving descriptive names for the emergent themes for level one coding. As these were grouped into themes for level two and three coding, they were subsequently grouped under letters based on the alphabet (A-Z) and then (A1, B1 and so forth) within cases. The cross case analysis then enabled these themes to be drawn together in clusters (see below).

The core themes emerged from the process of coding (set out in section 3.4.2, p. 67-71). The themes for case study A were then listed on a white board, with the interrelationship becoming evident. The subsequent write up of the analysis for case study A also enabled the building of a visual representation of an emergent conceptual framework. The same process was repeated for case studies B and C, with the insights from the emerging themes

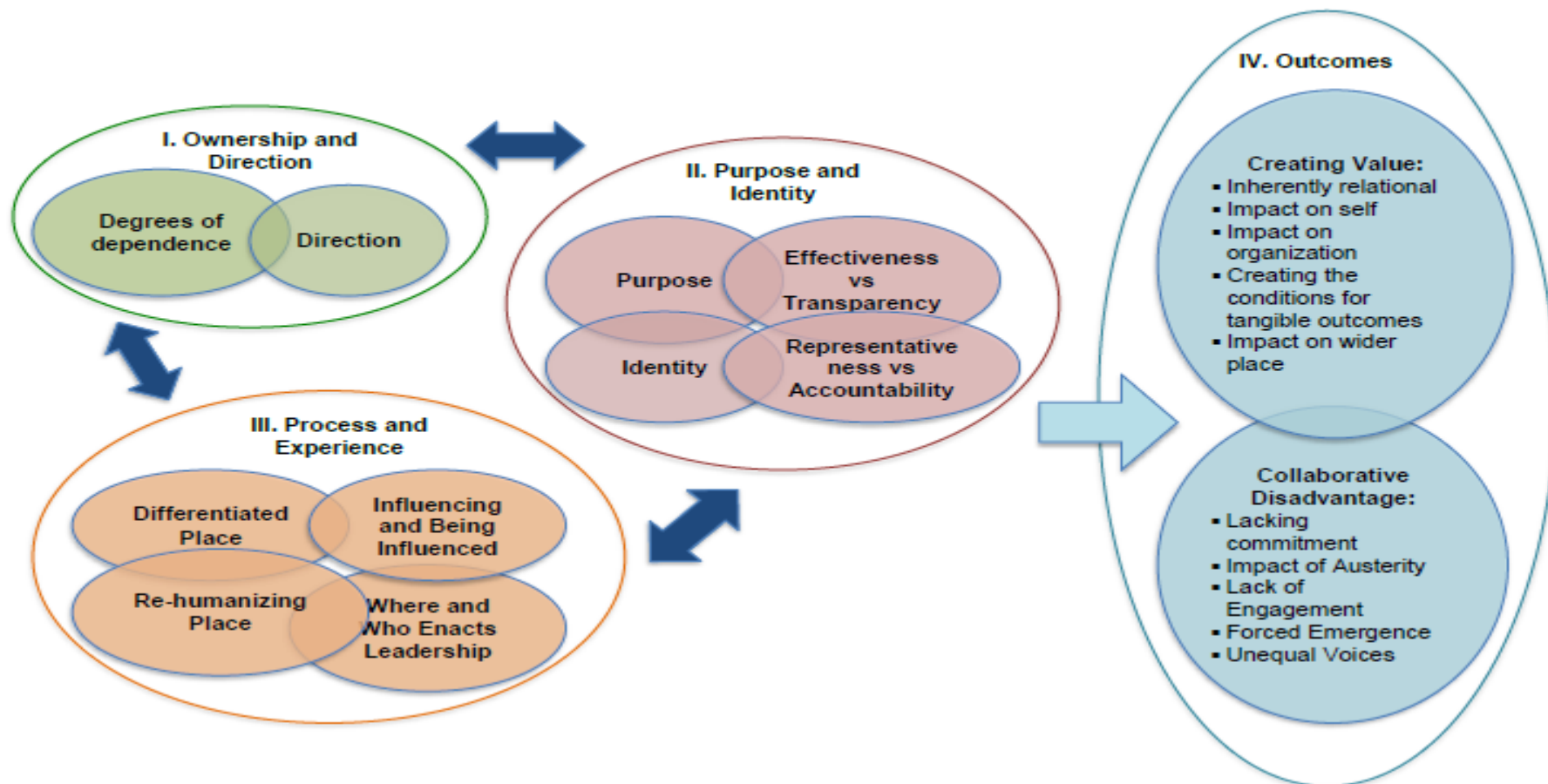
in the first case study A, subsequently influencing the grouping of the themes for and building of the emergent conceptual frameworks for case studies B & C. At a high level, the inter-case analysis involved comparison of core themes across the three case study conceptual frameworks, which identified a number of commonalities. A subsequent more in depth cross comparison involved interrogation of the database for each case study including comparison of the qualitative data (quotes) behind the codes which supported the core themes. The focus here was on verifying similarities but also nuanced differences in emphasis and description both intra-case (between participants in the same case study) and inter-case between participants across all three cases. This cross comparison enabled the building of a unified emergent conceptual framework as a collective visual representation of the interlinked common themes across all three case studies (Figure 3, p. 87). The grouping of the nine core themes into four clusters is temporal, relating to different stages of the Collaborative life cycle from establishment, to the process of interaction and development to reflecting on what has been achieved (outcomes). However, it should be noted that there is considerable overlap between themes within clusters (represented by overlapping circles) and between clusters (represented by two-way arrows).

Thus, this chapter offers the emergent theory of place-based leadership, developed in this doctoral thesis. Nine core themes have been arranged in four interlinked clusters (see Table 5 below), which have emerged from the lived experience (Kempster & Parry, 2011) of Collaborative participants, commissioners and Programme Managers and support staff. The four clusters, namely (i) Ownership and Direction; (ii) Purpose; (iii) Experiencing & Process; and (iv) Outcomes represent distinct aspects of the Collaboratives and relate to multiple levels: the individual, organization, the Collaborative itself and wider place. The theoretical implications of this analysis are considered in relation to the understanding of place-based leadership development; and the extent to which the extant literature supports the preceding analysis will also be discussed. The final section identifies a number of implications for practice and indicates useful areas for future research.

Table 5: The Four Clusters and Nine Core Themes

Cluster I - Ownership and Direction
1a Degrees of dependence The extent to which the sustainability of a Collaborative is dependent on or independent from its commissioner/founder or its facilitator
1b Direction The extent to which dominant founders have a negative or positive influence on a Collaborative's direction,
Cluster II – Purpose and Identity
2a Purpose The challenge of balancing a focus in individual participants' development with wider development for the common good.
2b Identity The tension between the Collaborative being - as a think-tank and influencer and doing – taking direction action for improvement
3a Effectiveness & Transparency The tension between being selective to ensure effectiveness and having an open and transparent selection process.
3b. Representativeness & Accountability The degree to which Collaboratives participants are and should be representative and accountable to wider place or just representing self
Cluster III – Process and Experience
4. Differentiated Place Tension between traditional hierarchical silo-ed management and the ambiguous and shared boundaries responsibilities of leading across complex, messy and multiple places.
5. Re-humanizing Place The more rational, logical and controlled approach to development counterbalanced by a more emotionally connected, visceral and human response.
6. Influencing and Being Influenced The extent to which people experience the Collaborative as a means of influencing the external world or that they themselves are influenced by it.
7. Where and Who Enacts Leadership The extent to which the Collaboratives are about the enactment of leadership development or have a direct role in the enactment of leadership itself.
Cluster IV - Outcomes
8. Creating Value How value is defined and created through relational connections, difference and from intangible outcomes creating the conditions for more tangible ones.
9. Collaborative Disadvantage The more critical and negative outcomes and impact of the Collaborative.

Figure 3: Emergent Conceptual Framework – An Emergent Theory of Place-Based Leadership Development



4.2 Cluster I - Ownership & Direction

The first theme is concerned with how the original motivation for and context in which a Collaborative is founded has implications for its future evolution. Firstly, there is the degree of independence that a Collaborative has in relation to its commissioners on the one hand, and dependence on its facilitators on the other. Secondly, there was an underlying tension around allowing the direction of the Collaborative to be determined by the participants on the one hand, and, on the other, having it determined by a strong willed commissioner or group of commissioners. The difficulty lies in striking the right balance to avoid the danger of drift on the one hand, or domination by the commissioner on the other.

Case studies A and C were initiated as a dynamic alternative to LSPs –by a strong willed senior professional whose changing fortunes had a considerable influence on the Collaborative’s ongoing credibility and standing. These Collaboratives were designed, developed and delivered by an independent facilitator with support from a Programme Manager (and additional support officers for case study C). Case study B did benefit from the initial support of the County Chief Executive and Chief Constable, but this was from a distance rather than as core players – especially as the participants were at a lower hierarchical level. Case study B was initially designed to plug a development gap at Police Inspector level, generate efficiency savings (by organisations commissioning the same provider collectively rather than separately) and creating additional value by opening up the programme to partners across B-shire to encourage collaboration. The separate academic and place-based element were never properly integrated

Core Theme 1a. Degrees of Dependence

The direction and drive of a strong-willed commissioner can ensure the initial strong development of a Collaborative. However, it is independent facilitation and stewardship which is supposed to ensure a clear and ‘*independent*’ sense of direction in the collective interest. Whether this dominance by or independence from the commissioner is seen as positive or negative will also depend on whether as a leader s/he seen in a positive (heroic) or negative (anti-heroic) light. Moreover, there remains a risk that once the commissioner or independent facilitator moves on, participants continue to search for a heroic leader figure rather than taking ownership of the Collaborative’s future development.

For case studies A and C, independent facilitation and ownership of a Collaborative acting in the wider interests of the initiative had significant benefits. Firstly, it meant that organisations did not have to commit resources to organizing the meetings, which meant that the core focus was on the issues that needed to be addressed, and their role as leaders in addressing the issue. Secondly, independent facilitation also ensure a clear and structured approach to place-based leadership development. In case study C, for example, whilst the issues were left to emerge from the process there were a key set of phases that the facilitator took the participants through which was similar to the SOAR (Strengths, Opportunities, Aspirations and Results) model of strengths based inquiry (Stavros, Cooperrider & Kelley, 2003). In case study A, the facilitator had a lead role in developing the programme of work of the Collaborative and ensuring it delivered what participants collectively wanted to get from it. This was about creating the right conditions to enable effective collaboration going forward. In this respect, the first factor that needs to be encouraged is an openness to seeing issues from an alternative perspective.

“...the whole mindset and attitude about working together we can accomplish things which would be hugely harder to achieve if we’re just trying to do it individually...” (C010)

“... (I) took them through a model ... the five I’s: initiation and insight, inspiration, innovation, implementation.” (C022)

“..(my role was) to set up and create the concept, second was to draw up (...) the objectives of the programme and make sure we have an active programme and third is to be a communicant with the members to get an understanding of what they’re getting from ut, what they want from it (...) ... whether it is working ... (...) ... and to advise...”. (A030)

Thirdly, the facilitator is an independent voice, and guardian of the integrity of the initiative who can look out for the needs of the Collaborative as a whole and what it is trying to achieve, rather than simply being beholden or accountable to the commissioner or management committee. Case study A & C commissioners were perceived as being strong willed (a perception probably influenced by being females in a traditionally male-dominated environment) and as having an expectation that there would be a noticeable return on investment such as an acceptance by participants of the need for a more radical way of delivering public services. However, questioning the status quo and considering alternative disruptive approaches to more effectively meet communities’ needs (rather than simply reducing the amount of a service to meet financial cost reduction targets) seemed to create a degree of discomfort for some.

“And that has been a real tension both about the number of local government people and they kind of sort of danger of the County Council running away with the initiative. And I

say that in the nicest possible way, I mean X is an articulate and eager participant and just sometimes I think she allows herself to dominate the Group's thinking too much and just sometimes people kind of give up contributing.” (A002)

At the same time, the facilitator had to have the strength of character to resist a pre-determined approach and end destination favoured by the commissioner. For example, the case study A commissioner had a particular brand name that she wanted to give the Collaborative. However, this approach was resisted by the facilitator who felt the right name needed to emerge from and be owned by the whole cohort as part of the process of transformation.

“ .. because it's not X who is leading, it's not any of the people leading, it's the facilitators leading ...but certainly, having the facilitators though is essential” (A004)

The added challenge here was that the Collaborative was commissioned under the traditional paradigm of a quantifiable and measurable return for a given level of investment. Whereas the philosophy and approach adopted by the facilitator required a faith in working towards a more significant impact over the longer term which may, or may not, deliver an immediate short-term measurable return.

“...at times it was very challenging because I was working between a very traditional management procurement-- approach and a very innovative way of working. So we had (...) a very forceful Chief Executive ... (...) ...without the strength of character to stand up to it would have been a very different story”.(C022)

From the analysis, working across and with opposing paradigms or ways of thinking and almost transcending them has emerged as a core feature of the Collaboratives.

“ we all play games around justifying the way of working in an old paradigm ... we do things like talk about the reach ... And it was just going through the motions and telling a story in an old paradigm that might give us the freedom to operate in a new paradigm ...” (C022)

The path to achieving this was far from straightforward and demanded considerable effort from the independent facilitator in taking on a facilitative leadership role steering the Collaborative in the right direction in the collective interest.

“... because there was nobody in charge ... I didn't agree or I didn't do what she told me to do, I did what the group needed ...”(C022).

“...I've probably been able to be objective and I've been paid in a sense, about what, about where the group goes, members of the group don't necessarily do that. “(A030)

In case study B, the academic element of programme which was very current, looked at key policy issues and was well received by participants as part of a demanding programme of study.

“... (I came away) utterly inspired thinking, “Oh my goodness this is amazing, this is what I wanted to learn for a long time...” (B004); “ there wasn’t one element of that which did not sit within our own organization” (B013); “... but it was streets ahead of any other education I’ve ever had ...” (B016)

However, whilst there was considerable value in bringing leaders together from the same County to learn together, there was a certain irony in a place-based leadership programme where the leadership learning took place away from B-shire. Moreover, a more place-based focus could have potentially improved outcomes for the locality but X-versity was very reluctant to adapt its content to make the programme more specifically focused on B-shire.

“...it did not want to see the integrity of the academic programme to be overtaken by political expediency” (B024).

The place-based element, which was meant to apply the academic learning to place, lacked clarity and was used *“politically”* as B-shire’s response to the (then) government’s Total Place initiative. This led to a number of ill thought-through, impractical and still-born proposals. The penultimate one involved the participants being asked to support a project on reducing alcohol and drug addiction – a very difficult and sensitive area for non-professionals unfamiliar with the complex social, health and physiological needs of service users. An attempt to force people to engage backfired and led to limited number of participants taking part, and those that did felt that their role was unclear and a number found the experience upsetting and disheartening. The final proposal where participants would act as a group of consultants to address problems across place. This never came to fruition. The lack of integration of the two elements led to the programme being identified solely with the first element delivered by X-versity, and the second unrealized element in relation to place lacked clarity, exacerbated by the lack of independent facilitation and stewardship. *“...separately from that sat the B-shire programme, the leadership programme, and I am not sure that they ever got that meshing of that right... I don't think they've given enough thought to actually putting the two elements together that's what it felt like. I felt like X-versity was delivering their course, which was fantastic to a group of people who are the B-shire Collaborative. ” (B004)*

Conversely, for case studies A and C, there is a danger of over-romanticizing the role of the facilitator as the selfless unsung hero or heroine enabling the members of the Collaborative to feel that *they* had determined the way ahead in what is a stretching process for the initiator and the initiated. Indeed, there was some concern expressed that there was an over reliance on a facilitator resulting in a lack of ownership or commitment by participants to sustaining the Collaborative, provide leadership and be accountable for its longer term direction. This over dependence also meant that once the financial support for the facilitator was withdrawn the Collaborative was perceived as losing its dynamism.

“... like they have found the solution ... might feel like that way to them ... that goes some way into explaining why we are the consultants who are never named ... (we)... facilitate it and because ... (...) ... we guide things, we pull things in the direction of” (C022)

“... if your programme directing and facilitating (this kind of programme). You’ve got to get the right balance between showing some initiative, ... putting your ideas out there and challenging, ...but at the same time, allowing the group to do what it wants to do.” (C030)

Moreover, even with independent facilitation there remained some uncertainty and discomfort as to who was and who should be determining the direction of the programme the facilitator, the participants or the commissioner. For case study A, the commissioner even stopped attending the Collaborative so it was not seen to be dominated by her and the County Council. However, this stepping back was negatively perceived as signalling that she no longer saw the Collaborative as important. In case study C, as the driving force behind the setting up of the Collaborative, the commissioner comes across paradoxically as both a benign and a malign force with the development of the Collaborative. Positively, the founder’s strength of will is said to have ensured the setting up of the Collaborative as a way of building relationships across the county in the wake of a damaging local government review process. The Collaborative is said to be set up in the image and likeness of the founder.

“... no doubt that the initial configuration really was almost an embodiment...(of the founder) “.....we’re really driven by her sort of charisma “ (C021); “Z was the one in the main that sort of drove it and all credit to her she did a damn good job” (C012)

Core Theme 1b. Direction

In this sense, C-shire Collaborative’s continuation after the founder’s departure were also said to be a testament to both the strong foundations laid down (by the founder) and her support for the exploration of new ways of addressing shared problems.

“...having that engagement of that leader for me it was quite important ...” (C015); “... Z was “Much more let’s stop pontificating and let’s get on with it.” ... if you took Z out of that mix and I don’t think there was actually a completer- finisher in there at all” (C020); “... she wasn’t your typical Chief Executive ... clearly trying to broaden approaches and innovate and sort of speed up creativity ... it would never have got started without Z, but it’s surviving without her ... it’s probably testament to a degree that what she managed to sort of bring together in the first instance “ (C021) “ she was blue sky and thought differently and whatever the future of the Collaborative is it is going to be poorer because ... but it should not be reliant on just one person should it?” (C017)

The countervailing perception of malign influence sees the founder as dominating and forcing the shape and direction of the Collaborative rather than letting it emerge. There was an irony in the continuation of an initiative, which had been founded on the notion of building relationships to increase effective collaboration being so strongly influenced and shaped by one “*heroic*” leader. However, it may also have reflected the relative power and impact of the person’s hierarchical position within the wealthiest public sector organization within the County. Paradoxically, on the one hand there is the danger of the negative impact of a dysfunctional leadership style, but on the other, there is the recognition of the needs for a forceful “driver” to sustain the initiative.

“...her management style actually did not particularly enamour anyone to get too involved ... I mean really serious issues there (...), so who is driving it now, I don’t know ...” (C018)

There is a constant need to strike a balance between ensuring things happen and making sure there is an inclusive and collective approach to enable priorities and to emerge and be collectively owned. The facilitator was meant to act as a counter-balance to the dominance of the founder, but concern was expressed that the balance was not always achieved. This led to Z and a core group of leaders allegedly seeing themselves as the creative core of the initiative rather than empowering the creativity of others to flourish

“...with Z there was a gradual erosion of some of the checks and balances whether scrutiny, whether it was things like support groups that might be injecting some ideas and alternative views or the fact got suppressed and the creative polit bureau mothership took control ... We are the most important people here (C013)

“... she brought strength of leadership but the direction in which she was trying to take things was probably slightly ill-judged ...” (C012)

Thus there appears to be a tipping point where someone is associated with an initiative to such an extent, that its future survival is inextricably linked with their own. The mythical infamy of the ‘*anti-hero*’ was sustained by subsequent events which led to the founder’s fall

from grace and departure. This controversy also meant that the Collaborative suffered long term damage to its reputation and its long term survival was questioned.

“Z’s legacy (...) because she was seen to be a leading player in it, and anything Z in C-shire is lightly to get a mixed response” (C008)

“... when she left under a cloud, there was a kind of big debate about how, who, what, where was it heading, how should it move forward ... I think the jury is still out on that ...” (C006)

“...situation that we had with our Chief Executive may have damaged some of the relationships within the Collaborative without a shadow of a doubt ...” (C003)

“Z very much embodied the Collaborative ... I think now that Z have moved on, I think we are in an interesting phase as to how self-sustaining now, the collaborative is going to be” (C021)

Whilst a new Chair was trying to take the Collaborative in a new direction, it was felt by a number of people that the Collaborative needed a declaration of commitment from a new ‘heroic’ leader (in the shape of the new County Council Chief Executive) to re-establish its the credibility and validity. At the time of the field work for this research, observers were awaiting to read the signals as to the extent of her commitment to sustaining the Collaborative when she attend her first meeting (of it).

“...Z¹ (the new chair) is striking out and trying new things ... (but) ... it has become more formalized and is not seen as “as must attend as it was. ...” (C016)”

“...the incoming Chief Executive ... her whole pitch to the panel was about Collaborative working ... I’m ever hopeful that she will come in, people will look to her and she is a powerful woman I mean she will come in and want to make the Collaborative – more collaborative, more out there, more visible, more accountable(...) because she is a no nonsense kind of woman as Z was ... And she will either say “This is absolutely lovely or what the hell are we doing folks?” (C016)

4.3 Cluster II – Purpose & Identity

The study has identified underlying tensions inherent in the purpose and identity of Collaborative, emerging through interlinked themes. Firstly, there is the challenge of balancing a focus on individual participants’ development and a focus on improving outcomes for the citizens and communities within place. Secondly, in relation to the Collaborative’s identity, there is what it is perceived to be about and what it is actually about. Is it about being - a think-tank and influencer - or doing - a direct deliverer of actions and improvements? Thirdly, there is balancing between invitation only to ensure the ‘right’ balance of people to ensure a dynamic and effective Collaborative and an open and transparent selection process. Finally, there is the degree to which the Collaborative’s

participants are and should be representative of and accountable to wider place or whether people should be there for their own value, experience and knowledge.

Core Theme 2a. Purpose

The focus of development is supposed to be on organizational and professional development for the common good rather than personal development. In case study B, for example, the focus has been on individual development and this may also be one its key strengths. Indeed teaching sessions have has an uplifting experience on a number of participants helping them see themselves as a leader and become more conscious of the need to build intrapersonal development through a deeper understanding of self. Whilst it has mainly been about individual benefits such as career development and people securing promotion organisations have benefitted indirectly as people have become better equipped to address wider issues.

“; ... helped illuminate me to think about working much more strongly in political environments that I’ve ever been aware of before...” (B008); “.. (the impact has been) quite profound I think... I feel you know I keep rambling stuff out ..” (B013);

“ ...increased confidence ... I felt that my voice was important (B011);

“ it’s fundamentally changed the way I lead and think... (...)it’s also enabled me to question myself more” (B004);

Moreover, personal development may be closer to the immediate outcomes of the Collaborative, and intrapersonal development of self is key to effective engagement with people and wider collaborative endeavours (Day, 2001 & 2014).

“I saw it as a professional development opportunity for me....” (B011)

“... we saw an individual moving as a result of his experience and especially important saw the rest of the people have a new appreciation and understanding of the (person’s job title).” (A002);

“When we set off on this journey three and half years ago, it was the leading players who were absolutely clear it was not about personal development ... saying “no this is about the organization and about the County, (...), it’s not about personal development..... but I think everyone actually gained from it” (A030)

“I very much see my job as doing it for the public. (...) I would say that the person that benefits at the end is the service users and the general public.” (B020)

There appears to be a strong link between the depth of individual engagement and the extent to which there is a real shift in mindset - moving from a concern about achieving one’s own immediate priorities towards more of a focus on what can be achieved collectively (as reported by self and/or by others). Moreover, some participants saw no conflict with

participation being beneficial for the personal, the organization and the wider common good.

“But it’s also for personal and professional development for the people involved to learn from and share in each other’s experiences and hopefully to benefit their organisations as well because of their leaders have a better understanding of and an appreciation of the sort of pressures other agencies are under then it should help partnership working.” (A025)

Indeed, as case study A participants argued *“there has to be some sense that it adds value to the day job....” (A030).*

“I have always been very open about the selfishness of that (personal agenda) but if you look beyond that (...), it is for a better set of arrangements within A-shire for the people of A-shire” (A022)

Indeed, a number of participants perceived case study B as aspiring to create value through individual and collective learning and improving collective service delivery by collectively making sense of the whole system.

“..It was about bringing together a group of public sector workers from a variety of different agencies (...) to collectively work together on a leadership programme with the intention that it will foster future relationships and working arrangements that benefits, you know developing the place of B-shire” (B001)

It represented an opportunity for the public and private sectors to engaging in meaningful dialogue at a deeper more effective level than in other fora. In other words, taking a longer term perspective means developing “soft” intangible relationship improvements to enable harder more quantifiable outputs possible further down the line. This is not about one or the other, it is and plus and, there are first and second order benefits. The majority of the participants subscribe to the view that more can achieved by working together for the greater good.

“So what you actually have for the first time is an opportunity to get the public and private sector to meet and discuss key issues, skills, homelessness, (...) we brought out some big hitters from the private sector, who, you know, and equal big hitters from the public sector, both, (...) sitting side by side .” (A004)

In another example, one participant described getting closer to local council initially to understand planning regulations in relation to a new factory site and influence transport and affordable housing provision to attract young engineers to live and work in the area. He was playing and acting in the interests of his multiple roles as a business man, but also with a wider sense of social responsibility as a private citizen and a father concerned with ensuring a sustainable future for his children to stay living in the county. Similarly, other

participants saw the Collaborative as providing a forum send out a clear message that business wanted to act in a socially responsible manner.

“...it is about trying to protect what we have got“ I have three young children and my main fear at the moment is the lack of affordable housing I am a A-shire guy, I have lived in the community for forty years, my children live here and it is an opportunity for me to play a role in at least getting something, some people to listen to my point of view, whether it is keeping libraries open or nursing homes it gives me a platform to say that”. (A005)

“I have a responsibility as a leader of my organization to also show some community leadership”(A009)

“... a good opportunity to try and portray Y (name of company) in a slightly more positive light. And then also to contribute, to put something back into the community, we are still, I think we are A-shire’s second biggest employer” (A019)

Another business participant wanted to demonstrate his organization’s commitment to ensuring its activities had a positive impact and left a lasting legacy with local communities. Direct engagement with schools and local communities enabled one company to develop such a positive reputation that, through word of mouth, it still enjoyed growth rates of 10% even during the recession. Moreover, it no longer had to spend time dealing with complaints because of its approach of engaging with the community from the outset at the planning stage.

“... a lot of this came from A-Shire Collaborative and business values and how we do things” (A024)

Thus personal development becomes a by-product of increased interaction which enables the identification of key areas for joint working on issues which cannot be delivered by organisations acting alone. It has even been expressed as a different kind of leadership and a faith that, by changing people’s thinking, it could act as a catalyst for change further down the line. Others have expressed it as being about the power of the collective voice.

“...But this is something different ... there is no command and control here ... nobody can tell anybody to do anything, these are just people ... in influential positions ... who see a commonality of purpose ... coming together to see if they can make something happen, or change the way people think that might make something happen down the line ... that’s a kind of leadership that I haven’t been involved with previously.” (A012)

For case study B, the lead organisations’ (the county and the police) cultures were already attuned to the thinking and philosophy of X-versity as it was already delivering leadership programmes to them. This include a development programme for 150 middle managers at the County, whose leadership team believes in a gradual evolutionary cultural change.

Likewise senior police officers participated in national police leadership programmes delivered by X-versity.

“ ... so it’s actually understanding there is a larger organizational issue and the need for the larger organization to move through a cultural change very gradual; there’s a B-shire way of doing things, which is to drip, drip, drip ideas. (...) through Y’s (name of Chief Executive) leadership (...) developmental evolutionary sort of approach that’s been allowed to happen, which I think has been really helpful as it becomes embedded in the organization that way.” (B002)

Moreover, participants from the county council and the police felt supported when applying the learning internally as they had at least some colleagues who shared a common language and philosophy and enabled them to have ‘different’ conversations. This process is facilitated by the deliberate development of activities organized within the County Council to spread the new ways of thinking and applying the learning within the work place.

“It’s liberated the opportunity to talk and given confidence that discussion is structured in a way that allows you to actually find a solution or find the best fit ... (...) we’ve facilitated strategies for folk to start talking to one another across the County Council.. there are focus groups and interest groups which we expect staff to self-sustain... we have started to plan a series of inputs... where staff can share what they have learnt from the programme and their views of development ... all of that is extraordinarily difficult in an organization that is downsizing by two thirds..... on the other hand really important in those circumstances.” (B002)

Indeed the idea expressed by the programme design team and some of the participants was of an evangelical aspiration that a cadre of ‘Bright Young Things’ described as

“aspiring senior managers that would potentially be future leaders” (B001)

and

very experienced professionals who were clearly highly regarded” (B014)

would spread the ‘good word’ about the new ways of working

“...they’ve gone like disciples into their organisations. (...) it’s worked in that sense (...) I do think there was a common understanding of the group and a drive towards partnership” (B007)

This chimes with the idea of investing in leadership development for a longer term return. It also suggests that the Collaborative was a mechanism for positively nurturing the growth of a collaborative culture within and across organisations by gradually expanding a common language and taking a long term perspective. An approach already shared by the county council and the police across place. This could mean that their interpretation of place and of leadership will tend to dominate the future of how it develops across place. It was also suggested that despite the loss of people through redundancy or moving to jobs outside the

County, the Collaborative had left a positive legacy “... *a lot of values locally in terms of ideas and (...) small generation of people wishing to sort of take that forward albeit be in different financial circumstances.* ” (B024)

Core Theme 2b. Identity

Place-based leadership development initiatives can manifest a tension between what one perceives the Collaborative should be and what it is actually is about. In terms of the role of the Collaborative, on the one hand, it is simply a think tank and influencer, whilst on the other there is an expectation that it should be a direct deliverer of actions to improve service delivery. A balance needs to be struck between allowing time for a discursive approach and a call to action. However, the ‘doing’ also assumes that the Collaborative has devolved authority to commit resources to action. In case studies A and C, the programme leadership boards were conscious of the tension from the outset and the former even went to study similar Collaboratives to see how this tension was handled. However, the membership of other Collaboratives was limited to the public sector.

“... look at some of the other partnerships ... (...) ... primarily around this tension around the doing and the talking bit. We went and had a look at the D-shire scheme ... and one of the L_ ones, C_ A_ to see how they did it. And almost all of them were entirely public sector (...) so they were potentially doing groups with devolved authority from their partners” (A012)

The immediate response is that the Collaborative was set up as think tank, an influencer, and a catalyst for improving collaboration to address social and economic challenges but not a direct delivery agent of actions and improvements. However, there is also an expectation that actions will follow the discussion, which has been described by one the facilitators as being about “*developing a process of learning, discussion and action that can underpin the formal decision-making structures of the county*” (Goss, 2010: n.p.).

“The A-shire Collaborative is about in essence raising the quality of collaborative leadership in A-shire and its strange to define it by what it’s not, it’s not about creating products which are specific solutions to particular things although those products really emerge.” (A006)

The tension is exacerbated by people coalescing around these supposedly opposing views, with one participant described the extremes as being about doves versus hawks. The doves are happy with the Collaborative being a reflective group, a think tank where issues or

approaches to issues are allowed to emerge, they don't want to force the process through a performance management framework.

"...from my point of view, would it be a think-tank? Actually that's what it is." (A004)

"...I've probably seen it as a kind of "think tank" " (A008)

".. it was set up as an informal think-tank with the aim of benefiting the lives of Worcestershire residents...." (A003)

"It's a think tank ... it's a place where thinking happens ... come together to discuss their problems ... get a different perspective on them" ... (C006)

The hawks, on the other hand, want to have a clear agenda, a shorter period of discussion, and a clear set of actions with assigned responsibilities and holding to account for delivery. If participants fail to come to an individual accommodation with the *"thinking/doing"* dilemma, it can then become projected onto questioning the overall purpose of the Collaborative overall.

"So when interacting in the A-shire Collaborative they had the side of them saying "yes this is good to have time to reflect to interact took out those relationships" and then the other part of them saying "Let's do stuff, I need to do stuff, I need to do stuff". There is a kind of paradoxical struggle within people and there's also the need to strike that balance" (A006)

"...it's kind of a conundrum isn't it? ... for people who give up their time to a group like this and resources to be ploughed into it, people want to see an outcome. But of course the danger of that is that it becomes ... very output focused and you don't necessarily get stuff coming out that's genuinely going to make a difference." (A028)

Another perspective is that there is no one size fits all and that in order to make a difference the Collaborative has to be seen to transcend the thinking/doing paradox. It is not an either but both need to happen in tandem dependent on the issue and the context.

"...it needs to be a thinking and a doing ... combination of executive and non-executive directors ... (...) ... it's got to have an impact in terms of outcomes, (...) w, it can't just be a talking shop ... " (C008)

"As a result, we came to realise that the shared understanding and relationships we were building weren't just means to an end but an end in themselves: from the growing trust came concrete actions". (Goss, 2010: n.p.)

Some participants reported struggling with dilemmas within self, feeling that they need a series of agreed actions to justify time spent at the Collaborative.

"...people still need permission to talk to colleagues from different sectors" (A022)

"...We got the sort of the vision, but we're not making the change..." (A018)

Others describe struggling with, but ultimately accepting that it is not always about providing an immediate response or set of actions but that a more discursive, reflective

learning and sharing of perspectives is needed. This could be described as a case of engaging with and being in the present situation rather than always seeing a need to respond through action. The significance of this response is the extent to which the participant has reflected on his immediate reaction to want to respond and provide solutions to identified problems, and accepted that this would have been the wrong response.

“I come away thinking “if there had been a meeting to pick that up or we had nominated two or three people to get together and progress that, we could have pushed this through.” ...Whereas what I’ve got to accept is that the whole thing works with a much slower cultural adaptation sort of level, but that’s what I tend to come back with, as my immediate responses to it (...) I actually accept that actually I am the wrong on this occasion. I’ve just got to be more patient...” (A022)

On the other hand, there is clear evidence that people valued the Collaboratives as a think tank for a number of specific and interlinked reasons. Firstly, it offered people a safe haven, time out the day job time just to be, to pause and reflect, a space to think, and to try out new ideas and share fear about challenges they faced in a neutral non-threatening environment.

“It does give that opportunity and to encourage to start a difficult – potentially difficult conversations. So then I think we can avoid misunderstandings and clashes later on down the stream. So it’s a sounding board, an opportunity to experiment with ideas in a supportive environment primarily.” (A016)

“...It was also for us as individuals and organisations to have a safe place to and to explore more radical ideas” (A009)

“...talking things out with people you meet in fact in X (name of collaborative), you think “well this is a mad idea” then somebody says “You know that is a good idea” they just help you put down the little idea..... “ (A023)

Secondly, in case study B, the three-day residential modules gave people time away from work and family life to really get to know self and each other, to compare and contrast different perspectives and to build up levels of trust. The emergent reflections also suggests that committed time and space enables the nurturing of relationships. There was a real sense of people reaching into themselves and challenging their beliefs and assumptions. As the public sector environment became more difficult, with the onset of austerity, this time out become even more important.

“....you know (it) gave it me from a different perspective and open my eyes up to the wider world out there ...” (B010)

“...those three days (...) gave me the opportunity ... to stop, get off, have at think and which you just don’t get it this environment...” (B011)

“...absolutely invaluable to be able to stop and think about things a lot more than you say you feel able to do when you are doing the day job ...” (B020)

The opportunity for and appreciation of the need for reflection has also influenced individual attitudes towards the role of the leader in helping people deal with problems with the realisation that they often need space to consider different perspectives not answers:

“...let people solve the problem themselves. I've just done some work around neighbourhood sergeants. “There's an issue, just given them just give them the space (...) to go and work it through and develop their own ideas” (B013)

In case study A, it promoted more honest dialogue with more depth than could be achieved through formal structures such as the LSP:

“....that takes you to a higher level in that sense and obviously seeking other people's perspectives and actually seeing them in the same geographic area and making those links. (...) it has changed my perspective.... it has enabled a discussion about where the city is going up to 2040”. (A027)

In case study A, the depth of impact is facilitated by what have been termed “*deep dive*” (A001),” or a “*listening tour*” (Goss, 2010: n.p.) where people are immersed in and exposed people to different experiences and groups of people which challenge their own assumptions and widely held beliefs. In one example participants spent time in an Area of Highest Need (AOHN), and they were told to walk round the area and feel what it was like in that particular place before meeting residents and listening to their stories. This experience was uncomfortable and challenged participants' assumptions but it also enabled them to appreciate some of the issues and frustrations felt by people experiencing different social realities. It also made them realise that there is a need to take a more holistic and joined up approach to how people are treated by the ‘system’.

‘... what you can do is make relational connections ... Well what I believe is related to these other initiatives that create that kind of change’ ... can't put a cause and effect ... down in a linear way ... (C021)

“So we have actually got an interest in each other's worlds.” (A021)

In case study C, a study commissioned for the Collaborative identified a high level of hidden disadvantage and isolation in rural areas again challenging people's assumptions. In urban areas disadvantage was particularly prevalent amongst Black and Minority Ethnic (BME) communities in urban areas whose needs were often overlooked in a predominantly white county. In addition, different sub groups looking at economic development and the skills gap identified narrow aspiration as a core determinant of the extent to which young people pursued their education.

“.... they looked at all sorts of things. And the interesting the insight things that we came back was to look at the connections between all of their five different nodes of inquiry.” (C022)

One participant in particular concluded that agencies had a shared interest in making sure that support services looked at all aspects of life particularly in the case of the more vulnerable in society. She argued that the complexity of inter related issues surrounding a particular family or individual had to be understood if an adequate response was going to be implemented.

“Those safeguarded children are the same ones that will pop up in terms of anti-social behaviour criminally. (...) the same ones who pop up in terms of opportunities for employment – they won’t have any (...) come up later when they have problems formulating their own family lives. (...) the ones involved in domestic problems. The only “place” they tend not to surface is the church, but the church is very aware of them and goes out to them. That is a really different perspective – (the church is) going out to find them and we are hoping they won’t keep popping up.” (A021)

Admitting that your assumptions may be questionable and that you do not have all the answers also opens you up to being vulnerable and infallible, it is an acceptance that you are not as in control as you would like to portray or have people think you are. It also leads to acceptance that a leader may need to take up different positions up (as follower, enabler and (heroic) leader) dependent on context and that this involves understanding when to let others lead, which is also dependent on who you are interacting with. Within this also comes a realization of the need for self-regulation recognizing that with your position comes a degree of responsibility and influence.

“... (it can take a while to accept that) you are not the person that needs to find the solution” (A021)

“I have found it enormously useful because as a private sector organization you sit there and it is very easy to criticise and (think you know) what the public sector is like but unless you actually see the problems that (they) have to work in you can’t really understand can you?” (A024)

“...how the leader does not always need to lead in that there are others who will lead and a good leader will let others lead and for me that's absolutely key.” (B004)

“I don't need to assert my position in order to be a leader. It's how I behave and how I talk the staff and how I manage myself (B004)

“...as a county council we probably don't acknowledge enough the perceived power we have, I don't feel that we are the powerful people, but actually the perception is we are and therefore we need to manage that as well” (B004)

There is evidence that discussions within the Collaboratives have acted as a catalyst for initiatives which are focused on a more joined up approach and on improving outcomes. In case study A, for example, the probation service working with other agencies to improve the lives and opportunities for families in the areas of highest need (AOHN). This came across as one of the more popular stories about the Collaborative because it offered a concrete example of how the Collaborative could make a real difference.

