



Stage 1 - LEADERSHIP FOR ORGANISATIONS

Module 9 – DEVELOPING LEADERSHIP IN A LANDSCAPES PERSPECTIVE

The Leadership Academy is a learning and action programme for mayors, senior officials and elected representatives of local government.

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1 MODULE OVERVIEW

1.1 BACKGROUND

- Stage 1 of LAP focuses on Organisational leadership. this is interpreted as the capacity of an organisation to act efficiently within a management framework that provides inspiration, objectives, operational oversight, as well as guidance to achieve a shared organisational vision. Organisational leadership, therefore, develops from the alliance of individual and group leadership capacities.
- Previous modules established that Leadership for effective and efficient Local Governance is not about the action of a single leader. Efficient organisational leadership is the outcome of the capacity of individuals and teams in an organisation to collaborate, motivate and manage networks.
- The module focuses on the development of leadership within a different leadership landscapes perspective, “shifting the focus from the traditional single leader to (the different leadership landscapes co-existing) in an intricate and complex web of leaders who possess a range of abilities and experiences necessary to ensure that the leadership function is carried out to the benefit of the wider organisation”¹.

1.2 LEARNING OBJECTIVES

- To appreciate the long-term process of developing leadership at the organisational level;
- To apply the leadership landscape approach (i.e. integrative thinking approach) for local governance to ‘problem-solving’ at the organisational level;

- To understand the importance of continuous self-assessment for sustainable organisational leadership.

1.3 LEARNING OUTCOMES

- Participants become fully aware of the need for organisational leadership.
- Participants are introduced to the idea of 5 ‘leadership landscapes’.
- Participants are enabled to become accustomed to considering issues from these 5 landscapes (perspectives).

1.4 DURATION

- 105 minutes

¹ Kets de Vries M., Korotov K. (2010). Developing Leaders and Leadership Development in Faculty & Research Working Paper, INSEAD, 2010/77/EFE/IGLC (p.2) available at <https://sites.insead.edu/facultyresearch/research/doc.cfm?id=45346> (last accessed January 2016)

2 MODULE STRUCTURE

2.1 INTERACTIVE INTRODUCTION

- Participants are guided through the key concepts presented in Stage 1 on organisational leadership;
- Participants are introduced to the Different Leadership Landscape approach and integrative thinking.

2.2 GROUP EXERCISE – DIFFERENT LEADERSHIP LANDSCAPE APPROACH

- Participants are invited to consider key challenges in their organisations within a Different Leadership Landscape approach, by using Section 5.1 Table.

2.3 FEEDBACK AND DISCUSSION 1

- In a plenary session, connections between the different landscapes and a set of

priorities for tackling the challenge are jointly identified.

2.4 PAIRS-EXERCISE – SELF-ASSESSMENT “THE SKILLS OF A LOCAL LEADER FOR GOOD GOVERNANCE”

- Participants fill-in in pairs the Self-Assessment Questionnaire in Section 5.2.

2.5 FEEDBACK AND DISCUSSION 2

- In a final plenary session, participants are invited to share differences in answer to the questionnaire as compared to those collected in Module 2.

3 WORKING DEFINITIONS

3.1 ORGANISATIONAL LEADERSHIP

The capacity of an organisation to act efficiently within a management framework that provides inspiration, objectives, operational oversight, as well as guidance to achieve a shared organisational vision. It develops from the alliance of individual and group leadership capacities.

3.2 INTEGRATIVE THINKING

It is “an intellectual method, applied in thinking and communication, enabling a constructive synthesis between apparently incompatible, conflicting, or unrelated visions”².

3.3 LEADERSHIP LANDSCAPE PERSPECTIVE FOR LOCAL GOVERNANCE

An approach to decision-making and problem-solving aiming at balancing frictions between opposing perspectives (i.e. landscapes).

