

The Role of Leadership in the “Spotlight Campaign’s” Community Mobilization

By

Elizabeth Lougheed Green  
B.A., University of Victoria, 1998

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of

MASTER OF ARTS

In the Department of Human and Social Development

© Elizabeth Lougheed Green, 2003  
University of Victoria

All rights reserved. This thesis may not be reproduced in whole or in part, by photocopy  
or other means, without the permission of the author.

Supervisor: Dr. Frances Ricks

## ABSTRACT

This study explores the leadership experiences of four community mobilization processes in British Columbia. Each community was working towards improving the lives of their children, youth and families with varying degrees of success. The study suggests that the level of understanding, or consciousness, about leadership was key in the communities that self-described their mobilizations as successful. These successful communities described their leadership as collaborative, with each participant having a clear understanding of the process needed to move the work forward, the optimal group structure for creating a learning centred and creative team, the ideal personal and team attributes that would support effective leadership and the capacity-building factors that could improve the community's ability to move forward. These communities also had an ability to assess where gaps existed and to develop new strategies for addressing the gaps. The strongest strategy was implementing a process of circular mentorship.

## Table of Contents

Title Page.....	i
Abstract.....	ii
Table of Contents.....	iii
Acknowledgements.....	vi
Dedication.....	vii
1. Introduction.....	1
Background.....	2
The Spotlight on Children and Youth Campaign.....	5
Leadership in the Spotlight Community Mobilizations: A Statement of the Problem... ..	6
The Importance of Exploring Leadership.....	9
Statement of Purpose.....	10
Approach.....	10
2. Leadership in Community Organizing: A Review of the Research.....	11
Vision and Values.....	19
What is Known About Leadership in Community Development.....	20
Leadership In Community Development.....	22
Summarizing the Literature.....	23
3. Methodology.....	25
Overview of the Method.....	26
Definitions.....	25
Participant Group (Sample).....	27
Data Collection.....	27
Focus Groups.....	29
Individual Interviews.....	32
Field Notes.....	33
Field Documents.....	34
Data Analysis.....	34
Trustworthiness of the Study.....	36
Credibility.....	36
Transferability.....	37
Dependability.....	38
Confirmability.....	38
Ethical Considerations.....	38
4. Community Context: Introduction to the Communities.....	40
Community A.....	40
Community B.....	46
Community C.....	51
Community D.....	61
5. Findings and Discussion.....	69
Self-Defined Success.....	69
Conscious Leadership.....	71
Collaborative Leadership.....	73
Group Structure.....	74
Community Motivators.....	75

Process .....	78
Leadership Attributes.....	81
Leadership Attributes of Motivators.....	83
Leadership Attributes of Collaborations.....	84
Personal and Community Capacity.....	85
Mentorship and Other Capacity-Building Strategies.....	86
6. Discussion and Implications .....	88
Extracting the key messages: A foundation for learning.....	88
Strategies for Building Leadership Within Community Mobilization .....	91
Implications for Educators.....	93
Implications for Future Research.....	95
7. Personal Reflection .....	97
Reference List .....	98
Appendix A.....	105
Consent Form.....	105

## List of Figures

<i>Figure 1: Community A's Structure</i> .....	46
<i>Figure 2: Community B's Structure</i> .....	51
<i>Figure 3: Community C's Structure</i> .....	60
<i>Figure 4: Community D's Structure</i> .....	68
<i>Figure 5: Continuum of Success</i> .....	71

### Acknowledgements

I want to thank my supervisor, Dr. Frances Ricks for her patience in both nudging me through the process of producing my thesis, and for her academic support and encouragement. Thanks also to my husband who convinced me to finish it and pulled out all the stops to make completion possible.

## Dedication

To the many mentors in my own life, particularly my mother, who have shared with me their experiences, knowledge and support, while simultaneously allowing me the space to live my own life, make my own mistakes and grow accordingly. Thank you.

## Introduction

For several years, I worked as a community developer for a large coalition of groups, all interested in enhancing the lives of British Columbia's children, youth and families. These groups worked collectively to research pressing issues, make policy recommendations based on that research, carry out public education and awareness-raising activities, and develop strategies and tools for others to use in the quest to improve the situations of the families in British Columbia.

One strategy that was developed to help communities identify and address their own needs was the "Spotlight on Children and Youth" Mobilization Campaign. This campaign drew on current population health research to develop ideas and tools for communities to use. The population health approach calls for strategies, policies and actions that support the health and well-being of all Canadians (Hay & Wachtel, 1998).

My position called for me to work very closely with communities to provide support and resources where necessary. Over my first two years with the project, I became intrigued by the varying degrees of action and achievement by the communities. I spent many hours talking with co-workers about what made the difference. Was it economics? Was it resources? Was it skills and knowledge? Or, was it leadership?

The latter of the options was the one that was most favoured amongst staff. We could definitely see key people emerging within the communities and we couldn't help wondering if there was a connection between these key people (one or more within a community) and the achievements of their communities. I began to feel that exploring the leadership of these communities would be a very interesting endeavour. Not only would I be able to investigate how communities viewed leadership and the impact it had, if any,

upon their community's actions, but I believed I would be able to build the stories of the communities in order to pass their experiences of leadership on to future mobilizing communities. Because I believed the perspective of the community members would be most useful for understanding leadership, I chose phenomenology as my methodology. Phenomenology helped me to capture each community's story and simultaneously, to better understand how these stories fit into a more global understanding of leadership within mobilizing communities.

### *Background*

A little background on the origins of this project and its intent will be beneficial in laying the foundation for the narratives that emerged. In Canada, over the last two decades, the social services environment has been increasingly taxed by the fiscal restraint of governments whose vision has been led by the interests of big business and a rapidly expanding global economy. Diminished spending has resulted in a residual system concentrated at the crisis intervention level, rather than a more economically sound system of early intervention and prevention. It is a system that has promoted "stagnant, or declining incomes; persistent high unemployment; erosion of public services such as health care, education, and social services; lack of affordable housing; increasing reports of youth violence; and confusion about the fiscal condition of public accounts, among others" (Novick & Shillington, 1997, p. 1).

While resources continue to diminish, non-governmental organizations, communities and individuals, particularly those most affected, have begun to realize that the solutions of the past aren't working to combat and prevent the challenges of today. As Novick and Shillington (1997) point out, in Canada, these groups have "a growing

recognition across the country that the foundations of well-being which sustained previous generations of families and young people are clearly eroding” (p. 1). For this reason, alternate solutions to complex problems are being investigated and have led to new ways of coping that focus on well-being (Drover & Kearns, 1993; Rioux & Hay, 1993; Roeher Institute, 1993). Many of the alternate solutions have come from the mounting population health literature, which suggests a shift in direction “toward an active approach to well-being based on a commitment to a set of principles and values for all Canadians, regardless of their social, economic, or physical situation, and vision of the “healthy society” that embodies those goals” (Hay & Wachtel, 1998, p. 3).