“... we have matched that (funding) on the basis that the families they are targeting are actually the families from which our offenders come...” (A022)

The appropriate answer will of course depend on the circumstances at any given time. The impact of austerity has also increased pressure for the Collaborative to demonstrate its impact in order for people to justify the time spent at meetings. In case study A, the Collaborative have often been successful when it has sponsored initiatives which have stemmed from the exploratory work it has carried out in particular issues. In one example where a call to action was seen to be the right response, the Collaborative collective promoted a campaign to create one hundred apprenticeships in one hundred days through the local media really and the target was surpassed by a considerable margin within the time frame.

Core Theme 3a. Effectiveness -Transparency

Whilst it is clear that the Collaboratives were concerned with how relations developed between people, for case studies A & C, participation was like a private members' club by invitation only with a select group hand picking those considered likely to add value. *“...it is a personal relationship foremost, it is relations between people... more the individual than the organisation...”*. (A001)

“... it's a personal invitation... of (to) those recognized to be leaders in their field... it's a wonderful opportunity to observe leaders in action looking at their behaviours” (A014)

“... it's for essentially -- it's the people who attended Collaborative ...” (C019)

“The selection process was very select...” (A030). *“...it was also about people of influence, either because they were important (or) they played an important function in civic society”* (A012). *“... it is a slightly elite group, I guess you could say, and I guess all of our egos like to be massaged like that ...”* (C005)

For case study B, there was a formal academic interview process but this was only after organisations just nominated to someone to be a participants. Being selected was also felt to be a sign of one's significance in being validated and recognised as a current influential player and one of the privileged few – the talented leaders of the future. This feeling was

enhanced by the Executive level environment of X-versity especially as the recession took hold. This validation came from being part of the Collaborative's group of participants, even if you felt that you were just randomly selected by your organization.

"I think recognition has been important" (A023) "... I was honoured to be asked. And it's an impressive guest list." (A015). "...until I became X (more senior position), because as Y (former position) you weren't invited and didn't..." (A003). "(it was) aimed at aspiring senior managers that would potentially be future leaders (in the public sector). (B001); "... for leaders of the future of many organisations...was a select group, because I felt really honoured " (B004); "...we were described as bright young things" (B005); "I felt that it was aimed at people that made decisions ... you're in that level to make a difference." (B011) "it's been good for cementing my position amongst senior leaders in the organization – in the county. (C021)

"...and I feel quite privileged to been lectured by some of the (...), lecturers that we did have" (B005); "I felt very privileged to be there at X-versity" (B008).

For some participants, there was also a sense in which the learning experience whilst being on the programme validated and reinforced one's current approach to leadership and one's own intellectual level.

"I mean I have always felt that I was that kind of leader where I always saw my role as empowering people rather than it's me I have done it , it's almost like kind of opening doors for your staff bringing them along or other people along". (B005) "Well I have proved to myself that I am cleverer than I thought" (B002)

The charge of selectivity was also counter balanced by the Collaborative being seen as bringing together a unique blend of people with a strong sense of moral purpose who were best placed to guide and steer the community. There was a clear sense of moral authority through 'servant leadership' for the greater good expressed by some people.

"...I think before that I would say we were probably quite a disparate set of individuals all in our own organizational silos and probably all sort of competent individuals in our own right, but I think what this did was it created a very or it has created a very distinct community of senior leaders" (C021)

"...(his organization) it's totally committed to the common good without any worry about being re-elected or profit motive. ... getting people from the different sectors (...) to work together for the good of community of which they are a part" (A029)

"....what comes first is the people who use the services, the citizens of Leicestershire that absolutely comes first ... " (B003); "It helped me remember that about the different perspectives. Whether or not I could say I bought any direct bearing on the services that I delivered to people? (..)I would like to think so because – that's the reason why we're all here."(B008)

"...we serve the public in some shape or form ... there sort of willingly and voluntarily was with a great or good of wanting to do our jobs and collectively, serve the public better ...

(...) a deeper relationship with a number of people that then made sort of business transactions in all their forms that much easier...serving the public.” (C005)

There was also a sense of moral purpose and leadership for the common good where the police and other frontline uniformed workers portrayed as guardians of moral authority and trust or for some people hate of traditional authority. This reflection on such an experience echoes the ‘*Damascene*’ moment (an epiphany that change’s one’s beliefs) of the Chief Constable in case study A realizing what a major difference front line community support officers can play in generating public value and improving outcomes for local communities. In one sense, there seems to be a romanticization of the role of frontline workers harking back to a simpler time and lost community spirit, keeping the public service ethos alive by creating public value in a more complex environment.

“... but I learned for myself that as police officer on that beat ... in North Clapham you are a figure of authority, a figure of safety for many people ... and there were parking attendants, there were toilet attendants, there were bus conductors, there were milkmen ... (...) these figures had an authority ... create huge public value” (B024)

Core Theme 3b. Representativeness and Accountability

All three Collaboratives are (over) dominated by the public sector. In addition, more credence seemed to be given to the public or private sector voices than those of the third sector. In case study A, for example, most politicians and senior public sector participants saw business people as more natural ‘*leaders*’, and having more to contribute to economic growth and the social and economic well-being of communities through job creation. This created an informal hierarchy. This was despite a number of third sector providers being major employers in their own right with a considerable turnover and also being seen as alternative public service delivery providers especially following the financial crash. Even though the third sector was dealing with difficult social issues on a day to day basis, the business sector was seen to contribute more to the development of the local economy.

“....the people from the kind of economic and business sectors have their voices, (...) have come to the fore and then has perhaps been less opportunities people in other sectors to come forward...there is a traditional view of what should be contributing to the wellbeing of the county which is very business-ey and economic development. Our £48 million quid turnover is spent in your economy. We’re quite big players in our right, not just me but all the other housing associations and yet we tend to be excluded because we’re not a public sector, we’re not fully the private we’re kind of that not the profit sector...” (A028)

Linked to the discussion on the focus of development of the Collaborative was the issue of who the Collaborative is representing – self, organization or the wider sector their organization is part of – and who it is held accountable to. In case studies A & C, being borne out of, but not formally part of institutionalised relations such as the LSP, and the lack of formal decision making powers and performance management framework are recognized as a key strength of the Collaboratives. This was because participants feel less bound by the political or corporate stance of their organization and are able to come to the table as themselves.

“X (name of collaborative) is deliberately a personal event, I think. I think it’s deliberately a personal event. I don’t bring Y (name of organization) to the table, I bring X (own name) to the table.” (A001)

“...I meet them in a really welcoming atmosphere and people are very friendly and positive, we don’t have any tensions... And I think that’s because we all recognized that the A-shire Collaborative is not the decision making body...” (A017)

Indeed, it was keenly felt that there would be a danger in institutionalizing the Collaborative with official agendas, meeting notes and action plans.

“There’s a danger I mean, - I think there’s a danger in over formalising as well, because I think you might kill it, because you would end up then with the kind of group that private sector people don’t want come to, which could end up with a, you know, an agenda, a massive agenda with too many papers ...” (A004)

On the other hand, some people felt uneasy at the fact that the Collaborative is not part of any formal reporting structure and is only loosely connected to the strategic partnership.

Third sector representatives faced another paradox. On the one hand, with their tradition of advocacy, and being given access to an influential group of people, they felt a moral obligation to represent their sector and also to find a channel for delivering formal feedback to the sector on the activities of the Collaborative.

“... in some respects we are at the bottom of the food chain” (A018) that there is a moral

“I don’t see it for the people personally involved in it. In a sense they are representing their sectors and looking to create a bigger, a bigger good, or a wider good....” (A028)

On the other hand, they were concerned with the danger of tokenism and the selective inclusion of one or two third sector members being seen adequate representation of the third sector as a whole. They argued that this approach failed to represent the diversity of the sector.

“..the difficulty is that the voluntary and community sector has at being treated as a single entity and the public agencies are stumped about what to do about”

Ironically, third sector participants were viewed with suspicion by some of their third sector colleagues as being part of an exclusive and secretive group. From this perspective, representatives feel the need to justify their membership and makes participants feel less free and just able to be there in their own right.

“..It’s really weird because the perception of people outside ...is almost we are rolling our trouser legs up ... there are lots of people within organisations who I work with who are not involved, who are very suspicious that you’re involved ... there is resentment.....” (A018)

On the other hand, others argued that attempts to make a Collaborative more inclusive by widening the membership could have made it less effective with people struggling to get their voices heard. Others have argued that the Collaborative does not adequately report what it is doing or what it has achieved to the outside world. From a more positive stance, it was seen as encouraging people to take responsibility for making leadership decisions and taking responsibility to avoid a situation where

“...it’s about really that drive, is in taking responsibility, being accountable” (B005)

“It is very important for the Group to understand where we are, where we would like to be, and also the issues we are facing as a society, and for X X (name of organization) to support and drive initiatives that address such issues. It is a totally holistic concept and being part of it is very rewarding.” (A026)

4.4 Cluster III – Process and Experience

The research has identified tensions linked to how people individually and collectively experience the process of place-based leadership development. Firstly, there is a tension between traditional management through hierarchical lines of accountability and the more ambiguous shared and boundary spanning responsibility of leadership across place. Moreover, people’s experiences and perceptions of place will be differentiated dependent not only on physical location of where they live and work but also social class, gender and ethnic identity. Secondly, a more rational, logical and controlled approach to development within the Collaborative is counterbalanced by a more emotional and visceral response understanding the world through people’s narratives, which was experienced as more intuitive and more human. A third aspect is the extent to which people experience the Collaborative as a means by which they can influence the external world, or that they are themselves influenced by it. And finally, there are a number of tensions which revolve

around the extent to which the Collaboratives are about the enactment of leadership development or whether they have a direct role in the enactment of leadership itself.

Core Theme 4. Differentiated Place

Traditionally public service professionals are held accountable through internal vertical lines of accountability in turn through which public service organisations are held accountable to central government departments. This context creates silos within organisations, where management responsibility is bounded and creates barriers between organisations preventing the development of place-based approaches.

“...the way the government works, it still a big problem here and they still look after their individual organization...we’re still getting bombarded with government policies and initiatives... (...) ...that will change according to the issue ... (...)according to what ... (...)... happens nationally and things the government feel under pressure on” (B006)
“ ... we’re trying to get us to lead in place across the bottom, but at the top, they’re not doing anything at all and the central government they’ve all really departmentalized...” (B008)

Applying this vertical logic and rationale of bureaucratic organization and structure imposed on place by central and local authorities makes them, at least on paper, more manageable, less fluid and easier to control and administer in terms of service delivery. There was a perception that public services are organized and delivered in the interests of the providers, promote dependence rather independence, with a reliance on limiting provision rather than enabling people to help themselves. However, the efficacy of delivering a homogenous package of services to people within and across neighbouring or adjoining areas is questionable

“... there were some people who were regarded as being I suppose I would regards as salt of the earth, but actually quite simple, they don’t understand things,. And they do need help and support, but they don’t need to be interfered with all the time, you know, can’t take away all of their autonomy and the need to take responsibility for things ...” (C007)

The co-terminosity between County area and the geographical responsibility of a number of public sector agencies also assumes homogeneity across place in terms of how people experience and at what level they feel an emotional attachment to it. . However, the reality of place encapsulates a more complex set of identities, associations and attachments, it is about multiple places not just one place. If people have a strong attachment to and identify with their neighbourhood, it is at this level that leadership will need to be enacted to make a difference. The differences and nuances of context are often very local in their specificity,

one's experience of the County (as place) is generally limited to where one lives and the immediate environment of where one works. Moreover, the majority of the participants were white, male, middle class, and of a certain age and did not live in or have any emotional attachment to the most challenging places. In one case, a participant's factory sat in an area which was not a stone's throw from a local housing estate. However, for all the limited contact they had, they occupied "*different worlds*" - different social realities. They are not of the local community, they are outsiders, and they are '*other*' in the same way the communities that live there are to them (Bolden *et al.*, 2011).

".. to be frank for a lot of people X (name of deprived area) was the sort of place that people drove passed rather than having any particular knowledge of on the ground ... (they) don't actually come across people from deprived areas very much" (A029)

Participants did come into contact with marginalized group (such as gypsy and traveller communities, the wider BME communities and young people living in deprived rural communities) whose existence, to a large extent would otherwise have been invisible to them. However, paradoxically, such interactions sometimes created the expectation of an effective response to the inequalities raised on the part of the Collaborative, which was found wanting.

...honestly I always think when we say "the hard to reach communities". They are not hard to reach if you live in it - it's your community ..." (C016)

"... it's looked at the economy, it's looked at skills, but again the gap to me was drilling back down to equality issues ... some of the more invisible issues that remained invisible..." (C015)

"... I think the sort of seeing, so going and visiting places and communities And I, you see I am on the Collaborative and all the other visits were facilitated, when I took J- and C- to the gypsy and travellers site, and I took them to the C-shire refugee support forum and got them to sit down and hear their stories. (...) a guy from the traveller community talked about, "We are like Indians on the reservation here", talked about discrimination. The refugees talked about being turned away from employment agencies because they only give jobs to British workers (...) none of that ever translated into a priority project for the Collaborative." (C015)

In the case of young people concern was raised about the detrimental effects the abolition of the Educational Maintenance Allowance (EMA) and subsidized travel would have on access to education. Again young people's their concerns were listened to but then no action was taken to try and stop the abolitions or find an alternative source of funding.

“... we sat back, we listened to this, we walked away and what have we done for C-shire. Absolutely diddly squat nothing, just said to government: “Here, we will roll over right tickle our belly take it”. I think that was so wrong ...” (C012)

For most participants, especially in case studies A and C, the dominant view of place, informed by their lived experience was one of a rural “*Borsetshire*” idyll (the fictional county setting for the BBC Radio 4 rural-based drama ‘*the Archers*’) as described by one of the participants. This image was seen as the foundation stone of the local tourism industry and residents whose physical surroundings reflect it were concerned with the need to maintain this quality and way of life.

“... in terms of trying to deliver quality tourism and that helps enormously and there have been actually through the recession, through these difficult times, they’ve been very resilient in terms of dealing with the, I’m not saying it’s easy for businesses but you’ll have a job to find an empty shop window ...” (C018)

Thus, particularly in A & C-shire, there was a strong resistance against any industrial or housing development, for example, which may alter the landscape or impact on the local environment. One participant compared his thoughts on being presented with different scenarios for the future of A-shire to being asked what *he* wanted the future of Anyshire to be.

“But then there was the question, what do you want A-shire to be? What do I like about it? And you develop that and it’s a different question (...) because I actually valued the open spaces. (...) I valued social life. And that immediately moved me away from A-shire as a big sort of enterprise hub with thousands of houses I actually valued it as it was. I did not particularly want much change. (A016)

“I think there are groups of people that are passionate about their local communities who are articulate and you might argue about whether how much change they want”. (C002)

The irony highlighted by some participants is that in order to maintain the “*rural idyll*” as way of life for the well off, things may need to change. A county with an ageing population which fails to attract young people and families due to a lack of affordable housing is not sustainable in the longer term.

“The demographics are a fairly rapid growth in the over 65s in the next 10 years and I think again if you want to create a quality life at both ends for the young to come to and the old people for quality of care and accommodation then we need to be more pro-active in bringing revenue and income into the County if we are going to generate enough money in the County for everything you want to do” (A024)

The alternative image of place of social breakdown, poverty and deprivation was offered by a limited number of participants who worked closer to the frontline, directly with residents who were the recurrent customers of local authorities and third sector support agencies. For those experiencing such a place, a more bread and butter, down to earth, but very difficult to achieve aspiration may be employment, family stability and an improved physical environment.

“My role is about making sure that the services we provide fulfil the needs of both communities and that they are as efficient and effective as possible. But recognizing the two communities are vastly distinctively different.” (A014)

And I came up with the view, which I know wasn't supported by some politicians that were there. A-shire isn't homogenous. There isn't really, to my view, A-shire. If you were to describe it as a pint of cider in the lovely country pub from next to the river like the Y-verns (an Areas of Outstanding Natural Beauty (AONB)) but you see ironically, my college services the most affluent area in A-shire which is B-grove in terms of socio and economic make up. But, it's all travel out of B-grove...and the most deprived area around A-shire's which is Z-town. Because of the number of generations of worklessness, which would have been in the engineering and automotive industries serving the car manufacturing plant in B. (...) but the old traditional employments isn't there. (...) I don't think A-shire has been anything but Conservative. (...) it doesn't tally with what I see my role as in the North of the County... and again from the academic point of view, I said well define A-shire (...) And it didn't go down very well. And I said I don't think you can define it. And ironically the other deprivation you've got is around Y-verns and W-ham and that's rural deprivation around transport and the lack of jobs in that part of the economy. (...) you have a different type of deprivation.(...) there was clearly a mindset, in my view, a number of people there who probably didn't want to move away from that. They were quite happy to say that's what we're about.” (A020)

However, despite an awareness of the two sides of the county's image not many challenged the rural idyll image. This was also reflected in case study C, where it was argued that such a prosperous image can be detrimental to those who are less economically independent. It meant that other areas have attracted more central government funding, particularly when it has been focused on addresses the needs of areas of economic and social deprivation.

“...we've lost money from C-shire probably to the North East and some other places because the assumption is C-shire is a prosperous place...” (C005)

“...we are regarded as a fairly healthy place. ... share of national resources simply isn't fair, it's an outrageous financial settlement the urban metropolitan areas get for local government (C007)

Moreover, this external image of prosperity also masks two key social issues, which have come to the fore due to research sponsored by the Collaborative. Firstly, there is the issue of invisible and hidden social deprivation and social isolation (mentioned above). Secondly,

there is the issues of low educational aspiration. In term of the former, there is a strong support and acceptance of an independent socio-economic assessment of the County which provides evidence that in many cases those that those in need, beyond the welfare dependent, are often invisible.

“... essentially those that to a bit of handout or leg up” (C012)

“...what this Hidden Needs piece of work did, it was actually showed some of these needs are actually far more acute than anyone had possibly realized ... and where people traditionally would see it as maybe an urban phenomenon ... the isolation, sort of increasing costs and the fact that (...) mobility was a real issue ...” (C021)

In terms of the latter, further exploration however suggested that rather than low aspiration, it was narrow aspiration that young people had because they came from relatively close and closed communities where there was more of an aspiration for home, hearth and family rather than looking beyond the county in terms of work and career ambition

“... quite often closed communities have low aspiration. So aspiration isn’t leading to deprivation it is more closely linked to those closed communities where you don’t get much churn in the population ...” (C006)

In this respect, it is social aspiration that needs to be understood as the primary motivator for young people in these communities rather than necessary seeing getting a job and career for financial reward as their primary motivator.

“It’s an aspiration that’s not based on financial reward, it’s a – that’s almost sort of classic Cameron stuff, it’s the happiness index. But they look at the advantages of home and hearth and the community. It’s is a social aspiration, it is absolutely, Yes. And they want enough money to deliver that social aspiration, but they don’t want money in its own right (...) they wouldn’t chase more money at the expense of the social aspiration”. (C014)

From this perspective, addressing economic development issues requires a focus on increasing or widening aspiration, through increasing enterprise thinking for example such as developing local businesses or social enterprises. Looking at the factors that are key ingredients for successful communities led to the development of what was called an Aspirational Escalator to focus on five factors that would increase aspiration within communities.

“... Generating a feeling of aspiration about social entrepreneurship and you know naming it, putting a school in place ... can have some ambition in that regard students for it ...” (C022)

However, in case study B, an in-depth exploration of the place-based element was found wanting. There is clear evidence of people's views on place have developed over the life of the programme in terms of a common philosophy of what leadership of place means in theory.

"And now I think leadership in place means, as I said before going back to individual core values and saying: "What have we... what's our core values with the funds we have got available and its leadership around leading the community" (B016)

There was also an appreciation of place being working with communities of place, authorising environment, public value and link to old public service ethos – continuum – consultation, engagement and co-production. There was also a sense in which leadership of place is about core values (public service ethos – achieving public value) in other words, what can be achieved to address community needs with available resources. However, these abstract conceptualizations enabled by the academic learning provided by X-versity were never really applied or tested on the ground in practice. In addition, there was not enough exploration of what place meant to different people, and to organisations and what this meant for trying to provide commonly agreed approaches. There was a lack of depth in the exploration of different perspectives and experiences of place across B-shire and B-ceister.

"... (it) never felt like the joined-up was there enough in terms of looking at the place as a whole and what we could apply our leadership learning to it, so we never have the opportunity really." (B004)

"they're not gaining that understanding of what it means to work in health example or what it means to work for a District council and the issues and difficulties around the relationship between the districts and the county" (B003)

There was a failure to apply learning and experience to address issues in differentiated place in any significant way. This included, according to one participant, a failure to explore a readily available evidence base which would provide an objective picture of the socio-economic differences across place

"... they've done those as sort of more stand-alone theoretical pieces are not, which require people to bring their own experience into it ... rather than using what they might have less experience of and then there a context ... we have an evidence base called "This is Anyshire ... this is the place, because you know, they will all come you know obviously from their service and they all have a reasonable perspective ... " (B006)

Place is inherently political and the failure to explore different perspectives on place in depth within case study B reflected the elephant in the room with the city and the county councils led by opposing political parties. A number of city council officers and politicians

resented the county seeing it as being wealthy, rural, mono-cultural (white) and trying to spread its influence across the whole area with little appreciation of the challenges faced by the city. With the city seeing itself as having a very diverse population and the socio-economic challenges that come with inner city urban areas. These tensions were been exacerbated at the senior political and managerial level with the city seeing the Collaborative as a County derived and led initiative. One participant also contended that given the different demographics challenges the city have more to learn from a similar urban area.

“... they also then got to try and somehow bring that back to what we’re doing locally. ... it’s about city-county issue because we are very, very different and the county is much more wealthier.” (B008)

On the positive side, participants did acknowledge that getting other people’s perspectives did enable them to understand the perceived dominance of the county versus city and district councils.

“... when we first started it, leadership in place I thought meant the County “ (B016)

“I hadn't realized how dominant the county council was, because from a youth offending service point of view, we worked in partnership with agencies, but we have never really been the dominant partner... what the B-shire programme taught me very quickly was “Gosh, I hadn't realized that the county is perceived as so dominant!”, and that was interesting” (B004)

There is a sense in which the participants have started become more understanding of each other’s perspectives, constraints and challenges but that this has not happened further up the hierarchy. This implies that attempts at more effective place-based approaches will be stymied without a real political will to change and a tacit acknowledgement of the limits of the participants influence at their level in the hierarchy and an acknowledgement that positional and heroic leaders still dominate across place.

“...but there wasn’t any conflict between our departments it was mainly the organisations.” (B011)

In case study C, the Collaborative was deliberately set up to be officer led – but it has become apparent that in order to make headway politicians need to be bought on board.

“.. One of the key issues ... It has never involved political leaders ... No, this is about public sector leaders; it’s not about political content” think she felt probably some degree of validity that if you have political leaders in it, they would sort of muddy the waters ... ” (C021)

Moreover, some local politicians, by dint of the ballot box, would have considered themselves as local leaders of their ward and therefore of (local) place. However, there was a question as to how representative they were and to what extent they are engaged with the different communities within place outside of the election periods.

“... you get too much involvement inevitably from officers who are paid full time to do it, whereas the councillors in the political input or you end up with pensioners well that’s no good either ... you need a range of ages and backgrounds and abilities and...” (C007)

Local politicians can be a good source of knowledge about the local community and have a key role to play in supporting the development of community activities and responsibility. However, Leadership of Place requires them to listen to, work with and devolve power to other local leaders

“.. I have to do quite a lot of work with councillors now and good community leadership and a councillor makes a huge difference ... an awful lot easier as an organization be able to respond....” (C004)

“... things do actually need a strong (...) political leadership otherwise they do, they don’t tend to deliver quite as much as you might want.” (C018)

Political involvement could facilitate movement from dialogue to action, supporting activities happening within communities of place. Moreover, it was felt that in a time of austerity and limited resources political engagement validates officer involvement and validation lends approval and credibility to the Collaborative itself.

“For me it was always a shortcoming that the Collaborative didn’t really filter [00:22:00] into the political arena because ultimately they make the decisions.” (C013)

“ the lack of political engagement in that process is one of the things which has perhaps undermined it as a mechanism is for something like that to justify your time which ending something like that you need to have your leader’s support ...” (C019)

One of the unanswered questions though is whether the politicians needed to be more fully engaged and go through the process themselves to be aligned to what the Collaborative is trying to achieve and open up their eyes to new ways of seeing and doing things. This is crucial dilemma. On the one hand opening up the Collaborative to the politicians in terms of consultation or even direct involvement could lead to a greater degree of endorsement of its activities. On the other hand, there is the risk that increasing political involvement creates

more barriers, particularly if proposed changes benefit another ward but not that of the politician involved.

“ but if you are throwing the opportunity of bringing in some of the political leaders they are going to start saying: “Well hold on how do these relates to some of the things that we are trying to do in the county?” (C019)

“.. the reality check was am I ever going to sell this to a politician ... that if you like almost a damping affect that at some point the politicians hand would be on this ...” (C013)

At least one participant considered that local politicians’ perspectives could at times be so narrow and short term that the Collaborative should have perhaps started with them rather than the officers. This could potentially have led to deeper levels of engagement with a more diverse range of actors across place wider than their immediate support officers.

“...maybe it was a wrong place to start, because I think the mindset shift and then dismantling the barriers, the organizational barriers associated with public bodies (...) there has been a lot of talk about for the role of political members (...) how impetus for change can be generated potentially but it will fall because local authority leaders don't feel able to get it through councillors....” (C015)

“... It's really challenging because I think now you've got an age ... members are very long in the tooth ... immediately you start taking about cross collaboration ... hackles come up straight away (...) “Well what's it meaning for my patch? What's it meaning for me in four years' time?” (C020)

On the positive side, in terms of Case Study A, the Collaborative’s work with the AOHN means that the participants have a heightened awareness of the problems faced by these areas and in acting as critical friends were helping them. Indeed one participant offered a powerful anecdote which in its collective language demonstrates impact the power of agencies coming together across place to collectively address the issues faced by common people.

“...One anecdotal example I remember was where a family living in I-h, single mom with children, children were constantly been in urgent truancy, I think they were heading to all sort of special measures effectively. She wasn't getting them up in the morning, you know, all sort of multiple problems. When we went in we found that the family never had a bank account. The children had sight problems she would never ever take them to an optician. So we set her up with a bank account. We got her involved in the credit union; the kids went to an optician and got glasses. They could then actually see what was going on and they had you know, and those small things transformed those lives. It didn't solve all of their problems but I think it gave them some quite basic tools which a generation or so ago would have been quite natural.” (C005)

However, in the majority of cases, it is probably not about direct action at the strategic level but about empowering leaders at the operational level. The response to the experience is as, or even more important than what has been learnt. There is some evidence to suggest that this message has got through to some of the participants

“... My concern with that is, how do you then solve the complex problems that we need to and maybe its leadership comes from another place, maybe it's people like me who, you know, haven't got my hands on the levers, but actually go out and network and do, you know, and create stuff that's kind of bottom-up ...” (C017)

“... Out of that I think we as a group started to go to say “Well what do we do we think we could do? What do we think, how do we think we could at our lower level enact some change?” (C013)

Linked to the need to listen to what is going on in local communities of place, is a recognition of a need to also connect with people who are already making things happen on the ground.

“...probably quite a lot of leadership and quite a lot of people doing the stuff that matters for the community ...” (C017)

Taking this a step further, ‘local heroes’ have been recruited as role models to encourage young people to widening their aspirations by learning about the experience of local people rooted in local place . In this initiative success may not necessarily be material wealth but will link to the values and aspirations of the young people concerned.

“... we are recruiting what we're calling local heroes, so we're recruiting about 12 or 14 people from B_n who have been successful in some way and success is being measured in very different ways because ... “It's about reflecting back the community to the community and saying to other people, look here are people from B_n who've been successful you too can do that ... much more relevant ...” (C006)

Core Theme 5 Re-humanizing Place

A number of participants appreciated the value of balancing the rational and logical approach to development within the Collaborative with a more emotional and human response. The emotional connectivity encourages openness and dialogue and helps individual participants to get to know people (beyond their professional title and the organization they represent).

“And it may well be that A is absolutely the right thing to do, that's not to say that isn't the right answer but there is always an element of risk because it's that Greek thing, you can get to the truth by two routes. We can get, you can get to the truth by mythos or logos. Logos is the logical, it is the rational, it is the deductive. Mythos is by understanding story and the narrative. And since the Enlightenment we have been totally dominated by

logos as being the only acceptable way to the truth. And I think one of the things we are starting to realize through the stuff like this, through the stuff being done about customer experience and so forth, is if we don't have mythos into the mix we get into all sort of difficult places" (A006)

This engenders a process of socialization and interaction at a very human and interpersonal level. This re-humanization enables people to see beyond stereotypes, challenges assumptions, and connect with each other at a personal level. This enabled a process of socialization and interaction at a very human and interpersonal level. Building connectivity is at the heart of the Collaborative process, it was first and foremost about establishing an emotional connection with another person. It was an important factor in building trust and understanding of the different perspectives, challenges and constraints facing one's fellow participants from across a broad range of organisations.

"it has given me an opportunity to get an understanding of where the business community is coming in from, some of the issues that they face in terms of employing people from some of the towns and within A-shire" (A011)

"(on the) residential so we were able to build relationships with our colleagues, build up friendship and trust that networking..." (B005)

"I'm a lot more understanding and appreciative of the context of other partners' work rather than it's just being a crime and disorder issue." (B012)

"I think some of the districts felt that the county people were very dominant, but actually after meeting them, they became human for example" (B004)

"... people had quite a strong views of the police and what kind of people the police were and actually, I mean, the police were fantastic participants in the course really, really eye opening, really influential, really in a positive way." (B004)

"...that leadership in partnership or leadership across the place is much more about emotional intelligence. ..." (B007)

"...very much about networking and actually for me to try to understand some of the pressures other people are under. So that we weren't just saying, "Oh for goodness sake, why doesn't the district council do this?" (C011)

"...understanding amongst people, the willingness to cooperate. And the trust factor I suppose, we have been able to build in a relatively short period of time" (C012)

The development of mutual confidence also means that people are open and honest with each other about what they are thinking and feeling rather than being protectionist and hiding behind their role, job title or what they think their organization would expect them to say.

"... it's easy when you're a senior leader in an organization. We go from meeting to meeting (...) juggling big issues... so we think... (...) I never go into a police station or into a community, we don't learn something, we don't feel something..." (C021)

"... They need to share what's on their mind to come together, because they all look at it in a very different way" (C017)

“ ... breaking down the protectionism ... your natural reaction is to look out for the organization’s workflow ... actually say that there is a bigger picture out there ... perhaps giving up something there is a bigger game in town ... ” (C020)

A number of participants placed a high value, particularly in difficult times, on developing and maintaining close connections to enable difficult issues to be shared and to take advantage getting different perspectives from peers as to how these issues could be addressed. In particular, working in smaller subgroups exploring key issues also brought people even closer together through sharing what could be emotional experiences. This “social glue” enabled the development of social capital which was also reinforced by people preferring to work with those with whom they already shared experiences and journeys.

“ ...quite strong in terms of who we knew and the connections we made... because we spent that time together over, nearly over two years... you make friendships and you make personal connections and networks and things that you would not have a chance to do previously”

“... it was those kind of conversations in the margin, for me, that they would signify that it was working well because those kind of things were happening too” (C001)

“...think one of the things that I found useful is getting to know someone like J properly, getting to understand her agenda ... Really understanding her and having the kind of relationship ... (...) ... a proper conversation and then using that to build and think about how we might work together ... she is someone I’ve understood a lot more .. I think her world is particularly relevant to me” (C006)

“... and I have been able to pick up the phone, fix problems, get a different perspective on some of the work that’s come out of (...) the trust (and) confidence is linked also to the trust of dealing with those individuals ... ” (C011)

“...you could argue that given those times of austerity, it has more important than ever in terms of keeping that kind, those relationships that glue together.” (C009)

In addition, participants were also collectively exposed to a deeper level of learning using ethnographic methods such as visits, spending time with families and individuals to experience their social reality and understand the problems they faced by listening to people describe them. Or there would be listening to a narrative from invited groups as ‘witnesses’ who have a particular experience to share. One such example was hearing vulnerable young people (not in education, employment or training (NEETs)) with mental health issues explaining how they had been treated within the healthcare system and the challenges that they faced because of this. People were then tasked with making collective sense of what they had seen and heard, and developing an understanding of what the implications were for the people involved. The sharing of the experiences has been described as “*going on a journey of leadership discovery*” (C003) has also meant that people have a “*shared*

language and understanding” (C002) of what happened during the event and how this should be interpreted.

Living through such a process has been described as “...a more visceral experience, which is outside of the normal way we work, we tend intellectualize things....” (C006). It was seen as a way of connecting to the experience of a specific place for a specific group of people. Here again, such an affective experience leads to the “re-humanization” of issues and problems, thereby re-connecting to the “witnesses” and enabling them to connect to each other. The people experiencing particular issues are appreciated for their own sake, are given a voice and at least offered the opportunity to bear witness. Thus people felt uncomfortable, as the alternative view did not concur with their perception of how people should experience support from the system. However, without preparation to support the development of a more open mindset, the gap between the participant’s normal experience and the alternative could lead to the dismissal of the latter as irrelevant. This seemed to reflect a need on the part of some participants to feel in control and to be able to offer an instant solution to a complex problem. In case study C, this so-called adaptive dissonance was addressed through the facilitator providing one to one coaching sessions.

“Very rarely do Chief Executives and senior officers get out there where it is down and dirty and meet those people “(C006)

“... and it’s very rare to think that particularly local authority officers meet the public, because their politicians do it for them ... sat them down and just talk, got an hour, tell him what your problems are, you talk about what you can do for them and what you cannot do for them ... actually hearing it yourself is completely different...” (C013)

“As a Chief Executive you never get that exposure as a policy person you never get that exposure ... But also totally from left field which you won’t feel comfortable about as a Chief Executive white male very middle class being pitched into a situation you have no experience of. So I think it is those two things. There is less of that now.... You want to have some connection back to reality and ... scary because that was well out my comfort zone... talking to these old people was quite scary” (C014)

Being offered a different reality to their normal day to day experiences, makes people re-think their views on who “the people” of A, B or C-shire are and how the system that their organization is part of helps or hinders individuals’ well-being or the achievement of improved outcomes for local communities. However, the key learning point for the adaptive leader was not to deny the discomfort but to recognize it, learn to accept it as part of the learning process, and start to understand the source of your discomfort.

“...so actually it was the messiness of it, it was something I wasn’t particularly comfortable with ...” (C004)

“...you’ve got to force it to be less comfortable and for people to be less satisfied, forced into questioning, why this is so? ... (...) ... gripping people so we realize what that means in reality...” (A006)

“...feel incredibly uncomfortable at times, but I think that one of the things that the Collaborative has helped me to do is recognize that I feel incredibly uncomfortable at times”. (C001)

... need to allow yourself to, (...) people need to feel all good and need to feel or could made to be feel uncomfortable in part because it’s not their traditional way of learning and it’s not the uncomfortableness that’s the problem, it’s how people deal with it ... (C003)

“...what you have got to do is ... meet it and recognize it (...) this is the way it’s been and it won’t feel pleasant, it won’t feel great...” (C022)

There is then is an opportunity to open up your mind and learn from the situation by being challenged to see the situation from different perspectives (Dweck, 20007; Bolden *et al*, 2015a and 2015b).

“... we are now going to start talking merged budgets, we are talking specific issues that could probably the best way in relationships become less comfortable, because that’s where you will start tease out the differences ...” (C019)

In doing so, one gets to understand that, for that person that you are listening to there are more constraints and difficulties than one first realised and that finding a solution to a particular problem may not be as simple as one had assumed as an outsider looking in.

“.. as a private sector organization, you sit there and it is very easy to criticize perhaps what the public sector is like, but unless you actually see the problems they have to work with you cannot really understand can you? Because it gives me a better understanding of ethics and audit-ability and awareness of public interest and the need to be patient sometimes with politics”. (A024)

“I attended police headquarters here and we had a kind of police-focused day, if you like and it enabled me to understand in a way I suspect many of us hadn’t, the enormous breadth of responsibilities that get dumped in the police basket from child crime to internet security and terrorism and peace (...) ... I think it was quite revelatory for me ... we are never enabled, or (...) provided with the opportunity to get the broader view and from a top-down view some of the challenges that exist there in terms of managing and motivating them.” (A005)

These experiences have also been incredible learning exercises for the people involved, and they got them to really understand the root causes of some of the issues, and inspired them to do what they can from their power and position to help address them.

“..., but they did a lot of stuff out in the communities, working with particular groups of getting back to the grassroots stuff ... that sounded like that was a really energizing exercise for those that participated in that...” (C008)

“ ... but it is about seeing real examples and hearing the narrative of those... understanding the story, living the story and therefore allowing the story to advise the way we make the inevitable decision you have to make...” (A006)

These experiences also enabled participants to develop a personal and emotional connectivity with the people they meet – again here there is a process of re-humanization with disadvantaged groups being seen first and foremost as human beings rather than just a statistic or a series of issues.

“... and it’s easy when you’re a senior leader in an organization. We go from meeting to meeting to meeting, juggling big issues ... so we think ... I never go into a police station or into a community, we don’t learn something, we don’t feel something ... that was another

“I think some of my preconceived ideas as to why people become NEETs were actually dispelled as a result of meeting these young people.” (A011)

The dialogue that was taking place during the Collaboratives’ activities would not have taken place in another forum. The dialogue was particularly productive because of the experiences that people had previously shared and continued to share. There was a level of frankness and openness that enabled people to share their knowledge and understand issues of shared concern. It meant that it offered an additional level of intangible value to the participants with a number of them discovering ways they could address specific issues in mutually beneficial ways

“...and it was enabling conversations that weren’t taking place as part of mainstream business in C-shire.” (C001)

“...it’s the conversation. So somebody is creating a different kind of experience and people taking their – some of their inspiration from that in some ways. And I would imagine it’s taken that, that’s happened a number of times in terms of connections that have been made and projects that grown out of the that shared understanding and share knowledge” (C002)

A number of participants provided evidence of a sophisticated understanding of the need to move service users away from dependency towards independence. Moving beyond arguments about welfare dependency, they actually described strategies to ensure that people were able to also develop a level of emotional independence. In the one case rather than making people with mental health increasingly dependent on a peer support group, which did nothing to improve their situation, they were offered therapeutic work experience on “Care Farms” across the county in collaboration with local farmers.

“They were totally and utterly unemployable. ... as institutionalized as if they were in a work house ... gave them a structure to their day... gave them sort of connection to people, you have the people who are running it who felt they were doing good, but you were actually freezing these people where they were” (C005).

In a second case, people with family caring responsibilities were offered counselling support for a limited period rather than open ended counselling which can lead to increased dependency.

“... we try and actually develop a joint plan with the family and be very clear about “We’ll do this, you do that then we come back together and then we will come back together and see how that’s all coming on”.(C011)

In a third example, disaffected young people who were given roles as youth leaders with a community youth club, moved from being disruptive to becoming role models for their peers.

“If you turned them round, and make them youth leaders in a controlled environment. Put them in a place and give responsibility. They will then take on the leadership role and instead of it being a negative it’s actually a positive one because they were then able to set up good or better example for the kids”. (C005)

These examples equipped people with the capability to recognize the value and relevance of alternative approaches outside their immediate personal or organizational experience. Moreover, in case study B, it was also clear that participants were applying concepts, tools and techniques they had learnt on the programme to help develop their understanding and deal with issues that arose as they negotiated the evolving landscape of public service delivery.