² Cummings T., Keen J. (2009). Leadership Landscapes
Palgrave MacMillan: New York (p. 25)

4 KEY CONCEPTS

4.1 DEVELOPING LEADERSHIP³.

Organisational leadership relies on the development of both individual leaders and the context (i.e. social settings) within which leadership is exercised. Within this holistic approach leadership skills and competencies can be best understood and implemented.

Such an approach sets a focus on:

- Relationships – Leadership cannot be exercised alone. It is as much about efficiently and effectively accomplishing tasks and objectives as well as mobilise other people to achieve such tasks. Effective leadership strikes the correct balance between tasks management and relations management (ref. Module 5 and 6).
- Context – Effective leadership relies on the situational awareness of individual and teams. Effective leadership is based on the situationally aware mix of personal qualities, leadership styles, team attitudes, and aspects of the situation (ref. Module 5 and 6).
- Change – Effective leadership welcomes flexibility and adaptability and it empowers an organisation to adhere to new visions, improving organisational culture.

Therefore, effective organisational leadership is based on the capacity of all members to positively influence each other in a collaborative environment.

Developing leadership “concerns the development of social capital, it focuses on the development of leadership as a process of influence. This process encompasses interpersonal relationships, affective experiences,

social influence processes, and team dynamics between the leaders and his/her team, the contextual factors network linkages between the team and other groups in the organisations. It involves helping groups of people become more effective in problem solving in a wide range of situations”⁴

4.2 THE LEADERSHIP LANDSCAPES APPROACH

“The Leadership landscapes perspective represents the more analytical side of leadership, which (can) also be labelled the ‘seeing’ dimension of [...] leaders”⁵.

There are 5 main landscapes/perspectives that leaders embrace in their work in a local government organisation:

- Individual perspective:
 - Hopes and fears, motivation, sense of purpose, values, attitudes, behaviours, skills, abilities, making friends, opportunities, personal goals.
- Team perspective:
 - Colleagues, other units, specific goals and challenges.
- Organisation perspective:
 - Strategies, systems and processes, organisation culture, resources, mission and vision.
- Local government perspective:
 - Other municipalities, legislative, administrative and financial frameworks, local government association, best practices, shared challenges.
- National and international perspective:
 - The political / economic / social / cultural / environment / technological influences and opportunities at national / international level.

The Leadership landscape approach promotes integrative thinking to enable a constructive

³ Kets de Vries M., Korotov K. (2010). Developing Leaders and Leadership Development in Faculty & Research Working Paper, INSEAD, 2010/77/EFE/IGLC (pp. 4 available at <https://sites.insead.edu/facultyresearch/research/doc.cfm?id=45346> (last accessed January 2016)

⁴ Idem (p. 8)

⁵ Cummings T., Keen J. (2009). Leadership Landscapes Palgrave MacMillan: New York (p. xii)

synthesis between (apparently incompatible) landscapes/perspectives⁶.

“In general, integrative thinking follows a four-step process:

1. Salience - seeks to define the relevant aspects of a problem.
2. Causality - seeks to determine the relationships between related and seemingly unrelated parts of the problem.
3. Architecture - involves the creation of a model that outlines the relationships defined in the previous two steps.
4. Resolution - outlines the decision and how it was reached.

The process is similar to a feedback loop in which each step links forward to the next step as well as backwards to the previous step”⁷.

4.2.1 Leadership Landscapes in Local Governance

When staff are newly recruited, they tend to operate in the individual landscape at first but gradually move up into the team landscape as they broaden their horizons. It takes a degree of experience and responsibility before they can operate effectively in the organisation and other landscapes.

In specific situations, senior public officials are usually focusing on one or two landscapes. For example:

- In dealing with a poorly-functioning group of staff, they will be focusing on the team and individual landscapes; but they may find that a greater focus on the organisation landscape will help find a solution.
- In developing a strategic plan, they would be focusing on the organisation and local government landscapes, but need to take account of the individual and team landscapes as any plan will need to be

delivered by the staff, many of whom will be working in teams.