In British Columbia, one such solution, “First Call”, a coalition of hundreds of organizations, has been working to build an agenda for children, youth and families based on the most recent population health research, both internationally and at home. It is an agenda that has encouraged mobilization in 25 communities around the province since early 1999, and is continuing to build momentum. In total, there are now 52 communities involved in some way with the work of this coalition.

The agenda, called the “Spotlight on Children and Youth Campaign” (or *Spotlight*) is unique. It is the only project of its kind in Canada that is working to mobilize several communities around a single agenda. As a result, the project provides an opportunity to investigate the factors that support successful community action and social capacity building, and there is much to investigate, particularly considering the spectrum of achievements of the participating communities.

As the community developer for First Call, I had the opportunity over a two-year period to take note of emerging patterns for mobilizing communities. I became

particularly interested in why some of the communities mobilized enthusiastically, successfully driving their agenda forward, while others moved far more slowly, with far fewer results. My experiences with what appeared to be “key” people in the more active mobilizations, led me to believe that these people may play a significant leadership role in the motivation, action and progress of those communities. My initial, rudimentary investigation and literature review on the topic revealed a lack of information generally about leadership within community organizing processes, prompting me to look further at this phenomenon.

What I had found, and continue to find, is that within the community development research, there was much written to suggest that leadership is important to the success of projects (Mizrahi & Rosenthal, 1998; Checkoway, 1991, 1997; Kahn, 1997; Vasoo, 1991; Savaya, 1997; Mathbor, 1997; Desai, 1998), however, there has been little research done to expand our understanding of leadership as a factor in the process. Outside of the community development arena, in business and organizational literature, there is an expansive library in the area of leadership that may have implications for community development projects like the “Spotlight” Campaign.

Based on my experiences within this project, and on the lack of knowledge associated with leadership in community development processes, I believed that the communities and I would benefit from an investigation of the role of leadership in the mobilizations. I felt this was important as the coalition anticipated continued expansion of the project as more and more communities chose to participate in the mobilizations. The Campaign, its design, and the involvement of the communities is outlined in greater

detail below. It will provide the foundation to build on our knowledge of leadership associated with community development processes.

### *The Spotlight on Children and Youth Campaign*

The “Spotlight on Children and Youth Campaign” was developed using population health research to create an agenda that promoted action on children’s, youth and family issues in communities around the province. The Campaign focused on four “Keys to Success” or key messages. The “Keys to Success” message was that, *Children, Youth and their Families Need: A Strong Commitment to Early Childhood Development; Support in Transitions from Childhood to Youth to Adulthood; Increased Economic Equality, and; Safe and Caring Communities*

First Call’s major focus was in taking the Spotlight agenda, once developed, and putting it into action in a way that gave meaning and ownership to each community depending on their own unique set of circumstances. In other words, they wanted to share the population health based agenda with communities, who would use the research to support their own, self-determined, public education and advocacy needs. To make the Campaign useful for communities, First Call understood the need for mobilizing groups to take the need statements that had been developed through the research and make them their own. As Woodhead (1997) notes “while in certain very general respects, ‘need’ statements may have universal validity, detailed prescriptions about children’s needs are normative, and depend on a judgment about processes of cultural adaptation and social adjustment.” (p. 74).

What the First Call coalition members realized was that in order for this agenda to move forward, they would have to find a way to offer the population health research

findings to communities, in an easy to understand format. The format would provide examples of community actions on the four keys to success but, more importantly, encourage communities to determine; a) if there was a need or desire to take up the agenda within their own communities and, b) having taken up the agenda, what their own needs were under the “Keys”. Pence’s comments give particular relevance to the point at hand. Pence notes, “the inclusion of those most effected will bring the power of pragmatic, thoughtful action into the discussion and give ‘legs’ to the abstract, connecting it to practical decisions ‘on the ground’” (Pence, p. 35, in Dahlberg, Moss & Pence, 1999).

With the help of the hundreds of community and provincial groups that make up the First Call coalition, several strategies were employed to encourage action in communities throughout British Columbia. Many community action tools were prepared to inform communities, using plain language, about the research. These action tools included an action agenda that outlined the research, gave ideas about actions already being undertaken in communities throughout the province, and shared ideas about getting involved at various levels (First Call, 1999).

To date, twenty-five communities have taken up the Spotlight agenda. Eight of these have acted with the help of a small grant, and seventeen others without such support.

#### *Leadership in the Spotlight Community Mobilizations: A Statement of the Problem*

At the time this exploration began in 2001, the community mobilization process of the “Spotlight on Children and Youth Campaign” had been underway for nearly two years; what was beginning to emerge was notable. Of the 25 communities who were mobilizing, several had been extremely active and had accomplished a great deal, others

had moved at a more methodical pace with modest rewards, while still others had faltered from the beginning.

An example might help to highlight my unfolding experiences. At a Spotlight symposium in 2000, I met a contingent from a far northern community in BC. This community was faced with many of the challenges of other remote Spotlight Mobilization groups. These challenges included high and seasonal unemployment. At its outset, the group was very small but also very determined and ambitious.

Regardless of the challenges, this community had managed to make incredible strides towards both identifying and addressing the needs of their children, youth and families. Believing that accessible, affordable recreation would address many of the issues facing their community, the group created a community framework for healthy, equitable, accessible, affordable recreation for individuals and families, and implemented an ambitious agenda of actions outlined within the framework.

The mobilizing group established a trust fund to provide disbursements for enrolment fees, team travel and community recreational equipment for low-income families. They developed an affordable recreation guide. They worked with the town to develop town policies regarding affordable recreation. They undertook a community awareness campaign on the need for affordable recreation, and they developed a large pool of volunteers for the committee allowing them to undertake a great deal of work in a short time period.

At the opposite end of the spectrum, at the same symposium I came into contact with representatives from communities that had difficulty even getting their members to

agree on goals and an agenda, with the result that they were unable to coordinate even the beginnings of a campaign.

There are many reasons that might have explained the differences in the growth of the mobilizations in each community. Culture, cohesiveness and the geography of the community may all have played a role. Other factors that may have contributed to the effectiveness of the community mobilizations include: 1). The social and economic capacity of the community at hand. A community that has strong ties to each other and a means of sustaining itself economically may begin their mobilization process from a more stable standpoint than an impoverished or disconnected community (Midgley & Livermore, 1998). In general, communities that have built financial, human, social, cultural, environmental or political capital are likely to have the resources necessary to produce more resources (Flora & Flora, 1994). 2). The level of readiness of the community to undertake a community organizing process (Checkoway, 1997) e.g. what processes have begun to support beginning a community development project? 3). The ethical, political and utilitarian values of the community (Dixon, 1995). 4). The ability of the mobilizing community to influence the community at large (Checkoway, 1997). 5). The organizational structure of the community (Checkoway, 1997). 6). The leadership of the community (Vasoo, 1991; Kahn, 1997; Checkoway, 1991, 1997).