“...it contributed in making us aware of and managing wicked problems, complexity, chaos ...” (B007)

“...it gave them probably the tools to be able to start to unpick problems in a better way...(B015)

“....it gave you an understanding what technical and wicked problems were ...” (B019)

“... I think I did that (adjust to a new role) much more quickly than had I not been on the course, I looked forward to all the work that came out at the end of it. ... I very much look forward to going and seeing people” (B020)

“Understanding why things take time and again and X-iversity helped with that. (You can't affect change overnight) and there's a bit about getting buy-in and about getting understanding... “(B004)

Core Theme 6 Influencing or Being Influenced

In terms of case studies A and C, there was a clear recognition that, due to their position and experience, many of the participants were seen as place shapers and influencers. As an example, when participants acted as critical friend in the Areas of Highest Need (AOHN) initiative. They also acted as enablers unblocking problems and influencing other policy areas to meet their own organization's needs.

"So people with all kinds of different perspectives, not necessarily with any responsibility but with a lot of influence..." (A012)

"....to those people who are recognized leaders in their organization, who maybe able to engage in dialogue and shape broad general change..." (A016)

"...But also because of ... (...) ... the profile of the people involved... it has a power... at an intellectual level and using its influence to influence the people who make decisions." (A023)

"...they are the most senior most influential people of the countyI knew if we hit a problem ... if I rang P and I said look P you know we've got an issue he knew I was talking about, he was a great champion for stuff like that and there are several examples like that in the group." (A012)

"I wanted to understand and influence to a certain extent in different way in which the local development of skills right back through the education process in primary, secondary and tertiary practice. We needed to understand it to see if we can influence it to move it towards the opportunity to create the success". (A005).

In case study B, there is a strong sense in which people had undergone a real transition in terms of levels of self-awareness, developing self-identity as a leader as a role and a position of influence. There was a realization that people had to really learn about and accept self, and align ones' approach to one's own values - learning to be a leader from the inside out. Some participants experienced this as liberating and they learnt not to be too self-critical and hard on oneself. It has enabled people to develop different perspectives on others, allowing for generative self and mutual learning, evidenced in a real appreciation of the extent of transformation of self at the end of the Collaborative.

"...that's the thing really, I mean I guess the way I've got to Chief Inspector is by learning to be me." (B014)

"...want myself to be, you know I would kind of let myself off the hook I think." (B021)

"...(I am) much more aware of who I am as a manager and leader." (B004)

"...we learned something from that, but in doing so we learned a lot about each other and probably ourselves as well ... the bit that made it work - was going away from work with that group of people and jointly learning at the same time. It was the joint learning process..." (B014)

"... there has not necessarily been a road to Damascus moment, but it has changed my perspective in relation to leadership but also (...) the sort of partnership working in the public sector..." (B012)

In addition, there was a strong current of people thinking differently about how their leadership needs to be enacted in a more enlightened, sharing, less managerial and controlling way. This almost evangelical commitment to improving inter-organizational working created the conditions for the development of a collective influence, and a more facilitative and integrated approach to leadership across place.

...It's that side of it that's potentially grown and grown about developing our leaders across the partnership and working together more" (B003)

"We are changing the way in which we operate together in the organisations. So, it feels like this journey towards better joined up working the B-shire Collaborative has facilitated or been a product of it as well. (B004)

"In the future where a group of organisations who deliver public services to B-shire, we need to work together, we need to have a spirit of understanding". (B006)

In particular, participants expressed sentiments suggesting a new sense of freedom in their role as a challenger, questioner or liberator, expressed in a common language – actively empowering and influencing people to take the initiative and looking at new ways of resolving issues.

"I found the X-versity course is more about using your transactional professional skills in a transformational way ... " (B014)

" as I said more aware I think ... so engagement was really up there, public value was... (B016)

"...from my perspective, it's probably, it's just as important to be enabling people to be in that position, but they are holding the spade and they are putting it in and perhaps they are getting the recognition for it but, somewhere within that it wouldn't have happened if you hadn't done your bit and you know... and that's all public value..." (B015)

" (It was) really interesting thing for me was about learning how to lead people that I have no direct control over ... " (B008)

"...one of the problems with the word leadership is that it always assumes somebody in particular is doing something for people (...) very much wanted to do it in collaboration with the neighbourhood (...) "I saw leadership as leading the way ... whereas I see leadership much more about enabling now..." (B020)

Realizing that organizational destinies are intertwined also implied an acceptance that there would need to be compromise and the sharing of resources and sometimes the ceding of power to enable a more effective collective impact for the greater good. In letting go one may also be contemplating playing a back stage role signalling that s/he is open to challenge. Whilst this is a retreat from the notion of the all-knowing and powerful heroic leader, there remained, under the surface, a sense of 'heroism' in the sacrificing of ego for the greater good. Alongside this came an increased authenticity shown through the vulnerability of self. As the leader one admits that one does not have all the answers and needs the support of others. There was a clear link to influence through both setting an

example as a positive role model and also increasing one's impact on others and on outcomes through shared power.

"... where one of the principles of effective teams was people need to be willing to make themselves vulnerable and you'll only do that if you feel to a certain extent that you can trust the other party..." (C010)

"...takes a great sort of confidence building a trust to say "okay let's pull our resources, because in a way you lose a little bit of control in that - don't you?..." (C005)

"Being willing to adjust if things don't turn out as you first planned ... the degree of responsiveness and willingness to let go, accepting that it won't always be the old model that we are familiar with, maybe took a different way doing it." (C012)

Another form of letting go was evidenced in participants learning to bring personal self and professional thinking (without the constraints or masks of your role) to collaborate on finding collective and innovative ways of addressing key issue.

"...leave your own organizational agenda and you bring on your leadership and creativity and this problem solving and the strategic head you don't bring your baggage " (C016)

".. I'm more accepting when things don't go quite right. I can understand the complex web of factors which mean something works or does not work and actually sometimes it is out of one's control. I think it's more accepted that it is how it is and sometime it's not going to happen and we need to make the best of it, so understanding all the different factors ..." (C004)

This researcher has also identified a parallel theme which he has termed 'selfless giving'. This term has been used in experimental psychology where, for example, in looking at charitable giving Bartels, Kvaran and Nichols (2013: 392) showed that 'people who anticipate more personal change over time give more to others'. Here 'selfless giving' is concerned with the giving of self to and for others. It has two aspects. Firstly, there is going the extra mile to support others above and beyond what normally be expected in one's professional role. Secondly, it involves contributing to self-organized collaborative activities to explore or pursue an issues which could loosely be described as contributing to the greater good as an ultimate goal. A third strand to selfless giving was a commitment to achieving the best outcome for organizational survival, even if this threatens your own position.

An example of the first aspect, supporting others, could be seen in the voluntary role of place officers within the County Council who support elected members in developing their community and place leadership role as they engage more deeply

with the communities so the latter's capability to take on and run community assets could be developed,

"...was supposed to be eight hours a week. (...) But (...) after we've restructured and when we lost staff, our day jobs were busier and not smaller ... 95% of those Place officers either do some of their day job or some of their Place Officer work in their own time ..." (C017)

An example of the second was the proposal to turn the Collaborative into a voluntary venture which takes place in people's own time and any costs for drinks and refreshments are paid for by the participants themselves. This is itself based on an approach which was organized monthly by the Chief Executive of the county town in case study C.

"...sort of turning into a voluntary thing, something like doing kind of like dinners, booking tables in C-shire and saying right, okay, how many people want to come to a discussion about. We are going to have a keynote speaker and then we got something to eat, but you pay for your own dinner." (C001)

Another example of selfless giving was the proposal made by one participant that each participant taking responsibility to promote the narrative and approach of the Collaborative to gain disciples to the cause. This would happen through what could be described as a process of evangelization.

"...Well if there is twenty of us and we need to bring in another 10, we all need to infect these folks...It isour duty to get them using our lexicon and behaviour" ... (C016)

One example of the third strand was the former single organization Chief Executives of district councils embarking on a process towards achieving joint management arrangements. Another example was described by a VCS Chief Executive opening up to new ideas of how to sustain an organization suffering funding cuts due to austerity.

"I have come up with a radical plan which takes me out of the structure, which I probably wouldn't have done if I hadn't had this guy to help me think more creatively... (...) ...so there was never any creative solutions"

This also involved taking a selfless approach and putting the longer term interests of an organization above one's own. Or as someone else put it

"... it's about concern for others about uncertainty ... it's not about ego ..." (C017)

Moreover, this research has identified a strong alignment between the type of leader and leadership that the Collaborative is committed to develop and participants' self-image – in terms of both how they are (according to self) and how they would like to be seen. If there is a strong match between self-image and the type of leadership needed - the absence of a tension makes it easier to work on developing such people. The key elements that these self-declared principled collaborators share are working as brokers and enablers rather than as commanders with a strong set of principles and social conscience which guides their actions...

“ ... I characterize my leadership style as the herdsman rather than the leader of the hunt. By herdsman I stand in the middle and I bring people along ... ” (C005)

“I think you find it as a different approach, here we encourage people to come up with the solutions and ideas, and if they make a mistake well fine, we're all human fine, we'll move on. But you don't get anywhere by not making decisions” (C007)

.” ... There is no the point knocking on the door on screaming, shouting. I tend to say to them “Well actually can we find a way around this?” That tends to be more my style ... ” (C011)

“ I chose to step down from what was a very good income and consciously move into role up which was more community-social oriented. And the other thing that I'm doing in parallel which was all part of the plan was to get involved in voluntary work ... that is purely voluntary ... to do that in my spare time ... but it's absolutely part of the same ultimate goal of I guess creating a better society in C-shire” (C010)

“... it was about getting people off offending into start-ups out of their peer group and all that stuff.” (C016)

There were also intangible ways which being part of the Collaborative influences people's behaviours and attitudes which led to a higher quality and more frequent discussions with fellow participants around key issues both within and outside the formal meetings. As well as self-reporting, the evidence of the enactment of new ways of working came from feedback from colleagues

“Anecdotally people tell me they now talk to each other and have had different sets of conversations, and to be honest some of that has not been document and will be difficult to document. You know speaking to people who say “Well that means that I now talk to him more often” (A015)

“...and the fact that you bring people into a room, who have very different perceptions, and the spark that you get when you have a clash between those perceptions brings different new understanding, and new ideas we talked about, and that's been very valuable” (A006)

“...I was certainly in an executive group. I'm more confident, I will speak up ... because our make-up of our Executive Group is mainly male police officers. (B011)

“...gives you that opportunity to sort of spread your wings and get on with it ... ” (B023)

“.. my colleagues' kind of saying: “Oh, we can really tell that you've been on here and your thinking has changed” ... (...) the feedback was a more strategic thinker was emerging rather than that ... (...) ... just a short term view.” (B021)

In case study B, aside from helping people to secure promotion, some more experienced and older participants (known as highly regarded experienced professionals) questioned the value to the organization and wider place of selecting people so late in their career. By implication, it could be said that the longer term legacy (and by implication creation of social capital through new ways of thinking and working collaboratively) would be limited. However, even the most cynical participants conceded that the programme had influenced their thinking and their overall approach to leadership.

“So it is, it’s all a political game (but) (it was)good to listen to them, listen to the education and the problems they have got, that the sameness that they’ve all got, I think what it really meant for me was actually what in my personal perspective ... the political background and all the things that came out of it shaping what I thought... ”. (B010)

In terms of case study A, the Collaborative is seen as a force for good by a considerable number of participants. Even the more cynical have said that being part of the Collaborative has shaped their thinking on key issues. It was also recognised that collectively the Collaborative can be used to change the government’s approach to business and industry. From this perspective, there is a strong realisation that if organisations want to achieve goals then they need to recognise and work with the interdependency.

“The good thing about the A-shire Collaborative, it brings all of those groups together and everyone has an opportunity through networking, through workshops and seminars, to actually try and influence...” (C024)

“...it taught me that actually there is a huge interdependency between public, private social sectors which we sometimes, I think, just take for granted.” (A030)

The Collaborative has widened the range of its influence and provided a forum for a collective response which can comment on whether the formal partnership objectives and general sense of direction are in line with what needs to be achieved. The depth of relationships developed within the Collaborative has facilitated and speeded up the process of external collaboration between participants. In addition, the way individual organisations relate to the communities they serve has also been influenced by the Collaborative

“...a kind of collective move to influence other parts of the government system because the gap that exists between the approaches nationally and how that is supposed to be implemented and impact local is really quite alarming in some cases.” (A005)

As the same participant argues *“in the end if we can’t change it anything whatever it is, if we can’t then it poses an interesting question sometimes of well where that change is going to come from?” (A005)*

“... five years ago, I would not necessarily think about the impact my work would have on the local community ... we have a very strong programme where we go into a school or

village (...) we would put it into the curriculum (...) organize school visits where they come round the project, Christmas parties for old age pensioners. So all of the things like that has come from the A-shire Collaborative – it supports our involvement in wider society”. (A024)

The Collaborative was also said to be influential in setting the agenda for the future i.e. shaping the vision for the county and persuading the participants’ respective organisations to get behind the vision. In this sense the Collaborative’s participants are seeking to influence themselves and their own organisations.

“...having some vision of the future, for the place that you know you are living in, and then an ability to marshall resources people, skills, talents, interests, whatever it is, to do something about it, you know to help deliver that vision” (A012)

I case study A, working together for three years had also enabled people to gain deeper insights into other organization’s contexts, constraints and dynamics ensuring a more realistic approach to key issues faced by the county. There is also evidence of considerable spin off activities which were born out of discussions within the Collaboratives. One of the key ways in which agencies may be able to reduce future costs is by having a clearer idea of the future needs of their local communities as service users and citizens. This is also reflected in case study C.

“...all of us have in understanding more of the constraints that exist in the various stakeholders and understanding better the pressures they are under, the frameworks, the dynamics there and their missions and where that takes them. I think that alone has enabled, over the period, people to have a more balanced understanding of what their objectives are and how limited they are on their own without engaging and understanding some of the other influence. (A005)

“...there’s a bit of a challenge in the way that the service has been setup to respond to the changes ... we do seem to have some disconnects within our service which I don’t think it to be helpful. And I think it will make it even worse and more difficult for us to deliver good services to many people ... “(C006)

There was also a belief that rather than dealing with the consequences of social breakdown, the financial and social costs of which are particularly prohibitive, there is a need for multi-agency interventions at an earlier stage. For example, earlier intervention with troubled children before they are expelled from school and embark on a downward spiral leading to crime and social marginalization. It was also anticipated that drives towards increased efficiencies and cost savings would also lead to the need to develop more radical shared serviced models, where provision will vary depending on variations in resources and local demands.

“... so what we have to do is to see with the scares resources we’ve got is to make C-shire as the better place for everybody to live in ... “ (C007)

“Yes, because at least then there can be that early intervention and that’s better than us getting involved further down the tracks when those kids are perhaps taken out of school.” (C005)

“...economic environment I think is going to push us to and even more extreme shared model ... you are actually sharing access to a contract divided maybe for a non-profit organization or trust or a municipals trading organization ... gives the officers some surety ... the council the opportunity to vary contractual arrangements to match budgetary constraints” (C019)

“...need to actually find some common ground. (...) engaging with members (...) they are all struggling to deliver on their own so therefore by working together in partnership let’s go forward. And that’s where we’ve had success...” (C020)

There is a clear overlap with the previous category, but the researcher felt that there were also some distinct perspectives which deserves a separate discussion. The focus here is particularly around how the Collaborative has developed as a community of learning and provided opportunities for participants to make collective sense of what they have seen and heard. This was about the Collaborative developing within itself to provide a guiding framework for participant about how to see the world differently. Here the Collaborative and enables participants to see different perspectives and create a shared interpretation of what has been seen or experienced. It enabled people to step out of a narrow perspective in which everyone is playing a specific role representing their organization. Going through this kind of experience seems to enable people, whilst being informed by their professional perspective, to respond to it from an emotional and a personal perspective. This then enables participants to express some of their concerns in a safe environment and create a shared world view.

“...And I do get a better understanding of the A-shire community and how it works” (A015)

There was evidence that the A-shire Collaborative had considered the needs of different communities of place and how some are more effective at getting what they need than others. However, the progress for improving capabilities within the less cohesive communities was slow and a difficult objective to achieve. At the same time, however, discussing and raising these issues within the Collaborative(s) had increased awareness of the need to start to tackle such issues. For example, the health and wealth inequalities are now seen in the county as two of the largest drains on resources and major barriers to future prosperity.

“So, D-von where a lot of my patients live is 97% white collar middle class with an above average salary. But you only have to drive 10 miles up the road and you are into areas of E-

minster and Red-Land where the situation is very different. And we have spent time considering the NEETs. We have spent time considering the areas of need, of deprivation against the backdrop of somewhat savage cuts (...) so the approach really thus taken has been examination of contrasting communities. How can one community take on the Secretary of State and get their project through. Whereas one community is much more needy much more destructive. And we sort of considered that there were things like the capabilities, the individual community members in the different sites. And how one might foster community leadership to develop to restore a degree of cohesion and develops pride in the communities. So I think that was the major thrust on the inequalities.” (A016)

Moreover, there is some evidence to suggest that the Collaborative was influential in connecting the strategic and the operational precisely because at the more local level it could be seen that the same families were being seen by a plethora of agencies. Whilst Anyshire is seen as too prosperous to receive additional funding for initiatives such as Family Intervention Projects (FIPs), the agencies at the local level pooled resources to set up such an intervention off the ground.

“The other interesting piece what we did is, what we were seeing is, our office is actually based in the school, was the amount of families who were known to everybody, the police...the housing, the school, multiple interventions, nothing changing and actually kids were good when you started to do some stuff with them. We went along to a road show “Respect Task Force” and heard about the Family Intervention Project (FIP) Dundee, Manchester and thought “this is what we need, this is what would make a difference”. So we set about building a community based budget. We had funding from County Council, Housing Associations with the young people and we did a pilot FIP which is now County-wide.” (A018)

Core Theme 7 Where and Who Enacts Leadership

“...bringing individuals together so: one: they understand where each over are coming from one; two: build increased levels of trust and out of those two things emerge new ways of thinking about addressing the issues facing society (and) the communities of A-shire (...) ... (previously) may not have had that trust and mutual understanding ... (...) ... of each other’s position and that in my mind is the magic in what actually at its heart (the) A-shire Collaborative is about.” (A006)

This research has identified a number of tensions orbiting around the enactment of leadership. Firstly, whilst the Collaboratives are focused on developing leadership capability, it is a difficulty to distinguish between manifestations of leadership development and manifestations of the enactment of leadership. For some, it is the Collaborative that is playing the decisive leadership role in the way it bring people together and influences how these issues are addressed. For others, this is part of the development of people rather than the actual leadership itself. This is linked to earlier discussions as to whether the purpose

and identity of the Collaborative was primarily associated with thinking/being, and creating the conditions for, or the actual action-oriented doing, of place-based leadership.

“I mean I’ve tended to think about leadership in organizational terms, (...) but this is something different. (...) ...there is no command and control here ... (...) ...these are just people (in) influential positions, who see a commonality of purpose and who choose to put their time into coming together to see if they can make something happen, or change the way people think that might make something happened down the line (...) that’s a kind of form leadership that I haven’t been involved with previously.” (A012)

Secondly, if leadership is to be enacted as a result of the Collaborative’s activities at what level should this take place. Is this enacted within the Collaborative, back within the organization or across the wider system or county? For some people local is the county level for others it is at lower levels of the district or the neighbourhood within distinctions communities of place. Thirdly, there is the question of who should be responsible for enacting the leadership. From one perspective, the Collaborative lacks authority or resources to provide leadership and leadership will only happen if individual looks to engender a more place-based approach within their own organisations. This would then be reflected in the way their organisations interact with partner organisations and communities across place. However, without a consistent approach from all individuals, there may be no change in the way leadership is enacted internally and external interactions could continue to be primarily based on organizational self-interest.

“...leadership of place is the most important agenda and is the raison d’être of you know, local government organisations. (...) there is so much time on service delivery. I don’t think we spend enough time actually on that leadership of place ... (...) ... local authorities have to engage with their range of stakeholders and the A-shire Collaborative is an ideal way of doing that. So, I think that leadership of place X for me helps bring that together.” (A027)

An alternative approach would be for participants to take collective responsibility actively applying more collaborative ways of working with each other and other ‘leaders of place’. Here the relationships could be said to be more direct and not complicated or distorted with by being conducted through the prism of organization. A critique of this approach could be that the participants could have limited influence without organizational backing. On the other hand, it may be more appropriate for leaders with organisations to be creating the conditions for leaders that emerge from communities within place to take the lead. Thus, whilst it is always assumed that the enactment of leadership at a senior level should take precedence, those closest to the frontline may be more effective working directly with the communities themselves. Fourthly, there is also a tension between appropriateness of the

response and the time taken to respond. An immediate response could be efficient but not effective. These emergent facets of enacting place-based leadership are elaborated upon in the subsequent sections.

Case study B was more clearly about leader/leadership development, thus creating the conditions for leadership of place to be enacted by impacting on the way participants enact their leadership in the future. This offered a more sophisticated conceptualisation of leadership, freeing people from their traditional assumptions and boundaries of their role. It has also been expressed as a shift in mindset, more of a willingness to work more collaboratively, and this could include stepping back and offering up your resources to help those more capable or better equipped to deliver.

“... leadership in place then meant working amongst ourselves with all the districts, with all the partners and police and things like that. ...” (B002)

“...it's made me understand or want to work much more collaboratively with people. Whereas I think previously my leadership that was done probably was a bit more single track” (B004)

“...but somebody in the police is or somebody in the voluntary sector is... and by putting their own resources in place, and passing those over the voluntary sector could deliver...” (B015)

“...quite complex, it's quite interesting ... that brings different responses and requires a different way of managing really...” (B020)

Despite the failure to implement the application of the academic learning to a specific place-based formative activity within case study B itself, leading across boundaries and beyond authority comes across as a major theme in the reported activities of individuals in the professional domain both during and post-programme.

“...you will hear this from the participants because leading beyond authority and boundaries is, I feel, coming out as quite a strong theme and particularly because they've got a better understanding of other organisations, they're feeling more comfortable about it. So I think people like X who would now approach problems from beyond a district council point of view and Y are two good examples of where, and Z, he's probably going to be good example of that as well ... so I have heard of people who have thought of leadership beyond their previous thinking of beyond their remit and role and leading beyond authority. ” (B003)

In case study C, there was a lack of clarity in terms of where leadership development was taking place and when actual leadership was being enacted. The C-shire Collaborative emerged out of a public sector initiative which looked at how communities' needs were evolving and how leadership might need to adapt to these needs. It became the foremost multi-agency representative body within the county with an initial focus on building

collaborative capability by building relationships and trust through shared experiences. Beyond this, the focus of the Collaborative was meant to emerge in response to what the participants judged to be the key issues across place.

“I didn’t have that clarity work wise ... I think that was quite helpful actually when people went into very open mind ...” (C013)

“ ... You know, there’s always an evolution a development in the field if you think about it ... we’re operating on the space between two paradigms ... ” (C022)

The participants were conscious that the development of Leadership of Place is not a straightforward process and that an initiative designed to support such a process will itself be non-linear. It was unclear whether it had progressed sufficiently within the Collaborative to remain an effective mechanism for developing leadership capability to address the current issues within an increasingly complex environment

“... if I’m honest, still bit in its infancy over here. I think there is still a long way to go” (C005)

“It’s probably disjointed at the moment ... ” (C011)

“I think the conundrum is the (difference between) the leadership capability as is and the leadership capability that is needed to be to solve those .. ” (C017)

The difficulty came from people readjusting their expectations away from straightforward action plan approach with a series of agenda items and actions that can simply be performance managed. What happens outside of the discussions is out with the control of the group. Leadership – in terms of getting things done – tends to be shared and not down to one person and may need to happen elsewhere. Here again emerged the notion of letting go and accepting a degree of uncertainty.

“... sometimes it’s been messy. But actually if you wrote a strategy or plan for it, if you never actually do it this way, and you wouldn’t have been as successfulbut actually the beauty is in the messiness” (C004)

“.. we had a national management trainee who is fantastic and he followed the direction of E and setting up a few sessions and at the end he said “I’m really disappointed because we did not get any actions” and I said “No, it wasn’t about the actions” - if you want some actions, I heard four conversations that I know will turn into actions. I have agreed to follow this up” (C001).

“...know it’s a shared and collaborative, whether you’re working in collaboration with different organisations or in the existing organization the nature of leadership is that it is a collaborative endeavour.” (C008)

In all three case studies, the county council is either sole or joint initiator of the Collaborative and was perceived by many to see itself as the natural Leader of Place

because it had more resources and wider political mandate for strategic issues such as transport, education. In Case studies A and C, the county consciously sought to avoid being perceived as wanting to assume the lead within the Collaborative. On the other hand, the county council is expected to lead on strategic initiatives to prevent policy drift. However, the government plans for decentralization known as “localism” were seen as a double edged sword.

“I didn’t quite realise how much they wanted the County Council to lead on a lot of things ... they really expected us I think to be doing more rather than coasting long as we were ... and I am actually determined that the County Council fills that gap ... it goes back to the role that it used to have ... now that will be interesting, because there is a tension between us and then the localism” (A003).

In case study B, the real opportunities to exercise collective leadership were still-born in a more complicated and tense situation with a unitary city council lead by a different political party to the county council. With the city council like the county council responsible for strategic issues within its borders.

“There was never the intention to let a bunch of middle managers run you know coordinate from a Total Place kind of point of view plan the delivery of x millions of pounds of drug and alcohol money in a region like B-cester, I mean there were always tiers and tiers above us that seemed to be making the decision ...” (B021)

In case study A, there is less tension between leadership of place at different levels because, of complementarity between the city and the county as the Deputy Leader of the County Council is the Leader of the city council. Likewise there is an Integrated Economic Plan between the districts of the South of the County. From this perspective the level leadership takes place has to be the most appropriate for the policy area in question.

“So, we really tried to have a completely different programme at the County Council. A different focus to pick up the issues that we needed to pick up in terms of making savings, but also transforming the organization.” (A027)

There are clear views expressed to support the idea that leadership capability is developed through the Collaborative in terms of increasing mutual trust and understanding but that the actual leadership needs to take place back in organisations. However, and this links back to the accountability issue, there is some questioning as to the extent to which people take personal ownership to ensure their organisations are more open and collaborative and lead the implementation of cultural change that may be needed or whether they delegate it to people lower down in the organization.

“...do it personally and lead our organisations differently to do it rather than just delegate it on somebody else within your team to do, because I don’t think that’s the way it works in

terms of leadership. So it would be about going in there (...) and as a result taking more time if necessarily (...) then have a discussion (...) this is what we're going to do. ...taking some personal leadership back to those organisations rather than I'll delegate down to a director or head of service. That for me, is actually abdicating responsibility. (A014)

"...if it's going to happen it going to depend on some of the people around the room and the organisations actually changing." (A017)

"... everyone is being flexible and inventive, and individuals need to be driving their organisations... (...) absolutely geared to the objectives and what it is they are going to achieve and "force the boundaries" to get there..." (A021)

"...there is a risk that you get really keen individuals who are committed, but they don't necessarily involve and engage in their organisations" (A030)

There is some evidence to suggest that the ethos of the A-shire Collaborative is taken back to organisations to influence the way of working.

" (I) brought a number of ideas from those meetings back to my own team (...) and I suppose through that experience I'm hoping that the A-shire Collaborative extends to involve other members of my team." (A023)

Others have expressed this responsibility as a form of accountability at a local level that comes with leadership of place with concern that some organisations are less accountable than others.

"...while some agencies are very accountable locally – policing being one, the local authority and social services, other agencies are not and particularly the DWP that came out in our discussions, with all its benefits expenditure, was a sort of murky thing, in the background, with no clear lines of accountability". (A025)

"...there needs to be a holding to account. The collaborative has to have a hard edge and this has been reinforced by my experience of the A-shire Collaborative" (A002)

It has been argued that committing to the leadership approach developed within the Collaborative means adapting the way you lead within organisations and back outside when working with partner organisations. This is clearly in evidence in the A-shire Collaborative, where organisations are seen as the catalyst for longer term transformation.

"...as a result of the A-shire Collaborative, our company is becoming and getting more involved in some of that because we know there is areas that we can engage and support, particularly local projects and I am damn sure that that wouldn't have happened without engaging with the A-shire Collaborative..." (A005)

"I am far more acutely aware of trying to play a role in helping people in the place I am active in." (A024)

There is also considerable evidence to suggest that the Collaborative is deepening participants' knowledge and understanding of how their decisions impact on the wider social economy. In case study A, this is strengthened by engagement at the political level

through elected politicians and the community level by those working closely with communities. To some extent, the Collaborative has managed to bridge the gap between hierarchy and the grass roots and hearing about other people's (stark) realities. It enabled those normally concerned with the strategic level of organisations to understand some of the issues faced by the people they are meant to serve. From this perspective, leadership could be seen as facilitating improved understanding and enabling communities to help themselves. It also builds connectivity between organisations and the communities they serve.

"...you do have the opportunity collectively to kind of get some coherence, so it is not just officers, it's also about members understanding it. So there is kind of political leadership. And there is also something about participatory leadership which communities do. And the recognition, I think the engagement in the third sector is a kind of tacit understanding that (the public sector) can't do it all". (A008)

"...reinforced for me the importance of trying to approach and tackle some of the big problems facing in the County in the round, it has reinforced to me the value of bringing people together across sectors" (A002)

The A-shire Collaborative has also enabled participants and their respective organisations to realise that collaboration is an imperative rather than an abstract aspirational ideal. In one case, the Collaborative helped a local college understand how it was failing to reach certain parts of local communities. The college is now leading some work with other agencies and starting to make inroads into the problem and enabling people to show leadership through facilitating joint working. .

"And actually once they could see everybody else's perspective in the largest extent, we were serving the same customer, if I put it like that. I am dealing with the same people and actually only by working together were we really going to tackle some of those problems". (A027)

One can also question the extent to which leaders at the strategic level are close enough to make decisions which will have the best outcomes for communities of place. For example, central government administrators have limited experience and understanding of the different roles and responsibilities of the different tiers of local government. In addition, central government imposes policies for local government to implement without any understanding of the implementation process

"..., they don't understand the difference between us all, they don't realize that one maybe a planning authority and another may have the social care, one may have housing, the other one maybe responsible for education ..."(C005)

“... don't even talk to the local people let alone, have any idea about public policy. I mean absolutely well that's quite evident often in some of the policies that have come through isn't it (C006)

Even senior hierarchies within local government are far removed from what happens on the frontline. On the other hand leaders at the operational level have a better understanding of the challenges faced by local communities, but may not have the power to influence or shaped decisions that could improve outcomes for communities.

“...you've got the strategic leaders, they live in communities, but often not those communities most in need... terribly committed but actually there is a disconnect I think between strategic leaders who are really at the coal face and really understand” (A018)

This recognition of this dissonance between leaders of organisations and leaders of place within this research has demonstrated the paradox of position in place.

“So I think it's about understanding who we - in terms of big organisations like this who are the people that provide leadership in that place whatever and whatever geography that place covers”. (C004)

“And I think that's one of the things I'm kind of grappling with in this older people projects that there is a disconnect between leaders of organisations and leaders of place. We have this paradoxical thing where the people at strategic level see themselves providing leadership of place in actual fact but they don't know what's going on at that local level ..”. (C019)

There is a role for the strategic leaders to also take responsibility for making sure that their discussions are informed by what is happening at the operational level, how things could be improved in a pragmatic way, and then empower that level to work differently. There needs to be a stronger linkage made between the operational and strategic levels across the Collaborative without the latter becoming strait jacketed by being tied into a performance management framework.

“Actually you've got to take responsibility for the operational as well. So I think it's almost there is debate here, some really good ideas and there is people operational who then got to be empowered to try and make those decisions with the support of these people to say, “Yes, okay, we'll push that boundary out. We will agree and do it differently”. And we just – the link between the thinking and the operation is just not quite there. “ (A018)

This makes it even more import that those at the strategic (senior hierarchical) levels identify, engage with and understand the ground up perspectives of other leaders of place at whatever location, boundary or level. People may look up to and connect with those working in the community that they respect, and these may be seen as de-facto leaders

because of this emotional connectivity and influence these leaders have within communities.

“...if I had a health issue I would take it to my GP. He might not even be the right person but.... But there are people that are trusted within a community” (C004)

Local politicians also need to take more of a leadership role. Whilst some politicians could be described as having a real emotional commitment to their local area and were actively engaged as actively engaged representatives of their local communities rather than simply representatives of the local authority, this proved to be the exception rather than the rule. .

“I’m passionate about the rural economy. I’m very passionate about C-shire as a County”. (C007).

There had been a tendency for some politicians to be present for attending committees when they were required to vote in the Council chamber but were absent in between times. Having politicians as portfolio holders made politicians more active and accountable but there were a limited number that could be part of the Cabinet. The need to play a more active role was often recognized by the more senior politicians. If councillors were able to accept that the need to play a wider engagement and community leadership role, support could be given to help support them in this role. The C-shire county’s development of place officers to support members in the development of this role was one practical example of what could be done. A reinvigorated role for local politicians could lead to democratic renewal.

“ ... whole localism agenda ... highlighted the need I think, for very local leadership, community-lead leadership both amongst people like myself and obviously and specifically and mainly the elected members” ... (C009)

In case study B, application of learning back in the organization was, for the most part, limited to the police and the county council, organisations whose prior experience of using X-versity for other leadership development initiatives and commitment to organizational transformation was in evidence. Where the organizational culture is not pre-disposed for enabling the internal application of learning from the Collaborative, an alternative approach saw the individual participant as having a more direct relationship with place. This could either be by working with other organisations that connect more directly with the community or more directly with leaders of place emerging from those communities. It may

not be about organisations doing things themselves but making sure there are less barriers to communities helping themselves.

“I’d love to spend more time and actually getting underneath the business getting underneath the sort of lives people are leading and what are we doing to support these people rather than talking too conceptually” (A010)

“But what could those organisations do, have done differently to make it easier, got barriers out of the way levers to help with barriers to remove. And that was quite, I think that’s quite positive and of course quite helpful.... very often the answer is get out the way.” (A008)

Involvement in the A-shire Collaborative has put the third sector more on the map as a significant player within the County and raised awareness of current and future problems such as continued industrial decline or an ageing rural population leading to social isolation and exclusion. In this respect, the third sector sees itself as making a direct contribution not only to the development of the local economy, but also to improving people’s health and well-being. It saw itself as often the closest to local communities, and particularly able to access those people who are generally marginalized and disenfranchised, as well as identifying what kind of support deprived communities need. The role of third sector leadership here is seen as crucial in demonstrating and getting senior leaders to understand why the current social welfare system is not working for many disadvantaged individuals and groups and how it could be changed to meet needs and improve longer term outcomes.

“....we have connections at grassroots level ...(...)... to a very large proportion of the population of A-shire people who have things to contribute and also whose voice needs to be heard (...) (we are)....connected to the people who often feel disenfranchised who often aren’t heard, who are often marginalized (A028)

“I think we understand the impact, but actually the reasons why change is needed we can strengthen and actually the absurdities of the system because sometimes you go and talk to a single mom whose trying to get help and the system is utterly absurd and it makes total sense to the strategic leader..” (A024)

“...having been set up in an era of very fierce cuts there would be a danger of us focusing firstly upon the short term, secondly upon how the public sector was going to cope with severe cuts in funding, and I think we had to continually beware of being too short term in our approach.” (A010)

There is a differentiated connectivity (boundaries) within place – how services connect to people and how people connect to services and in some case leaders within place – formal and informal. Moreover, younger generations may look up to or connect to different people within the communities. Who holds sway and has influence within the community will depend on similarities in age, education and experience. The ‘local heroes’ initiative referred to earlier is a clear example of this. There was also an immediate concern that before introducing new initiative to support community capacity building there is a need to

take stock, recognise and connect with the community leaders that are already in place. In addition, there was found to be tensions at different levels and across different geographies of place. The question here is to what level the delivery of service or policy implementation is trusted.

“...if you take the police it is safer neighbourhood team boundaries? ... our councillors, our services connect all differently ... boroughs and districts will have their own wards and then their own place structures as well” (C004)

“I think the government’s community organizer idea is almost like the right idea in terms of defining the characteristics. But I think the community organizers already exist in communities” (C001)

“...there is also a bit of a tension between leadership of place which tends to take you to smaller devolved arrangements whereas other things operate in the other way ...”(C021)

This may also mean working with a level of disharmony across place which one participant identified as a challenge for place-based budgeting. Within communities of place there may be multiple interests, individuals and organisations who may claim to have the community’s interests at heart. For some emergence of leadership from within place has not yet happened, with more needing to be done to unblock the barriers.

“... interesting where I’ve had any involvement in that kind of thing, how factionalized that have become so it’s a fascinating stuff ... ”(C006)
“...so there is great leadership that actually people want to do stuff but they are knocked back all the time ... ”(C016)

In C-shire, some progress has been made in terms of a better understanding of the issues facing different places within the county and attempts are being made to address them. However, there is still a considerable way to go to understand different communities of place and this can only be done with a deeper level of engagement. This means understanding communities has to happen from the inside out. In addition, organisations need to adapt the way they work in order to enable a more open and collaborative approach with respected local leaders who had standing in their communities and were seen as the person to go to if there was an issues that needed to be addressed with the authorities. These leaders would also be the ones expected to engage with the local authorities and other agencies on specific community issues. They are often responsible for enabling the development of social capital within their local community

“I think it’s a lot of stuff in C-shire – I think C-shire has a lot of social capital “ (C001)
“...and some fairly powerful community leaders ... they were involved in their local community and were, you know, the do-ers in their local community so ... (C020)
“...just because you live somewhere, it does not mean you are connected to it. But I mean the other interesting thing of course is that you get communities of interest within place don’t you, it’s not homogenous just because everyone lives in I___ it does mean they have a shared community of interest and there massive numbers of different subsets will have that would have different priorities to spend the money ..” (C006)
“...for me is going to be very local and the role of the Town and Parish Council, the role of the retired GP, the role of those local leaders is very, very important... “ (C001)
“We’ve made a very good start in that we’ve been able to tackle a lot of the sort of issues because we’ve seen crime issues for instance, there has been a great deal of collaborative work on that.” (C005)
“...we’ve learnt an awful lot but the whole organization has learned an awful lot along the way because the way that we typically do things doesn’t lend itself to this type of approach.” (C004)
“... the woman on the housing estate who demonstrated real leadership ... she showed and develop that leadership of place role” (C020)

Leadership of place is seen as bringing together capabilities, assets, people and resources to achieve the best possible outcomes for the local community. There is strong recognition of the importance of devolving more responsibility for local services down to the very local level. This also means that communities need to have more realistic expectation as to what local government can provide. With this comes the recognition that there also needs to be more devolution of powers and flexibility in the use of resources to ensure that they are used in the most effective way to provide a place appropriate response to issues. It may need a cross agency partnership working with a cross community partnership. What is already going on in the community around the issues that is being addressed also needs to be taken into account. It was felt that the potential for more effective leadership of place leading to benefits for local communities were blocked by the rules and bureaucracy imposed on localities by central government. There was a strong sense in which local places needed to be set free to enable communities to reach their full potential.