However, many senior public officials allow their natural landscape preferences to override the needs of their task. For example:

- Staff who are technically competent in a team landscape often get promoted to management positions which require an organisation landscape but in which their interest and abilities are limited; in such a case, they may tend to micro-manage and ignore the strategic environment. They continue to operate in the team and individual landscapes and fail to think of themselves effectively in the organisation landscape. They will fail to think strategically or communicate effectively with colleagues at a similar management level. They will not be able to find real job satisfaction, even if they are stimulated by the additional authority.
- Managers who pursue their own self-interest at the expense of the organisation are working excessively within the individual landscape. This can be seen particularly where corruption is rife. The value of public service (3rd and 4th landscape) is to some extent alien from them.
- Mayors who spend most of their time in the national and local government landscapes will be failing to take sufficient account of the organisation and team landscapes. They are not so much interested in details and that would include performance data. They will be ill-informed about the reality of working on the front line and about the organisation culture and will find it difficult to initiate change or drive up performance standards themselves.

Leadership is about being able to focus on all the landscapes at any time and finding the right balance over time. It is essential to be able to understand both the macro and micro landscapes, and make sense of the micro within the context of the macro. By understanding the landscapes and

⁶ See reference in Working Definition

⁷ Integrative thinking definition in Business Dictionary” available at <http://www.businessdictionary.com/definition/integrative-thinking.html> (last accessed January 2017)

their relationships, leaders will be able to strengthen organisational leadership by:

- Giving a sense of direction.
- Making things clear.
- Inspiring others.

It is important to be able to apply integrative thinking on each of the landscapes by systematically identify the 4 most important elements of a landscape. Analysing how the 4 elements interrelate with each other (6 relations) implements the different landscapes approach.

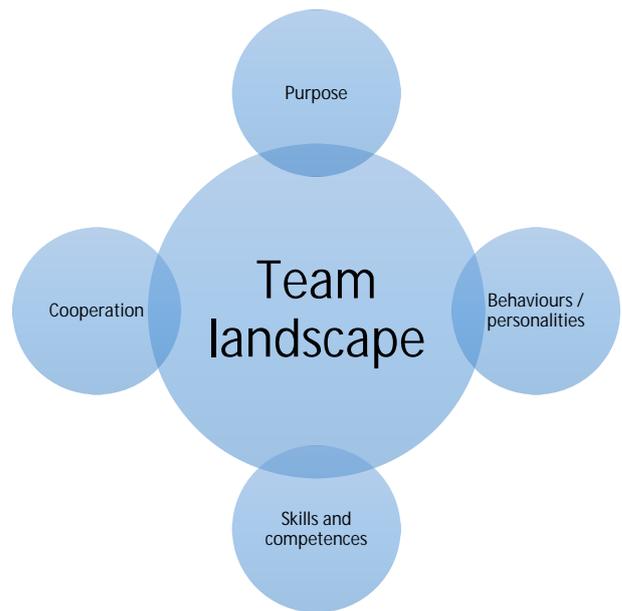
Leadership is not so much about managing the organisation; it is about managing the relations, both between and within each landscape.

The following diagrams depict the elements of each leadership landscape whilst offering a framework for the analysis of their relations.

Individual landscape



Team landscape



Organisation landscape



Local government landscape



National and International Landscape



5 EXERCISES

5.1 EXERCISE 1 – GROUP EXERCISE – DIFFERENT LEADERSHIP LANDSCAPE APPROACH



	Challenge	Perspective 1	Perspective 2
What stands out for me? Does anything surprise or puzzle me?			
What landscape am I most aware of? Where do I focus most of my time? Are there related issues in other landscapes?			
What happens if I focus on another landscape? Does this shed new light?			

5.2 EXERCISE 2 – PAIR EXERCISE – SELF-ASSESSMENT “THE SKILLS OF A LOCAL LEADER FOR GOOD GOVERNANCE”

Please fill-in in pairs the Questionnaire. You can take turns in asking questions and to share your answers.