Even though it is believed that the above factors may contribute to successful mobilization, it is difficult to evaluate effectiveness in community development initiatives due to the absence of clear outcome indicators (Carter, 1991). For example, in mobilizations such as the “Spotlight Campaign”, what should be taken as evidence of achieving greater economic equality, and how can research assume that such equality is

the result of mobilization? All of the above factors have most probably played a part in the movement of community mobilizations within the “Spotlight Campaign”. A formal evaluation process that looked at some of these factors was conducted, but there was one area in particular that the evaluation did not address. That area was leadership.

### *The Importance of Exploring Leadership*

While there are so many things that I could have learned through my work with the Spotlight communities, the phenomenon of leadership was most intriguing. I felt it might explain my observations and interactions with the people involved in the mobilizations, particularly within the very active mobilizations. I had the benefit of working with very motivated and cohesive groups who were achieving a great deal despite living in economically challenged and resource starved communities. At the same time, I saw communities with similar circumstances unable to move the process along at all. To my mind, the differences seemed to be related to the people driving the mobilizations, their personal attributes, their ability to work within a team and their motivation, among other things. I questioned the importance of their leadership upon their communities and I wanted to explore this further.

The exploration and understanding of leadership in a community as a phenomenon was not a frivolous notion; rather, it was something that I believed could potentially benefit other community development processes as well as those communities still mobilizing, or intending to mobilize, within the “Spotlight” Campaign. If communities with solid leadership were thriving despite the intense challenges facing them, then knowing more about the facets and mechanisms pertaining to leadership could be very useful information to help develop leadership within less active communities.

### *Statement of Purpose*

As I have noted, I felt the leadership phenomenon was not explored adequately in the literature to explain what I believed I was seeing and experiencing. Although the research suggested many ideas about the importance of leadership and its place within community development processes, the uniqueness of the communities prevented me from generalizing research findings to them. With that understood, I wanted to draw on the stories of those within the Spotlight communities to explore how they viewed their leadership, and the impact that leadership had, if any, upon their community's actions. I believed that the role of leadership within the community mobilizations might have implications for other community development processes. Simultaneously, I rationalized that the way I would best understand the role of leadership within each of these communities would be through listening to their experiences of leadership. This led me to undertake this exploration asking communities to portray their leadership experiences in order to glean insight into what role leadership played in the successes and disappointments of the "Spotlight on Children and Youth" mobilizing communities?

### *Research Approach*

Although it was my own interest that fuelled this exploration, I believed the perspective of the community members would be most useful for understanding leadership. I believed that each community and each member within that community would have their own interpretations of leadership within their process, particularly considering the diversity of challenges facing some of the communities. I chose to use a phenomenological research approach (Cohen, Kahn & Steeves, 2000) in an attempt to understand the community members' experiences of leadership in their mobilizations.

### Leadership in Community Organizing: A Review of the Research

From my position as a community developer with the “Spotlight” Campaign, the lack of research on leadership within the community has led me to an understanding of leadership without context. There is much written about the importance of leadership in community development processes (Checkoway, 1991, 1997; Kahn, 1997; Vasoo, 1991; Desai, 1998), however, this writing does not detail leadership qualities and contexts, and research in this area, particularly recently, is scarce (Mizrahi & Rosenthal, 1998). The absence of a sufficient body of research on leadership in the community development literature is curious as research on specific community development initiatives has noted that leadership plays a critical role (Mathbor, 1997; Savaya, 1997). For example, in Savaya’s research regarding the introduction of new health services to the Arab-Jewish community living in Jaffa, the author found that all attempts to implement services were hindered by a lack of trust and by rigid cultural norms. Only when community identified leaders stepped forward to encourage participation did the project experience success. Yet, within the community development field, there appears to be little to no research that expands our understanding of the role of leadership, the qualities of those considered to be leaders, the contexts within which leaders are nurtured, and how leaders foster ‘the difference’ in communities that are successful.

According to Mizrahi (1992), there have been very few qualitative studies on community organizing in general, and the studies that have been undertaken tend to identify strategies and approaches used by organizers and leaders rather than the qualities of successful leadership (Mizrahi and Rosenthal, 1998). These reviews of strategies and approaches have only served to show the complexity across community mobilizations,

rather than point to specific strategies that successfully address community leadership experiences.

As for the use of qualitative research, there have been several case studies on the practice of organizing (Taafe & Fisher, 1997; Checkoway, 1991), manuals and “how to prepare” papers on activism and coalition building (Roberts-DeGennaro, 1997; Kahn, 1997; Mathbor, 1997; Savaya, 1997; Vasoo, 1991; Erlich & Rothman, 1995), case histories of memorable leaders (Desai, 1998), and ethnographic studies on single-site, issue specific organizing processes (Banks & Wideman, 1996). On the issue of leadership in community development processes, qualitative research studies are also limited.

According to Bolman and Deal (1991), one of the best places to turn for the study of effective leadership is to the organizational literature, where there has been considerable research. This research has two primary foci. The first is that there are certain individual characteristics that are common to leaders, while the second suggests that leadership is situational. Bolman and Deal note that in the business community, research has looked primarily at organizational leaders through a variety of methodologies, resulting in different findings. This suggests that there is more to learn, although there is some preliminary understanding.

When we think of people who are leaders, many of us will think immediately of management – those selected to fill positions in a hierarchical structure. However, many authors believe there is a difference between management and leadership qualities (Bennis, 1989; Senge, 1990; Greenleaf, 1977). To illustrate, Bennis (1989) suggests that managers administer, copy, protect systems and structures, use control, work in the

immediate, ask how and when, follow the status quo, do what their told, and do things right. Alternatively, leaders are their own people. Such individuals have the ability to innovate, to ask what and why, to see the future and what it has in store, and to challenge the status quo. Bennis also notes that leaders act with concern and interest for those around them, they have an ability to inspire and instill trust, and they are driven to do the right thing.

Greenleaf (1977) elaborates on the character and motivation of a leader by suggesting that they are servant to both those they serve and to the overall mission or purpose of their work. They care deeply about the endeavor and understand that its success lies in creating productive, contented environments associated with learning organizations. The leader is not concerned with their own glory but with the achievement of the mission.