“... And I think the electorate would had no – should have no claims about the quality of administration. But I think in terms of leadership, it’s lacking in general and it’s lacking because it’s – people are not given the powers to lead to a particular place” (C014)
“Leadership of place for me involves ... those with sort of influence coming together to discuss what they see as being the key issues within their area. Then kind of consulting back with the community to sort of understand the communities sort of opinion of the situation ... adding in their strategic sort of knowledge and experience and insight and then taking that whole ... of public sector system to work out how collectively they can address those things” (C011).

“...to successfully work together and develop strategies that can be successfully implemented within the area as well and that may include such things as sharing services, pooling of budgets, staff any kind of resource.” (C003)

“I think they desperately want this space to start to build that community. But who do they ask? And whose voice is going to be heard? So there is great leadership that actually people want to do stuff but they are knocked back all the time” (C016)

“...huge opportunities for community-led activity which is stifled because of bureaucracy ... there are huge capital assets sitting in the middle of a community ... people with great leadership skills ..”(C016)

“...huge potential for place -led community with leadership” (C018)

There is also a requirement for people to value their local community and want to make the best of its collective assets. Under austerity this has taken on the additional character of communities having to decide whether they want to take over the delivery of certain non-statutory local services or leisure facilities or accept their closure.

“... really about people and valuing their not necessarily but their sort of their parish or their town but valuing their area and ensuring that the services that they actually require as a community as a neighbourhood or are actually there” (C018)

Leadership of place is about helping develop community resilience and empowering local communities to develop their own priorities, and find ways around barriers which may stop them realizing their objectives

“.... how does the community connect and be resilient ... you get the community defining what it wants ... but you then get the communities in a position to answer some of those questions.” (C017)

“For me it’s around the community champion role within the place ...” (C020)

4.5 Cluster IV – Outcomes

When looking at the impact of the Collaboratives, a strong tension has emerged in how value is measured and created. It can be considered to be short-term aligned to a quantifiable managerial approach narrowly focused on measurable tangible outputs, or longer-term aligned to a qualitative developmental leadership approach based on wider soft intangible outcomes. For example, for case study A, there was a clear agreement that the Collaborative needed to create value by focusing on a narrow range of practical issues, informed by local intelligence, such as improving the outcomes of young people not in education, employment or training (NEETs). However, there was also agreement that

developing a set of key performance indicators would undermine the ethos and approach of Collaboratives.

“I think to our credit, I think we understood the risk that there was in KPI the law of unintended consequences and basically we weren’t comfortable with it. We all want to be clear that it needed to have value, we all need to believe we were adding value if we were going to sustain it”. (A005)

“And within all our organization whether it be the police or the NHS or you know, private sector or councils, there’s an awful lot of information there and actually deploying that in the right way to actually help drive better decision making” (A027)

“A clear specific problem. I think if you can nail it down, then I think the horsepower of the group will come up with some good answers, but I think that’s one of its strengths and its weaknesses is that quite sort of broad and far reaching.” (A019)

“It is now refocusing I think on – “Okay we have got some key things we want to work on. We actually want to see some – where we are going on these in terms of a medium term” (A027)

This section explores how value emerged as being created from relationships between individuals. Secondly, it considers how value can have an impact on self, organisations and/or wider place. It also considers how value can be created from difference. As is the case in previous sections, it also considers how the soft intangible outcomes may create the conditions for later tangible ones. And finally, under the last core theme, the emergence of more critical, negative outcomes and impact of the Collaborative are considered.

Core Theme 8 Creating Value

There is considerable evidence to suggest that creation of value is predicated on establishing strong personal relationships and connectivity through increased understanding. It is also soft intangible and personal/relational outcomes which enable tangible ones. People place a lot of value on having the time to really getting to know each other. Even where people work closely together there can be a lack of awareness of the extent of personal, professional and organizational responsibilities, accountabilities and constraints that colleagues from other organisations may be living with and working under.

“..it was interesting that colleagues from the County Council who had a very close relationship with the PCT, were not really aware of the totality of what the PCT had responsibility for, where its budget went, its relationship with the then [00:08:00] regional Strategic Health Authority (SHA) and the Department”. (A030)

Collaboratives have generally been very good at facilitating mutual understanding of the constraints and perceptions from both an inside-out (getting to know the constraints from the personal perspective of a person carrying out a specific role) and from an outside in perspective (getting to know how your organization and role is perceived by others). There

is also a realisation that although people may approach issues from different perspectives, they have similar value systems and it is unearthing these similarities which can become mutually re-enforcing in terms of finding common purpose around key issues. There was a growing appreciation of the benefits of a greater understanding of the other, and why, for example, an organization is taking such a long time to making a decision.

I feel far more positive and hopeful about the potential for genuinely collaborative solutions which are focused on issues as opposed to organisations than I ever would have been before. I have become convinced that solutions lie in building relationships and that is we need to put 50% of our effort into building relationships rather than currently I guess probably about 10% (A006)

With the deepening of relationships also comes trust so people are more willing to share what is going on in their organization and what the real current challenges and difficulties are. People are able to express their concerns or test out controversial ideas in confidence that nothing said will go any further.

“...there is a level of trust in the group that people wouldn’t go away and we are very much on and relay particular comments or attribute things to people. We are very much on Chatham House rules. So, in terms of testing out ideas in particular or just perception like, when you are talking about let’s say the economy, you know, I wouldn’t want to say in public: “Well actually the economy is in a pretty dreadful state” (A027)

“The A-shire Collaborative, because it’s a place where we can actually, because the barriers can be dropped and we can have honest open debate. None of us are scared about saying what we really think.” (A024)

I know that the one of the key or one of the third sector members of the A-shire Collaborative who happens to run an umbrella VCS organization has found his relationships with Shenstone members has greatly helped his managing his financial issues in the last 12 months (A002)

There is evidence to suggest that increased empathy at the senior level across organisations led to improved joint working more widely between organisations. This deeper mutual understanding amongst people also meant that there is also closer understanding more widely across and between organisations.

“...It’s about interacting and getting the others to understand how we work together, how we are perceived” (A020)

“...I do think that personal relationships at the top of organisations have been greatly strengthened and that the signals are that has kind of worked, you know, there has been some serious trickle down, patchy but nevertheless some serious trickle down (A002)

“So I think that a better understanding both of how my organization is viewed and how the rest of the place works or doesn’t “ (A015)

People having a more informed perspective on how the decisions made in their organisations need to take into account the dynamic context in which they operate and their interdependencies with other organisations.

“...that’s the value. Gaining and understanding of sometimes the individual perspective more the individual than the organization ... (...) ... we do have opinions and our own values systems and that’s what comes over when you discuss anything” (A001)

“... understanding that none of those single institutions or organization on their own could ever be as effective by acting alone without a clearer and informed understanding of where some of the other dynamics can influence the output and that’s where the value is created.” (A005)

“...if the outputs are better interaction between the chief executives and the public and private sector and T and her lot (County Chief Executive and Leadership) were using that to develop a resource base that grew out of it, you could measure that as an outcome. ...” (A004)

“...So for me it was about the value of developing middle managers different agencies together in the hope that not only do they learn individually, but they also collectively learn and they make links across the whole system and think about how things can be done differently” (B020)

In some instances people have considered that the learning experience has in some sense been transformative. From this perspective getting external views can help shape new learning, be intellectually provocative and widen horizons. This transformational learning can also happen when people are made to feel uncomfortable, which is when people are forced into asking questions as to why things are as they are, rather than, for example, simply stating that they have no funding to help.

“... because in here if somebody has gone through with “your system” (in inverted commas) and had you know, experience from their side, it takes you away from that sort of corporacy of “Well we do things this way you know”. You only regard should be actually the impact on the citizens you are serving” (A027)

In some instances, the transformation can simply be about the realization that self-selectivity, bias and limited exposure to different perspectives (despite years of experience) can limit knowledge of other organisations. Firstly, involvement has made people more conscious how personal experience and interests shape their approach and made them more overtly conscious of wider issues that need to be taken into account.

“...you have to almost understand how your personal interest has shaped your dealings and work. So it makes you a bit more self-aware...” (C007)

“...it’s enabling me to understanding how I ignorant I was of many important factors”. (A005)

“It showed me some things I simply have not understood.” (A002)

“...people genuinely learning things that they didn’t know before and willing to say I didn’t know that gosh” (A006)

For some participants, there is evidence to suggest that there has been a deeper impact, where assumptions have been challenged and attitudes and behaviours have actually changed due to the experience. Participants are exposed to the hidden social and economic differences within place and given a clear view of the reality of what high levels of deprivation mean for some communities of place. Learning from participation in the Collaborative had a positive impact on their professional practice. It has been expressed in a diversity of ways. One that came across as particularly striking was that exposure to certain issues is not only about abstract learning but about sensing, in other words, the connectivity to the personal self of emotive issues can lead to one feeling a responsibility to share, own and personally respond to it. It also seemed to make people feel more connected to the external world and wider place. A number of people have also reported being stretched and challenged in their learning.

“...the A-shire Collaborative is quite good in making you aware that without you necessarily going there and experiencing first hand, that some parts of the county are bloody struggling.” (A003).

It’s taken me into a different arena. And it enabled me to understand different perspectives of others and other organisations and I hope it has also helped them understand perspectives from third sector. And so I would say, it’s grown my confidence in being able to approach those individuals outside of the A-shire Collaborative” (A008)

“..“(It is about) very knowledgeable people challenging you.... (...) ... your head hurts sometimes when you come out”. (A018)

“ (you need to) concentrate... (...) ...to think out of the box and not to put your own company - small – (...) slightly tunnel-visioned you have to let that mind widen, and that’s a challenge...” (A023)

“ ... this is different and this is about my personal reactions to people. It touches me as person and how can put that into my work rather than being stuck in my ivory tower” (C013)

Acceptance onto the Collaborative has also led to behaviour change for at least one participant who now sees himself as one of ‘them’ he used to be able to shift the blame onto them for decisions made. Others are more open and disposed to taking away learning and thinking about what it could mean for their personal approach in their specific context. There is something about a readiness to learn and collaborate. This was reported as an intent but here again there were also specific examples given.

I know the people who are the top of their organisations and I am accepted as one of them and that changes my behaviours, I no longer have the comfort of “them” to blame because I am one of them. And that that will colour my behaviour in the healthy economy being much more aware of the imperatives and constraints placed on all the organisations, and how hopefully that those directions have been derived at by good argument.

“...me in a different mind-frame and seeing different perspectives ... (because) ...even reacting quit quickly to it a new issue) you can’t go along with that for very long, you are shown very much that there are different ways of looking at it” (A021)

“... that meant to me promoting things with my officers and staff interacted with people in those organisations in a way that to sort of a degree possibly mirrored (what happened in the Collaborative)” (C021)

“I think you really truly need to be immersed in the issues that you’re trying to resolve. But also be willing to actually get your hands dirty and make some decisions.” (A014)

“...what people then do is take that back into their own organisations” (C014)

“...that meant to me promoting things with my officers and staff interacted with people in those other organisations in a way that sort of to a degree possibly mirrored ...” (C021)

Learning from the Collaboratives has enabled people to adjust their leadership styles to adapt to increasing demands in an evolving context. One specific example was a senior manager having to move from managing one team of managers in a single organization to a shared management arrangement. This meant more than doubling the number of people he had line management responsibility for, with the new reports ones operating in an organization with high levels of officer-member distrust.

“...my big concern was I wasn’t going to give all of them enough time. But in appraisals ... I got feedback from the direct reports at W-y ... they felt more supported now than they had done in the last three and a half years ... been crucial ... I couldn’t have managed in the same way because I have now got double the direct number of reports ... what the really interesting piece, the three guys who (...) I had managed in a certain way for three years, I now manage in a totally different way ... they feel much more empowered, much happier developing more ...” (C020)

This has also meant being more conscience of and valuing the contribution of others and what can be learnt from their approach. Tellingly a group of more junior officers who came to present their work on specific issues to the C-shire Collaborative came away surprised and inspired by the degree of openness and support they had experienced.

“I think the quality of discussion, the mix of people that we have there (...) so, when it has worked well, we have had that -- engagement and discussions and out of that, has flowed things people taking it way back to their organization that you had stimulated some discussions in their own organisations.”(A027)

“It’s been useful as a reflection of my leadership style I have seen leadership techniques and styles that I admire. So I have tried to move myself a little bit towards that.” (C016)

“Does that mean you change yourself? I suppose you are inevitably bound to? We are frequently changing, aren’t we? understand what they contribute as well” (C012)

“...but so it actually helped me see the complexities of other people and other partner’s business ...just having a beer with them at night, actually gave me inside into their complexity of their business operationally and strategically that I would haven’t got.”

“We have all been too insular I think and we need to look and understand what other people in other companies are doing.” (A023)

In case study B, there is evidence from the data that participants have benefitted from developing a greater understanding of the political environment that they are working in. The emphasis within the programme on concepts such as the strategic triangle and the authorizing environment (Moore, 1995; Benington & Moore, 2011) have underlined the importance of this thinking at the core of the academic teaching. The first manifestation is a heightened awareness of the pressures and challenges that politicians and senior managers work under and a greater sensitivity to political behaviour and concerns. It also built confidence enabling participants to challenge politicians and senior managers' assumptions. In one particular case the interviewee's language and approach became harder edged and she was not afraid to speak truth to power (senior management) setting out the difference between how the senior management team wants middle managers to be and *how they were actually feeling*.

"...talks about the political agenda within it and that is when it really, really, does come into its own." (B003)

"...helped me see that through and the risks that obviously politicians have to manage ..." (B008)

"it also helped illuminate me to think about working in much more strongly political environments than I've ever really probably been aware of before ... keeping your constant eye on that authorization environment If you have not got that, a constant eye on how that shifts, anything you try and do is dead in water." (B008)

"...it's given me a really good understanding of why strategically we would want to lead in partnership..." (B004)

"... In executive group. I'm more confident, I will speak ... because our make-up of our Executive Group is mainly male police officers." (B011)

"So a lot of that came out there are some things that came out that we need hear which is that senior managers weren't modelling the behaviour. They weren't living and breathing these four new leadership behaviours, "So you are expecting us to do it, but they are not "You guys have got to do it – we need to pull our own socks up a little bit" (B003)

Secondly, there has been an increased capability to read people and the environment surrounding them. At its weakest this involved an increased capability in interpreting unspoken behaviours or responses of fellow participants or people during external situations. At its strongest it involved choosing the appropriate response to a given response or situation.

"You can always see at the end of the meeting can't you? Because some people walk out and say "That was really good that." ... Other people go "What the hell was all that about?" ... And you'll see that, those different comments rather than doves and hawks" (B012)

"... obviously the individuals within the group that you know you've got to learn, you could predict almost the questions they were going to ask ..." (B016)

“...can both identify all the people styles, I can identify my own style and in doing so work out what the best methodology is ...” (B014)

The final manifestation was reflected in a more sophisticated and nuanced understanding of and acceptance of imperfect and incomplete solutions to policy problems.

“... actually does allow me to put them in this little box really and then resolve them in another way.... I'd resolved wicked problems... even realizing the wicked problem all the theory behind.... If I had known that at the time actually... would have gone straight to you know clumsy solution results...” (B013)

“...but taking them into care doesn't solve their problem; actually the most damaging kind of experience for kid...another half of me that says sometimes we spend too long trying to keep them with their families and we damage them even more. It's just, it's a really hard balance to find, really hard” (B003)

There is evidence value creation is reflected in the way people applied learning from the Collaboratives to issues within their organization (if not across place) using fellow participants as critical friends or just applying learning to specific projects. There seemed to be more examples where there was an environment more conducive to applying learning from the programme and learning from the errors and positive outcomes from application of that learning. One organization who considered it was not effective enough in reaching out to deprived communities, used critical friends from the Collaborative to gain a better understanding of how it was perceived. This feedback led it to revisit its core values and find ways of reaching out to non-traditional learners in hard to reach sections of local communities.

“...It made me feel that we weren't reaching out of the college as some of the communities would describe and I think recognize them. And so we met them to sort look at the reasons for that you know some quite interesting perceptions of the College came out which we worked on to make ourselves probably more accessible”. (A020)

Another participant reported how an independent evaluation had reported on the transformed outward facing organizational culture enabled by a fellow participant using ideas which came out of the Collaborative.

“...seized some of the products of what he saw as products of the A-shire Collaborative to do back in his organization. I happened to talk to somebody who had done a formal visitation to Y (name of organization) and this person was hugely impressed by the outward-looking stance of Z (name of Collaborative participant) and the high level of morale, which had not been the case 18 months earlier.” (A002)

In another example, one initiative within the police reduced headcount and overall costs whilst improving service levels.

“Certainly for people individually, XY ‘s got a very good example of how he tackled a problem differently and he used Heifetz’s theory of Adaptive Leadership – gave the problem back to them and left the room...” (B003)

“Has it created public value – now there’s a question ... I would say personally yes because I think, I’ve bought back what I’ve learned at my work place ... “(B008)

“ .. I really benefitted from and hopefully finding ways of sharing within the organization. I think that’s something that we probably need to think and give some more thought to ... it begin to take it away from being a purely kind of abstract discussion of ideas, to something that’s got some real relevance within the place ... ” (B017)

The potential future value realization has also been reaffirmed by individual participants. This is also reflected in a number of organisations who are committed to the implementation of the common thinking and philosophy, for a longer term return on investment.

“ ... I’d hope that the organisations participating in that are able to see some benefits in terms of investing in that programme (...) we would be hoping is that not only individual’s benefits and I think we’ve tried to target it, certainly within the county council, as those managers who we see as having (...) the potential to become more senior managers whether in this organization or another organization within place” (B017)

“ ...I’d like to take that as an investment to line in terms of their attitude to working in partnerships and the sort of leaders they are, which is kind of aim of the programme We left a lot of values locally in terms of ideas and just sort of small generation of people wishing to sort of take that forward albeit be in different financial circumstances ... I like to think the investment that one makes in partnership working is an investment for those moments.” (B024)

Collaboratives offered a unique diverse forum (in terms of people’s professional backgrounds and personal perspectives, sectors’ represented, issues explored). Indeed, participants were selected for the value and different perspective they were perceived to bring. In case study A, for example, both the private and the third sectors thought they had a unique contribution to make and added value to the Collaborative in a particular way.

“...for the first time in my experience representatives of the private sector voluntarily and willingly giving up their time for an activity and I think that’s because they saw there was some value in it for themselves as well as other people. ” (A002)

“...the value that we brought has been as a balancing voice to an approach from the rest of the A-shire Collaborative which came from a fundamental different or two fundamentally different directions you know from police, council, local government. The third sector has their own special contribution in it and the private sector is always from the three of us mostly in balancing that. Now the practical values as I said of the A-shire collaborative I believe has been to get an interaction and understanding between those three voices...” (A024)

“I got a better perspective particularly on the public sector services ... inspectors who are on the course really bought a different perspective which I had not thought about ... more inclusive and work more collectively across our partnerships It worked exceptionally well - working with the partners in the room just being a room with people across the sector and different agencies worked really, really well ... ” (B008)

It was also implied that the diversity created value because the participants valued each other and appreciated the contribution that each made to the overall experience and as a resource they can draw on to improve their leadership in the immediate or the longer term

“And I think also the other situation is, and this is down to an element to either picking or choosing the people to join...now whether that is luck or judgment or both, I think the cohort of people that we had was quite good...” (B019)

“you measure public value because if its influenced me to make one decision that actually makes things better for my team, they make it better for the public, we I’ve added public value, you see what I mean?” (B014)

Participants appreciated interacting and seeing their peers interact with a range of people, and being exposed to perspectives that they would not come across in their day to day role. And certainly not in an environment where people felt free to speak their mind. In some cases, they witnessed their peers visibly moved by experiences and determined to improve the situation and make a real difference.

“...people that had gone through pretty traumatic experiences in A-shire, the social care, they had been in the care system (...) from a very young age. And they literally sat and talked to us. You could hear a pin drop, with their experience, it was so personal and moving.... a lot of people went away and asked serious questions in their organisations in terms of the way to help improve things (...) we have not been afraid to do those type of things and I think that’s where the real value is being added.” (A027)

They also reported gaining considerable insight by being exposed to different and sometimes provocative views on how to approach difficult problems. It was also considered that decision making was better informed because of the diversity of views encountered enabled a wider and more informed perspective.

“...the thing that makes it work of course is you get the diversity of views under Chatham House rules.” (A003)

“... if you asked everybody in that room what the answers to this one and one was, they would say two, he would say three, and they would look at him and say, “No, it’s not three,” they need to tell him why it was three, (...), and it’s that kind of really good overview, homelessness and (...) all of the issues that he’s never done what he has to do, well why don’t you try this. And sometimes people thought he was just a nutter and other times they were thinking: “Well we’ll love to see whether we can look at doing that and it was just another perspective” (A004)

“...it’s just the richness of all of these different perspectives”. (A006)

On the other hand, it was argued that there was not enough time really getting to know third sector providers, for example, and exploring what each could contribute to resolving particular issues. In addition, even where a commonality of understanding is reached, there is concern that identifying what is wrong and what needs addressing is not translated into

action on the ground. It was felt by at least one participant to be because this required real resource shifting an action that many statutory providers were still reluctant to do.

“...it’s about breaking down some of those barriers between the third sectors and the kind of statutory providers which are involved there. They do tend to operate in a bit of silo and I don’t think there’s necessarily a great deal of understanding between them”.

“...there is a commonality in there, but then we are not translating that into things that happened on the ground to always make a difference” (A018)

However, the Collaboratives have also been criticized for not really engaging sufficiently and getting to know different communities of Place rather than just expanding the number of participants. In addition, the selectors could select an increasing number of participants who were conformist and reflected their bias.

“they are trying to engage with more people that bring difference sorts of perspectives in, whether it’s the right model is not for me to judge it, from my perspective it possibly needs to be actually more out and about in the communities rather than a certain few people” (A014)

“And I think sometimes we didn’t actually get the right people. (...) occasionally the Programme Board members would (...) I think be a little bit too subjective about who they wanted to be on the group... (...) if you want to have a bit more challenge, a bit more edginess into the debate. (A0??)

There were a number of tangible outcomes, which according to participants emerged from the depth of relationships, mutual understanding and discussions enabled by the Collaborative. These included the one hundred apprenticeships in one hundred days initiative, a local college taking over the funding of a skills training centre that a local authority could no longer afford to fund and the streamlining of the LSP and setting up of the Public Services Board. It was also seen as an investment for the future when organisations had to tackle difficult issues like budget setting and resource shifting, i.e. that this process could now take place in a more honest, transparent way with sharing of decision making intentions on key issues. In addition, in case study C, a number of participants reported that innovative projects or collaborative approaches to identified gaps in service provision or meeting the skills demands of future employers were developed as a direct result of the activities of the Collaborative. The best known of these was a School for Social Entrepreneurs, others included an initiative responding to the challenge of widening aspiration amongst young people and another seeking to co-locate services to save costs and more importantly be more responsive to service user needs.

“...that project is a real project with real people on the ground doing it as a result of the Collaborative so that’s a big one... “(Widening Aspirations Initiative) (C006)

“what it did galvanize me to do was to recognize when I took up this role that developing our response around skills and energy was probably one of the most important things to do ... are developing our energy response in that area as well” (C006)
“we had a joint up approach from the education providers as regard skills for energy and we wouldn’t have done that and it’s not part of anybody’s job description, it’s part of everybody’s sense of shared responsibility” (C014)

In another example in case study C, the Local Government review encouraged all six district councils within the County to look at ways of reducing costs through shared service arrangements. The relationships that developed between DC Chief Executives through the Collaborative enabled the dialogue to take place which lead to shared management arrangements, despite such a process inevitably leading to the departure of a number of them.

“ ... without shadow of a doubt the recession has given a change imperative to us all ... a lot of the district councils are combining ... , had it not been for the Collaborative, it would have been very, very difficult for those arrangements to have come together” (C003)
“ ... one of the most significant things is that we went from having six district councils to having three and you know part of the process was the personalities around it coming up ... the personalities were being able to work together to merge their districts ...(one of) ... the more significant changes that I think the Collaborative supported. ... And it’s one of the least often talked about, which I think is quite funny”(C022)

More recently the DCs are also starting to re-organize their services around localities which should make joint working easier with the County Council. This should also mean that it may be easier to provide more locally specific responses to community needs. In addition, one of the district councils is also co-located with the County Council in the County capital.

There was evidence to suggest that capability across place is being developed. In terms of case study B, this capability development did not extend to more senior leaders, due to the political tensions between the County, City and to some extent the District Councils. On the other hand, the analysis has revealed that people placed a high level of value on some of the initiatives that has been catalyzed by the work of the C-shire Collaborative. There are a number of pilot initiatives in sensitive areas had also led to the restructuring of services both to more effectively meet user needs and reduce costs.

“ ... we are seeing changes in the way that we operate as a place...” (B004)
“... things like families with complex needs complexity, come along and the opportunities to working in that particular, those who have been on the Programme will be able to use the skills from the Programme to work in that kind of new way of working..” (B015)

“..with the troubled families’ - we’re at the forefront of that ... the learning from the Leadership Academy has gone into the redesign of our children – new Children and Young People Services operating model ...” (C002)

“I can probably put a monetary value on a few of the things that we’ve done, I can’t possibly put a value on the fact that that collaboration under the surface allows us to do so many things together ... we’ve work with the Borough Council, the Arts Council, a range of all the providers and we’re putting in place some incubators for the people involved in the creative arts ...that wouldn’t have been possible if I had not been able to make genuinely upfront phone calls to say “This is what it is going to cost us. This is what it is going to cost you”. (...) ... (we) knew each other well enough to say this is what it is worth to me and this is what I am willing to do ... we set that up in a matter of days where there was a conventional, let’s call the committee (...) would have put you a year behind...” (C014)

“And so there’s been definite economic benefits for sure and so there’s been behavioural benefits for thinking it out and thinking wider and I do value it ... “ (C016)

“You got better results ... bangs for your buck ... view more robust approaches to the issues in my case and particularly in a west C-shire contexts ... “ (C012)

“...The certainly economic value in terms of designing and delivering shared services and so some of the local authorities, districts and boroughs have come together... to do design joint services and deliver those..” (C016)

“... (if) you’re willing to work in a coordinated consolidated a bigger change of making a lot of difference “ (C014)

There is evidence of value creation from the data which is either in the form of specific projects or observed changes in behaviour reflected in a more open and willingness to work across place to achieve shared objectives. In respect of the former there are concrete examples of people using fellow participants to ask questions and challenge why things were done in a particular way in order to facilitate change.

“...a couple of my colleagues from the police on the communication side needed to review their service and they were clearly cautious and nervous about it. And because we did this session around appreciative inquiry ... and that was about, you know looking at the role of their communications team in the police force challenging some of those thoughts in the police force of, you know “Why did they think they need to do that? Why not in a different way?” so that was good, yes (...) it helped shape their structure, they found it really beneficial ... they were going to write a letter to my boss at the time to say, you know what valuable piece of work it was and how .. “(B005)

“So for the energy sector we have EDF talking about Sizewell, we had East Anglian Offshore Wind talking about wind power, we had people do – again they got access to decision makers and in return they gave their best information about their subject area which I think opened up the eyes a little bit of people who see it as on the periphery of their work environment.” (C001)

“...it was a really good opportunity to understand where these folks were coming from and their messages were quite straightforward ...” (C019)

“...Yes but I mean the other impact is that I have brought things back and we did a kind of a lean exercise and I had an appreciative inquiry and I would never ever learned because I did not know about it.” (B011)

“I ended up have to lead a change programme because the austerity measures kicked in then ... over my department we were going to change, and I was asked to save a million pounds out of my budget ...” (B012)

“... we delivered a piece of work with probation service around offender management where there was a work with another cohort member to try and smooth that process through and get the launch of this new development working ... ”(B014)

“...relationship, rapport, so we got from that four examples, spin-off projects, through communication really ... ” (B015)

In terms of the latter, a change in the way people were working was expressed as anecdotal observation and lived experience rather than in relation to specific problems. Moreover the data suggests that, at the least, there was collective agreement amongst the B-shire Collaborative to work collaboratively on specific initiatives post-programme. It was also felt that the experience of the Collaborative facilitated sustained connectivity and inter-organizational working.

“...we agreed that that way as a cohort we should be able to use our skills in that way ... ” (B005)

“... for example I needed to get something done in Northwest B-shire, I was able to contact one of my colleagues and you know got me through there ... ” (B005)

“..(I am looking to) ...involve the B-shire collaborative participants in, which was looking at developing a sort of organizational excellence framework ... ” (B017)

“...at was a really good, a good thing. You weren't making it up we're actually doing it on real life things” (B011)

“I've had experiences though I wouldn't felt otherwise had them influence the way that I think about things and that's clearly quite useful ... ”(C006)

Core Theme 9. Collaborative Disadvantage

This final core theme offers a counterpoint to the positive interpretation of preceding section where a number of emergent themes suggest a more critical perspective. Firstly, some people were less committed to the longer term development of the Collaboratives and more focused on self-interest which had a negative impact on self, organisations (particularly in the third sector) or the wider place positive development of the Collaboratives. Secondly, the onset of austerity caused a shock to the system which impacted on the potential for the Collaborative's activities to invoke a more collective place-based approach to leadership. Thirdly, when participants were exposed to the issues faced by marginalized groups, whilst they were empathetic, there seemed to be a lack of commitment to action. Fourthly, another emergent issue was the lack of engagement with communities of place. The fifth section comes full circle and considers a number of emergent issues (both internal and external to the Collaborative) which limited the realization of potential and whose presence preceded austerity.

In the beginning, the perception of the Collaboratives as being different and out of the ordinary fitted with the idea of leaving their eventual direction to emerge. In an environment of relative financial stability, where public service organisations had a reputation for high performance, there seemed to be room for experimentation to see if new approaches could take multi-agency collaboration to a new level.

“...when it first came together I think people were a little sort of confused as to why it was coming together...” (C003)

“.... It’s just because I don’t think from somebody who helps organize each meeting, I think we have not got a clue of what we’re doing in advance ...” (C017)

Difference was seen as positive, and whilst the future direction may have seemed unclear, there was a general agreement on improving leadership across the public service system within a wider place to improve outcomes even if the means to achieve this were not self-evident.

“I think it’s about understanding - what are the things that are important across the whole of C-shire that need all the partners to come together to achieve it or solve it or whatever that might be (...) ...the voluntary and community sector (...) as well. And I think the business communities is represented as well. So it’s about that those things that require the whole system approach really ...” (C004)

“It’s really not clear what it was trying to achieve. The key challenges, let’s say, it’s a well-meaning, well informed, well-attended actually”. (A019)

However, as the C-shire Collaborative evolved the expected clarity of purpose and focus did not necessarily emerge. For some the Collaborative was too removed from every day reality. In addition, it was felt that the Collaborative stood alone and there was a lack of a structural linkage between what was discussed and agreed within the collaborative and the rest of the partnership infrastructure. There seemed to be an over reliance on the independent facilitator and when given a resource to help support their enquiries into key issues, the senior level participants seemed unsure how to use this effectively. Ideas were discussed but then did not seem to be developed into a mature state. There has sometimes been a perceived lack of ownership and leadership within groups which prevents particular lines of enquiry being developed to a stage where they can be implemented (by lower level management) to achieve outcomes.

“...it just feels like it’s looking for a purpose in some way it is looking for a focus ...” (C004)

“What is that you want me to do? I am here a free resource and what is it P__ got slightly more direction ... because the Chief Executive he was supporting was his Chief Executive ... We all sat there and said “You are not giving us enough direction” and the sort of response that came back was, “Well I didn’t think we could because you don’t work for me.” And it totally missed the point because what one organization had said was “Look we are donating a day a week. A day week to do whatever you want them to do – we are donating it” (C013)

“Even the ideas that had been thought about I don’t think were sufficiently worked up within enough scope to then hand it down to somebody ...” (C020)

“...there’s got to be a focus for effective leadership of the group, so somebody has to take, and (...) responsibility (...)... it works well when somebody takes responsibility for kind of bringing the group together, sorting out the programme making it work you see what I mean. If that doesn’t happen, then and if there isn’t somebody with dedicated time and commitment to doing that, then it doesn’t work so well. So that’s one key ingredient. A second key ingredient is it only works well if you get real commitment from all the members or at least a good enough proportion of the membership. It also works best when there is a cleared shared purpose and at times we have had that and other times we haven’t ...” (C006)

There was quite a strong perception that elected Members would perceive leadership of place as already happening through their activities. The acceptance of the relevance and role of other (unelected) leaders of place in playing a leading in developing communities threatens the primacy of local politicians who seem themselves as having a distinct democratic representation role.

“that they are a barrier to change ... Will our councillors buy it?” ... working and sharing services.” (C015)

“... of a strongly Conservative of council is probably most of them will see it as “We’ve been doing anyway for years and there is only so far you can push it.” (C020)

“...it’s a bit wrong to say that’s all just down to the Collaborative. My own personal experience when I work at the Borough council we worked very well with the county council and with other districts...” (C019)

Moreover, such an acceptance clearly questions to what extent the elected members represent the diverse range of communities and social class within place. Accepting the need for support and development in order to fulfil their community leadership role could also be perceived by members to be a sign of weakness. It was also suggested that amongst some members and officers the Collaborative was seen as a threat to a status quo which was structured in their favour.

“For me it’s around the community champion role within the place and I think there is a huge challenge there in terms of members wanting to get a hold of that and understanding it. The members here are fairly arrogant and talked to them about training. Is, we don’t need training and so we managed to get some briefing in it now and then.” (C020)

“And I think the reason for that was probably politicians didn’t understand what is was about, but also you had vested interests in certain officers in various districts or that’s a

threat to me, so we had to rubbish it from day one and that's a lack of leadership again." (C007)

In addition, increasing politicians' knowledge and awareness of the Collaborative was also largely ignored. Awareness and some level of understanding about the overall purpose of the Collaborative did not go beyond political leaders of authorities if at all. Whilst initially the lack of political involvement facilitated people's ability to be open and honest in their views about key issues, it became an impediment as the people involved had no "political" mandate to commit resources or a shift policy focus needed to implement changes that were agreed. This dissonance became even more of an issue as austerity put pressure on officers to become more inward focused as their activities and the perceived lack of political accountability came under closer scrutiny.

"... that has always been a dimension that has been there to be managed ... but that political dimension has always been if you like something that has been lurking from one step ... I don't think we ever managed to successfully bridge ..." (C021)

In addition to resistance from politicians, the political mood music was moving away from concerns about collective provision towards a focus on more effectively meeting individual service user needs. There was also doubt as to whether the Collaborative and collective nature of Leadership of Place could really work in an environment where competition between and within places for limited resources was becoming more apparent.

"... I'm not sure there is the political authority to do that unfortunately ... think we are shifting towards more individualisation of stuff" (C017)

From the outset, in case study B. it was felt by some participants that their participation in the Collaborative was based on their organization wishing to comply with the demands of the county council. It could be said to have been Collaborative working enforced by command and control.

"I feel that B-shire had this initiative and they approached, they wanted all the Districts involved ... from my organization I got the impression it was a B-shire (county council) initiative ...it wasn't for personally..." (B016)

"... (it was) very much a model that he (the Chief Executive of the county council) wanted to go towards and he is quite dominant I think in that whole partnership across our public service ..." (B008)

In the A-shire Collaborative, participants started to question what personal benefit or value it delivered and attendance was patchy with concerns expressed over a tired formula.

“...the first time in my experience representatives of the private sector voluntarily and willingly giving up their time for an activity and I think that’s because they saw there was some value in it for themselves as well as other people. I have to say I think the signs are that we have passed out of that period and in to a rather different one.”

“...Now, as we stand in autumn 2011 and look over the parapet I’m no longer quite so confident that the formula is right” (A002)

“...there is a commonality in there, but then we are not translating that into things that happened on the ground to always make a difference.” (A018)

In case study B, the participants had learnt the importance of a collaborative approach which leaves people feeling empowered to effect change, however, this was often at odds with the organizational context participants went back to. There remained a lack of interest in and support for the application of their learning back in the organization

“It was almost a disconnect I felt back at the department you know. I wasn’t being able to apply my personal development it helped...I did feel that the department did not make good use of my learning, you know? ... (...) ...on a professional level I feel like I have done it and it’s not been, I’m not being able to apply it ...” (B005)

“...it hasn’t perhaps delivered on its promises ...that’s what we thought ... was one of the particular aims ... of us all doing it together at the same time” ” (B022)

“Professionally, I don’t know if it has benefitted me or not, but it’s probably not because the local authority where I work haven’t been engaged in it or used any of the knowledge that I learnt in any way, shape or form...I’m not convinced there was buy-in from my authority at the outset at all” (B008)

“...It’s made me much more frustrated ... a very lack of interest in my organization. ... I tried a couple of times on a couple of projects bring some of this work back but it never really worked, because it was on an individual level again ... what would have been nice for me, would have been, if I could at least have addressed the senior leadership board of our authority: “These are sorts of things that we...” (B016)

This dissonance between what was espoused on the academic programme and the practical reality was also reflected in the actions of the B-shire Collaborative’s Programme Board. For some there was also a lack of legitimacy in terms of what the B-shire Collaborative’s Programme Board were trying to achieve in terms of the Total Place project. At the outset there was an exaggeration of the level of participant influence and how cutting edge project would be, and for some, therefore, it was set up to fail. There was also a clear overall lack of engagement of participants and a perceived lack of honesty and upfrontness. The Board failed to understand and model the approach espoused by X-versity.

“...it kind of fell down a little was in its self-professed kind of aspirations about being some kind of breakthrough model of you know across public sector working.. “ (B021)

Achieving the academic qualification became the means to an end. It was seen by a number of participants as an insurance policy in austere times to keep their current position (whilst

others were losing theirs) or as a stepping stone to a post in another organization. . On the positive side, a high degree of solidarity and mutual support was created between participants as all organisations seemed to be going through the same process and people were experiencing a kind of internal malaise.

“on a personal level, I feel that I’ve achieved something ... it was spinning plates, I mean last year was a horrible time towards that but I finished it, and I graduated “ (B005)

It was also evident that a number of organisations and even some individual participants were using the programme for narrow self or organizational self-interests. Beyond the initiating organisations, other were just riding the wave for politically expediency.

“So I think in a very strategic level, it was trying to latch on to something that could be used to as a possible good practice approach. And from that point of view, I think, I don’t want to sort of denigrate it, I think it has done that but I couldn’t point to any return on the ground.” B009)

“...I don’t think a lot of the organisations were committed to it. They did it because it was a thing to do that could point to some better that could point to them working collaboratively at a point in time when that seem to be that direction of travel but if I’m honest I don’t think there was only real political sign up.” (B009)

“.... was just a political move I don’t think you were going to gain anything productive out of it.” (B010)

Whereas whilst an individual might see the aspirations of the Collaborative as flawed ideals, and be very cynical about what it would achieve, but participation would provide an opportunity to get a higher level qualification.

“...but it wasn’t to be fair so much about what the programme was about because I have got my own opinion about whether it is achievable (...) I thought it was really about for the last chance I could get into that kind of level or that kind of environment of education. So personally for me it was just a go up and put the toes in the water and see what it’s like rather than what’s it going to do for the organization or does for partnership working. “ (B010)

In terms of a lack of commitment to action, there appeared to be an active and lively discussion on key themes but then even if possible responses were identified there was no follow up.