1 - Providing leadership to the community	1	2	3	4	5
a) Looks for opportunities to engage with local people and local organisations, seeks their views; reaches out to all groups.					
b) Keeps up-to-date with issues of local concern, getting information from a wide range of sources.					
c) Promotes transparency and high ethical standards.					
d) Is approachable, understanding and encourages trust.					
e) Provides a voice for all sections of the community.					
f) Mediates fairly and constructively between people with conflicting needs.					
g) Campaigns with enthusiasm, courage and persistence on behalf of others					

Guiding questions:

- *How would an elected representative behave who does not provide effective leadership? What would be the consequences?*
- *How can an elected representative know that he / she is providing good leadership?*
- *What can an elected representative do to improve his / her leadership expertise?*

2 - Implementing regulations and monitoring performance	1	2	3	4	5
a) Evaluates arguments according to evidence; makes independent and impartial judgements.					
b) Chairs meetings effectively; follows procedures and keeps processes on track.					
c) Follows the legal process, balancing public needs and local policy.					
d) Monitors the performance of the local authority and intervenes as appropriate to ensure progress.					
e) Seeks feedback on his / her own performance and learns from experience.					
f) Understands and carries out any legal role to the highest standards.					

Guiding questions:

- *How would an elected representative behave who does not implement regulations and monitor performance properly? What would be the consequences?*
- *How can an elected representative know that he / she is implementing regulations and monitoring performance properly?*
- *What can an elected representative do to improve his / her ability to implement regulations and monitor performance?*

3 - Challenging the local authority to do better	1	2	3	4	5
a) Quickly analyses and assimilates information, taking account of the wider strategic context.					
b) Presents arguments in a concise and meaningful way.					
c) Asks for explanations and listens carefully to opposite arguments.					
d) Checks on the implementation of recommendations.					
e) Challenges processes, decisions and people, where necessary, in an objective, rigorous and resilient way.					
f) Acts as a 'critical friend', provides constructive feedback and acknowledges the success of others.					

Guiding questions:

- *How would an elected representative behave who does not challenge unnecessary processes, bad decisions and dishonest people? What would be the consequences?*
- *How can an elected representative know that he / she is challenging actions of a local authority with integrity and not just opposing for the sake of opposing?*
- *What can an elected representative do to improve his / her ability to challenge?*

4 - Communicating well	1	2	3	4	5
a) Communicates regularly with the community via newsletters, phone calls and local media.					
b) Listens, checks for understanding and adapts style as necessary.					
c) Builds relationships with the local media; creates opportunities for communicating key decisions, activities and achievements.					
d) Ensures issues are properly understood, so that decisions can be made based on proper information.					
e) Speaks clearly and confidently in public; uses easy language and avoids jargon.					
f) Provides regular feedback; keeps people informed and manages expectations.					
g) Uses appropriate language to communicate key points verbally and in writing (eg letters, reports, interviews, presentations).					
h) Encourages the use of institutional mechanisms to ensure good communications both internally and externally.					

Guiding questions:

- *How would an elected representative behave who does not communicate well? What would be the consequences?*
- *How can an elected representative know that he / she is communicating well?*
- *What can an elected representative do to improve his / her ability to communicate?*

5 - Working in partnership with others	1	2	3	4	5
a) Builds good relationships with colleagues, staff and the wider community.					

b) Achieves objectives by co-ordinating others, maintaining focus on the task and persisting in the face of setbacks.					
c) Empowers others to take responsibility; knows when to delegate or provide support; involves citizens in decision-making.					
d) Makes others feel valued, trusted and included, including those of different backgrounds.					
e) Shows patience in developing networks and partnerships.					
f) Makes best use of the will, capacity and expertise of other organisations (public, private, voluntary) in local government					

Guiding questions:

- *How would an elected representative behave who finds it difficult to work in partnership with others? What would be the consequences?*
- *How can an elected representative know that he / she is doing a good job in developing partnerships?*
- *What can an elected representative do to improve his / her ability to develop effective partnerships?*

6 - Showing good political understanding and behaviour	1	2	3	4	5
a) Actively represents his / her political views and values through decisions and actions.					
b) Where he / she is a member of a political group, helps develop cohesion within the group and ensures good communication.					
c) Communicates political values through canvassing, campaigning and in other ways of engaging the public.					
d) Is committed to developing a deep political understanding of the local and national situation.					
e) Acts ethically; understands and communicates political values to others.					
f) Works across political boundaries in the interests of the community without compromising political values.					

Guiding questions:

- *How would an elected representative behave who has poor political skills? What would be the consequences?*
- *How can an elected representative know that he / she is doing a good political job?*
- *What can an elected representative do to improve his / her ability to develop effective political skills?*

7 - Providing vision for the community and the local authority	1	2	3	4	5
a) Contributes to strategic policy-making and prioritises actions based on local needs, manifesto commitments and regional opportunities.					
b) Works with staff to collate and analyse information and inform budgets and plans.					
c) Encourages involvement of other stakeholders in policy development.					
d) Contributes to and communicates a shared vision of the future; provides clear direction and promotes understanding.					
e) Is open to new ideas and adapts innovatively to change.					
f) Enhances own effectiveness by broadening his / her perspective and learning from others and from best practice.					

Guiding questions:

- *How would an elected representative behave who has no vision? What would be the consequences?*
- *How can an elected representative know that he / she has a clear vision and communicates it well?*
- *What can an elected representative do to improve his / her ability to develop a good vision?*

8 - Managing performance to drive up the standards of local public services	1	2	3	4	5
a) Works closely with senior staff to develop, agree and implement strategies for efficient and effective service delivery.					
b) Sets and communicates realistic objectives; monitors performance and addresses short-comings.					
c) Emphasises a team approach and shares responsibility for success and failure.					
d) Encourages performance in service delivery to be challenged; responds positively to feedback and new ideas.					
e) Involves service users in the design and monitoring of services.					
f) Represents local people and local organisations in the appropriate forums.					

Guiding questions:

- *How would an elected representative behave who ignores performance? What would be the consequences?*
- *How can an elected representative know that he / she is doing a good job in managing performance?*
- *What can an elected representative do to improve his / her ability to manage performance?*