In his book, *Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness*, Greenleaf (1977) notes that effective leaders emerge from servanthood. People choose them as leaders because they are inspirational and have superior insights and vision. Those in positions of authority do not choose these leaders necessarily and their interest lies not in adherence to rules, but in achieving the goal with creativity, initiative and a willingness to take risks. Effective leaders are confident and instill trust and confidence in those who follow them, they have an ability to listen, understand and communicate, they are accepting and empathic, aware, perceptive, persuasive, and have the foresight to anticipate what has not yet happened and to predict what might. Many scholars, including Senge (1990), and Pascale, Millemann, and Gioja (1997), echo this understanding of a leader's qualities.

Knowing that effective leaders carry the preceding attributes, we would think we would be able to find a plethora of people who are capable of stepping into a leadership role. However, for good reason, this is not necessarily the case. According to Senge (1990), from the time we are small children, we are taught how to get things “right,” with little attention focused on how to think. The distinction is important as we grow up to tackle our lives in much the same way, a way of being that is perpetuated by the expectations of our work environments. Unfortunately, however, this type of thinking is a factor in the demise of many organizations, as employees that work for someone else’s approval are not being encouraged to think and act at a higher level. One study (DeGues, 1988), found that the key to companies that survived 75 years or longer was their ability to explore new horizons that led to growth in many different arenas by employing creative measures to encourage thinking and learning at all levels of the organization.

Senge (1990) suggests that the days of thinking at the top and acting at the bottom are gone. Today, thought and action must occur at all levels of the organization in order to maximize learning and growth. In his view, the leader that understands and encourages this level of work is key to an organization’s success. Senge also suggests that the most successful organizations in the future will be learning organizations with a rapid ability to adapt to changing trends. Such organizations display “adaptive learning,” a form of learning that implies coping. Just as importantly, these organizations will encourage “generative learning” or the ability to focus creativity throughout the organization.

This type of organization is the type that would not only meet the needs and desires of its customers but would anticipate a desire that the customer had not yet

imagined. It also means that organizations see “the systems that control events” (Senge, 1990, p. 2). If they cannot see and understand the systemic difficulties within their organization, they are only able to adapt. They must be able to do both.

If we understand that organizations with both adaptive and generative learning abilities are wired for success, why then are so few organizations taking such an approach? According to Senge (1990), the answer to this question is likely to be “leadership.” Traditionally, leaders have been set on high, revered and looked to as the key decision-makers; qualities that do not compliment adaptive and generative learning organizations. In these organizations, leadership requires a whole new set of skills that are key to building organizations. Such skills include, “the ability to build shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systemic patterns of thinking” (Senge, 1990, p. 3). In short, leaders foster learning.

The skills and attributes we have discussed thus far are elaborated on by Daniel Goleman (1995) and attributed to those he considers to be emotionally intelligent. Emotional intelligence (EI) is not to be confused with IQ, because although there may be some relationship between the two, intelligent people are not always masters of their own lives. According to Goleman, emotionally intelligent people have such qualities as: “being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope” (p. 34).

Looking further at why emotional intelligence may play a significant role in the effectiveness of leaders and of the teams they operate within, we can look to Gardner’s (1989) work on the many facets of intelligence. Gardner classes emotional intelligences

into two categories: interpersonal intelligence and intrapersonal intelligence. One is tuned outward towards others, while the other is tuned inward. As Goleman (1995) notes, emotional intelligence allows an individual to draw on what skills he/she has, in essence, using all of his/her abilities. It means that they are willing and able to use the skills of self-investigation (interpersonal) to learn how to manage their own and other people's feelings effectively (intrapersonal).

In concurrence with Bolman (1991) and Goleman (1995), Salovey (1990, p.189) proposes that successful individuals have the following characteristics: 1). Self-awareness is paramount as the ability to accurately pinpoint the origins of their feelings and emotions puts people in a position to be able to address them, and to knowingly navigate through their lives. 2). The ability to use self-awareness to manage their feelings and emotions. 3). Self motivation through the management of feelings and emotions. 4). The ability to use self-awareness to identify others feelings and to be empathic. 5). The ability to manage social relationships – a key factor in popularity and leadership.

Unfortunately, the above qualities do not present a natural state for many of those in positions of authority. In one study of 250 executives, the majority of participants believed that to successfully achieve their organizational goals, they must rely on their heads, and that although more humane, there was little place for their hearts (Maccoby, 1976). Fortunately, the notion of what constitutes a successful working environment is changing. Emotionally intelligent managers are being sought in the present competitive environment. We no longer automatically seek the authoritarian figurehead. Instead, such figureheads are being replaced by those with acute interpersonal skills and an ability

to drive flatter organizations where every employee is viewed as integral to the overall success and functioning of the company (Senge, 1990).

Pascale, Millemann and Gioja (1997) looked closely at three organizations more than 100 years old to see how they remain vital. These organizations included Sears, Shell, and the U.S. Army. Pascale, Millemann and Gioja (1997, p. 129) found that on four indicators that predict organizational performance, these companies ranked highly. The indicators included: Power – Employees felt that they had the power to affect organizational performance and move projects forward. Identity – Employees identified themselves with their organizations, teams and professions. Conflict – Employees were inclined to confront difficulties that arose and work to resolve them effectively. Learning – The organization deals with new challenges with creativity and a willingness to learn.

Each of these organizations had faced difficult periods but had bounced back under the leadership of individuals who valued the above indicators. These leaders were also people who fit the profile of being emotionally intelligent, with an understanding of both themselves and those around them.

This discussion brings us to an important point – that of the context of leadership. Bolman and Deal (1991) warn that too much emphasis can be put on the influence of individuals, preventing us from creating a clear understanding of the important role of context. Individuals can make a difference but the environment in which they operate will impact their leadership. Furthermore, “the requirements for leadership differ depending on whether an organization is public or private, large or small, wealthy or poor” (Bolman and Deal, 1991, p. 409).

An important contextual factor impacting the leader's ability to carry out their role is that of the team. In a now rapidly changing workforce with a focus on highly specialized positions in all arenas, it would be unrealistic to expect any one person to know all aspects of a field. In fact, work environments must now rely on teams rather than individuals, for success (Drucker, 1994). For this reason emotional intelligence is important for every individual in the workplace. As Goleman (1995) points out, in teams, it is not the IQ of individuals within a team that determines how productive or successful the team will be. Instead, it is the cohesiveness and motivation akin to emotional intelligence that determines these factors. This point was supported by Sternberg and Williams (1988) study that found that, in a team exercise, people that lacked the social intelligence to understand the importance of give and take relationships, were likely to undermine the success of a group. In fact, Goleman points to research suggesting that those that are able to motivate teams to success are those who put a great deal of energy into cultivating solid relationships. Bolman and Deal (1991) draw these points together, stating that "the relationship is interactional; leaders both shape and are shaped by their constituents" (p. 409).