“...nobody has actually said right what is it we are actually going to ... we did seem spend hell lot of time, sat around talking and actually when it came to actually delivering action. Whether that it ... the process did value in getting people together and talking about what is it we are going to try and achieve but where I am not sure it’s added..” (C007)

“...we brought these ideas forward and as I say I think they had the potential really if they were backed to go places and they sort of were backed to a point. Two of the Chief Executives who are no longer Chief Executives P_R_and A_G_ were supporting us around

this innovation hub but they didn't get it, there was not the passion there for it, so it sort of floundered and eventually we all started to fall away” (C013)

The lack of follow through could be particularly damaging where the Collaborative had had gone out to listen to the concerns of disadvantaged groups. In a couple cases, it was felt that the Collaborative had unduly raised expectations that action would be taken to address the concerns raised or at least raised as an issue with higher authorities.

“ ... They were worried about the Explorer card, which was the access to transport big issue in rural areas and the EMA ... I don't think we should be doing that sort of stuff and BME group said well maybe we should have another meeting I have a problem with this sort of lets' talk, because there is an expectation in the listening, you will... ”(C015)
... I have gone back to the traveller site, because I just do. So, they know what we are trying to do for the communities, but it hasn't improved just the confidence in what public bodies are going to do for them, it's really difficult R__ isn't it? ... (C015)
“what we rarely achieve is follow through.. (...) a poor connection with our layers of service management within our organization...” (C006)

The lack of follow through is also a major issue at organizational level.

“...we rarely achieve is follow through ... a poor connection with then our layers of service management within our organization ... ” (C006)

As the majority of the field work was being carried out between November 2011 and February 2012, the impact of the government's severe cuts in spending on public services was beginning to have a real impact. In case study B, the support team was limited in number and were holding down their full time roles whilst trying to provide direction and impetus to the place-based element. There was also inadequate time spent thinking through the implications of the proposed initiatives and the demands that these would place on participants.

And it didn't feel very clear that they had a vision for what they wanted from us and how they wanted it. It felt – I want to say poorly planned, but that feels very harsh but it didn't feel like there was enough thinking going into the beginning about how they wanted to use us.” (B004)

“So as it was going along the policy was being developed and so maybe it wasn't that clear ... ” (B008)

“...it needs to be properly resourced ... “ (B009)

“...So there was no money or resources to administer the programme and run the programme but you pretty much relied on the goodwill of everyone ... ” (B024)

Austerity also had a dampening effect on interorganizational collaborative activities with external activities as organisations focused inwards in seeking sought to make sense of the considerable reduction in funding and make sense of the implications. In case study C,

austerity led to the loss of independent facilitation had considerable implications for both the shared identity and future potential of the Collaborative. There is one interpretation that suggests that the Collaborative was on the cusp of realising its potential when the changes were taking place. In other words, the shared experience and learning, and the relationship and trust building means that the participants were ready to play enhanced roles as enablers and facilitators of place.

... And I guess that's one of the questions here is to kind of and that's, it's such a shame that we did the structural things that we did ... we might have enabled the group to ... (...) ... the people that really had transformed as a result of that investment in them, might have been able to emerge more or done more or lead more .." (C017)...

This resort to managerialism seemed to coincide with the Chief Executives wanting to make more direct control of the Collaborative even before the impact of austerity started to bite. The more open attitude of accepting that creativity could come from a diversity of sources was replaced with a declaration that the Chief Executives were the source of creativity.

"...when the clampers came down with sort of creativity mother-ship mode of thinking that did tend to stifle things with it and I think cost a certain amount of retreat into comfort zone way of working..." (C014)

"... well that's a managerial aggregate way of looking but they sometimes get back to their default position of "we have a responsibility so that takes precedence"...people into leadership positions who were rewarded on the basis of their ability to aggregate not to integrate..." (C022)

The need to feel more in control was reinforced by a perception that demonstrating this control maintained one's position in the organizational hierarchy. Performance management could have been seen as an evidence base to reinforce the images of confident and forthright management and accountability. This would have been the logical next step for the Collaborative to satisfy demands for an improved return on investment and value for money. However, this had the potential to lead to what the researcher has described as '*structured emasculation*'. The Collaborative would to all intents and purpose have lost its unique identity and thereby lost the freedom to be the Collaborative.

"most meetings you would want some kind of structure and you would want specific performance managed outcomes and one thing about the C-shire collaborative and other collaboratives that work is that they are creative and if you try and put too much structure to them they die ..." (C003)

Attempts to dissuade leaders from retreating back to an inward focus on organizational management by the facilitators failed.

".. the pull back into organization is incredibly strong however much kind of effort L_ and R_ put into encouraging people not to do that ..." (C002)

One former member of the officer support group (C010) compared unfavourably the progression from the exciting and heady days of the C-shire Collaborative to the latter stages when it became a shadow of its former self (as the Chief Executives' group re-asserted control).

"...in the early days it was challenging because it was trying to drive ways of engaging and behaving that's what outside people's comfort zone, but it was very exciting and stimulating the early days ... was trying to drive ways of engaging and behaving that were outside people's comfort zone" to "(feeling) ... very impotent, it was almost as if any input or value or innovative it was almost as if any input or value or innovative capability that could be drawn from the rest of the organization was just being discounted. " (C010)

Moreover, presciently a former member of the officer support group's (C013) description of how he imagined the meetings of the new Collaborative mirrored the perception of an actual participant (C017) within the new structure, where the retreat to formality and the lack of energy and dynamism was even reflected in the tone of the voice.

"(I) don't go to the Collaborative meetings any more but I suspect much more that is around someone standing in front of you with a power point ... " (C013)

" and a bit like doing it for the sake of it so this sort of normalised things for the moment that sort of feels like at the moment ... " (C017)

The potential for collaborative outcomes seemed somewhat esoteric given the financial pressures that organisations were under to deliver cost savings and increased efficiencies. The priority became managing down service users' and communities' expectations, adjusting service delivery capacity and planning for cumulative year on year cost savings as well as joint management arrangements. The future was about a return to value for money and demonstrating cost reduction and driving a hard bargain to ensure an increased return on investment.

"... and it probably coincided with the financial pressures coming in and recessionary environment setting in" (C010)

".... it's actually a very challenging environment in which whilst the broad trend might be recognized, councils are managing budgets, some are cutting back on support to the voluntary sector and the voluntary sector is being asked to do more a la big society but with less funds ... " (C010)

This meant that there was an unwritten but widely understood need to justify how involvement in external activities linked to the management of the impact of austerity with an immediate return rather than investing for a projected future gain.

" ... I did feel I needed some things from it that I could if you like justify work being there... " (C021)

“...it’s whether... it’s that delivering value for money for the amount. ... I’m sure it could be better value for money with more focus ... (C004)

“... you’ve got to have some connection between the thinking and the outcome because you can’t just have thinking going on in a vacuum otherwise it becomes a personal indulgence ... that’s not good value for money, is it? ... (...) ...there has got to be some tangible outcome or it is poor ROI “ (C006)

“... I think there are cheaper ways of doing it ... (...) people are looking at the Collaborative now and saying, “Oh no, it just needs to be a meeting of these key players, let’s be a bit more hardnosed about it ...”...” (C017)

“In an age of austerity that is just going to lead to criticism” .(C019)

“I think partly because of the financial challenges we didn’t get to that tipping point ... seed had been planted and it had started germinating but then the financial fallout stunted its growth” (C010)

Overall, it was felt that the Collaboratives needed to be able to demonstrate more clearly the benefits and tangible outcomes it delivers, and that it needs to find ways to work more closely and in more depth with communities of place. It was also argued that a more engaging and intelligent use of the participants would have led to a Collaborative realizing its true potential. In particular, it was felt that there was more scope to deliver more specific place-based partnership elements. A number of participants argued that a more pro-active and committed approach was needed to realize this potential from a collective perspective. There is a certain irony in at least one individual arguing that the cohort itself had to show real leadership.

“.....so there hasn’t been enough thinking placed on what next.....so there hasn’t been enough thinking placed on what next... I think that’s the biggest weakness, we haven’t followed up on the cross-organizational value stream” (B001)

“.... we could have created our own case studies. They lost, there were lots and lots missed opportunities in terms of how the partnership could have been run, so it felt very much at X-versity was delivering their programme and it was really fantastic idea, but it wasn’t built together. And I think there was some really good ways they could have done that, but never really tried ...” (B004)

“...we never really developed truly the partnership angle which I think was originally envisaged ...” (B014)

“ Purposely didn’t sit around a meeting table, because we knew we behaved like people who’re sitting around meetings... and we have gone a little bit back to and the formal table who want to present something new and offer our opinion, so that’s gone backwards a little bit” (C016)

The commitment of local authorities to really engage with communities of place and get an in depth understanding of the issues they face has been questioned. Local authorities are seen as often going through the motions of engagement whilst steadfastly sticking to the familiar and what they are comfortable with. They are not using their power and influence

as advocated for communities pressing central government and other agencies to make changes that could offer new opportunities to local communities.

“... (it) is a big issue about local authorities, true engagement and helping people lobby on things that affect them, you know the councils are not, they are not stepping out of their comfort zone and standing” (C015)

Leadership of place is seen as fashionable term which people like to use but do not really understand its significance. In addition, amongst the urban political class there is a real ignorance when it comes to understanding the challenges faced by rural areas.

“it hasn’t necessarily taken off as a buzz word ... Most of professionals they’ll use it because it sounds good, but it hasn’t ...” (C018)

“... they’ve got no understanding of the kind of challenges we even see that in a small scale in C-shire where you get politicians, local politicians from urban settings like Lowestoft or Ipswich who find it really hard to understand the challenges of our rural policy county, it’s quite interesting ...” (C006)

The failure to develop a deeper understanding of the problems faced by a diverse range of communities of place has also lead to organization focusing leadership development on officials working within organisations when they should be connecting with and developing a better understanding of how to support the development of leaders within place.

“I think that’s part of the institutions saying right we need many transformational leaders.....rather than saying, they might be in your communities ...” (C017)

“... none of the leaders ... were involved, so there was, for me it just reinforced the, even within C-shire County Council who was leading the facilitation is not connected enough to those communities ...” (C015)

“... there are people who are less high profile but nonetheless hugely talented (...) who live in and around the patch. I think she was thinking can we get them involved and they could perhaps coming with inspirational approach to some of the challenge (...) there is a talent pool of people out there who are saying “You know what if you want me to engage for an afternoon and tell you what I think I’m happy to do that”” ...But again, it never quite took off ... We have got people who live in the county, from all manner of different worlds who could bring a huge amount”. (C019)

The true potential was unrealized because the commitment to explore important issues was laudable and well-meaning, but there remained a lack of a courage. The heroic selfless

leadership needed to take an active role in implementing an effective response was found wanting.

“...We all want to continues things to grow and evolve and development improve” and you think to yourself you know, “Where is the collaborative going to go then?” (C019)

“...there are benefits in collaborative working ... are needed as well as leadership ... we aren’t seeing as many leaders step up ... there is a better understanding of leadership and a better understanding of the need to work on complex, wicked problems collaboratively ... and the stepping up to lead is not always evident ...” (C015)

Finally, there was an even more cynical interpretation as to what was happening with a resort to stove pipe performance management with organisations primarily concerned with satisfying the demands of the central government department that funded them. In addition, it was felt that the resort to command and control had led to a loss of potential for innovation as this would be seen as too risky and stepping outside the professional and organizational boundaries that were being rebuilt as barriers to collaboration.

“... we want our money, if we want our budgets to be met and our grants to be met with a long term home office in our bag, that’s where our power lies and that’s where we have to put our energy” ... (C005)

“...it showed me the professional boundaries that was created by being a local government officer and unable to do anything quickly, unable to make decisions without lots of process, you know, unable to work in an emergent way ...” (C022)

“... we have got this Health and Well-Being Board ... that’s a very kind of, quite a formal structure board. And we immediately get ... you’re trying to do something that is different, actually you soon get sucked into everybody’s behaviours the same, you have the same meetings with the C-shire saying the same meeting structures, the same people at the table and it’s how do you break that?” (C022)

In order to have a future sponsorship for the Collaborative seemed to need lie outside the formal structures and stranglehold of local government.

“And one of the challenges I think for us is to start to move our crosscutting initiative somewhere else other than the county.” (C008)

The implementation of austerity measures opened the way to a shift in context for how local government was meant to operate and particularly how it would deliver services to the public. On the one hand the government did away with a whole raft of targets for local government

“...something the present government, Eric Pickles, love him or hate him has championed which is to do away with all that target culture...” (C005)

Whilst on the other, local government was beginning to consider what services needed to be offered under scenario of a severe reduction in funding. Arguably, the Collaborative was meant to facilitate new ways of thinking about how public services delivery was to be managed and led, and how the diverse needs of the communities would be met.

“...we’re also in another world where it’s exciting but a challenging world, in that government in theory has lifted a lot of burdens from local government so we haven’t got all of these hundreds of performance targets (it’s) up to us now what we want to do ...” (C005)

Moreover, in C-shire events on the ground seemed to overtake the pace of transition offered by the Collaborative and the reductions in funding implemented by the central government’s austerity drive, led the (then) Chief Executive of the County Council to consider the need for a more radical cultural transformation. Rather than being emergent and soft, this new approach was radical and forced with the creation of a *“burning platform”* of limited time in which decisions had to be made about whether serviced continued and who delivered them.

This involved a radical approach to public service divestment at the County council level with an expectation that communities or the third sector would take up the mantle of delivering services previously delivered in-house. The new policy was controversial and was implemented at a fast pace with funding for services such as youth clubs being withdrawn at the end of the financial year. In theory, transformation would come about because of the urgency created by the disinvestment would mean that it would be taken over by the community or not delivered at all. The idea was that if a non-statutory service was deemed as being needed that the community would come together and find a way of that service being delivered. Some of the areas that were considered for divestment were emotive and would have been considered as core services that should be provided and delivered by local government. The plans were taken forward at such a pace that a mechanism for proposing alternative delivery mechanisms was found wanting.

“ ... actually we didn’t put any mechanisms in for people to come to put forward their ideas ... we decided to close youth clubs in tranches ... said some of the libraries, smaller ones, if people did not want run them they would close ... were going to get rid of all the school crossing patrols ... we were divesting our country parks and recreation sites “ (C004)

The local communities were supposed to be able to come together with the third sector and the service providers to explore alternative and sustainable service delivery mechanisms at a pace which demanded a high level of understanding, capacity and capability that many did not have.

“ ...you’re trying to get that whole culture in place ... rapidly collectively would try something if it had legs ... if it didn’t have legs you’d kill it off so that (you) can move on to something else ... “ (C015)

The rapid pace of change, the perceived lack of meaningful consultation and inadequate capacity building support (as well as public protests) were factors that contributed to the eventual departure of the (then) Chief Executive and the re-thinking of the New Strategic Direction. The significance of the role of the departed Chief Executive and the legacy vis-à-vis the past achievements and future direction of the Collaborative are discussed under core theme 1b Direction.

Working across old and new paradigms as a continuum also has implications for the way we evaluate initiatives like the Collaborative. The switching between new and old ways of thinking and working implies that we cannot consider evaluating these programmes in a linear way. There is a kind of intuition, feeling in your gut and elimination of other possible causal factors, feedback from others about your approach and behavioural evolution which are possible indicators that the collaborative leadership development experiences are what has enabled the changes to take place (mindset, thinking, new perspectives). This implies a critique of quantitative evaluation and the need for a more imaginative way taking a qualitative approach. This will require an understanding of such ways of thinking, where the evaluator needs to have undergone the mindset shift.

Echoing issues that have emerged under other themes, there is also a concern that the Collaborative is over dominated by the public sector and particularly local government. The tension was felt in two ways, firstly, the need for a representative from each of the local authorities when people were supposed to be invited in a personal capacity because they added value. And secondly, that if it wants to get its own way the county council can force the issue when key decisions are made. This was said to have been used when there were discussions about whether there should a third round of the collaborative, and the frequency and length of meetings were discussed.

“.. (there has) been a real tension both about the number of local government people and they kind of sort of danger of the County Council running away with the initiative.(A002)

This meant some voices were heard more than others, whether this was the County Council because it was the funder and founder of the initiative or business representatives who are seen as the job creators. Entering into an environment where the dominant and majority voices are older males and the dominant discourse around wealth and job creation has been described as intimidating by one female participant. In addition, was clear from the analysis that a number of third sector representatives pointed to specific dilemmas that they were wrestling with. In terms of case study A, this may have been made more difficult because there only seemed to be one permanent third sector representative and others seemed to serve for a more limited period.

“It does take a while for people to grow into a position of confidence. And obviously that confidence can be knocked by what is happening back at base. And you can see that at times. People are not always in the best place. People need more time – and changing membership of third sector does not help” (A008)

In addition, the third sector is often seen as the go between the local authority and communities as it often closer to and has more understanding of the latter. This has meant that the third sector has had to face a number of different ways at the same time. On the one hand, it continues be a recipient of funding from local government whether this is in terms of grant subsidy (increasingly less likely) or contracted service provider (more likely). Whilst on the other hand, it often plays an advocacy role promoting the interests of the particular section of the community or target group that campaigns on behalf of.

“...it doesn't take me to take to say something or I take a while because of the lot of the things that I want to get across ... (C015)

Moreover, a the third sector organization could be competing on the open market for clients in direct competition with its peers. This has meant that engagement in the Collaborative has created tensions in terms of managing the expectations of local authorities as to what the sector can take on and at what cost.

“...we create conditions for voluntary sector to serve and help specific issues or even families take control of their own... Their own destiny. ..” (C001)

“talked about the theory of organisations stepping forward and delivering because we no longer had capacity haven't you given me the money and why have you cut my project ... what we don't do ...” (C004)

“it's the use small sums of money to pump prime them doing things very differently, so it's a different relationship ... for specific work to help them to deliver on this ambition.”(C004)

“as going to be very much on Carnegie model around Asset-led community planning. “We were going to pilot (it) in five different and very diverse areas, but when we did the

engagement work on the New Strategic Direction what we had found was quite a lot of opposition” (C004)

“like S_ A_ who are very good helping people to do business planning and all the insurance and ... they’ve got that experience ... again lot to give us around how to constitute yourself and charity the status - they do that better than us. So let’s pay them to do that a bit Young C-shire is very engaged and because a lot of this has been around open access youth provision ... have got lots of credibility ... like a quality status ... any organization we are working with we are encouraging them to work with Young C-shire because obviously you have got all the child safeguarding issues ...” (C004)

From another perspective, an expectation of being able to carry out cost benefit analysis was flawed as it was having unrealistic expectations.

“...You know, it’s not always easy to say, “ah well, because we set up the leadership Collaborative this happened...” But of course, that’s the paradox ... “If you set that up, you can’t expect to be able to say here’s the cause and effect” (C022)

An alternative would be to ask if it has delivered benefits in a qualitative wider sense. One way of describing such an impact would be to look at how improved relationships may have indirectly lead to beneficial outcomes. It would be about the Collaborative contributing to building the capability (improving relationships) that had enabled increased collaboration that had led to cost savings.

“... what you can do is make relational connections ... Well what I believe is related to these other initiatives that create that kind of change” ... can’t put a cause and effect ... down in a linear way ...” (C022)

“...value is created but I think at times they are too hung up on trying to capture it ... Well what we should be saying is we need to collaborate more, join up in this and then we need to set a target of how much we need to save ... sort of financial value Collaborative you just cannot quantify (...) but I think certainly there has been value in it ...” (C013)

“... So if Leadership of Place is about community, it’s about regard for other ... are lot of forces working against that at the moment. So I’m quite sceptical in some ways about how much we are able to achieve leadership in place ... not kind of just pitting communities against each other “(C017)

4.6 Theoretical Base of This Research

Reflecting on the theory employed and developed in this research allows for a closer consideration of the phenomena that co-exist within place-based leadership Collaboratives. The researcher has learnt that place-based leadership development is inherently political, emotive and ambiguous and the employment of social constructionism has allowed for this complexity to surface:

1. A balance needs to be struck between a narrow focus on the intrapersonal: the self, self-development and self-interest and a wider focus on the interpersonal: the collective, collective development and collective interest (or common good).
2. Interpretations of the concept of place are inherently political, subjective, ambiguous and multi-layered where people may reject or fail to see perspectives which either do not accord with their own or even threaten their immediate interests.
3. There is an inherent conflict in the interpretation of how issues should be defined and addressed. On the one hand, there is a linear, quantitative, and controllable interpretation of cause and effect which emphasises similarity and presupposes a unidimensional response. On the other hand, there is a multiple layered, chaotic, qualitative and potential interpretation of multiple causes and effect which emphasises novelty and difference and pre-supposes the need for multiple and multi-layered responses.

In the current body of work on collaborative theory, the researcher concurs with the embryonic but growing literature (see for example: Fyke and Buzzanell, 2009; Huxham and Beech, 2003; Madden, 2010) which sees any collaborative endeavour seeking to establish clear common purpose as “*sites of struggle*” (Madden, 2010: 183). In the light of this and the research findings the framework for an Emergent Theory of Place-Based Leadership Development has been drawn up by the researcher (see Table 5 (p.85) & Figure 3 (p.86)). This framework is a work in progress. It does not offer a list of key ingredients or solutions to the tensions that have emerged; but suggests that those engaged in place-based leadership development need to accept that there will be a constant struggle towards acceptance, reconciliation with or transcendence of what have traditionally been viewed as opposing ways of thinking. Below is a brief summary of the main implications for the present theoretical base which lays the foundations for future theorising in the field.

Cluster I – Ownership and Direction

1a. Degrees of Dependence

1b. Direction

The ownership and direction of place-based leadership development initiatives are key factors in influencing perceptions not only of their success or failure but also of their sustainability. Whilst collaborative intent suggests a degree of collective independence from commissioners and a sense of collective endeavour is preferable, there remains a continued dependence on the need for a heroic leader to sustain belief in and commitment to

the initiative. If the commissioner as 'hero/heroine' suddenly becomes an anti-hero and suffers a fall from grace, the perception of their dysfunctional leadership can also be projected onto how the Collaborative itself is perceived. It is also noteworthy here to consider that the founders of case studies A and C were female leaders who left under a cloud were seen as too strong and dominant or as dysfunctional heroic leaders. The feminist critique of leadership would see this as being one of the pitfalls of being a female leader in an environment where the white male patriarchal construct of leadership is still dominant and strongly influences self-identity and how one should act. We are all: "*.... human beings (who) create themselves using particular voices drawn from the interactions with their fellow human beings to do so ... self-creation is political*". (Griffiths, 1995: 133)

Cluster II - Purpose & Identity

2a. Purpose

There are as many routes towards contributing to the common good as there are individual participants. Initial engagement in the Collaborative may be motivated by personal or professional self-interest but ultimately being part of a collective endeavour leads most people to seek to contribute either directly or indirectly to improving the common good. There is a difficulty in distinguishing between intrapersonal (leader) development and collective interpersonal (leadership) development in another. There is an implication here for the theoretical relationship between leader and leadership development in place, arguably rather than one following the other they are happening simultaneously and are inextricably interrelated and difficult to distinguish as separate phenomena or processes.

2b. Identity

This research evidences that creating the conditions for positive outcomes is not about opposing extremes but about the need for one approach to support or enable another. It is about developing the softer intangible aspects of collaboration to enable the more concrete and tangible outcomes to then happen. It is about transcending the thinking/doing paradox, where both may need to happen in tandem dependent on the issue and context. Having one's assumptions and identity challenged can also lead one to then challenge and question how things are done. This means being comfortable with being adaptive, stepping back, allowing oneself to be unsure, asking questions to enable people to receive different

perspectives and to see a more rounded or holistic view. It is also about enabling others to take the lead and work toward their own solutions or responses to an issue.

There is a need to work across two ends of the spectrum, straddling two paradigms. The first is managerial and may give a false sense of control, comfort and security, it is about self-preservation, doing, accepting the status quo, and giving answers. It is about survival and stepping up to take action. The second is a more creative response, coming to terms with what could be a chaotic and discomfoting experience where one shows one's vulnerability - admitting that one does not have all the answers, and it requires a shift in mindset (Bolden *et al*, 2015a and 2015b). . It is about being, stepping back, challenging and get others to challenge the status quo, it is about thriving. In the first paradigm, you have one main role and your span of responsibility is quite clear. In the second paradigm, you may have multiple roles and identities simultaneously and your span of responsibility is evolving. In the first you are told what you should perceive whereas in the second you base your response on your actual perceptions, which could have an unexpected impact on your leadership dependent on the specific situation. It may not always be possible to distinguish between first, second and third order effects (Crosby & Bryson, 2010a). In evaluating initiatives there could be a need to explore the extent of unintended consequences which may be as or more significant than planned outcomes.

3a. Effectiveness – Transparency

Being selected to join a Collaborative can bring one a sense of validation and recognition as being an important leader within place. Ensuring there is a good mix of people that will bring a different and specific individual contribution could also add to the effectiveness of the Collaborative in terms of impact. On the other hand, exclusivity could also be seen to be encouraging a self-perpetuating elite in which people are selected based on the degree to which they conform to a preferred profile, especially if the same group of people are responsible for selection. Yet it could also be argued that opening up to too wide a membership can leads to tokenism and inertia. The analysis would suggest that those who are traditionally seen as more on the outside of the traditional elites, such as third sector representatives, may feel less comfortable with being selected. Ironically, whilst feeling on the periphery of the Collaborative, third sector participants may also be criticised by their colleagues for joining the elite.

3b. Representativeness & Accountability

There is an ambiguity and tension in the informality and lack of an agenda for Collaborative meetings. On the one hand people are able to come as themselves without wearing the mask of their role or position within their organization. On the other hand, some people are uncomfortable with the lack of a formal reporting structure. Third sector representatives in particular feel a moral obligation to be the voice of their sector, which they are unable to represent in all its diversity. Here again it is about being conscious of, and accepting the ambiguity of who the Collaborative is representing and who it is ultimately accountable to. Arguably this is less the case for case study B where the academic element is more of a traditional leadership programme, but nonetheless, the place-based element which at one point involved working with drug and alcohol abuse issues lead to a questioning about the role and capability of the group to deal with such issues. Ultimately there may need to be a blind faith in the Collaborative being informed by and acting in the interests of the wider common good.

Cluster III – Process and Experience

4. Differentiated Place

The interpretation and lived experience of place can be a very personal, individual and political experience. People have an image of place that they are attached to, which reflects their world experience and has their own self personal and professional interests irrevocably linked into it. For most people, '*place*' is at a very local level at street, neighbourhood or ward level. Having to accept that there are different views of the same '*place*' threatens this and can make for an uncomfortable experience. The place where a person lives and the place where a person works will most likely be different. There is often a deeper level of attachment to the immediate and external environment of the former, whereas any connection to the latter is often instrumental (for earning a living). Leadership of place implies a need and a responsibility to reach beyond one's immediate environment and becoming engaged with and responsible for working with and representing a wide variety of communities located in different places. It is in fact leadership of '*places*' or even leadership(s) of place(s). It also means ensuring that different non-traditional elites, such as local community leaders, are recognised as having knowledge about and enabling access to other often invisible groups. It also implies accepting that other people's experiences of place are as valid as your own even if this does not concur with your experience or

interpretation of how things are or should be. Place is a subjective experience and there may be need for an acceptance of the need for change to maintain the current way of life. Place remains at its heart both emotive and political (Grint & Holt, 2011)

5. Re-humanizing Place

Whilst a formal position or office may carry authority over and responsibility for a particular service in a given locality; it may also create a barrier to one really understanding the problems faced by the people one is meant to be of service to, as opposed to simply doing things to. The crucial element must be: enabling people to feel an emotional connection to certain events and narratives, the listening to or experiencing of which they have shared. The collective emotional experience and development of collective attachment is like a process of re-humanization through effective relationship building across physical, as well as psychological boundaries. One of the steps towards leadership of place is developing a leadership which is much more informed by place, different places or worlds, seeing new perspectives and not just accepting one's own version of place. Leadership of place is a process of becoming; it is dynamic rather than static, multidimensional rather than unidimensional. This is core to place-based leadership development. A high level of commitment to community and place is underlined by a sense of being connected, '*being*' in it together is less visible but significant theme that emerged from an analysis of perceptions of successful outcomes or impact. It has also been expressed as people being equally committed to putting their selves and their resources behind an agreed plan of action. There is also a sense in which people are committed through a shared friendship and the development of collective principles.

The researcher considers that the significance of the relationships and the learning within a neutral learning environment, outside of the work place, are key aspects of experience of being on the Collaborative, which also proved crucial for building participants' resilience in difficult times. In addition, the researcher believes that this will also have contributed to build collaborative capability across place due to the strength and depth of levels of understanding between participants which was sustained beyond the life of the Collaborative. In this sense, these aspects have helped contribute to the building of social capital even in the first instance the application of this was muted due to the negative impact of austerity. The Collaboratives could be said, from this perspective, to be developing collaborators across places for the future.

6. Influencing or Being Influenced

In terms of case studies A and C, the position and experience of many of the participants were seen as place shapers and influencers. They also acted as enablers unblocking problems and influencing other policy areas to meet their own organization's needs. Others went further and engaged in selfless giving, go above and beyond what would be expected to give of themselves for the benefit of others and the wider common good. In case study B – there is more of presence of people being influenced rather than influencing. People are learning to be leaders and get to know themselves and other people at a deeper level. People are also seen as less influential (in terms of being a role model) because they are not at the top of the hierarchy and rely on more senior sources for legitimization and the authorizing environment, which has been shown to have been short lived and lacking depth. The participants are not their own masters and more buffeted by the winds of austerity. Participants experience validation by senior management for being on the programme and acceptance of its value and contribution to achieving organizational objectives was weak for many people. The need for validation has increased as austerity took hold and the programme seemed more like a luxury. The lack of validation and legitimation was also felt by participants not being supported by line manager to apply their learning. There was a lack of long term commitment and belief in the overall objectives of the programme (with the police and the county being noticeable exceptions) and an increasing tendency towards short termism. These findings demonstrate the importance of monitoring and renewing the authorising environment (Moore, 1996).

7. Where and Who Enacts Leadership

The ability to accept, recognize and work with opposing forces as two ends of a spectrum is a core theme which emerges from this analysis. In the same vein *“and/and not either or ...”* is shorthand for the expectation that the objective that need to be reached or the levels that need to satisfied may be multiple. For example – leader(ship) development should enable one to make a positive impact on self, but also on the wider organization and service users. Likewise, there will be situations where, in order to achieve the objectives of a specific policy initiative, leadership may need to be shared across a range of agencies and the most powerful organization should not necessarily always expect to spearhead it (just because it is the main funder). The most appropriate role needs to be agreed by all partners and this requires a high level of trust, openness and political management.

Finally, all participants being from the same county is a key strength but it does not necessarily make it a place-based leadership programmes. Based on this research, one could imagine different versions of place-based leadership programmes with increasing levels of depth of analysis and reflection and place-based (leadership) development and action (enacted leadership)

- i) Participants are from the same place
- ii) i) + Different perspectives from place and how people related to place and what this means for leading within and across place in the delivery of improved services for the public
- iii) i) + ii) + applied learning on the ground in, for example, areas of multiple deprivation to understand what is happening on the ground and understand how people's experiences of life can be improved and how people working with, for example challenging and difficult communities of place can be supported
- iv) i) + ii) + iii) leadership is enacted to support people working in place to improve outcomes for disadvantaged groups within place through, for example, being a critical friend;
- v) i) + ii) + iii) + iv) + leadership is enacted by actually working alongside people on the ground, facilitating their work, connecting local to the strategic and acting as champions for the people and the locality. Or it is enacted by the people themselves (who themselves may have gone on a place-based leadership development programme).

Cluster IV - Outcomes

8. Creating Value

The research revealed multiple dilemmas with regard to assessing value and reaching agreement of what should be evaluated in the first place. It was noted earlier that the C-shire facilitator described negotiating the procurement process for setting the Collaborative up, and the subsequent facilitation of the learning journey itself as working across two paradigms. Subsequent sections also revealed a strong undercurrent of working simultaneously with what would traditionally be labelled as opposing poles on a spectrum. In the same manner, there are practical and theoretical implications for how such an initiative is evaluated. In particular, one could experience some difficulty in attempting to apply a transactional form of evaluation which seeks to identify quantifiable tangible outputs with a partially structured process that ultimately seeks to be transformational and therefore linked to qualitative intangible outcomes. There is a sense of seeking permission to think differently and a personal vulnerability, whereby the alternative flight to a default control mechanism may feel more comfortable.

The earlier discussion regarding the tensions of evaluation, particularly from the analysis of case study C, provides considerable support for diverse notions of value creation. This indicates a really important point: the future evaluation of leadership development programmes requires transcendence of opposing paradigms and a flexible approach using both quantitative and qualitative methods needs to be adopted. A perspective which is reflected in recent literature on re-imagining more diverse forms of evaluation of leadership development more closely reflective of the new theories of leadership as a social and relational process (see for example: Edwards & Turnbull, 2013a 2013b & ; Hanson, 2013; Jacklin Jarvis *et al.*, 2013; Jones, Grint & Cammock, 2014; Kennedy *et al.*, 2013; McCauley-Smith *et al.*, 2013).

9. Collaborative Disadvantage

The researcher has shown how the place-based element of case study B caused considerable confusion, because the application of the learning was disjointed and not effectively aligned to what had been learnt. There is a link between the moral/greater good aspects of transformational leadership theory (Bass, 1998) (related to place and communities – messy and unpredictable) and the monetized /transactional version implemented in many public sector organisations i.e. it became about cost cutting and outsourcing rather than really delivering improved outcomes for communities. There are clear question marks around the “transformational” level or stage of place-based leadership development – what it takes to achieve it (as a collective rather than just at an individual level). Here again, the researcher considers that there are links to theoretical perspectives on transformative learning theory which, through relationality, explore dimensions of individual and collective experiences of transformation and social change (Cranton & Taylor, 2012). There was also unrealized potential where Collaboratives could have achieved more especially given the available resources. For example, for case study C, one issue was the extent to which the Collaborative had drawn on a wide enough pool of people. Although the Collaboratives were cross sector, the participants were for the most part from traditional organisations. The evidence suggests that by attracting a wider group of local place-based leaders’ new perspectives and approaches to resolving societal problems could be developed.

4.7 Support from the Extant Literature

The case studies, which are the focus of this research, have a clear pedigree which runs from the *civic based leadership and leadership development programmes* more commonly implemented in the United States (Chrislip & Larsson, 1994, Chrislip, 2002). However, the findings of this research have clearly demonstrated, as discussed within the literature review, that the collaborative public management literature on '*tensions*', and the wider literature on paradoxes within collaborative endeavours is where the theory of place-based leadership development theoretical heritage is most closely aligned (Vangen and Winchester, 2013; Saz-Carranza & Ospina, 2010; Clarke-Hill. Li & Davies, 2003, Sydow *et al.*, 2011; Vangen and Huxham, 2003; Lasker *et al.*, 2001, Huxham & Vangen 2005). The place-based leadership development as experienced through the three case study Collaboratives has highlighted that leadership in this context is about the surfacing, management and coming to terms with tensions within self, between self and others, between self within and across organisations and wider place (Huxham & Beech 2003, Huxham & Vangen 2005, Vlaar *et al.*, 2007, O'Leary & Bingham 2009, Williams 2013).

There are also specific areas that the research findings contribute to, for example the emergent findings on degrees of dependence under Cluster I: Ownership & Direction align with the paradox of leadership being helpful and unhelpful, stable and unstable identified by Sydow *et al.* (2011). Likewise, a number of emergent core themes such as 2a - Purpose; 2b - Identity; 3a - Effectiveness and Transparency; and 4 – Differentiated Place have demonstrated that place-based leadership development is political, hierarchical and that there are issues of inequality in power and influence. These align with issues such as power asymmetry, public sector hierarchies, conflicting aims, losing control when seeking to assert it, dependence and politics identified by a number of scholars (Clifford, 2010; Crouch, 2011; Das & Teng 2000, Huxham and Vangen, 2005; Provan & Kenis, 2008; Sullivan and Skelcher, 2002; Vangen and Huxham, 2011; Bolden *et al.*, 2016).

Scholars have also argued that tensions are a necessary and healthy element of collaboration and good management practice (Huxham and Beech, 2006), and even that the management of tensions is the key leadership role within collaborations (Huxham & Beech 2003, Huxham & Vangen 2005, Vlaar *et al.* 2007, O'Leary & Bingham 2009, Williams 2013). Significantly, the research has also identified themes first and foremost within self, self in

relation to others, organization and wider place. The tensions experienced by the third sector participants which have emerged from the research (in terms of having an unequal voice, the dominance of the public (and private) sectors; and wanting to be seen as part of the Collaborative, representing the sector, and at the same time remaining independent and being there in their own right) were similar to those expressed by Jarvis *et al.* (2013), who looked at the difficulties of third sector agencies working with children's services during a time of significant change.

Specifically in relation to place, the emergent findings such as the core theme of 4 - Differentiated Place (Cluster III) and the negative impact of theme 9 - Collaborative Disadvantage theme (Cluster IV) which highlighted the problems created by austerity also highlighted the need to *"...to understand and act on the interactions between the "leader" and the social, economic and political environment, with leadership being an emergent property of this interaction"* (Iles & Preece, 2006: 318). Extending Lewis & Grimes (1999) proposed use of paradox for building a better theoretical understanding of organisations to the comparably more fluid and less structured notions of place and community (Bolden *et al.*, 2013) have been proven useful for surfacing the tensions at the heart of the case studies in this research. In addition, this research has highlighted the need to, at times, move from coming to terms with opposing ways of working and thinking towards their reconciliation, or even paradigmatic transcendence. This echoes Vangen's (2012) arguments that that we should not seek to resolve, remove or omit paradoxes but accept them and work them into a resolution. This research has also identified the emergent finding, in relation to core theme 7 - Where and Who Enacts Leadership (under Cluster III) and core theme 8 (under Cluster IV) – Creating Value – that soft tangible relational outcomes may create the conditions for achieving hard quantitative outputs. This could be said to be another take, from an outcomes perspective, of the first, second and third order effects identified by Crosby & Bryson (2010a).

The need to see place as dynamic and multi-dimensional and connect leaders with different ways in which, positively and negatively, people are attached to it, which has been highlighted in core theme 5 (Cluster III) Re- humanizing Place – reflects validation through and the affirmation of shared discourse and meaning which recognizes that

".. leaders within communities are both creatures of their surroundings and instruments of political and personal interests" (Bolden *et al.*, 2011: 102).

The emergent tension between the dynamism of Collaboratives being due to their informality of meeting without agendas and formal minutes, and at the same time a pressure being felt by some for there to be a clear list of tasks and demonstrable achievements, could be said to be reflected in Bolden *et al.*'s (2011) perspectives on leadership. Communities of place offer a general sense of belonging which is associated with place and informal relationships and which are often idealised, authentic, belonging, realisation of whole self and linked to the development of social capital. Whereas, in organisations - belonging is associated with responsibility for a set of specific tasks through formal structures, order and authority which is often associated with alienation, inauthenticity, ownership, parts of self and the production of surplus (public) value. On the other hand, as has been highlighted in this research, the need for '*structured emergence*' – and respect for and negotiation of hierarchies does not just disappear just because a place-based approach is adopted. However, there is also a real challenge in trying to avoid Collaboratives moving from being influential '*proto institutions*', with dynamic and fluid practices which differ from the norm to just becoming another institution bounded and hindered by accepted and standardised rules, procedures and practices (Lawrence, Hardy and Phillips, 2002)

The notion of place-based leadership development as political also concurs with the idea of Borge and Fairhurst (2008) who see leadership as a discursive construction, where there is a need to avoid to narrow a focus on leader/leadership tensions which can recreate a focus/obsession with the individual divorced from interaction with others, organizational and wider context.