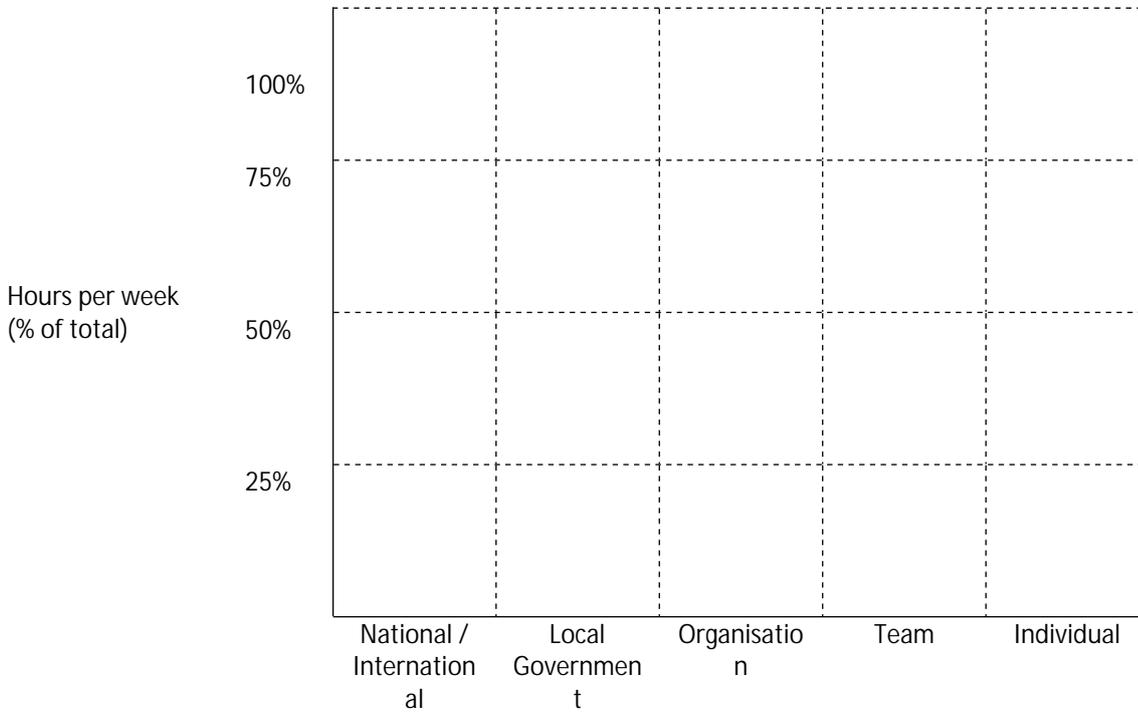
9 - Delivering excellence	1	2	3	4	5
a) Provides leadership; inspires trust and gains commitment to policies and decisions.					
b) Shapes a culture of excellence; acts as a role model for proper behaviour, ethical practice and democratic process.					
c) Builds strong relationships with senior staff and other elected representatives based on open communication and cooperative working.					
d) Acts as the public face of the local authority; champions the local authority's needs in other forums.					
e) Works across political and local authority boundaries to foster good communications and cooperation.					
f) Anticipates and resolves difficulties; judges when, and when not to, get involved and when to say 'no'.					
g) Is committed to learning, developing others and introducing best practice.					
h) Juggles numerous and sometimes conflicting responsibilities effectively.					

Guiding questions:

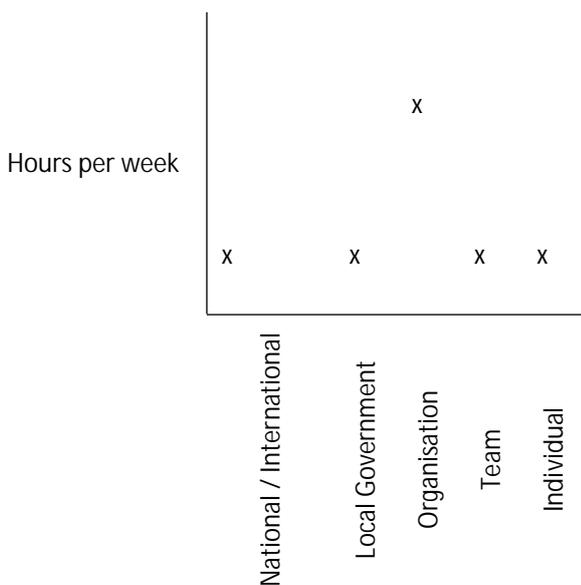
- *How would an elected representative behave who ignores the search for excellence? What would be the consequences?*
- *How can an elected representative know that he / she is delivering excellence?*
- *What can an elected representative do to improve his / her ability to deliver excellence?*