These facts also support Greenleaf's (1977) notion of leadership as a role that is not delegated to one individual but to those who emerge to the people depending on the context of the situation. The idea of a leadership that changes contextually illuminates the need for teams made up of individuals who portray the qualities associated with emotional intelligence.

### *Vision and Values*

The degree to which people display the qualities associated with leadership will vary, and those who display these qualities will find strengths in different areas. What makes the difference in the degree to which individuals display these qualities and in whether or not an individual is recognized as a leader? Nanus (1992) suggests that values play an important role in shaping directions and in defining the differences in each of us. Values shape our beliefs and assumptions, and limit our choices. They are integral in maintaining and recreating an organization's culture. They help to determine what is worthwhile and provide a guideline for how to get there. As a leader, values guide the vision and the steps one is prepared to take in order to achieve that vision. They will also determine what one will take as evidence of having achieved the vision. This understanding of values suggests that for every quality possessed by leaders and by the organizations they represent, there is an underlying set of values. In essence, values provide the roadmap for action.

Although the values and beliefs of both leaders and the organizations they represent will vary, there are a few that appear to be integral. Going back to Greenleaf's (1977) understanding of servant leadership, it would seem that leaders are those who care deeply about the mission and understand that to get there they must create productive, contented, learning environments. Because leaders are self-aware, and understand what it is that motivates them to work creatively, enthusiastically and successfully (Goleman, 1995), they are able to use their understanding of themselves to motivate others. This is manifest in personal values about the importance of each and every person involved in the work. Drawing on the above information, some of the core values and beliefs of

leaders may include the following: 1) Every person is a valuable human being who is deserving of respect. 2) It is important to do the right thing. 3) Creating a shared vision allows each, and every, employee ownership of a project and encourages their participation. 4) Every employee is integral to the overall success and functioning of the company and has something to offer the process. 5) Thought and action occurs at all levels. 6) Creating people-centred environments will lead to adaptive and generative learning organizations that will be capable of anticipating needs and desires, and building a vision for the future. 7) No realistic goal is impossible to achieve.

These are values that may be common to leaders not only in an organizational context but in a community context. In discussing transformational leadership, Arches (1997) placed values at the core of the concept, noting that the “transformational leader assesses the needs, values and aspirations of his/her followers, is clear about his/her own values, needs, and vision, and acts in a manner that promotes the needs of both” (p. 114).

#### *What is Known About Leadership in Community Development*

Unfortunately, what is written about leadership as it pertains to community work is primarily concerned with the leadership of not-for-profit, community organizations, and not with community “organizing.” The difference is that community organizations can be organizationally structured, while community organizing processes are often grassroots projects arising from those most effected by the issue at hand.

The leadership literature existing on community work is far from conclusive but does suggest that the qualities and attributes of successful leaders and the environments necessary for them to operate within, are similar to those outlined in the organizational

literature. What emerges, however, is an understanding of leadership as a collective, inclusive process.

In talking about the concept of “organizing,” we mean the process whereby individuals join forces to attempt to achieve collectively what they would be unable to achieve acting alone. Organizing is an empowering process that builds coping capacity, self-confidence and a sense of personal control, and allows those most affected by an issue to act to find solutions to the problems they face. A sense of community leads to participation, which in turn, leads to community change, and it is the participants’ experiences that inform the vision to be accomplished (Checkoway, 1997).

Although we may assume that leadership in the community context shares many characteristics of the organizational literature, the diversity of communities, community members, and issues to be organized around, makes it difficult for the literature to capture more than a snapshot of the topic. The inability to pinpoint aspects of leadership and its impact on community process is commented on by Checkoway (1997). He states that leaders are found, “by their reputations in getting things done, although perceptions of leadership are subject to change; by their influence in important decisions, although each decision may have its own patterns of influence; or by the scope of their participation, although the extent of participation is not necessarily a measure of its impact. It is possible to find them among the poorest people in the world, although this infrastructure is not readily accessible to outsiders” (p. 19). Checkoway also notes that the style of leadership will vary depending on the situation. In essence, although we can probably assume that the conditions and qualities of leadership within the community development

arena are similar to those in the organizational field, as yet we just don't have enough information based on research to answer many of the questions we have yet.

### *Leadership In Community Development*

Within community development processes, the leadership discussion begins with the important question of just where leadership comes from (Kahn, 1997; Vasoo, 1991). As Checkoway (1997) notes, leaders are not necessarily those in formal positions in the "organizing" community. This is supported by Preston and Guseman (1979) who found that the degree to which formal leaders were considered community leaders, varied according to the community being studied. Checkoway, like Robert Greenleaf, suggests that "real leaders are indigenous and accountable representatives of the people whom they serve" (p. 19). Under the banner of servant representation, Kahn (1997) shares a belief that each and every person has the potential to be a leader.

Linking both the organizational and community fields, Pine, Warsh and Maluccio (1998) note that the trend toward flatter organizations where thought and action takes place at all levels, and participation is the theme, is consistent in community work. In this sense, participation is not a singular action but rather broad involvement in a wide range of activities from policy development to conflict management and team building. This approach is especially necessary in social service or community development work, where the goal is empowerment.

Involvement at all levels brings a diversity of ideas and creativity to the table, and nurtures skills such as group process and leadership skills. It also helps participants see their own importance within the community and increases participant satisfaction (Pine, Warsh and Maluccio, 1998).

In order for the participatory approach to work, leadership attributes, at all levels, are crucial - attributes such as “vision, optimism, shared values and commitment, valuing a team approach . . . and trust are critical factors for success” (Pine, Warsh and Maluccio, 1988, p. 28). As Lee (1994) described it, “a new model of leadership is in ascendance, one that emphasizes collectivism over individualism, inclusion over exclusion” ( p. 26).

A study by David Chrislip and Carl Larson (as cited in Flower, 1995) looked at over 50 community “organizing” processes where there had been significant positive changes. The authors wanted to know what community members believed had contributed to their achievement. Their finding was that leadership, rooted in true collaboration was the most significant factor. By collaborative, the authors meant “if you bring the appropriate people together in constructive ways with good information, they will create authentic visions and strategies for addressing the shared concerns of the organization and community” (p. 22).

### *Summarizing the Literature*

In summary, what we know about leadership comes from the organizational literature, including the business administration, management, political science and public administration, Psychology or sociology and education administration literature. However, how this literature relates or translates to community development is largely unexplored. Some research suggests that there are many parallels between the two, including the fact that successful communities work within flatter organizations with a focus on empowering all members, inspiring creativity, creating ownership, enhancing group process skills and building strong cohesive teams. Some of the particular aspects that this research hopes to explore within “Spotlight” communities include: the structure

of leadership in the more active communities and the significance of that structure on community success; the attributes of both the individuals and the team; and the role of capacity, both for the individuals and for the community as a whole.