"...leadership actors co-create their subjectivities, personal and professional identities, relationships, communities and cultures in common through linguistic and embodied performance" (Borge and Fairhurst, 2008: 228).

This aligns with the emergent findings that the impact of place-based leadership development needs to be considered in terms of self but also in relationship to others in terms of organization, the Collaborative and wider place. This also chimes with the notion of progress levels of dialogue that need to take place in order to understand how to develop effective leaders over time (Lord and Hall, 2005 cited in Stadler, 2008 & Day *et al.*, 2014) with a focus not just at the individual level on one's uniqueness to others, but on the relational level with a focus on roles and relationships and then the collective level with a focus on group and organizational affiliations. Indeed the tension between a focus on individual leader and more collective leadership development, with a need in more complex

times to focus on the latter, continues to be reflected in the literature (Day *et al.*, 2014) as well as this research (see core themes 2a. - Purpose & 2b. - Identity).

In addition, in agreement with this research, the most recent literature on evaluating leadership programmes recognises that new methods are needed for evaluating the evolving, dynamic and 'messy' context in which a more collective, relational and multi-levelled leadership development is taking place (Hernez-Broome, & Hughes, 2004; Pearce, 2007; Petrie, 2011). This approach could be seen as part of a continuum which was underlined in a special issue of *Advances in Developing Human Resources* (Edwards & Turnbull, 2013a), which sought to build a bridge between new methods of evaluation linked to the consideration of new emergent non-traditional core themes such as mindset, culture, partnerships, relationships and the interdependency of leaders and leadership in organisations in leadership development and the newer theories of leadership (Hanson, 2013; Edwards and Turnbull, 2013b and ; McCauley-Smith *et al.*, 2013; Kennedy *et al.*, 2013; & Jarvis *et al.*, 2013). In addition, some scholars are also starting to argue that those who facilitate public service leadership development interventions need to do so with a high level of awareness of the tensions involved in the political nature of the role and the task (Jones, Grint & Cammock 2014). This again reflects the tensions which emerged under themes 1a – Degrees of Dependence and 1b - Direction. Finally, it should also be noted that this research provides a unique contribution to what is a significant and growing interest in place, not only in terms of leadership and leadership development (Ropo *et al.*, 2015; Sinclair, 2010; Bolden *et al.*, 2016) but also in relation to qualitative inquiry (Tuck & Mackenzie, 2015).

4.8 Implications for Practice

The framework presented in this thesis (see Table 5 (p.85) and Figure 3 (p. 86)) is flexible in that it can be adapted to the particular political context both within organisations and across place. Facilitating the surfacing, exploration and reconciliation of tensions (Vangen and Winchester, 2013; Sydow *et al.*, 2011; Saz-Carranz & Ospina, 2010) is an inherent part of place-based leadership development. The extent to which participants can individually and collectively come to terms with such tensions will have a considerable impact on how they experience the Collaborative and whether it is ultimately viewed as a successful endeavour from both an individual and a collective perspective. Seeing place-based

leadership development initiatives as “*sites of struggle*” (Madden, 2010: 183), and drawing out implications of the emergent tensions has enabled an innovative and unique theoretical perspective on place-based leadership development which has significant implications for practice. In particular, in light of the emergent themes from this research, there are important considerations that need to be taken into account in terms of how place-based leadership development initiatives are designed, co-created, delivered and evaluated for commissioners, facilitators and participants. There is a need to facilitate the individual and collective coming to terms with the political, paradoxical nature of place and place-based leadership.

There is increasing recognition of the need to improve the capability of managerial and political leaders within local government to work across place, shifting from the dominant mindset of direct service delivery, to becoming a facilitator and convenor of a range of private, community and social enterprise service providers. This research has demonstrated that this process needs to be seen as a journey in surfacing, working with and across a clear set of tensions. In addition, facilitators need to be open to having their own mindset and assumptions about place and relationality to place challenged and at the same time relate to and challenge those of participants. Place needs to be recognized as ‘political’ and that it is about the acceptance of leadership of multiple places. The complexity of emotional attachment and relationality at multiple levels needs to be understood as being different dependent on where you are from and the sector you work in. The framework which has emerged from this research could enable creation of the space in which leaders across place can share their ‘feelings’ about some of the tensions and ultimately engage in collective sense making. Moreover, the evaluation of such initiatives should not be a unilineal approach but multi-dimensional to take account of the ‘messy’ human aspects of place-based leadership development.

4.9 Conclusion: Implications of the Research and Future Avenues of Inquiry

4.9.1 Implications of the research

This research has made a significant and evidence-based theoretical contribution to the field. It has provided strong evidence of and has strengthened the arguments for recognition of the complexities, ambiguities and tensions, particularly within the current dynamic and challenge strategic environment, of twenty first century public service leadership

development with multiple agencies, actors, levels and perspectives on place. The interlinkage of core themes between and across the case studies, and the thoroughness of the research is also evidenced in the strong correlation with some of the key issues explored in recent research by leading scholars (Bolden *et al*, 2016). There are multiple implications and levels within this research, which has a clear pedigree. A coherent, consistent and structured approach has led to the emergence of a well-developed re-conceptualised framework which lays the foundations for thorough future explorations of place in relation to leadership development. In surfacing the emotional and relational aspects, the findings from this study have added a number of important concepts to the literature such as '*structured emergence*', '*paradigmatic transcendence*' and the '*re-humanization of place*'.

Leadership of place is a social; and interactive process, and the development of leaders of place has to be through lived experience. One needs to be prepared to engage with the emotionality of place and recognizes how this impacts both overtly and subconsciously on how people carry out their roles and performances. Place-based leadership development is a dynamic process where the tensions that are just below the surface within self, between self and other, self and organization and wider place need to be transcended and worked with as two sides of a continuum rather than polar opposites. Indeed when some of the initial emergent tensions from an early stage of the analysis (Worrall, 2014) were shared with a large group of middle managers from North East of England local authority there was a large degree of congruence and acceptance of the need to build their capabilities to work within the new landscape.

It is also imperative that the findings of this research, and in particular, core themes 4 & Re-humanizing Place & 5. Differentiated Place - make a direct contribution to the call for greater consideration and exploration of how we relate to place through qualitative inquiry (Tuck & McKenzie, 2015) both from a collective and an individual level (Ropo *et al*, 2015 & Sinclair, 2010). It provides a complimentary approach to the hard science, quantitative socio-psychological approach, and has the potential to facilitate the reconciliation of two traditionally opposing paradigms. In fact it puts human and relational aspects of how we relate to, experience, influence and are being influenced by place at the heart of qualitative inquiry. It also recognizes that the newer conceptualizations of leader and leadership development have strengthened the need for localized design, delivery and evaluation (Edwards and Turnbull, 2013a; McCauley-Smith *et al.*, 2013). Indeed, by revisiting the

Hummon's (1992) five '*senses of place*', research by Lewicka (2014) has confirmed that the importance of place attachment remains even in transitional periods of urbanization, migration and economic development, but that it moves from the traditional to active and self-conscious. In the same paper, Lewicka (2014: 678) has also argued that '*thinking in terms of qualitatively different types may better grasp the variability of relationship between people and places encountered in the contemporary world*'.

In terms of policy development, the continuing demands for delivering more efficient and impactful services to the public and communities means acknowledging the complexity of *differentiated place*. Creating space for exploring and surfacing tensions about differences in how people feel about and relate to place and what they would perceive a successful outcome for their locality has to be built into the policy development cycle and be part of the implementation process. In this sense, place-based leadership development has to be seen as integral to any approach seeking to improve local public service delivery – taking into account the social as well as the economic aspects. For example, delivering on the promise of devolution will require directly elected '*Metro Mayors*' (Merrick, 2016) and other local political leaders to act as collaborators working with other leaders of place from across political, managerial/professional, private, community and not for profit sectors to forge common social as well as economic purpose (Hambleton, 2011).

Such groupings need to be given the time to collectively work through issues at a deeper and more engagement level than hitherto, with the place-based leadership development framework of this study offering a pro-active and systematic approach to surfacing and reconciling the tensions between different interests and perspectives on place. For example, the recently directly elected mixed race Mayor of Bristol, Marvin Rees has labelled '*gentrification*' of some areas of the city as a social ill that has exacerbated the problem of the lack of affordable social housing (Pegasus Group, 2016). This is a recognition of the need to balance the interests of those who want a successful and economically thriving place (business interests and property developers) with those who want to ensure a more socially equitable distribution of the development of place and the creation of more balanced communities (Harris, 2016). As well as *differentiated place* there are also echoes of the core theme of *re-humanizing place* which emerged from case studies within this study.

Secondly, there needs to be a clear recognition that the social process of collective learning and sharing of experiences may be at least as important as formalised decision making structures for effective local public policy delivery and development of leadership capability. Here, the enactment of leadership and leadership development will take place simultaneously, with the need to balance inclusivity and representativeness (so that leaders from across place, including local communities are involved) with effectiveness and accountability. Local political and professional managerial leaders need to openly admit that they do not have all the answers. This means accepting a degree of vulnerability but should also lead to more effective policy implementation through the development of a shared capability across place.

In terms of leadership development practice, the ‘messy’ nature of leader and leadership development in this context needs to be accepted and worked with in terms of programme design, facilitation, implementation, and evaluation. Firstly, there is a need to build consideration of leadership paradoxes, from a place-based perspective, into cross sectoral development initiatives. This will entail bringing leaders together from across political, managerial/professional, private, community and not for profit sectors with place as the unifying factor as common practice. This should be considered at emergent as well as senior leader levels. However, one should not under estimate the challenge of developing the collective capability of political, managerial, business and community leaders in order for them to have a real appreciation of the need to work with differentiated views of place and what needs to be achieved to improve economic and social outcomes. This requires national agencies and sector representative bodies to actively promote and support local place-based cross sector Collaboratives.

Secondly, any intervention needs to acknowledge that place is political, multi-layered, emotional, inherently relational, real and imagined. On the one hand, place-based leadership development may need to have a wider base of participants to reflect these multiple interpretations of place such as local politicians working and learning alongside social enterprise and community leaders towards collective sense-making through shared experiences. On the other, alternative interpretations of place will engender discomfort and challenge the predominant perspective of those that traditionally have more power and influence.

Thirdly, the process of achieving common purpose, requiring independent facilitators adept at handling ambiguity, is integral to place-based leadership development (Jones, Grint & Cammock, 2014). The strength and robustness of the approach, which supports the learning and socialization as a collective and shared experience, is integral to the Collaborative achieving impact. This implies that modelling an open and collaborative approach is an important leadership and influencing role for the facilitators (Worrall & Bryans, 2014) who need to be able to enable participants to work across old and new paradigms simultaneously.

Finally, the switching between new and old ways of thinking and working implies that the evaluation of these programmes cannot be approached in a linear way. As well as considering intended outcomes, success should be assessed using a wider range of perspectives on value creation than traditional leadership development evaluation taking a qualitative approach at different stages within the life of the Collaborative. Here there is another paradox, on one hand in assessing impact on self, organization and wider place one could argue that an objective assessment from someone not involved in the Collaborative would be the most appropriate approach. On the other hand, it requires a mindset shift on the part of the evaluator which may be better achieved by him/her being part of the shared learning and socialization process. In reality, the range of potential outcomes and levels of impact probably requires a diversity of approaches, whose appropriateness may only become clear through application in practice (Edwards & Turnbull, 2013a). Moreover, working with the experience of participants (who may use intuition (gut feeling), critical self reflection and feedback from others, as evidence that an evolution in their leadership approach has occurred) could lead to the co-construction of an evaluation of the impact of Collaboratives. This could also involve consideration of the extent to which leadership challenges across place have been addressed or at least the creation of the conditions for their potential resolution.

4.9.2 Further Avenues of Inquiry.

The resurgence of interest in and recognition of the significance of place within qualitative inquiry and the complexity inherent in alternative and multidimensional approaches to leadership and leadership development provide an ideal backdrop for more extensive funded research to be carried out in this area (Foster *et al*, 2011). Such inquiries would also be responding to the increasing need for effective leadership development to support differentiated place-based public services delivery (Studdert *et al*, 2016). Such research

must adopt a multi-layered approach which takes account of the intricacies of process of place-based leadership and leadership development as well as the outcomes. More specifically, the researcher would like to recommend that the following avenues of inquiry are explored.

Firstly, a further study: to what extent can the participant experience and outcomes of current place-based leadership development initiatives help further develop and refine the framework. In addition, a further fruitful exploration could be the extent to which the exploration of the tensions within the framework can facilitate the development and delivery of a more '*impactful*' initiative. From a practical perspective, this would need to involve consideration of how such explorations would be facilitated in practice. From a theoretical perspective, exploring the different dimensions of transformative learning theory in terms of individual and collective development could also contribute to strengthen understanding of the learning process within differing place-based contexts.

Secondly, there is a need to further explore the continuing tensions between the focus on the heroic leader and more collective forms of leadership across and within place. The obvious area ripe for exploration is the government's policy for promoting city region-level Elected Mayors in exchange for greater powers over funding for major policy areas. At the same time, there are still calls for more local and accountable collective forms of community leadership at the town, parish council and neighbourhood levels.

Thirdly, there is a need to explore new approaches to the design, development and implementation of initiatives which recognize and support the growing importance of the social economy within place where services to the public are delivered by a more diverse range of providers (Deloitte, 2015). In this context, there is scope to re-visit and widen definitions of who should be included and engaged with as leaders of place, particularly in terms of those committed to achieving positive social impact, and what this means for our understanding of and collective provision for place-based leadership development going forward. In particular, involving and building the collective leadership capability of community and social enterprise leaders, as well as public services managers in their evolving role of stewards of place are areas ripe for exploration. The continued and growing importance of consideration of place within qualitative inquiry has been acknowledged in a recent review of its treatment in the journal *Qualitative Inquiry* (Booth,

2010; Tuck & Mckenzie, 2015). This implies the development of a critical place inquiry (Tuck & Mckenzie, 2015) built around critically analyzing how more traditional political and managerial leaders work with a new generation of “street-level bureaucrats” (Evans & Harris, 2004; Lipsky, 1980; 2010; Maynard-Moody & Musheno, 2003), which may well be from the third sector .and non-traditional ‘outsider’ community leaders in a more distributed model of place-based leadership.

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Appendices

I Interview Materials

- i Protocol for Scoping Visits
- ii Background Briefing & Participant Information Sheet
- iii Protocol for Semi Structured Interviews
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Protocol for Scoping Visits

Dear C __,

Place-based Leadership Development Research

I hope that you had a good weekend. Please see attached a revised set of questions. I thought that it would be easier if I could get the aim and questions into one page. Please let me know if you have any comments on the revised questions. I will also be running them past my Director of Studies (Rob Willis) and second supervisor (Rhidian Lewis) so there may be some other changes.

If there are any specific issues you would like to discuss ahead of the visit please leave me a message on xxxxxxx or email me name@emailaddress and I will get back to you as soon as possible. {I am facilitating on a leadership programme (in the field so to speak) until Wednesday}.

Thanks again for all your help and guidance so far.

Best wishes,

Rob Worrall

Doctoral Researcher

14 February 2011

Scoping Visits (Protocol)
Place-based Leadership Development Research

Scoping Visits – February 2011

A-shire	Tuesday 15 th February
B-shire	Wednesday 16 February
C-shire	Thursday 17 February

Aim

The scoping visit will provide an opportunity to learn more about the place-based leadership development initiatives that have taken place in the case study locality.

There will be differences in the context, history and objectives of these initiatives. However, within the broad overarching concept of improving Place-Based (collective) leadership to enable better outcomes for citizens and communities, there will be similarities in approaches and experience from which lessons and learning can be drawn.

This should facilitate the generation of theory in the embryonic and emerging field of Place-based (collaborative) leadership development (practice). This approach, which is grounded in people's experience, and conceptualises leadership and leadership development as social phenomena, based on a complex set of human and organisational inter-relations, is adapted from research carried out in the United States and elsewhere

To this end, I am seeking to meet with key individuals:

- to introduce myself and outline what I am aiming to achieve through this exploratory research (including clarifying what it is and what it is not about)
- learn more about the background (including the socio-economic, strategic, inter-institutional and political context) against which the collaborative leadership development initiative(s) have been developed), and their objectives and outcomes
- identify potential avenues for exploration and approaches, which could be used during the research (this will be a key influence in the research design) and which may also be of benefit for the case study locality itself
- ensure that any political sensitivities are taken into account when contacting and corresponding with potential research participants
- gather any relevant documents or identify where these documents could be accessible (including any linked internal or academic research)
- have an initial discussion on the time frame and preferred method of communication and frequency of updates

Questions

1. What were the key drivers which lead to the initiative being set up?
2. Describe the developmental stages of the initiative from initiation to delivery?
3. What were seen as the overall objectives and critical success factors?
4. Is/Are the initiative(s) linked to the current partnership structures and planned partnership activities or completely separate?
5. What are the sector dimensions and boundaries of the initiative(s)? Does it involve all sectors and are there specific policy areas it looks at i.e. children, health and well-being, crime and community safety?
6. Are there specific avenues which should be explored?

This could be about exploring

i) Which attributes contribute to effective place-based leadership development

ii) A specific phenomenon which, if better understood, could be of particular value to the case study partners

Rob Worrall

Doctoral Researcher

Ashcroft International Business School,

Anglia Ruskin University

14 February 2011

Background Briefing and Participant Information Sheet (PIF)



Cambridge & Chelmsford

Chelmsford Campus

Bishop Hall Lane
Chelmsford
CM1 1SQ

T. 08xx xxx xxx
Int: +44 (0)1xxx xxxxxx
www.anglia.ac.uk

November 2011

Mr X

Chief Executive
Anywhere DC
Somewhere Avenue
Anyshire

Dear Mr X,

Research: Illuminating the Way: An Emergent Theory of Leadership Development in Place

Research Interview: xx AM Wednesday xx November 2011, E__ Room, Council House Reception Area, Anywhere DC

Firstly, I would like to sincerely thank you for taking time out of your busy schedule to take part in this research.

This letter sets out the required background information on my research and formally seeks your consent as a participant through completion of a Participant Consent Form and also asks you to complete a Pre-Interview Questionnaire.

I am a practising Leadership Development Consultant with a particular interest in the design, development, delivery and evaluation of collaborative leadership and learning and development interventions. As part of my on-going professional and academic development, my doctoral research is seeking to explore how Leadership Development in Place can inform theory building and subsequently practice.

I will be looking at case studies in three distinct localities, viz., Worcestershire, Leicestershire and Suffolk with the support of the lead organisations responsible for developing the collaborative initiative in their respective locality. The research will be carried out through semi-structured interviews, with participants also being asked to complete a brief Pre-Interview Questionnaire, and it should lead to an improved understanding of how such collaborations work in practice grounded in the collective experience of participants and others closely involved with them. This is of particular significance in a period of financial

austerity, with a greater need to ensure that leadership development initiatives provide not only provide value for money, but also enable leaders to work collectively to find new ways of effectively addressing difficult social issues faced by localities.

This formal invitation to take part in this research includes a participant information sheet, which contains all the necessary information about the aim of the research, and the data collection process. If, however, you have further questions, please do not hesitate to contact me via the telephone number or email address given below:

Rob Worrall

c/o **Lord Ashcroft International Business School (LAIBS)**

Anglian Ruskin University

Bishop Hall Lane

Chelmsford

Essex CM1 1SQ

M. xxxxxx1374

Tel: 0191 645 xxxx

Email: name@emailaddress

Could you please confirm **your consent to taking part in the research by email**, and bring signed copies of the consent form with you.

In addition, could you please complete the **Pre-Interview Questionnaire** and return it to me **by email by Friday 11 November 2011**.

Once again, I would like to thank you for taking part in this research and I look forward to meeting you next week. If you have any questions in the meantime, please do not hesitate to contact me.

Yours sincerely,

Rob Worrall

Doctoral Researcher

LAIBS

PARTICIPANT INFORMATION SHEET

Section A: The Research Project

1. Title of the Project

Illuminating the Way: An Emergent Theory of Leadership Development in Place

2. Purpose and value of the study

In recent years the effectiveness and value for money of leadership development programmes delivered in the classroom and away from people's place of work has been questioned. It is believed that leadership development needs to be less about abstract theory and individual development and more through on working together to address real social problems at the local level.

Moreover, fiscal austerity, and the current government's push for more services to be designed and delivered at the local level with a more diverse range of service providers has underlined the need to ensure that leadership development and increases its impact and adds value. This means developing leaders who can not only work across the whole of the public service, but also with their colleagues in the private and not for profit sectors to address challenging social issues, improve outcomes for citizens and communities.

One of the ways of improving leadership development, and making sure it enables people to work together more effectively is for organisations working within the same locality to jointly design, develop and deliver leadership development initiatives. These initiatives are normally based around the idea of people coming together to address real issues that need to be addressed to improvement quality of life and the well-being of citizens and communities within their locality.

In practice examples of organisations working together with a locality to co-create, design, develop and deliver collaborative leadership development are limited. This initiative will enable those working in the field of leadership development, (and those wishing to improve the collective capacity of their leaders) to get a better understanding of how these initiatives work in practice, grounded in the experiences of participants. This should in turn help inform how future initiatives are developed.

This research is informed by the research carried out under the "Total Place" initiative, and the subsequent LGID "Productive Places" initiative and is being carried out as an integral part of doctoral thesis. As such, it is designed to make an original and significant contribution to our collective knowledge. In particular, this research should increase our knowledge and understanding of collaborative leadership development, an emergent and increasingly prominent area of public service leadership development.

3. Invitation to participate

The cover letter you have just received represents a formal invitation to take part in this research. This information sheet has been designed in accordance with the University's ethics

policy and guidelines. It provides you with all the general information you should need to consider whether you would like to take part in this research. If however you have further questions once you have read this information, and the attached consent form, please do not hesitate to contact me (see below).

If you do not need further information, and would like to participate, then please follow the instructions in the cover letter.

4. Who is organising the research

The research is being organised by myself in my role as a doctoral researcher at the Lord Ashcroft International Business School (LAIBS), Anglian Ruskin University.

5. What will happen as a result of the research?

As a result of this research, we will have an improved theoretical understanding of how such initiatives work in practice. It is expected that this knowledge will help inform leadership development in place practice, thereby informing the design, development and delivery of future initiatives.

6. Source of funding for the research

This research has been made possible by the granting of a fees waiver bursary by Anglia Ruskin University.

7. Contact for further information

Rob Worrall

c/o LAIBS

Anglian Ruskin University

Bishop Hall Lane

Chelmsford

Essex CM1 1SQ

Email: [name@emailaddress](mailto:emailaddress)

Tel: 0191 xxx xxxx

M: 0779xxxxxx

Section B: Your Participation in the Research Project

1. Why you have been invited to take part

Through your experience of the (*insert name of initiative*) you have a valuable and essential role to play in informing this research. Therefore, you have been invited to participate in this research by completing a short **Pre-Interview questionnaire** and then taking part in a **semi-structured interview**.

2. Whether you can refuse to take part

Participation in this research is completely voluntary and you do not have to take part

3. Whether you can withdraw at any time, and how

You are free to withdraw from the research at any time, for any reason and without prejudice. If you no longer wish to take part can you please let me know by signing, dating and returning

the tear of slip at the bottom of the consent form to the above address. Alternatively, you can send an email to me at: namel@emailaddress

4. What will happen if you agree to take part (brief description of procedures)

If you agree take part, you will be involved in the following procedures:

Pre-Interview Questionnaire

- i) You will be asked to complete a short questionnaire, which is in Word format, and will have clear instructions. The questions are directly linked to the focus of the research and are not personal. They are designed to gain your views, understanding and experience of the (*insert name of initiative*) which has taken place in (*name of locality*). This is not a test of your knowledge, nor will it test your skills or ability in anyway, there are no right or wrong answers and no trick questions. You are completely free to not answer a question if you do not wish to do so. The Pre-Interview Questionnaire, should take no longer than 10-15 minutes to complete dependent on your reading and word processing speeds. The answers to these questions will help finesse the questions for the second part of the process – the semi-structured interview

Semi-Structured Interview

- ii) You will be asked a series of open questions in either a face to face discussion or over the phone. The questions will be directly linked to the focus of the research and are not personal. These questions will be designed to gain your views, understanding and experience of the Shenstone Group which has been taking place in Worcestershire, the process by which it was designed, developed and delivered, and your role as participant and/or as a key stakeholder. There will also be an opportunity for you to mention anything that you consider particularly relevant. You are completely free to not answer a question if you do not wish to do so. The interview should take no longer than 45-60 minutes to complete dependent on the depth and the intensity of the response and subsequent interaction to the questions asked.

Please note: *in order to capture the nuances and exact wording of your responses in the subsequent analysis; the researcher would like to digitally record the discussions. However, your consent will be sought before recording is started. In the case where a participant does not wish to be recorded, the research will take written notes only.*

5. Whether there are any risks involved (e.g. side effects from taking part) and if so what will be done to ensure your wellbeing/safety.

There are no known risks involved in taking part in this research. If at any time you feel uncomfortable in participating, or in the presence of the researcher, you can ask to end your participation at any time.

6. Agreement to participate in this research should not compromise your legal rights should something go wrong.

There are no known risks associated with taking part in this research. Participation will not affect your legal rights should you feel that you have been adversely affected by participating in this research.

7. Whether there are any special precautions you must take before, during or after taking part in the study

There are no specific precautions that you need to take before, during or after taking part in the research. However, any discussions that take place during interviews, or any information shared through questionnaires remains strictly confidential.

8. What will happen to any information/data/samples that are collected from you

The information that is collected from you will be treated in the strictest confidence. It will be analysed, but the data will be coded so as to ensure that no information or data will be attributable to you or any other participant in the research. The data will also be stored on a laptop with a password and encrypted security software. Written transcripts will be kept in a locked cabinet and will be destroyed (by shredding) once they have been word processed and transferred to electronic storage. All data will be destroyed once the research has been completed, analysed and reported (i.e. the completion of the doctoral process). Non-essential information will not be collected.

9. Whether there are any benefits from taking part

Participating in the research will enable you as participant to reflect on your role in the process and also on your approach to collaborative leadership development either as a programme participant, designer and/or co-creator. There may also be a sense of satisfaction in knowing that you have contributed to research which will expand our knowledge in an emerging area of public service leadership development research.

10. How your participation in the project will be kept confidential

In order to ensure confidentiality, no direct transcript of interviews will be reported and that information will be kept in accordance with good practice. This will include the development of a data protection plan at planning, implementation and storage of data stages. The recording of person personal data which is not directly relevant to the research will be avoided. In terms of personal data, the researcher will seek to only to record name, age range, professional experience, previous experience of leadership and management development. The main focus will be on the design and delivery of, and/or participation in, the Shenstone Group. This data will not be divulged to a third party and each participant will be assigned a fictitious name. A master list of code numbers that would replace the participants' name on specific questionnaires, and, interviews, will also be used

YOU WILL BE GIVEN A COPY OF THIS TO KEEP, TOGETHER WITH A COPY OF YOUR CONSENT FORM

Rob Worrall

Doctoral Researcher

Lord Ashcroft International Business School

PARTICIPANT CONSENT FORMNAME OF PARTICIPANT: **A.N.Other**Title of the Research Project: **Illuminating the Way: an Emergent Theory of Leadership Development in Place**Main investigator and contact details: **Rob Worrall, c/o Lord Ashcroft International Business School**

Anglia Ruskin University, Bishop Hall Lane

Chelmsford, Essex CM1 1SQ

Email: robworrall@blueyonder.co.uk

M: 07796681374

Tel: 0191 645 2256

Members of the research team: N/A

First and Second Supervisor: Dr Rob Willis & Dr Rhidian Lewis, LAIBS, Anglia Ruskin University

Please tick to indicate your agreement with these statements. Please double click the mouse if you are completing an electronic version of this form.

1. I confirm that I have read and understand the letter and information sheet dated 8 November 2011 explaining the above research project and I have had the opportunity to ask questions about the project. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline. ☐
3. I have been informed that the confidentiality of the information I provide will be safeguarded. I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research ☐
4. I agree to take part in the above research project and will inform the researcher should my contact details change. ☐
5. I have been provided with a copy of this form and the Participant Information Sheet. ☐
6. Data Protection: I agree to the University processing personal data which I have supplied. I agree to the processing of such data for any purposes connected with the Research Project as outlined to me ☐

Name of participant (print): **A.N.OTHER** Signed:

Date: xx/xx/2011

YOU WILL BE GIVEN A COPY OF THIS FORM TO KEEP

If you wish to withdraw from the research, please complete the form below and return to the main investigator named above.

Title of the Research Project: **Illuminating the Way: an Emergent Theory of Leadership Development in Place**
I WISH TO WITHDRAW FROM THIS STUDY

Signed: _____ Date: _____

Semi-Structured Interview Protocol
Illuminating the Way: An emergent theory of leadership development in Place
Questions for Interview

Potential Proxies and Questions	
Understanding the wider context 1. Describe your current role? Scope (geographical and strategic), responsibilities, objectives .	
Nature of Initiative (shared view – as a proxy for common purpose) – 1Ba. What is the Shenstone Group about? 1Bb. Who is it for? 1Bc. What makes it work? 1.B i) What is (insert name of initiative) about? ii) Who is it for? iii) When it works what makes it work?	
Understanding others perspectives 2a How did your experience of (insert name of initiative)? What happens? 2b. How has it changed you?	
Insights/Social Capital? 3a. Describe its impact on you 3b. Can you describe that difference? 3c. When and how did it happen?	
Value Creation 4a. Is value being created by Shenstone? How? What? 4b. How – what has happened? Can you describe it? 4c. Is it at the individual, organisational or wider levels?	

<p>Common subjects and stories around addressing them/ (Shared Sense making)</p> <p>5a. All localities have social problems and challenges. Has Shenstone sought to understanding these?</p> <p>5b. Can you describe what happened, what the approach was?</p>	
<p>Social Capital: Spin offs/Collaborative Projects and Innovation:</p> <p>6a. Have you been involved in any projects outside of (<i>insert name</i>) involving member of the group?</p> <p>6b.Can you describe what happened and how this came about?</p> <p>6c Why did it work when others did not?</p>	
<p>Commonality in views on leadership/shared language/ shared metaphors – about challenges faced</p> <p>7a How would you describe leadership in place?</p> <p>7b. Has there been a change in your view?</p> <p>7c. How and why did this change?</p>	



Anglia Ruskin
University

Cambridge & Chelmsford

Pre-Interview Questionnaire

Thank you for taking the time to complete these pre-interview questions. It is completely confidential and the data will only be used to help finesse our interview questions. We are interested in understanding differences in people's experiences of participating in/or supporting the development of the C-shire Collaborative.

Firstly, we would like to ask you some basic questions to understand you a bit better.

Name: [Click here to enter text.](#)

Age Range: *please tick/click on appropriate box*

21 and under ☐

22 to 34 ☐

35 to 44 ☐

45 to 54 ☐

55 to 64 ☐

65 and Over ☐

Professional experience

Number of years in your current role: [Click here to enter text.](#)

If you have several current roles then please state number of years in the role for which you are a participant in the Shenstone Group.

Previous professional experience has mainly been in the: *please tick/click on appropriate box*

Public ☐

Private ☐

Not for profit ☐

Previous leadership and/or management development training (*including being coached or mentored*). Please give brief details.

[Click here to enter text.](#)

For the following questions, please tick or click on **one** box for each question that most closely represents your view.

1. Getting the views of others can

- Always leads to more informed and better decision making ☐
- Can sometimes help but often hinders the decision making ☐

- Can sometimes help but may sometimes hinder decision making ☐
 - Always slows down the decision making process ☐
- 2. Achieving real connection with someone means:**
- Agreeing with what they are saying ☐
 - Understanding what they are saying but not necessarily agreeing ☐
 - Understanding what they are saying and agreeing ☐
 - Having the same interests ☐
- 3a In terms of connections between the C-shire Collaborative:**
- Most of the group have a better understanding of the challenges my organisation faces ☐
 - Most of the group don't have a better understanding of the challenges my organisation faces ☐
 - Some of the group do have a better understanding of the challenges my organisation faces ☐
 - Some of the group don't have a better understanding of the challenges my organisation faces ☐
- 3b In terms of connections between the C-shire Collaborative participants:**
- I don't have a better understanding of the challenges other people's organisations face ☐
 - I do have a better understanding of the challenges other people's organisations face ☐
- 3C In terms of connections between the C-shire Collaborative participants:**
- Some of the group have a better understanding of the challenges we face collectively ☐
 - Most of the group has a better understanding of the challenges we face collectively ☐
 - Some of the group doesn't have a better understanding of the challenges we face collectively ☐
 - Most of the group doesn't have a better understanding of the challenges we face collectively ☐
- 4. Working together requires:**
- Respect for each other ☐
 - To agree what the problem is before working towards a solution ☐
 - To agree what the solution is ☐
 - To see different perspectives on the problem and agree the best solution ☐

5a. Participation in the C-shire Collaborative has:

- Increased trust between partners ☐
- Not increased trust between partners ☐
- Increased trust and reciprocity between partners ☐
- Neither increased trust nor reciprocity ☐

5b. Participation in the C-shire Collaborative has:

- Not lead to any increased joint working outside the LIPP meetings ☐
- Lead to some increased joint working outside LIPP meetings ☐
- Lead to a considerable amount of joint working outside the LIPP meetings ☐

6. Compared to before participating in the C-shire Collaborative the level of my involvement in projects involving outside agencies has:

- | | | | |
|-----------|--------------------------|------------------------------|--------------------------|
| Decreased | <input type="checkbox"/> | Stayed about the same | <input type="checkbox"/> |
| Increased | <input type="checkbox"/> | Is core to my every day work | <input type="checkbox"/> |

7a. Participation in the C-shire Collaborative has meant that group has a clearer understanding of each other's:

- professional perspectives ☐
- professional perspectives but not necessarily of each other's respective organisational perspectives ☐
- professional and organisational perspectives ☐
- respective organisational perspectives but not necessarily each other's professional perspectives ☐

7b. Participation in the C-shire Collaborative has:

- meant that the group has developed a shared mission and vision for improving outcomes for local people ☐
- has not meant that the group has developed a shared mission and vision for improving outcomes for local people ☐
- meant that the group has developed a shared mission and vision for improving outcomes for local people AND how this should be achieved ☐
- has not meant that the group has developed a share mission and vision for improving outcomes for local people nor how such a vision should be achieved ☐

Rob Worrall
Doctoral Researcher
Lord Ashcroft International Business School

Sample Interview Transcript
Level 1 Codes, Memos, and Full Transcript Text
from the Interview with Participant A001

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1.		* Okay. Thanks for coming along. Can you just let me know your name just for the benefit of the –
2.		P XX (name) , YY (role).
3.		* Okay, great. Thanks Mark. Can you tell me a little bit about your current role both in terms of the scope and --?
4.	Responsible for Fire and Rescue Services across two counties Hereford and C-shire	P I’m responsible for delivering zz (name of organization services throughout the county D-Shire and A-shire so everything from the fire engine you see trundling down the road which the public know predominantly through to the platform of educational services which are little less known that much even less known is there are role in fire safety legislation so if you go into public --
5.		* Okay.
6.	Organization has about 900 employees	P So, it’s an organization of about 900 people --
7.		* Okay.