5.3 HOMEWORK – ASSESSING YOUR OWN LEADERSHIP LANDSCAPE PREFERENCE

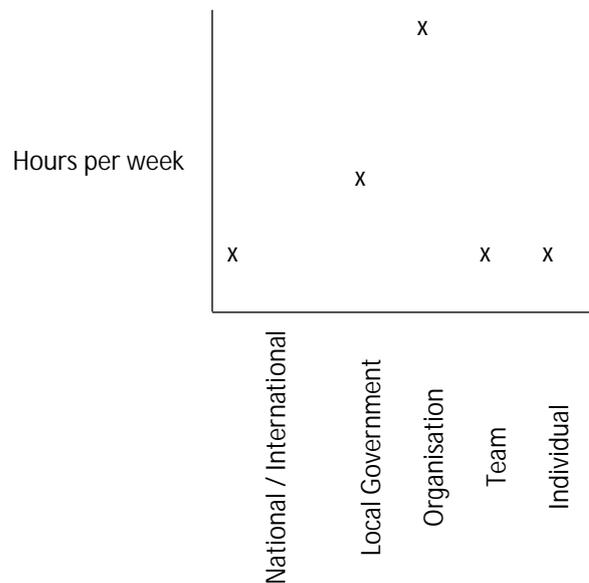
If you can measure how many hours we spend in a typical week on each landscape, you will be able to see your actual landscape preference. Practice: use a diary to record the hours you spend each day on each of the 5 landscapes. Do this for a typical week or more. Average out the daily score. See whether you practise a good balance among the landscapes.



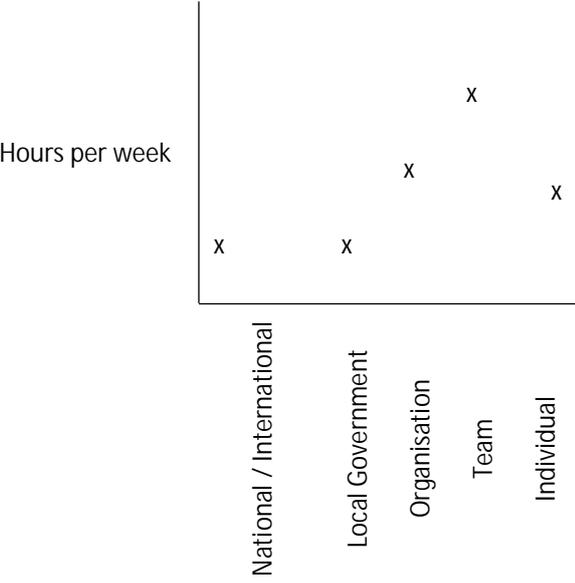
5.3.1 The chart below reflects a manager with a good balance, with each landscape receiving a degree of focus.



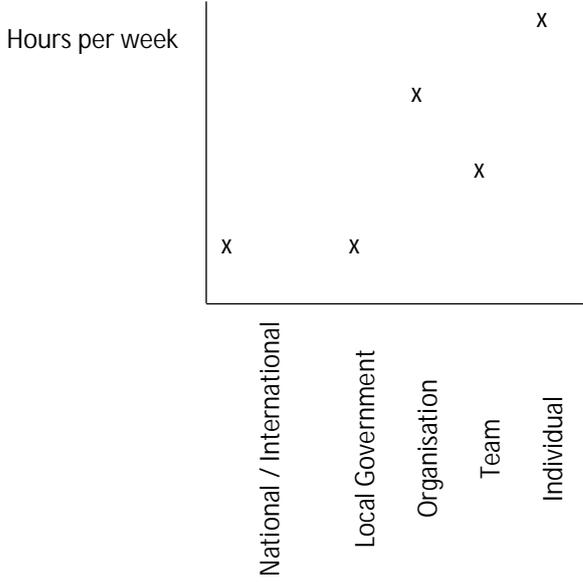
5.3.2 The chart below reflects a manager who shows little interest in the wider environment and generally ignores staff; he likes the power of his position.



5.3.3 The chart below reflects a manager who tends to micromanage.



5.3.4 The chart below reflects a manager who is self-interested.



6 REFERENCES

Cummings T., Keen J. (2009). Leadership Landscapes Palgrave MacMillan: New York

Kets de Vries M., Korotov K. (2010). Developing Leaders and Leadership Development in Faculty & Research Working Paper, INSEAD, 2010/77/EFE/IGLC available at <https://sites.insead.edu/facultyresearch/research/doc.cfm?did=45346> (last accessed January 2016)