As I have discussed previously, I am interested in understanding these aspects of community from the perspective of each of the four communities being studied. It is for this reason that I have chosen to use a phenomenological research approach, believing that the use of this methodology would help develop an understanding of the experiences of the communities and their individual interpretations of that experience.

## Methodology

For the purposes of this research, I conducted my investigation from the perspective of a community developer involved with the Spotlight Campaign. Because we know little about leadership in community development, and because of the uniqueness of each community development site, this study looked at four of the “Spotlight on Children and Youth” community mobilizations. Two of these mobilizations were defined as “active,” with the underlying assumption being that active communities were successfully mobilizing. The remaining two mobilizations were defined as “less active.” Each of the four mobilizations took place in small cities. Two of the cities were remote while the other two were closer to a major centre. Each community had been involved with the First Call program for one to two years at the time of data collection.

### *Definitions*

**Leadership:** As a beginning point from which to start my exploration, I drew on the definitions of leadership put forward by a couple of different authors. For example, Terry (1986) suggests leadership emerges when people act together to find solutions to challenges they are facing. Gardner (1989) puts the focus on an entity, stating leadership occurs when an individual or team inspires others to pursue a set of goals.

Even though I used these definitions to form a preliminary definition of leadership, those within the community used their own understanding to define leadership. This understanding was different for different individuals within the communities but many were similar in their attention to collectivism and creativity. In concurring with the definitions put forward, community members said the following:

I think we were all ready to think outside of the box about how we could help kids and families, or make a difference. I think there was also some excitement about finding other people who you wouldn't ordinarily collaborate with, who were also interested in thinking outside of the box, and doing things in a different way, and going at it completely differently (C1, Personal Communication, April 13, 2001).

**Community Mobilization:** For the purposes of this research, community mobilization was defined as a process when people within a community come together “to define the common good, create joint plans and identify strategies that benefit a wide range of people and organizations in the community” (Torjman, 1997, p. 1).

#### *Overview of the Method*

Because I was interested in answering questions of leadership from the perspective of the community members, I chose to use a phenomenological methodology. This method studies “how people interpret their lives and make meaning of what they experience” (Cohen, Kahn & Steeves, 2000). Phenomenology brings mind and body together by understanding that consciousness exists in experience (Cohen, Kahn & Steeves, 2000). To elaborate, our minds work to make sense of our world based on our experiences of it.

The phenomenological approach allowed me to explore the leadership phenomenon using the rich descriptions of community members to whom the leadership issue pertained. I drew the understanding that human existence is interpretive and that there are many possible ways that we experience and understand our environment (Guba & Lincoln, 1990). These interpretations, which are subject to culture, circumstance and

the historical period, helped me to see the ways in which we experience leadership in community development.

#### *Participant Group (Sample)*

The subjects of this study were purposefully selected (Cohen, Kahn & Steeves, 2000) with the help of a key person in each community who worked with me to approach each of the core committee members in their communities. The core committee members were asked to participate in a study exploring leadership in community development. This allowed me to interview six to seven participants in each of the four communities for a total number of 27 study participants.

The community contact at each site was the person in closest contact with me in my role at First Call. With their help I was able to access participants from members of each core-mobilizing group. Because of the relatively small number of core mobilization participants in each of the communities, all the identified participants were invited to participate in the study. All of the participants were white, middle-class women, aged between 30 and 65. All were university educated and were employed in the child, youth and family serving sector. Two of the committees had male members who were unable to attend the focus groups.

#### *Data Collection*

For this exploration, two of the data collection strategies that I used to obtain narrative data included focus groups and individual interviews. I used the focus group findings to pinpoint individuals who were considered by focus group participants to be leaders, and then conducted individual interviews with those individuals to further investigate their experiences of leadership.

In three of the communities, focus group participants identified at least one person as a leader for their process and in one of those communities, two leaders emerged, although I interviewed only one of these women. In each case, those identified as leaders were women familiar to me in my role as the community developer for the “Spotlight Campaign.” This allowed me to draw on an established rapport with the women. Each interview lasted between one and one and a half hours and was carried out in the communities within which the women were mobilizing. I interviewed each participant once. As analysis was unfolding, I went back and forth with the women (primarily by email) in order to check my findings and assumptions with them.

Using the phenomenological method, my data collection involved obtaining a multi-layered text about “the meaning of the human experience under inquiry” (Steeves & Kahn, 1995, p. 186). For example, one layer of text came from the focus groups, another from individual interviews and yet another from conversations and observations in the field which were recorded in detail in a field journal (Cohen, Kahn & Steeves, 2000).

The field notes, which were recorded immediately after interviews and focus groups or as a result of an interaction with the data, became a multi-layered text. I recorded environments, thoughts and feelings I had about my encounters, smells, sounds and questions about the topic of inquiry. The notes were a format to consciously situate my own experiences with leadership and my assumptions of the phenomenon. They were particularly important to distance from the experiences of the participants in order to carry out interpretation (Ricoeur, 1981, cited in Cohen, Kahn & Steeves, 2000). I believe the field notes contributed to my reflexive process, allowing me to communicate my

understanding of the participant's experiences of leadership and of the context within which they were operating (Banister, 1999).

For the focus groups and interviews in this study, I used a retrospective approach. This means that I asked the informants to draw on past experiences of leadership. This approach began with an initial question about an experience, which was then probed until it had been fully explored. The aim was to elicit narrative data as opposed to explanations or opinions (Cohen, Kahn & Steeves, 2000).

### *Focus Groups*

According to Krueger and Casey (2000), a focus group is a group that is purposefully brought together, paying attention to things like size and composition. The participants are selected because of their relationship to the topic being explored. The idea is to create an atmosphere that encourages dialogue and allows the researcher to better understand how people think and feel about the topic. The same discussion is carried out with several, similarly constructed focus groups, with the intention of identifying themes and patterns within the data.

Ideally, the focus group facilitator creates an atmosphere that encourages the participants to speak openly and honestly about their experiences by encouraging comments of all types, refraining from judgment, and by hosting the group in a comfortable setting (Krueger & Casey, 2000). It was my desire to obtain information about the participants' experiences that primarily drove me to choose a focus group format as one of my data collection strategies. Having said that, I was interested in finding out about the experiences of each community as a group, and the focus groups

allowed me to see the intra-group reactions (providing observational data for my field text), as well as to uncover themes and patterns across the five focus groups.

The central tenet of the phenomenological method is that the human consciousness works to make sense of experience (Cohen, Kahn & Steeves, 2000). I elicited narrative data through focus groups and interviews resembling conversations as opposed to those that were tightly structured (Cohen, Kahn & Steeves, 2000). These interactive focus groups and interviews allowed for an exchange of information between the participants and myself, with the emphasis on me listening into whatever the participants said.