8.		P Covering the population of the counties of D-hire and C-shire.
9.		* Okay, fantastic. What's your experience of The C-shire Collaborative?
10.	<p>Collaborative already up and running 18 months before he came to the County</p> <p>No experience of partnership working in the County.</p> <p>Clean pair of eyes.</p>	<p>P The C-shire Collaborative was up and running when I came to county for the service 18 months ago, so it was up and running. So I don't know what – I have no experience in pre-The A-shire Collaborative --</p>
11.		* Yes, okay.
12.	<p>Previous experience of living and working in two counties</p> <p>Positive impression of collaborative from the outset</p>	<p>P ...only The C-shire Collaborative. When I came here and I have been in two fire authorities E-shire and then F-shire, I thought it was very good.</p>
13.		* Yes.
14.	<p>Accessing the elite</p> <p>Elite collective for the common good</p> <p>Supporting idea in principle</p> <p>Lacking in delivery</p>	<p>P To come into the County as an outsider, coming in., and there was the great and the good not only from the public sector but private sector, voluntary sector all sitting around the table in the same room. I thought that was a great concept. I suppose as time has progressed, in general The C-shire Collaborative doesn't deliver much.</p>
15.		* Yes.
16.	<p>Networking with the elite</p> <p>Personal relationships lead to personal benefits and outcomes</p> <p>Question: Is this a precursor to collaborative space?</p>	<p>P What it does do, it gives a great forum to meet and speak with these people. So, instead of that being the big spin offer of something fantastic. I have no doubt there are little spin-offs all over the place. And now I had one or two of those myself where you meet and talk to somebody about something and then something comes from that. Nothing to do with The A-shire Collaborative if you want, it's just do with personal, professional relationships. So, although very positive view of The A-shire Collaborative but not [00:02:00] so much for the theoretical "this is what The C-shire Collaborative will do" but what third-party benefits there are from The C-shire Collaborative..</p>
17.		* Okay, fantastic. Can you describe in terms of The A-shire Collaborative what it means, can you describe what happened from your perspective?
18.	Meetings focused on a specific	P We would have a focus to the meeting, there would be any subject that's been selected and

	<p>subject.</p> <p>Often guest speakers</p> <p>Good level of attendance</p> <p>Focusing on difficult local challenges</p> <p>Questions for discussion provided by facilitator</p>	<p>chosen very often with guest speaker role or somebody coming along to promote the discussion on that subject. So, though exactly there we have come along and there will be attendance is pretty good really considering the level of people trying to get in diaries. And I do my best to get to everyone and so do most people. But the subject matters are normally sort of big meaty chunks to do with C-shire and community or the economy or development or something along those lines. And then we sort of I suppose we have posted questions by the facilitators to discuss and then feedback. The format works quite good because it's just morning.</p>
19.		* How often does it meet?
20.	Meetings every two months	P Every couple of months.
21.		* Okay.
22.	<p>Venue rotation</p> <p>Becoming familiar with members organizational contexts</p>	<p>P Rotating around various places which is good so we get to go to into the fire service, Bishops Palace and Worcester Bosch, Thomas Vale, county hall all those, so there are some different places we go to and every time you go to different place you get a flavour of that organization by individual. For example, went to Thomas Vale a couple of months ago, you get a flavor of the size of that organization working in A-shire delivering services throughout Europe and you just start looking around to what we have within our county. It was really useful for me to rotate like that.</p>
23.		* Okay.
24.		P ... venue as well.
25.		
26.		* Okay, fantastic. And your partially answered this question – what do you think The A-shire Collaborative is about? [00:04:00]
27.	Aspirational delivery gap	P There is what it wants to be about and then what it is about.
28.		* Okay.
29.	Clear aspiration	P Two separate things, I think it wants to be about collectively making sure we do the best for A-shire.
30.		* Okay.
31.	<p>Aspirational delivery gap</p> <p>Different levels of responsibility and accountability impede</p>	<p>P And working together collaboratively to do that. But as I said, I don't think we particularly do that that's not the The A-shire Collaborative's fault I don't think. I think that's more to do with the governance arrangements in each and every constituent organization authority wherever is.</p>

	<p>collective action</p> <p>Creating value through meetings, and understanding individual core values through talking</p>	<p>Because for example in large strategic matters, larger budget matters why can't you sit and agree, I got an authority to go back to, you know Trish has the County Council so that and so on around the place and you also have organization such as police, fire, district council which have large resources and large amount of people at their disposal. Then through to the voluntary sector which could have absolutely nothing. The voluntary sector, the third sector is a loose collaboration between A-shire several thousand in the organization, so trying to get knit such a diverse group of organisations together is almost impossible, I think is impossible. But the chief executives all the level coming together to discuss things and understand each other that's the value. Gaining and understanding of sometimes the individual perspective more the individual than the organization because we all sit there and we've only got into our position because we do have opinions and our own values systems and that's what comes over when you discuss anything. So I think it's giving us a great appreciation.</p>
32.		<p>* It sounded interesting what you said about results and decisions and results that kind of going to impact on the impact that the A-shire Collaborative can have and the changes it can make. On the bit [00:06:00] that makes it work, what the thing makes it work?</p>
33.	<p>Committing and valuing understanding</p> <p>Difference and diversity hinders collective agreement</p>	<p>P Commitment from individuals that attend. When would you see regularly people are very busy diaries large organisations, distance to travel, they do their best to attend. And their attendance is pretty good. So there is a commitment. But when you have so many people around the table, I think you indicated about 30 odd people around the table, well you are never going to a decision on anything of any great substance, that is how camels are made isn't it to put that amount of people around a table. But, I think as I have already said but reiterate the benefit comes from the understanding of other organisations and then the link ups after that.</p>
34.		<p>* What its impact been on you?</p>
35.	<p>Benefitting from collective knowledge on local issues</p> <p>Accessing perspectives of</p>	<p>P Well, the impact for me it's been really useful coming to the County. This is something that I suppose isn't part of the A-shire Collaborative but you come in from the other side of the country as I did, not knowing anybody. Not knowing with – not knowing the region or even the county or the individual within it. And there all of a sudden in</p>

	the elite in one place	the C-shire Collaborative, you have all the main players in C-shire and that's only half of my patch, I have D-Shire as well. All main players and also discussing all the big pictures stuff around the communities, the economics, the planning all that stuff for A-shire in one room, and I thought "this is actually a god send for somebody coming in brand new". Now if you would have served in whatever capacity in A-shire for the last umpteen years then you perhaps you have got a very good understanding before you start. So it's a great benefit to me definitely.
36.		* And then was there a change for how you saw, you kind of hinted on this, but was there a change in how you saw people and organisations [00:08:00] differently people and organisations, as you participated in the A-shire Collaborative? Have you seen, has it made you see things differently?
37.	Learning through deepening understanding of people and therefore organizational contexts Collaborative is a personal event	P It's given me a wider understanding of them professionally not – somebody understands me professionally a bit better then they are going understand the fire service a bit better. But I think as a person you start to get to understand a bit better, and so Yes, you get a wider understanding of the individual some of the problems faced by the organization but because the C-shire Collaborative is deliberately a personal event, I think. I think it's deliberately a personal event. I don't bring the fire service to the table, I bring X X (name) to the table.
38.		* Okay. That's good.
39.	Personal embodiment of one's organization	P And then that is what I think the benefit is and now obviously a large proportion of Mark Yates is the fire service
40.		* Yes, Yes.
41.		P So, I think that's the benefit. I can't bring the whole organization to the table but its relatively simple to bring me to the table
42.	Knowing the professional through the personal	* So it's the interaction of the kind of professional-personal --
43.		P Definitely that interaction is the benefit.
44.		* And can you – the A-shire Collaborative would you say the A-shire Collaborative is creating value?
45.		P Yes, don't ask for evidence.
46.		* Okay.
47.	Probability of what might not have happened as a proxy for value creation	P Okay. Because it's one of those things where we have this dilemma fire service all the time, so I use this analogy. Is community safety providing value for money – all the education stuff? And well you

		go, would the reasonable person , you know what used to be the man who sat on the top of the Clapham Omnibus say that it's a waste of time? No, would they say it's got to be good , yes?
48.		* Yes
49.		P Evidence it? Well I don't know but commonsense would say to you this is good.
50.		* By the nature of – you can't – it's not something – [00:10:00]
51.	Limited but tangible outcomes	P Some of it tangible, I will give you a very small example of it, a very tangible example. We had the VTalent Group come to speak to us which is a, I think it's a charity actually that the looks after those who will try to assist mentor and coach of those that have fallen through the net between... They are not NEETs, because they are not recorded. They are just not recorded anywhere. And they come together. And we have presentation from these young people forgot the name of the lady their sort of the coordinator. We gave a commitment there and then, it was so powerful. We went round the room and said the people sitting in this room employ thousands of people, can we find one or two places to give these people job experience, isn't after one of the – let's come and work for you for three months, four months, six months whatever it is. So on their CVs, they can say we have got out of bed and we have gone to work. We've come and we will return everyday, five days and then the next week and so on. And so I said, Yes, we will do that. I got back to the ranch and said we are going to do this folks. And we took on two individuals in any event. Suffice to say, one individual is still with us now in paid full time substantive employment.
52.		So even if it's a difference just for that one individual, we have given him employment. And if that replicated around the place, so the A-shire Collaborative can have those type of incidental benefits. What is was set up for has changed hasn't it ?
53.		* Yes.
54.		P I mean.
55.		* Seems to be.
56.	Bringing people together has a value in itself	P It continues to morph because it was - it was set up not on a government agenda but in reaction to the agendas. Then total place came in again then total place disappeared. And all those things carry on because the fundamental is right about working together. And I mean, we are into localism now of

		course, we are trying to define exactly because we all find that it is exactly what we have been doing for years. .
57.	Adapting to government rhetoric/game playing	So we continue to discuss the political agenda of the day because the vast majority of us come from political [00:12:00] organization with politicians behind us. So we don't ignore that. But we are flexible enough to adapt to whatever it might be and should there another change in government tomorrow whatever the new agenda would be, we will flex to it.
58.		* You've touched on this as well. But, it took kind of got a little bit deep into it.. and all localities have got social and economic challenges, how has The A-shire Collaborative done this. I am really interested in what happened, what the approach, what happened from your perspective?
59.	Deepening understanding of local problems by experiencing and bearing witness	P When we arrived they were just doing a deep dive, came to on the socio-economic challenges. They picked a couple of that two or three of the worst effected in the wards in the county. And I mean, the names O-n and F-y. I know because of that exact experience and up there in the Kidderminster area and the Wyre Forest area. Forest area looked at that, and the one beginning with P whatever it is P-y in M-n and so I got an understanding of what was happening in those areas. But it was about the people dealing with the issues coming to the group talking about it and just before I got here, I know they went on site visits to look around these places to try to understand where the problems are coming from. So rather than a simple talk it was a look see. But I came just after that time. That must have happened in – I guess in the either in the winter or early spring of '10, because I came in April '10.
60.		So they have done a couple of deep dives on things like that. And when it comes to localism for example we had three examples come into talk to us P-ton a village down near E-m, they designed and implemented their own flood alleviation scheme. Because it wasn't money from elsewhere and they got some money from various places and [00:14:00] implemented it themselves. One of these community shops came into speak to us. So we occasionally dive down and get the face to face experience of those individuals which we all purport to want to make life better for them. But often they are doing it anyway, they are doing it, and I think the skill is being an enabler, rather than

	Enabling and facilitating change	be a bloody barrier.
61.		* Okay so it's enabling those things to happen more of these things to happen?
62.		P That Yes, and also our understanding of it.
63.		* What have you been involved in, in terms of projects outside of the A-shire Collaborative?
64.		P Personally nothing.
65.		* Yes.
66.	Mobilising operational support for achievement of change	P But what happens is, I would go back to ranch, these discussions and relationships and you, I go back to, for example, that O-n and F-y, I go back and speak to my head of my --
67.		* Yes.
68.		P Community safety and say there is this initiative up there --we got staff I said, don't be shy, in allowing our staff to do completely non-fire service stuff.
69.		* Yes.
70.		P If they reading to kids in the school on the estate there for a day that's fine. Don't worry if there are not doing fire service work, because we are working on this together, as a big picture socio-economic disadvantage, raising educational attainment, so one of the things I said, I'm quite happy for fire safety officers to be reading the children, if that's what the local sort of Steering group are wanting to do.
71.		* Yes.
72.	Using authority to facilitating an active response	P And that's it, I don't do anything personally apart from empower others to go and do things and that is the same as the V-talent stuff. So it's a case of I suspect those sitting on the A-shire Collaborative, being facilitators in their own organisations to open the doors, you know if the Chief Executives say, "We are going to do it". then there is a good chance that that's going to happen.
73.		* Is that generally how things kind of happen in spin off, it's just people [00:16:00] come in they talk and then it's the A-shire Collaborative group enabling those things to to happen or...
74.	Incrementalising change	P Yes, there is – I can't of anything, I am not saying there isn't, but I can't think of anything where the t A-shire Collaborative collective has said "Right We are going to do this one big thing, right you do this Mark. Trish you do this, and we'll come together....". That does not happen.
75.		* It's more the kind of spin-off from.
76.		P It's the spin-off stuff. I mean the Total Place or

		CAA as it is now I've got a property guy who works for me who is working very hard on a range of property issues that sort of came from discussion within The C-shire Collaborative, we have got a joint police and fire station being built in Bromsgrove.
77.		* Okay.
78.		P Which was a total place path finder. No how did the C-shire Collaborative play a role there, it is difficult to say, definitively when it – what it did and what it didn't do but certainly didn't do any harm and it certainly oiled the wheel of getting things along.
79.		* Okay, Yes, Yes because I guess it why if you kind of know the people then you are not starting from scratch..
80.	Relationships and local knowledge of what is going on	P Well I can remember standing in one of the colleges in R-h, it must be North C-shire College or something like that. I was talking to S-a B- who is Chairman of the Police Authority about B-e Police and Fire station and some of the difficulties there. They had just had a change of Chief Constable. So you know the organization was almost in stasis whilst they appointed a new Chief Constable and that sort of stuff. So those type of discussions help us understand why is everything slowed up there and let's wait for David to be appointed, and D- S- as it happened who I the Deputy. Once that happened right bang we pushed ahead, but we understood it and I suppose just a conversation with Sheila helps me understand and I talk my property guy at work "Once that new Chief is appointed, don't worry, don't panic" and so those type of discussions are what helps.
81.		* Is there an – do you see any difficulty because you're in an interesting position of being of having a strategic responsibility and an [00:18:00] operational responsibility as well obviously which is beyond A-shire so it's A-shire and Hereford and you talked about The C-shire Collaborative being really helpful in terms of you being able to get to grips and get to know and get that connection with senior people and some of the important organisations in C-shire.
82.		P Yes.
83.		* Has it - how did – did that happen anyway obviously over time in D-Shire but did you, did you see it.
84.		P I know C-shire so much better than D-Shire.
85.		* Okay.

86.	Personal relationships as key	P You know that could be for a range of reasons, it's bigger so there are more players. Our headquarters is just down the road. But definitely I have discussions with somebody over in D-Shire about establishing this type of group. You know I know in D-ford sorry A-shire I feel relatively confident I can pick up the phone to contacts at Q-q, W- B-, T-s V-. These are private sector organisations, you know I just have a chat about something, I will not say that I need to, but I would not know where to start in D-Shire.
87.		* Okay.
88.	Local knowledge	P I mean as it happens we have had a large fire at Tirrell's Crisps which is useful for that type of things. But I've got better understanding of C-shire and its needs than I have in D-Shire. The perversity though is actually D-Shire has got actually a better partnership structure at a lower level. When I see the partners in D-Shire come together and discuss things and get things going and move things forward at an operational level - road safety. And things of that there in my experience of the two counties they seem to be better off doing that, without this group above. Now they have that now if they have that group about where the Chief Executives sort of got to know each other a bit better it could be even better but they're vastly different counties D-Shire has only got about 200,000 people in it.
89.		* Okay, so it is quite small.
90.		P So although geographically larger...
91.		* Very small.
92.		P Very small I don't know if you have been out this way
93.		* No.
94.		P Trees I mean it's a most beautiful place, if you come over this way. [00:20:00]
95.		* Yes.
96.		P And just take an extra twenty miles, and if you can find the spare time to pop over, it is the most beautiful beautiful area, I did know about it so I came here you never drive through D-Shire you are either going there or not.
97.		* Is that one of those sort of place where you have to be on the way to.
98.		P Yes, you are not on the way to anywhere because it is W- B- and the sparsity W- B-r as well you know the only place you will have probably heard of you know it's H—o—W-.
99.		* Yes, Yes,

100.		P It's right on our border – because of the book festival.
101.		* Yes, Yes, Yes.
102.		P And Literary Festival. But you are either going there or you are not and go and I think D-Shire has got a history of having to deal with itself and having to sort itself out. It reminds a lot of Cornwall, that kind of insular community which has got it's weakness of course, but it has got great strengths when it is used to sorting out its own issues.
103.		* Yes I was involved in that really I was involved in some – in a talk with one of the Big Society pilots it was E-in C-a and we – and we were doing some stuff on the Big Society when I just go, and she was the Head of Policy performance then she came down to because I talk to these she was saying about this is how Big Society works. And actually it was you said it was exactly the same place it was E- in the middle of C-, vast expanse, small population very small isolated communities and tourism the main industry apart from that a lot of little cottage industries run over the Internet and they said the benefits of being in Big Society pilot was they got BT to run the second generation broadband through there as the first place in the country.
104.		P Saying D-Shire has got the same, I know because my lad was taken on by BT, D-Shire has got the broadband grant. There was some sort of almost poll votes on the internet. And by the number of population Hereford came top because so it got 200,000 so let's say got 20,000 to vote. [00:22:00] 10% of the population when you go to all the places there is so many more figures and Hereford just got this broadband grant to run the new generation of broadband as well. And but D-Shire misses that top level thing.
105.		* Okay.
106.	Understanding difference	P But it recognizes it and it's trying to do something, it is trying to do something about it. But there is a few of us that see both sides. The police see both sides, the voluntary sector see both sides actually. .R-Q-n sees both sides and M- A-n from the Chamber of Commerce similarly again sees both sides. And so it's interesting to see the two counties.
107.		* That was – it was really and this lady from Eden she was at she said the same as you as well in terms of and she said it was nice getting the broadband

		and it was nice that there was some planning applications that went through faster because of the government involvement. But she said essentially there were “Big Society” because they were already doing it.
108.		P Yes.
109.		* So they already have community plans and in that they do what they’d like and like raised funds and you know they are doing local community that they had the number of swimming pools run by the community, they got funding through community grants, they had community shops but that was happening before the government came along and said let’s do Big Society because and for her it was it’s just what you said you know they always have to do things themselves.
110.		P It’s a necessity they get on and do it it’s a necessity. You know the trouble with central government they see something. You know Cameron and Co they probably saw these type of things happening, and thought this will work everywhere, well what happens in E-, or deepest darkest E-shire or D-Shire is not actually going to go down well in Hackney is it?
111.		* No.
112.	Asserting differentiation between places	P You know because they are just vastly different places and...
113.		
114.		* Yes that’s the other thing the other thing she said actually was [00:24:00] also that they were very different because they had a very small community everybody knew each other and they had to do unlike someone like Hackney they had a very small number of people coming in and anyone who came - it was quite small and they were generally white and not ethnic minorities there was – and there were five or six generations of the same families.
115.		
116.		P And look at the news media if you want to see what areas like look at the news media, okay The D-Shire Times is that you know it covers D-Shire. I mean you go to - you know I lived in H-shire.
117.		* Yes.
118.		P There is no such thing as a H-shire thing, you either had the Watford Observer ...
119.		* Yes.
120.		P , or the Dford- whatever it was. There was no idea of H-shire. Or you know the Hereford or wherever it was there was no idea of H-shire, there was St A-. there was W-d. When you go down to

		W-d and places like that it was North London.
121.		* Yes.
122.		P And so and there was no television media that covered that area, there was no radio that covered that area, it was L- or something along those lines.
123.		* Yes.
124.		P Or even the local radio was three counties, which was B-s, B-s and H-shire. Whereas over here, the A-ster News is quite big and the printed media,
125.		* Yes.
126.	Identifying strong local identity through comparative example of local media	P D-ford Times and then even the W M news you pick up bit more here but it's – BBC D-ford and A-ster, there is a radio station.
127.		* Yes.
128.		P Just for these two counties. So when you look at the media, it's like I think if you want to get an idea of the community or the society in an area, look at the media outlets and then you start to get an understanding. When I was in E-shire, BBC Radio E-shire was by population the most listened to radio station in the country.
129.		* Incredible.
130.		P By available population because it was purely for that county and just for that. And I suspect BBC D-ford & A-shire is quite well listened to as well just for that reason.
131.		* Yes you do get some areas which are much more...
132.		P BBC C-a.
133.		* Yes.
134.		P BBC C-a, there is, well I know there is because for some strange reason I support C-le. So you tune [00:26:00] in to BBC Radio C-a, so give an example here, BBC D-ford and C-shire here, every A-shire county cricket match is broadcasted, every single ball of every game they play.
135.		* Wow.
136.		P Either the County Championships or Twenty-Twenty One Day games on 738 Medium Wave. Or A-ster Warriors, matches, full commentary K-r Harriers, now K-r H-s are only a Conference Team - full commentary you know almost.
137.		* Yes.
138.		P D-ford Town and D-ford United, D-ford United the football full commentary you know a Division Two side okay. So on the Local Radio full commentary can you imagine that down in London

		full commentary B-t versus B-ford. It is not going to happen is it.
139.		* No.
140.		P You know is that type of...
141.		* Yes.
142.		P It's one of the reasons that came back up here at North London.
143.		* How would you describe leadership?
144.		P Come on you got to give me a bit more...
145.		* I wanted to know how..
146.		P How would I describe Leadership of what ...?
147.		* Leadership in place.
148.		P For a?
149.		* Yes for this locality.
150.	leadership in place as non-mandated facilitation	P I don't think, you can, I. Within a locality nobody has that mandate that right to do that. I think leadership in a place is more about facilitation than leading.
151.		* Okay.
152.	Differentiating between organizational leadership and leadership in place	P That's what it's about and I know you know what all of us attempt to do is that whether it's T- or the County Council is attempting to facilitate a way forward. We can [00:28:00] lead our organisations and those aspects of our organisations have that deliver for community but I don't think anybody can say that they lead. And the closest we get I think in this country to it, is when you have the "Borises" in this world.
153.		* Okay.
154.		P You know and love him hate them but when you have Julianos in New York in the early 2000s
155.		* Yes.
156.		P People, as my understanding had a sense that he was leading New York.
157.		* Yes.
158.	Shared mandate/shared governance	P You know especially with 911 would know adversity in crisis leaders come to the fore and that's what they are there for. But there is nobody with a mandate you know we may have County Council elections selection.
159.		* Yes.
160.		P We have the Chairman of the County Council, we have the leader of the County Council and then we got the secondary tier authorities
161.		* Yes.
162.		P and all that sort of stuff. So, I don't think there is a leader of A-shire or I don't think it's leadership, I notice your research and I am not quite sure it is leadership that The C-shire

		Collaborative does in my view of leadership.
163.		* Okay.
164.	Assuming The C-shire Collaborative are the rights ones to coach and mentor the community?	P It is facilitating, opening doors assistance being there, you know, it's almost coaching and mentoring the community.
165.		* Okay, okay, that's interesting, Yes.
166.		P You know coaching and mentoring roles for the community assistance and that.
167.		* It's interesting, it's interesting, the coaching and mentoring, it's interesting you respond because that's kind of one of my -- one of my-- one of my some -- one of my initial findings is and is that it is a different type it is not leadership in the old way and that we do think of leadership, and that we do think of leadership, and unfortunately we are wedded to a type of leadership which is the single person at the head of the crowd....
168.		P Yes.
169.		* Bringing people forward and as you say there is the time for that kind of leadership but this new but in place it's much more that facilitating enabling and it's much more. [00:30:00]
170.		P The word leadership leads you towards followers.
171.		* Yes.
172.		P Doesn't it?
173.		* Yes, Yes, Yes.
174.		P And you've got leaders and you've got followers whereas what I think the A-shire Collaborative is about and indeed local authorities aren't about catching and engendering followers.
175.		* Yes.
176.	Facilitating and pushing	P It's about actually it's almost about a push, rather than a lead, it's about giving communities the wings and communities the ability to go and do it not the communities and the people follow the The A-shire Collaborative follow the County Council.
177.		* Yes.
178.	Facilitating Community advancement	P So, and I'm wanting to say that in the Fire Service I want people to follow my views I wanted to follow my philosophies on how the organization should be run and you can have leadership in the more understood sense. The A-shire Collaborative isn't about that in my mind it's not about leadership, it's about community facilitation and that's what I think it's about.
179.		* Okay. So, enabling.

180.		P Yes that's definitely what it should be about.
181.		* Being there to enable, being there to facilitate, that sort of thing, being there to act as a catalyst I suppose rather than...
182.		P Yes definitely, Yes.
183.		* Rather than being about...
184.		P There will be discussions and the conversations had in the A-shire Collaborative that are now meaning something out there. You know I could give you be the V-Talent example you know example as a very small example but, so those discussions actually eventually translate to something and it could be something very, very small.
185.		* Yes.
186.		P Or it could be something more tangible you know larger tangible.
187.		* Yes.
188.		P Evidencing the A-shire Collaborative is difficult it's in some ways we get asked to evidence in a community safety so we're evidencing what hasn't happened.
189.		* Yes.
190.	Counting things that have not happened as evidence of valueError! Bookmark not defined.	P We don't want fire deaths to happened, we don't want fire deaths to happen. I was talking to someone about teenage pregnancy, evidencing their work happens, so they have to count things that haven't happened. How do you count things that haven't happened?
191.		* Yes.
192.		P And those sort of things that it's that type of difficulty in evidencing and sometimes we get caught up in the - trying to evidence things that we know – patently - good idea. [00:32:00]
193.		* Yes.
194.		* But where's the evidence?
195.		.
196.		P Well you know what I can't find it, but I know it is a good idea
197.		* It's intuition, it's the longer range ..
198.		P That's exactly.
199.	Reiterating counter-factualising as proxy for value creation	* It's the – it's the what did not happen because of this when we're used to, what we want when we evidence things, it's the our performance management you know the target we hit the target that's it.
200.	Involving and listening aids value/wealth creation	P You know who knows what Q-q or C-ceser B- or these big employers think? We are being asked by the local authority, and we are participating and

		they are listening for our views and we are telling them from an economic perspective what is life for us and so, that who knows what decisions they make about staying in A-shire --
201.		* Yes.
202.		P And investing in A-shire based upon this public sector which seems to get vilified all the times especially now and they seem to be quite receptive to our needs and they are trying to understand what we want . So who knows how that plays out in the private sector, in the generation of wealth and jobs in this area, and we will never know. But if it just gets in the psyche of that of the Chief Executive of A-ster B- you know and he sort of just in the back of his mind he wants to assist and we just don't know, but I know it does some good.
203.		* And you Yes, you talk about – you've been talking quite a lot about things like the connectivity between people enabling things to happen.
204.		P Definitely.
205.		* To happen.
206.		P Yes.
207.		* Is there anything else you would like to say about your experience of A-shire Collaborative or any...?
208.	Benefitting (personally) from collaborative	P No, no, I am very content with the A-shire Collaborative, I am one of the biggest benefitters because of that the new boy in
209.		* Okay, that's my questions, that's fantastic.
210.		P Good luck. Trying to knit fog.
211.		* Thank you. Thanks a lot.

Sample Inventory of data sources – 30 July 2012

Case Study A – A-shire Collaborative

Code	Date (Of interview or date printed on document)	Primary (1 st) or Secondary (2)	Type (Doc., I, PIQ, PJA Doc., RP)	Source (I-ee/ OS)	Name	Job/Organisation	File Type (PC/EV/DR)	Size (KB) (KB/T (mins)/NoP/NoW)	Size (T)	Size (NoP/NoS)
A001	14.11.11	1	I	I-ee			DR (MP3)	15700KB	33m 41s	
		1	PIQ	I-ee						
A002	14.11.11	1	I	I-ee			DR (MP3)	15100KB	32m 19s	
		1	PIQ	I-ee			PC			
A003	14.11.11	1	I	I-ee			DR (MP3)	28100KB	1h 0m 0s	
		1	PIQ	I-ee			PC			
A004	14.11.11	1	I	I-ee			DR (MP3)	15900KB	34m 0s	
		1	PIQ	I-ee			PC/EV (W)			
A005	15.11.11	1	I	I-ee			DR (MP3)	28300KB	1h 0m 23s	
		1	PIQ	I-ee			PC			
A006	15.11.11	1	I	I-ee			DR (MP3)	29160KB	1h 2m 13s	
		1	PIQ	I-ee			PC/EV (W)			
A007	15.11.11		I	I-ee			DR (MP3)	19900KB	42m 31s	
		1	PIQ	I-ee			EV			
A008	16.11.11		I	I-ee			DR (MP3)	19304KB	40m 39s	
		1	PIQ	I-ee			PC			
A009	16.11.11		I	I-ee			DR (MP3)	16925KB	36m 06s	

		1	PIQ	I-ee			PC/EV (W)			
A010	16.11.11		I	I-ee			DR (MP3)	19900KB	29m 12s	
		1	PIQ	I-ee			PC/EV (PDF)			
A011	16.11.11		I	I-ee			DR (MP3)	5937KB	12m 40s	
		1	PIQ	I-ee			PC/EV (W)			
A012	16.11.11		I	I-ee			DR (MP3)	19387KB	41m 22s	
		1	PIQ	I-ee			PC			
A013	17.11.11		I	I-ee			DR (MP3)	23546KB	50m 14s	
		1	PIQ	I-ee			PC/EV (PDF)			
A014	17.11.11		I	I-ee			DR (MP3)	20745KB	44m 15s	
		1	PIQ	I-ee			PC/EV (W)			
A015	17.11.11		I	I-ee			DR (MP3)	17881KB	38m 09s	
		1	PIQ	I-ee			PC/EV (W)			
A016	17.11.11	1	I	I-ee			DR (MP3)	22024KB	46m 59s	
		1	PIQ	I-ee			PC/EV (W)			
A017	18.11.11	1	I	I-ee			DR (MP3)	17019KB	36m 18s	
		1	PIQ	I-ee			PC/EV (W)			
A018	18.11.11	1	I	I-ee			DR (MP3)	23578KB	50m 18s	
		1	PIQ	I-ee			PC/EV (W)			
A019	22.11.11	1	I	I-ee			DR (MP3)	11842KB	25m 16s	
		1	PIQ ?	I-ee ?			?			
A020	22.11.11	1	I	I-ee			DR (MP3)	16665KB	35m 33s	
		1	PIQ	I-ee			PC/EV (W)			
A021	23.11.11	1	I	I-ee			DR (MP3)	21185KB	45m 12s	
		1	PIQ	I-ee			PC/EV (W)			
A022	23.11.12	1	I	I-ee			DR (MP3)	16569KB	35m 21s	
		1	PIQ	I-ee			PC/EV (W)			
A023	23.11.11	1	I	I-ee			DR (MP3)	9472KB	20m 12s	
		1	PIQ	I-ee			PC/EV (W)			
A024	02.12.11	1	I	I-ee			DR (MP3)	12954KB	27m 38s	

		1	PIQ	I-ee			PC/EV (PDF)			
A025	06.12.11	1	I	I-ee			DR (MP3)	10293KB	21m 57s	
		1	PIQ	I-ee			PC/EV (W)			
A026	16.12.11	1	I	I-ee			EV (W)	? (still to be written up)	?	
A027	25.01.12	1	I	I-ee			DR (MP3)	15085KB	32m 11s	
		1	PIQ	I-ee			PC/EV (PDF)			
A028	30.01.12	1	I	I-ee			DR (MP3)	22120KB	47m 11s	
		1	PIQ?	I-ee			?			
A029	25.01.12	1	I	I-ee			DR (MP3)	14682KB	31m 19s	
		1	PIQ?	I-ee			PC/EV (PDF)			
A030	20.07.12	1	I	I-ee			DR (MP3)	45140KB	47m 54s	
		1	PIQ	I-ee			PC/EV (W)			

Secondary Background Data (Research, Think Pieces & Corporate Documents)

Code	Date (Of interview or date printed on document)	Primary (1 st) or Secondary (2)	Type (Doc., I, PIQ, PJA, Doc., RP)	Source (I-ee/ OS)	Name/Title	Author/Organisation	File Type (PC/EV/DR)	Size (KB) (KB/T (mins)/NoP/NoW)	Size (T)	Size (NoP/NoS)
AB001	Date (to be confirmed)	2	RP	I-ee (006)	Going One Step Further – Organis	INLOGO V/Five Shires Compact	EV (W)	1129KB	47m 54s	12

					ational and Instituti onal Issues in Making Partners hips More Effectiv e					
AB002	Date to be con firmed	2	RP	I-ee (006)	What Makes Partners hips More Effectiv e?	INLOGO V/Five Shires Compac t	EV (W)	47KB		3
AB003	18.11.2010	2	RP	I-ee (006/003 1)	Taking Time Out to Brainsto rm http://w ww.loc algov.co. uk/inde x.cfm?m ethod=n ews.det ail&id=9 3318	B-R. & T-, J.. /Local Gov	EV (PDF)	47KB		1
AB004	25.11.2011	2	TP	I-ee (006)	Producti	Local	EV (W)	80KB		2

					ve Places: Workfor ce and Skills: elcome to 2012	Govern ment Group				
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Secondary Background Data (Meeting Agendas, Notes & Reports)

Code	Date (Of interview or date printed on document)	Primar y (1 st) or Secon dary (2)	Type (A., Doc., I, MN, PIQ, PJA RP)	Source (I- ee/ OS)	Name/T itle	Author/ Organis ation	File Type (PC/EV/DR)	Size (KB) (KB/T (mins)/NoP /NoW)	Size (T)	Size (NoP /NoS)
AC001	1.10.2010	2	MN	OS	First Meeting of A- shire Collabor ative II	C-Shire Collabor ative	EV (W)	222KB		6
AC002	19.05.2010	2	A	OS	Neighbo urhood Total Place	C-Shire Collabor ative	EV (W)	66KB		3
AC003a	10.12.2010	2	A	OS	The Big Society	C-Shire Collabor ative	EV (W)	1.512KB		4

AC003b	10.12.2010	2	MN	OS	The Big Society – what it is it in A-shire and how do we help citizens to create it?	C-Shire Collaborative	EV (W)	350KB		2
AC004	11.02.2011	2	MN	OS	The New Coalition Government	C-Shire Collaborative	EV (W)	3.120KB		6
AC005a	08.04.2011	2	A	OS	Shape of public service in the future	C-Shire Collaborative	EV (W)	307KB		1
AC005b	08.04.2011	2	MN	OS	Shape of public service in the future	C-Shire Collaborative	EV (W)	633KB		4
AC006	10.06.2011	2	MN	OS	What kind of place do we	C-Shire Collaborative	EV (W)	484KB		4

					want A-shire to be in 2020?					
AC007a	29.07.2011	2	TP	OS	Future of A-shire Collaborative	C-Shire Collaborative	EV (W)	66KB		1
AC007b	29.07.2011	2	TP	OS	Future of A-shire Collaborative 3 (Outline v.1)	C-Shire Collaborative	EV (W)	80KB		3
AC008a	12.08.2011	2	A	OS	"Happiness"	C-Shire Collaborative	EV (W)	1346KB		1
AC008b	12.08.2011	2	MN	OS	"Happiness, Well Being & Resilience"(com)	C-Shire Collaborative	EV (W)	1107KB		6
AC008c	12.08.2011	2	MN	OS	"Happiness, Well Being &	C-Shire Collaborative	EV (W)	15849KB		6

					Resilience" v.2					
AC009	25.10.2011	2	A	OS	Localism	C-Shire Collaborative	EV (W)	192KB		6
AC009b	25.10.2011	2	MN	OS	Localism	C-Shire Collaborative	EV (W)	1438KB		2
AC0010	11.01.2012	2	MN	OS	Young People	C-Shire Collaborative	EV (W)	86KB		6
AC0011	06.03.2012	2	MN	OS	A-shire Next Generation Plan	C-Shire Collaborative	EV (W)	88KB		5

Key

A	Agenda
Doc.	Document
DR	Digital Recording
EV	Electronic Version
D&A	D-ford & A-shire
I	Interview
I	Interviewee
MN	Meeting Notes
NoP	Number of Pages
NoS	Number of Slides
OS	Official Source
PC	Paper Copy
PDF	PDF Adobe
PIQ	Pre-Interview Questionnaire
PJA	Practitioner Journal Article

RP	Research Paper
T	Time
TP	Think Piece
W	Word
1 st	Primary; 2 nd Secondary

II Theorizing and Conceptualization

i-a Mind Map of Evolving Context

i-b Core Themes of Evolving Context

ii-a-d Mapping the Literature

iii-a Conceptual Framework – Visual Format

iii-b Conceptual Framework – Table Format

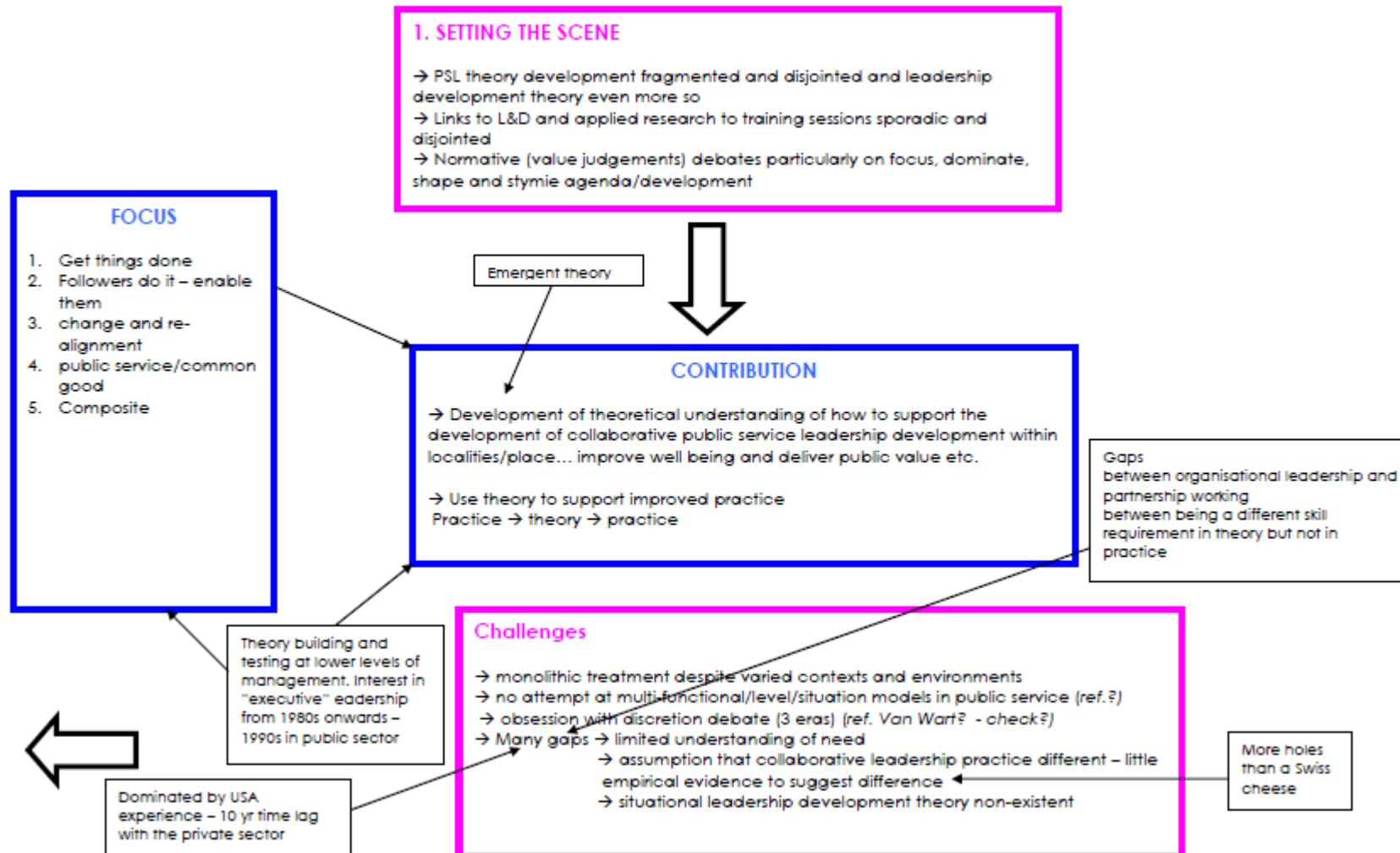
iv Process for Development of Emergent Theory of Place-Based Leadership Development

v Reflective Diary extracts

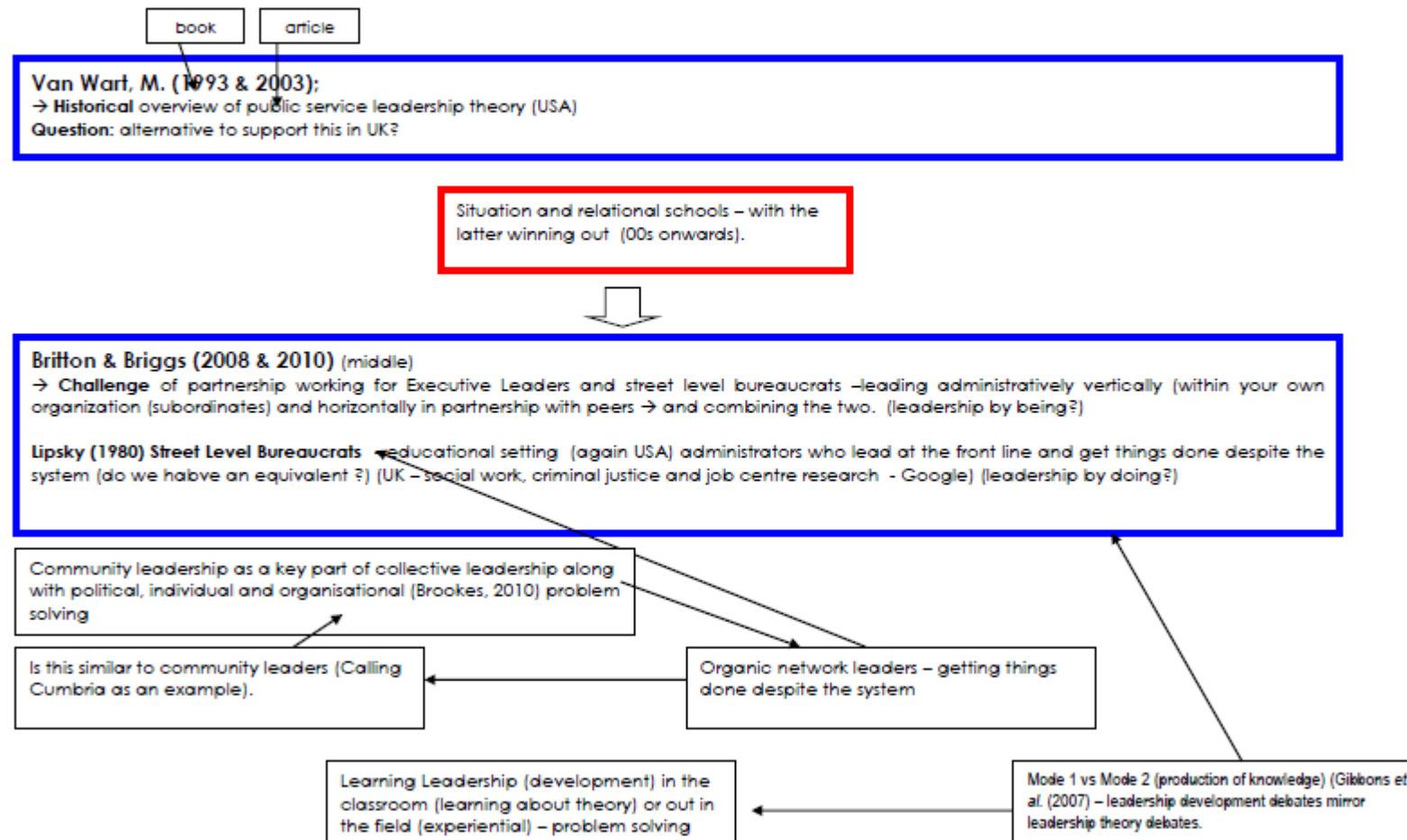
vi Orientations to Research

vii Key Assumptions and Activities Comparison

1. INTRODUCTION



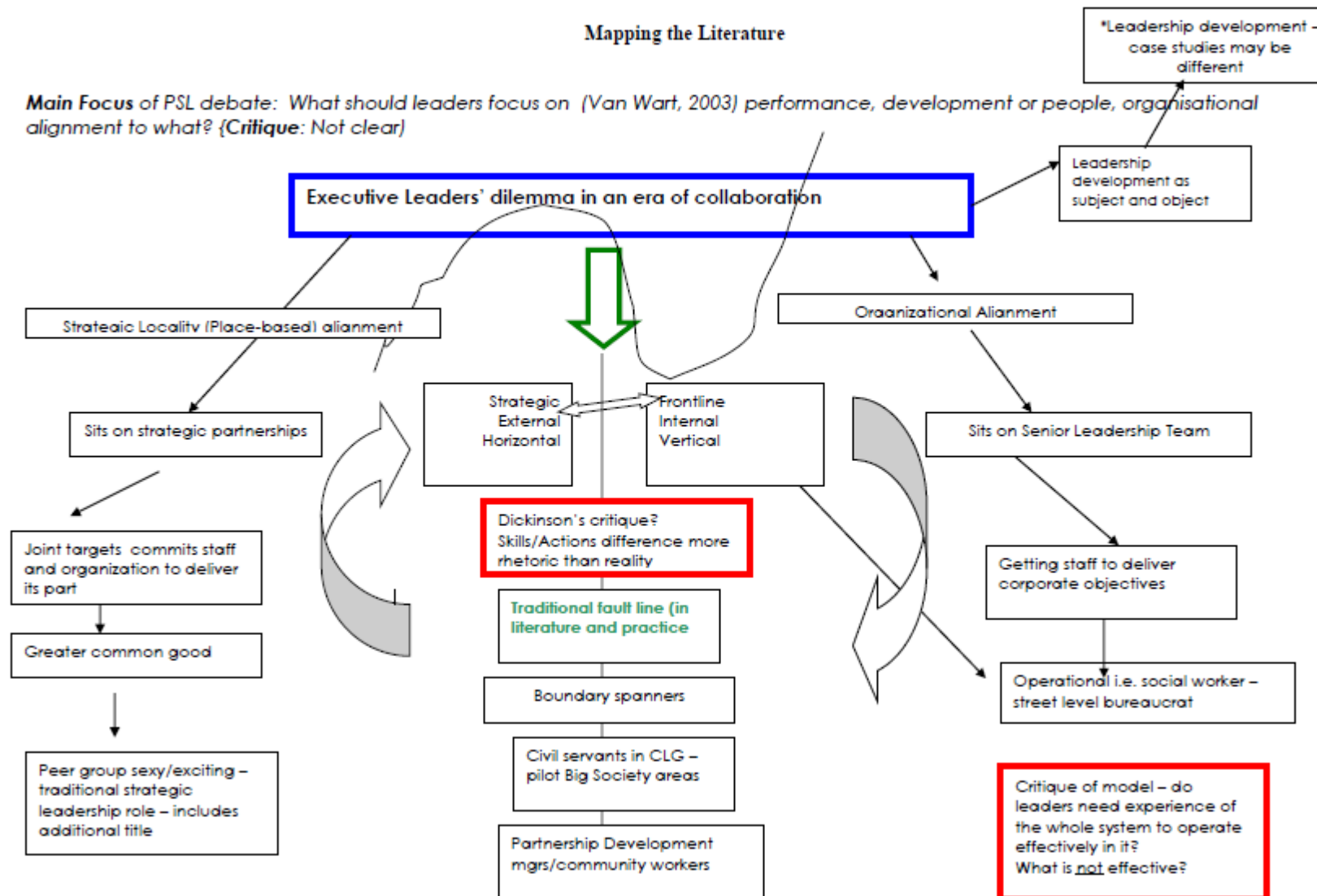
Mapping the Literature



Appendix II - ic

Mapping the Literature

Main Focus of PSL debate: What should leaders focus on (Van Wart, 2003) performance, development or people, organisational alignment to what? (*Critique*: Not clear)