In each community, focus groups were scheduled on a date and time that was most convenient for the greatest number of people. One focus group was conducted in each of the four identified mobilizing communities except for community C (all names were changed to protect confidentiality). In community C, two small group discussions were carried out in order to accommodate the participants' schedules. One of these discussions consisted of two participants and the other consisted of four participants. Each of the focus groups was anywhere between 1½ and 3 hours long.

The intent of the focus groups was to encourage a discussion in the format of a conversation from the focus group participants. In order to encourage this conversation, I used a sequence of open-ended questions as prompts to explore as many aspects of the phenomenon of leadership as possible. These questions began with an opening question designed to be answered quickly, while at the same time setting a conversational and comfortable tone for the rest of the meeting. Essentially, it provided an easy beginning point (Krueger & Casey, 2000). For example, "Tell me a little about yourself and how

you became involved in this committee?” When the group had established an easy rapport, I asked an introductory question that introduced the topic and got “people to start thinking about their connection with the topic” (Ibid. p. 44). An example of this is, “How do you define leadership?” I also used transition questions that helped to move the conversation toward the key questions for the study. These questions included, “What do you view as attributes of leadership?” and “In your experience, what is the role, if any, of leadership in your ‘Spotlight on Children and Youth’ community mobilizations?” Finally, the focus group participants were asked an ending question to bring “closure to the discussion, (and) enable participants to reflect on previous comments” (Ibid. 45). For example, “Is there anything else that any of you would like to add before we end today?”

The strength of the focus groups was that they drew upon the participants’ attitudes, feelings, values, beliefs, reactions and experiences within the context of the social setting. This was because values and beliefs can sometimes be independent of the group but are more likely to emerge within the setting. The focus groups were helpful in achieving many points of view and multiple explanations for behaviours, in gathering more information than would be possible through individual interviews, and in observing group dynamics (Morgan & Krueger, 1993). Most importantly however, the focus groups gave the participants the opportunity to work collaboratively as valued experts of their own experiences.

According to Krueger and Casey (2000), the drawbacks of focus groups include the fact that often, more exuberant members can overpower quieter members of the group. In the five focus groups in this study, it did not appear that some members overpowered others, although some were apparently naturally more vocal. Another flaw

of focus groups is that moderators have less control over the data than in either quantitative studies or face-to-face interviews due to the need for interaction and discussion between members of the group. This study's desire to obtain rich data outweighed this concern. A third concern about focus groups is that it can't be assumed that individuals will always be expressing their own views as they are speaking within a certain context and culture. A fourth weakness is that focus groups require a well-trained coordinator that can create a productive atmosphere while maintaining control over critical aspects of the study. Finally, as Gibbs (2000) suggests, a consideration necessary for focus groups is the protection of confidentiality or anonymity because of the need to share information within the group. This was addressed in this study by discussing the importance of confidentiality with the group participants prior to beginning the focus group discussion. All participants were asked to sign an ethical consent requesting that they not discuss what was said during the focus groups once leaving the group.

#### *Individual Interviews*

The next step in this study consisted of follow up interviews with individuals who had been identified by focus group participants as leaders in their communities. Individual interviews allow the researcher to meet with the participant to gather information in a focused but open-ended way (Yin, 1994). This method of data collection can be particularly useful in enhancing data already collected, as in the case of this study's focus groups (Palys, 1997). When carried out by a skilled interviewer, they are capable of encouraging rich data through depth of response about phenomenological experiences (Palys, 1997).

In this study, the identified leaders were members of the core mobilizing group and participants in the initial focus group. After carrying out the focus group, I approached the identified leaders and asked them to participate in an individual interview to learn more about their experiences of leadership. Coincidentally, I had had professional relationships with each of the women who emerged as the identified leaders and this allowed me an initial rapport from which to build. This rapport has been noted to be important to the interview (Palys, 1997).

As in the focus groups, individual interview participants were asked what leadership meant to them? Whether there are attributes and qualities of leaders/leadership? And whether they saw themselves as a leader?

Although these questions acted as a guide for the interviews, the aim of the individual interviews was to carry out a conversation with the individuals that would allow me to explore the full scope of the individual's experience of leadership. For this reason, the interviews varied depending on the information that arose. When unique directions began to emerge within an interview, I began to follow that direction in order to further explore (Palys, 1997). For example, D5 suggested that part of her success was the ability to both create networks and to know how to use them. This was a new direction that had not emerged from other interviews and I wanted to follow it further.

The individual interviews were useful for clarifying the findings from the focus groups from the perspective of those identified as leaders.

#### *Field Notes*

Field notes were used to reconstruct physical environments such as the meeting room spaces, furniture, heating, layout and age. They were also used to record body

language, voice tone, dress, demeanor, and all aspects of the interviews that were overlooked by tape recording. Field notes were also used for the researcher's self-reflection and for recording her ideas, hunches and insights. They were kept in a narrative form as they were intended to reflect the story of my research experience in carrying out this study (Cohen, Kahn & Steeves, 2000). Once again, this was important as it helped me to reflect on each of the pieces and each of the layers that were emerging and then to create a distance that allowed me to look at the phenomenon as a whole – as a bigger picture (Cohen, Kahn & Steeves, 2000).

#### *Field Documents*

Field documents were collected when relevant and incorporated into the analysis where possible. These documents included the “Spotlight Evaluations” of each community, a video created by one of the communities, promotional materials from each of the communities, materials created by First Call, email communications between participants and myself, my reflective journal and my field text.

#### *Data Analysis*

Phenomenological research involves moving from field text to a stand-alone narrative for other readers (Cohen, Kahn & Steeves, 2000). This narrative was achieved by reading the field text in multiple ways while subsequently writing and rewriting the narrative. The analysis that moved from field text to narrative began during the interviews. At this point I was listening to, and beginning to make meaning of, what was being said. I was focusing on initial labels for meanings that were then often validated by informants and others (Cohen, Kahn & Steeves, 2000).

After this step I began to immerse myself in the data by reading and re-reading the data several times to form a beginning interpretation that drove the data coding in subsequent phases of the analysis (Cohen, Kahn & Steeves, 2000). It was in this phase that I identified the essential elements of each informant's interview information.

The next phase of analysis involves a form of editing where I, as the researcher, made reductions with the data based on what I believed to be relevant. At this point, I began to rearrange data so as to put similar topics together. This was the precursor to line-by-line coding and thematic analysis (Cohen, Kahn & Steeves, 2000).