Mapping the Literature

Appendix II - id

1. Re-read and revise notes already have

2. Literature Searches

- i) street level bureaucracy (article on Education administration in the USA)
- ii) Historical overview – public service leadership theory in Uk (Aus/Canada/Nz)?
- iii) Van Wart update – contact?
- iv) Emergent Theory in the Social Sciences

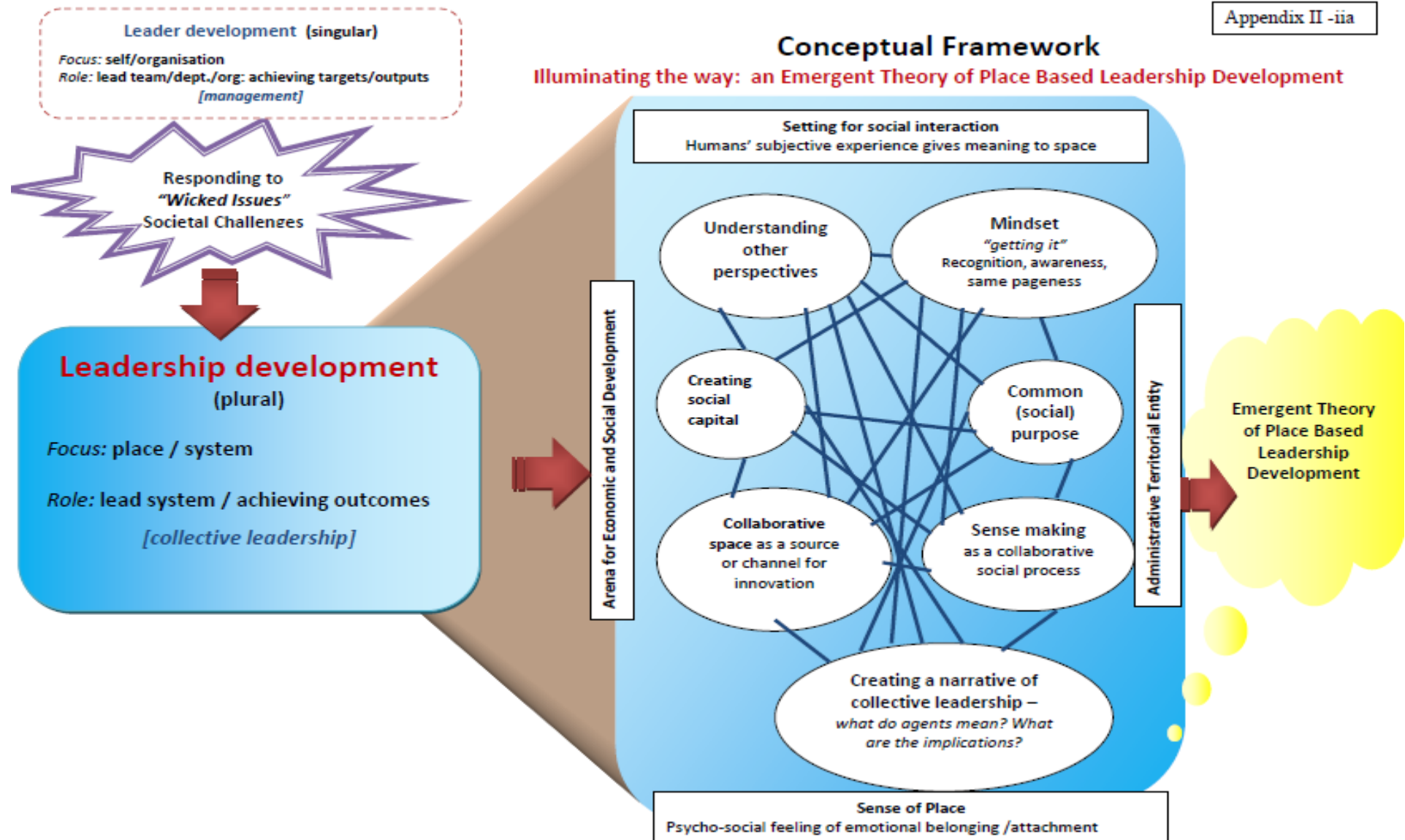
3. Research Paradigm and Philosophy need to be articulated

4. Start to develop framework – theory to be developed

Flanders and Utterbach (1985) The Management Excellence Inventory: A Tool for Management Development.

Faermann S.R, Quinn R.E and Thompson, M.P, (1987). Bridging the management practice and theory

Provisional Title: *Leadership Theory and Development as Emergent Theory (Creating Theory from patterns).*



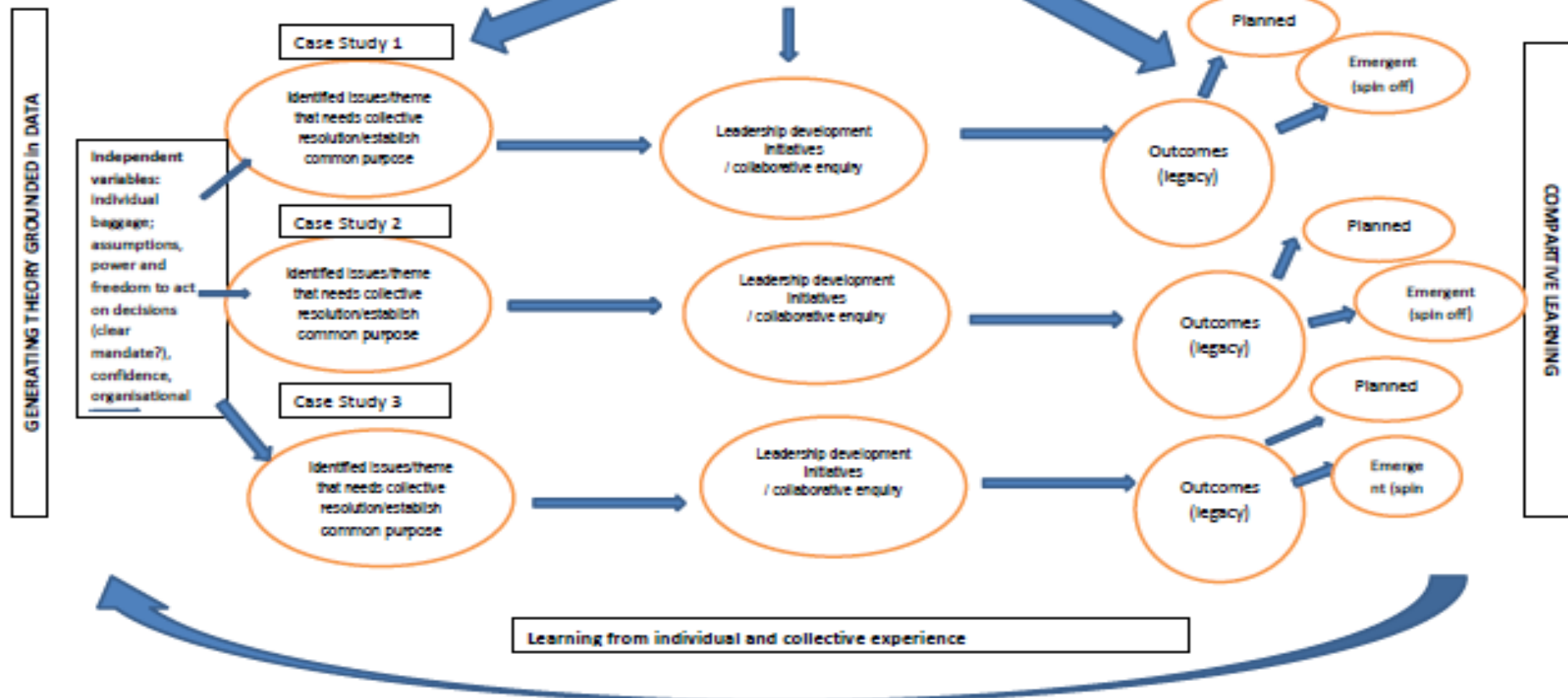
Conceptual Framework – Table Format

Stage	Description	Manifestation
Understanding others' perspectives	Being open to seeing more than one world view, a more globally-oriented perspective when considering what the causes of particular issues are, and how they should respond.	A movement away from perceived assumptions about people and organisations and a movement towards a different perspective, and appreciation of a different way of seeing things
Mindset	A collective awareness of the need for leadership to be construed and enacted in a different way and being comfortable with having values and assumptions challenged. .	Positive collective response to a disturbance in the system
Common (social) purpose	A coming together, a common agreement of what the social purpose of the collaborative actually is and what it is seeking to achieve beyond furthering the common good and by what means.	Clear individual statements on common purpose.
Sense making	Seeing the main social issues from different perspectives and creating a shared understanding of what the problem is and potential approaches to resolve it.	The telling of similar stories/descriptions from shared experiences.
Collaborative space	This is about the potential use of the initiative as a thinking laboratory. The flow of ideas could lead to the incubation of new initiatives and potential spin off activities which would not have happened otherwise.	The reporting of of new activities which happened because of connections made within the collaborative
Creating social capital	The move from common agreement to common action which has led to increased shared capability to address issues.	There may have been significant benefits and/or added value from working together. This collaboration may have also had an influence on the development of other social initiatives.
Creating a narrative of collective leadership	This is about the development of a common understanding of how leadership is construed, what its objectives should be and how it manifests itself.	Development of a common language in terms of how leadership is described potentially with shared metaphors or illustrative examples

Process for the Development of (Emergent) Theory (of Place Based Leadership Development)

Collective leadership development as a social process

Moderating and Mediating variables:
Competence of Facilitator
Introduction of new perspectives
Level of trust & relationships between individuals
Commitment /support for agreed actions
Local Political Issues



Reflective Diary Extracts

5 March 2012

Reflections on case study C

And maybe—I know that people in So, in terms of the professional frame, in terms of leadership when you look at the collective and how that leads is that where it's meant to be. And I don't think there is, I don't have an answer, but I don't think people are, and I think other thing is history is well it was born natal, in terms of where it was born, it was partially it was born in local government one of the concerns is local government review and people were not speaking So, when you look at the difficult circumstances of this, and what's its achievement back, even in as far as relationships, it's achieved a hell a lot, but now, we are a really different climate, so one of the questions that the leaders need to ask themselves and it might need to need to be facilitated I don't know is what actually working for, because one argument is that the change that happens will just be you are a leader you bring on some, you get some clear thinking and some perspectives and the most you can hope for, because it's such, it's an unusual thing to be trying to do, there is not many of these type of collaboratives about, so it's kind of cutting edge in what is, and how it works. So, one of them might be, well actually one of the least and the most we can expect in initial stages is that there is a partial cultural shift, there is a greater understanding. And there is a greater closeness and that some of those people will take that back into the thinking in their organization and there might be some culture or you think, well actually no in those times, in these difficult times, that's not enough. And we need to be saying what are the key things we are trying to achieve and then if we you do that, how it's found to be performance manage it or don't we? So, for me there is something around values and expectations and it's how, it's a dilemma, it's paradox, there is not an easy answer to what it is there for? But it's that, and I think, for me that's one the things that's come out of, you know the, what it's about, because everybody can say, it's for the people, you know it's for the people of Suffolk, so that's fine, you know that's you can say for the people of Suffolk.

L.O.P. has to be enacted at multiple levels and from the inside out

Reflective memo: (C006 r145) This is directly linked to the inside out / outside in conceptualisation – there is the out with/in with notions of communities of interest within and out with place. Need to develop this further – paper on notions of leadership of place or on differentiated place.

6-15 April 2012

Notes write up for Case Study B

- All being from the same place is a key strength but it does not necessarily make it a place-based leadership programmes. Different versions of place-based leadership programmes with increasing levels of depth of analysis and reflection and place-based (leadership) development and action (enacted leadership)
- - vi) Participants are from the same place
 - vii) i) + Different perspectives from place and how people related to place and what this means for leading within and across place in the delivery of improved services for the public
 - viii) i) + ii) + applied learning on the ground in, for example, areas of multiple deprivation to understand what is happening on the ground and understand how people's experiences of life can be improved and how people working with, for example challenging and difficult communities of place can be supported

- ix) i) + ii) + iii) leadership is enacted to support people working in place to improve outcomes for disadvantaged groups within place through, for example, being a critical friend;
- x) i) + ii) + iii) + iv) + leadership is enacted by actually working alongside people on the ground, facilitating their work, connecting local to the strategic and acting as champions for the people and the locality or it is enacted by the people themselves (who themselves may have gone on a place-based leadership programme).

Tension between learning vs application – preferred model versus reality of reduced and diminishing resources.

Add conceptualizing alternative models of service provisions (notes and reflections on literature review

5 June 2012

Reflections on the Literature

Are we looking at process or interpersonal relations - is there really a difference between the entity and If leadership can be seen as being enacted in all activities and at all levels, as well as processes and structures (Huxham and Vangen, 20??), how do you distinguish between what is leadership and what is not leadership. This is a key question which should be asked as the social constructivist dilemma? Bolden et al., 2011 put it in a slightly different way “On what basis do we label certain phenomena, and not others, as leadership?” (Bolden et al., 2011, p .136). The relational perspective - how do we look for relational dynamics? Are we able to identify relational dynamics or are we forced to look at the interpersonal relations between people and then infer from there - is there a kind of order in the effects that we expect. From a conceptual perspective, this seems to be a thin blue line - it kind of works but it is not altogether clear how we would really make this distinction from a practical perspective.

From a theoretical perspective, I can see the point being made but what difference does it make? Perhaps it is being clear what type of --'factor' we are identifying ! Might not make sense conceptually!- or may be a question of depth or type of methodology -has an impact on the limitations of the study and the findings - need to be clear at least that we are looking at process log leadership development - and we are looking primarily at whether experiences and narratives, perceptions match. We need to be conscious about these other perspectives but need to make sure we do not overclaim - need to be aware there is another level/dimension -but not overclaim- look for another explanation if things don't fall/something jars at levels of analysis- but there is a danger if over inference! This is exploratory study and there is a danger that we look for what we have read and has been theoretically speculated about. We are on stronger ground with Huxham and Vangen, Morse and Crosby and Bryson as there has been some empirical testing of these.

Can there be a “collective truth” which is reflected in mirrored individual reflections of how an event unfolded or what the learning outcomes were

n.d. July 2014

Reflections on emergent themes – going through level 2 coding for case study B

- Explore extent to which case study B should be seen as a leader development rather than a leadership development programme. Influencing factors include: (**Austerity turn**)

- Time to deconstruct, reflect on and really get to grips with different understanding, assumptions and perspectives on place
- Level within career and exposure to understanding of outside/external organisations and the wider system
- Space to create and reflect (fire-fighting) – austerity acting as a shock and / or negative impact on self and organization – shifting context fight or flight?
- Academic learning was in some cases previously limited – absorption (needs time)/application of learning dependent on – age/stage in career ; culture and opportunity to apply learning back at base (despite or even because of austerity) i.e. the police were able to – owned programme and committed whole heartedly to X-versity – not so in other organisations (also number of people – capacity). (Organizational ownership and embeddedness).
- Shock to system and shift in context (as well as lack of resources) – puts into perspective what was achieved by the programme and what level of achievement could be reasonably expected.

Orientations to Research

<i>Orientations to Research</i>	<i>Ontological (nature of reality)</i>	<i>Epistemological (nature of knowledge, knowing and belief)</i>	<i>Axiological (role of values)_</i>	<i>Methodological (Research Strategy or Design) (What is the process of research?)</i>
<i>Positivist (Quantitative)</i> <i>Objective</i>	<i>Fixed, stable, observable, measurable singular reality (e.g. researchers reject or fail to reject hypotheses)</i>	<i>Gained through scientific and experimental research, Knowledge as objective, quantifiable and value neutral</i>	<i>Objective, value free researcher</i>	<i>Descriptive, correlational, causal, comparative and experimental research</i>
<i>Interpretivist (Qualitative)(</i> <i>Subjective</i>	<i>Multiple realities that are socially constructed by individuals</i>	<i>Knowledge based on abstract descriptions of meanings, Gained through understanding the meaning of the process/experience (lived experience)</i>	<i>Researcher subjective values, intuition and bias are important</i>	<i>Case studies, interviews, phenomenology, ethnography and ethnomethodology</i>
<i>Constructivist (Qualitative)</i> <i>Subjective</i>	<i>Relativistic – reality is socially and experientially based, local and specific in nature</i>	<i>Knowledge is based on abstract descriptions about which there is relative consensus</i>	<i>Values emerge in the context of living and experiencing as opposed to having been divinely ordained or being inherent in nature</i>	<i>Case studies, interviews</i>
<i>Symbolic interactionism (Qualitative)</i> <i>Subjective</i>	<i>Researcher and reality are intertwined</i>	<i>Knowledge is created through social interactions and the meanings that</i>	<i>values are relative and situational, and as the culture changes so do its values</i>	<i>Grounded theory</i>

		<i>arise from them</i>		
<i>Pragmatism (Qualitative)</i> <i>Subjective</i>	<i>Reality is unequivocal, but grounded in terms of language, history, culture</i>	<i>Knowledge is derived from experience; researcher as re- constructor of the subjectively intended and “objective” meanings of the actions</i>	<i>values vary from time to time and context to context but they are natural.</i>	<i>Interviews, cases and surveys</i>
<i>Critical realism (critical feminism, advocacy)</i>	<i>Multiple realities are based on socio-economic, political and cultural bias</i>	<i>Knowledge gained through ideological critique of power, privilege and oppressions</i>	<i>Researcher needs to acknowledge values and biases</i>	<i>Qualitative and quantitative</i>

Source: Adapted from Carr, W. & Kemmois, S. (1986). *Becoming critical: Education, Knowledge and Active Research*, London: Falmer Press; Cresswell, J.W. & Plano Clark, V.L. (2007) *Designing and Conducting Mixed Methods Research*, London Sage; & Klenke, K. (2008). *Qualitative Research in the Study of Leadership*, London: Emerald Group Publishing Ltd; Beatty, J. E., Leigh, J. S. A., Lund Dean, K. (2009). Philosophy Rediscovered: Exploring the Connections Between Teaching Philosophies, Educational Philosophies, and Philosophy, *Journal of Management Education*, Vol. 33, No.1, February, 99-114.

Key Assumptions and Activities Comparison

Key assumptions of a qualitative study	Activities
1. Value bound and requires interpretation of meaning	This study assumes that there is positive merit in the researchers experiential and knowledge “baggage” It is focused on interpreting individuals’ values, experience and perceptions of the leadership development process
2. Inductive – qualitative research process is exploratory and focused on discovery.	Study did not begin with a set of hypotheses, nor did it seek to test generalizability or predictive power of the conceptual framework. It collected data through a number of techniques and then used (mainly) inductive techniques to identify important categories, dimensions and inter-relationships with the phenomenon
3. Purposive Sampling employed to intentionally select participants who can contribute in-depth information rich understanding of the phenomenon being investigated	The selection of interviewees was guided by clear eligibility criteria and in discussion with Programme Directors or Lead. The sample was in any case circumscribed by the criteria (reflecting role/involvement in the initiative).
4. Derived from the participant’s perspective and co-creation of research process, rich in depth of lived experience and filtered through a lens which reflects local, historical and contextual	It is focused on listening to and interpreting individuals’ values, experience and perceptions of the leadership development process
5. Design is flexible	Research was not completely understood from the outset, it was adapted as the researcher’s understanding developed through scoping visits and reflective practice. The exploratory data collection and analysis informed the subsequent process. For example, the Pre-Interview Questionnaire (PIQ) was added to the process to try and identify whether selected options in the former aligned with the emphasis placed on certain aspects of the process during interviews. This helped with triangulation from a confirmatory perspective.
6. Research is primarily concerned with the process rather than outcome or	This study is mainly concerned with the what and how – what happened and how

products – it is concerned with understanding a process.	did you feel. Outcomes were used as a proxy for assessing the maturity of the process rather than an end in itself.
7. Researcher is the primary instrument of data collection, it is collected and analysed directly by the researcher.	The research was collected mainly via analysis of interview data, and documentary (official notes of meetings and corporate literature).
8. Research is descriptive and focused on describing and understanding a phenomenon.	The study sought to describe what happened from the participant's perspective and use description to assist in understanding the phenomenon
9. The researcher is close to participants with direct and personal contact	The researcher conducted fieldwork and so was involved with participants in their natural (professional) setting

Adapted from Moen, W. (1998). The Development of ANSI/NISO Z39.50: A Case Study in Standards Evolution: A Dissertation, School of Information Studies, Syracuse University, August.

Appendices

III Data Analysis

- i Pre-Interview Questionnaire Data Summary
- ii Pre-Interview Questionnaire Data Analysis

Pre-Interview Questionnaire Data Summary

Case Study A

- 24/30 interviewees completed the pre-interview questionnaires
- Of these 23/24 respondents were Collaborative participants
- Age ranges as follows: 35-44 = 9%; 45-54 = 30%; 55-64 = 52%; 65+ = 9%
- Ave 6.8 years' experience in current role (only 18 participants completed this section).
- 11/23 previously undertook leadership/management development at ILM Level 3 or above
- 12/24 previously undertook leadership/management development at ILM Level 3 or above (incl. support staff)
- Sectors: Public: 57% ; Private: 30%; NFP: 13%

Case Study B

- 21/23 interviewees completed the pre-interview questionnaires
- Of these 18/21 respondents were Collaborative participants
- Age ranges as follows: 35-44 = 50%; 45-54 = 44%; 55-64 = 6%;
- Ave 6.6 years' experience in current role (only 10 participants completed this section).
- 15/18 previously undertook leadership/management development at ILM Level 3 or above
- 16/21 previously undertook leadership/management development at ILM Level 3 or above (incl. support staff)
- Sectors: Public: 94% ; Private: 6%;

Case Study C

- 18/22 interviewees completed the pre-interview questionnaires
- 13/18 respondents were Collaborative participants
- Age ranges as follows: 22-34: 8%; 35-44 = 8%; 45-54 = 62%; 55-64 = 22%;
- Ave 4.5 years' experience in current role (9 participants completed this section).
- 11/18 previously undertook leadership/management development at ILM Level 3 or above
- 16/22 previously undertook leadership/management development at ILM Level 3 or above (incl. support staff)
- Sectors: Public: 69%; Private: 23%; NFP: 8%

Question	Case Study A		Case Study B		Case Study C	
	All ¹	Participants only	All	Participants only	All	Participants only
1. Getting the views of others can	(24/30) (%)	(23/30) (%)	(21/23) (%)	(18/23) (%)	(18/22) (%)	(13/22) (%)
a. Always leads to more informed and better decision making	75	74	81	78	83	92
b. Can sometimes help but often hinders the decision making	8	9	0	0	0	0
c. Can sometimes help but may sometimes hinder decision making	17	17	19	22	17	8
d. Always slows down the decision making process	0	0	0	0	0	0
2. Achieving real connection with someone means						
a. Agreeing with what they are saying	0	0	0	0	0	0
b. Understanding what they are saying but not necessarily agreeing	92	91	95	94	100	100
c. Understanding what they are saying and agreeing	8	9	5	6	0	0
d. Having the same interests	0	0	0	0	0	0
3a. In terms of connections between members of the Collaborative	(24/30) (%)	(23/30) (%)	(21/23) (%)	(18/23) (%)	(16/22) (%)	(13/22) (%)
a. Most of the group have a better understanding of the challenges my organisation faces Agreeing with what they are saying	29	26	35	33	25	23
b. Most of the group don't have a better	4	4	10	11	6	7

¹ Includes Programme Facilitators, managers and support staff.

understanding of the challenges my organisation faces						
c. Some of the group do have a better understanding of the challenges my organisation faces	63	66	55	56	63	70
d. Some of the group don't have a better understanding of the challenges my organisation faces	4	4	0	0	6	0
3b. In terms of connections between members of the Collaborative	(24/30) (%)	(23/30) (%)	(21/23) (%)	(18/23) (%)	(16/22) (%)	(12/22) (%)
a. I don't have a better understanding of the challenges other people's organisations face	12	13	30	33	12	17
b. I do have a better understanding of the challenges other people's organisations face	88	87	70	67	88	83
3c. In terms of connections between members of the Collaborative	(24/30) (%)	(23/30) (%)	(21/23) (%)	(18/23) (%)	(17/22) (%)	(13/22) (%)
a. Some of the group have a better understanding of the challenges we face collectively	33	35	14	17	12	15
b. Most of the group has a better understanding of the challenges we face collectively	67	65	67	61	88	85
c. Some of the group doesn't have a better understanding of the challenges we face collectively	0	0	14	17	0	0
d. Most of the group doesn't have a better understanding of the challenges we face collectively	0	0	5	5	0	0
4. Working together requires:	(24/30) (%)	(23/30) (%)	(21/23) (%)	(17/23) (%)	(18/22) (%)	(13/22) (%)
a. Respect for each other	42	39	10	12	33	31

b. To agree what the problem is before working towards a solution	8	9	20	24	6	0
c. To agree what the solution is	0	0	0	0	6	8
d. To see different perspectives on the problem and agree the best solution	50	52	70	64	55	61
5a. Participation in the Collaborative has	(24/30) (%)	(23/30) (%)	(21/23) (%)	(17/23) (%)	(18/22) (%)	(13/22) (%)
a. Increased trust between partners	54	57	29	28	41	31
b. Not increased trust between partners	0	0	5	0	6	8
c. Increased trust and reciprocity between partners	42	39	52	55	41	46
d. Neither increased trust nor reciprocity	4	4	14	17	12	15
5b. Participation in the Collaborative has	(24/30) (%)	(23/30) (%)	(20/23) (%)	(18/23) (%)	(18/22) (%)	(13/22) (%)
a. Not lead to any increased joint working outside the Collaborative meetings	4	4	40	39	12	8
b. Lead to some increased joint working outside Collaborative meetings	88	87	60	61	70	76
c. Lead to a considerable amount of joint working outside the Collaborative meetings	8	9	0	0	18	16
6. Compared to before participating in the Collaborative the level of my involvement in projects involving outside agencies has:	(24/30) (%)	(23/30) (%)	(20/23) (%)	(18/23) (%)	(16/22) (%)	(12/22) (%)
a. Decreased	0	0	0	0	0	0
b. Increased	48	48	24	17	44	33
c. Stayed about the same	43	48	48	50	44	50
d. Is core to my every day work	9	4	28	33	12	17
7a. Participation in the Collaborative has meant that group has a clearer understanding of	(24/30) (%)	(23/30) (%)	(21/23) (%)	(18/23) (%)	(16/22) (%)	(12/22) (%)

each other's::						
a. professional perspectives	8	4	5	6	25	31
b. professional perspectives but not necessarily of each other's respective organisational perspectives	21	22	33	33	13	15
c. professional and organisational perspectives	46	48	52	50	56	54
d. respective organisational perspectives but not necessarily each other's professional perspectives	25	26	10	11	6	0
7b. Participation in the Suffolk Collaborative has:	(24/30) (%)	(23/30) (%)	(21/23) (%)	(18/23) (%)	(16/22) (%)	(13/22) (%)
a. meant that the group has developed a shared mission and vision for improving outcomes for local people	46	43	19	11	47	54
b. has not meant that the group has developed a shared mission and vision for improving outcomes for local people	25	26	19	22	18	15
c. meant that the group has developed a shared mission and vision for improving outcomes for local people AND how this should be achieved	8	9	10	11	12	8
d. has not meant that the group has developed a share mission and vision for improving outcomes for local people nor how such a vision should be achieved	21	22	52	56	23	23

Pre-Interview Questionnaire Data Analysis

The Pre-Interview Questionnaire (PIQ) had a two-fold purpose. Firstly, it offered an opportunity to get an overview of interviewees' demographic, professional and educational profiles such as age range, sector experience, the number of years in current role, previous leadership and management development experience. Secondly, it was confirmatory, in that it was seeking to see the extent of commonalities and differences in people's general perceptions of what enabled collaboration in general and more specifically the impact on self and more widely of participating in the Collaborative. The PIQ was an additional instrument for collecting data which could inform the findings emerging from the qualitative data. It was also seen as having the potential to surface any general anomalies between case studies.

All interviewees were sent a PIQ which was annexed to Background Briefing & Participant Information Sheet (PIF) (Appendix I ii) sent to all interviewees. The completion rates were as follows:

- Case Study A (80%) of which 4% (1) was support staff and the remaining 94% were Collaborative participants;
- Case Study B (91%) of which 14% (3) were support staff and the remainder Collaborative participants; and
- Case Study C (81%) of which 27% (5) were support staff and the remainder with Collaborative participants.

Age Range

In case study A, the majority of respondents, 52% were in the 55-64 years old age band, with the next highest proportion (30%) in the 35-44 years old age band. The respective figures for case study B were 50% in the 35-44 years old and 44% in the 45-54 years old age bands. And for case study C, the respective figures were 62% in the 45-54 years old and 22% in the 55-64 years old age bands. On average there was an older age profile for Case Study A with the majority of the respondents (82%) at 45 years old or above. In case study B, there was a slightly younger age profile with 50% in the 35-44 age band compared to 8% & 9% for case studies A & C respectively.

Leadership and management development

Of those that completed the relevant section, 50%, 76% and 61% for case studies A, B and C respectively had previously undertaken leadership and management development experience

at ILM level 3 (or its equivalent) or above. The figures for Collaborative participants only were 47%, 83% and 50% for case studies A, B and C respectively. This infers that proportionately case study B interviewees were more highly educated in terms of previous leadership and management development experience. However, the qualitative data analysis has shown that, firstly, for a number of participants, the value of previous development experiences was perceived as limited in terms of overall quality and in terms of career enhancement. And secondly, it offered the first opportunity for a number of participants particularly from the emergency services to get a formal university level qualification. In addition, case studies A and C generally had more professional experience of being in leadership and management positions.

Sectors

Of the total respondents, the majority were public sector, 57%, 94% and 69% for case studies A, B and C respectively. The next highest category was private sector accounting for 30%, 65% and 23% for case studies A, B and C respectively. Finally, Not for Profit participants accounted for 13%, 0% and 8% for case studies A, B and C respectively. This infers that place-based leadership development Collaboratives tended to be dominated by the public sector. This is certainly reflection in the extant literature both in the UK and the USA.

An analysis of the PIQ data has shown that in all responses, bar one, there is a high correlation between participants views in terms of what facilitates collaboration and leads to effective outcomes, and also what participating in the Collaborative from a person and a collective perspective has achieved.

The vast majority of respondents (between 74 & 92%) agree that getting the views of others leads to more informed and better decision making. This infers that the majority of the participants recognize the importance of other people's views in improving the quality of decision making. Likewise, at least 91% and up to 100% of respondents agree that achieving real connection with someone means understanding what they are saying without necessarily agreeing with what they say. This infers that people understanding the importance of understanding other people's perspectives as a foundation for achieving effective collaboration.

In terms of the impact of participating in the collaborative the majority of people (56 – 70%) feel that it has helped them promote a better understanding of the challenges faced by their individual organisations. Likewise, the majority respondents (between 67 and 87%) also feel they have a better understanding of the challenges faced by their fellow participants' organisations. This demonstrates that inter-organizational understanding has increased

through participation in the Collaborative. Moreover, there is also a clear majority agreement (61 - 85%) that the majority of participants have an improved understanding of the Collective (place-based) challenges faced by the Collaborative participant.

The majority of respondents (52-64%) also agree that collaboration requires being open to differing perspectives on a problem before coming to an agreement on the best solution. This mirrors the response on the importance of understanding people's perspectives as a foundation for effective collaboration. It is also clear that the vast majority of people feel that participation in the collaborative has either increased trust or increased trust *and* reciprocity, with this accounting for between 77-96% of responses across the three case studies. It is clear that for the vast majority of people participation in the Collaborative has been a positive experience in terms of relationship building. This is also reflected in the increased collaboration outside of the formal Collaborative meetings, which implies that there has been a positive development in terms of social capital, with between 61-76% of people reporting an increase in joint working. This is also reflected positively in the qualitative data where people have reported on increased working in terms of wanting to continue working with specific projects such as the Areas of Highest Need (AOHN) or informal capacity building and advisory roles supporting each other on internal organizational projects.

In addition about half, 48-50 per cent of respondents report that their level of involvement in projects involving with outside agencies is about the same. However, for case study A, it is balanced with 48 per cent also reporting an increase in participants in involvement. For case study B, whilst 50% reported involvement with outside agencies as in any case being core to their everyday work. As reflected in the qualitative data, this probably also reflects the fact that a lot of the increased collaboration was between individuals or small groups supporting each other on specific projects or facilitating connectivity and trouble-shooting to enable or facilitate collaboration between colleagues in their respective organisations.

In the final section, it is clear that a majority of people believe that about 50 per cent of respondents believe people have a better understanding of each others' professional and organizational perspectives (48-54%), or, if not, at least each others' professional perspectives (15-33%).

However, whilst 43% and 54% of respondents in case studies A and C agree their Collaborative has achieved a shared mission and vision for improving outcomes is, 56% of respondents in case study B believe that the collaborative has not developed a shared mission or vision for

improving outcomes not how to achieve it. This clearly reflects lower levels of influence of case study B participants who were more middle ranking rather than senior managers. It also reflects that there was a higher degree of dissonance and disjointedness about the approach and the purpose of the collaborative project element to the case study B collaborative, and perhaps the lack of senior level support and engagement overall. In this regard, as reflected in the analysis of the qualitative data, in order to be effective from a developmental and impact perspective, and to leave people feeling empowered, the practical collaborative projects need to be agreed and integrated into the core of place-based development initiatives from the outset.

Overall, there is a clear consistency in overall responses to the questions asked within the PIQ across all three case studies. This consistency is also apparent when support staff are included. The data analysis has shown that despite differences in approach, respondents generally had a similar perception in terms of what enables collaboration, and the impact on self, organization and across wider place of participating in a place-based leadership development collaborative. The difference in the case study B response to the final question reflects the lack of integration of the Collaborative's developmental element with the more academic element, which left participants feeling disempowered.