Thematic analysis was the next phase, where, having obtained an overall understanding of the text, I underlined phrases in the text and recorded possible theme names in the margins. Each line of data was examined and all important phrases underlined and themed. This phase required that themes be extracted from the text and compared to phrases with the same tentative theme names (Cohen, Kahn & Steeves, 2000).

Using all the coding and data already undertaken through preliminary analysis, and drawing on Miles and Huberman's (1984) suggested approach, which I used to create the initial codes, I created a grid table to outline categories and themes and their existence, or omission, within each community. The table allowed me to clearly determine patterns across the spectrum. For example, it was significant that two communities implemented mentorship strategies as a feature of their functioning. These were the same two communities that were pleased with their accomplishments and noted themselves as successful. These patterns were then recorded and used to inform the reporting process.

### *Trustworthiness of the Study*

According to Guba & Lincoln (1990), the trustworthiness or “truth” of a qualitative study hinges on four criteria; credibility, transferability, dependability and confirmability. This study achieved trustworthiness by addressing each of these criteria in the following ways:

#### *Credibility*

According to Lincoln & Guba (1985), credibility is parallel to internal validity in the positivist paradigm and is the criteria used to demonstrate that the findings are supported by research participants as reconstructions of their own realities. Lincoln and Guba (1985) suggest that there are three main activities that will help to produce credibility; prolonged engagement, persistent observation, and triangulation.

To achieve credibility, I displayed prolonged engagement in order to, as Lincoln and Guba (1985, p. 303) note, “decide whether (I) have risen above (my) own preconceptions, whether misinformation has been forthcoming and whether that misinformation was deliberate or unintended, and what posture to take to combat that problem,” as well as to build trust with respondents. In other words, I spent a great deal of time both connecting with respondents and immersing myself in the analysis. I also engaged in persistent observation, meaning that I worked to identify the characteristics and elements of the situation that were most relevant to this investigation and focus on these elements and characteristics in detail, while simultaneously eliminating irrelevancies (Lincoln & Guba, 1985). These observations were recorded through the use of both field and reflexive journals. Field notes and journals were used to contextualize

themes and clarify the emerging narrative, and informants were checked with to validate emerging themes (Cohen, Kahn & Steeves, 2000).

Lincoln and Guba (1985), also suggest peer debriefing as an important tool to achieving credibility. Such debriefing with my peers allowed me to test biases, meanings, emerging hypothesis and future methodological decisions with someone not engaged in the study. These peers participated in discussions with me and checked findings with me at each stage of the analysis. The highlights of these discussions were recorded in journals.

Finally, for this study, credibility was achieved through member checking (checking findings with informants) and by providing thick descriptions in the data. Thick descriptions capture, in detail, the complexities of the lived experiences of those being studied, from their own perspective (Denzin, 1989). I returned to participants with tentative findings to ensure that my reconstructions of the phenomena accurately represented their own and multiple realities, and to provide the opportunity for participant reaction (Lincoln & Guba, 1985).

### *Transferability*

Transferability is to qualitative methodology as external validity is to the quantitative research (Lincoln & Guba, 1985). In phenomenological research, findings cannot be generalized due to the relationship of the participants to the phenomena and the realization that each participant's experience and understanding of the phenomena will be unique (Cohen, Kahn & Steeves, 2000). In this study, transferability was achieved by thick descriptions in the data, and through purposive sampling to ensure participants had

a relationship to the phenomena of leadership within the “Spotlight on Children and Youth” community mobilizations.

### *Dependability*

Dependability in qualitative research is akin to reliability or the ability of quantitative study to replicate findings. In a phenomenological study, the dependability of a study is determined by its auditability, or the ability of others to track the researcher’s path (Lincoln & Guba, 1985). Therefore it was necessary to provide accurate and adequate documentation of the process, observations, changes, and surprise occurrences in the data (Lincoln & Guba, 1985). For the purposes of this research, auditability was achieved by clearly tracking my methodological decisions through detailed journaling.

### *Confirmability*

Confirmability, according to Lincoln & Guba (1985) is synonymous with objectivity and was achieved in this study through keeping a reflexive journal, member checking, creating an audit trail, and through third party review by a thesis committee.

### *Ethical Considerations*

Research participants were informed (both verbally and in writing) prior to their participation that this study would be exploring the role of leadership in their “Spotlight” community mobilization. It was clearly explained to the participants that the data collected through focus groups, and through subsequent face-to-face interviews with some participants would be used to gather more information. All participants were informed in writing that they would remain anonymous except to those within the focus group. To address the issue of confidentiality within the group, the participants were asked not to share the content discussed within the focus groups, outside of the group,

although given the nature of focus groups, confidentiality cannot be guaranteed. The participants were then given a consent form to sign (see appendix A).

## Community Context: Introduction to the Communities

### *Community A*

Community A is a beautiful town nestled on the coast of Vancouver Island. It boasts a rich culture with the highest Aboriginal population in British Columbia, an involved church community, a large immigrant representation, and a growing child and youth population – approximately  $\frac{1}{4}$  of the population is aged between 0 – 19 years.

For all it has to be proud of, it also has matching concerns. Community A tops the provincial statistics in crime, a fact that is not helped by a downtown core that acts as a gathering place for high-risk children and youth. Unemployment and poverty rates are high due to a downturn in forestry, which was once a major industry around the area.

Community A's Spotlight efforts began when a member (A3) of the Region's Child and Youth Committee became aware of First Call's "Keys to Success."

I first read the pamphlets about First Call a way back in '93, '94, it was so precise. There wasn't a lot of words, and it just made sense, and it was actually into, seemed to be getting to the... to the root of where it would help people directly . . . Somebody was speaking up about issues that would make a difference in peoples' lives. And that's what I could see . . . (A3, Personal Communication, May 08, 2001).

A3 saw the "Keys" as a way to frame the work the group was already doing and as a result, called on the committee to adopt them as a framework for planning. This led to the formation of an ad-hoc First Call committee to do strategic planning.

At the time of this writing, there were 7 regular, full-time members on the Community A, First Call, sub-committee. In addition, the minutes of the meetings were

distributed to all CYC members and to all members of other CYC sub-committees. In total approximately 60 people received the minutes of the monthly meetings and members of the other sub-committees attended meetings or got involved in issues that affected them directly.

When I first approached A3 about doing a focus group with the First Call committee, she was uncertain that the process would provide me with any valuable information. She felt that although the group had been working within the regional Child and Youth Committee for some time, they had only recently begun implementing their strategic plans. A previous evaluation commissioned by First Call suggested that this group had not been terribly successful in their efforts to mobilize their community around the issues of children and youth. This evaluation had been funded by Health Canada and the terms of reference had been set by the independent evaluation team and First Call coalition members. The terms of reference were intended to assess what First Call had hoped to see the community mobilizations achieve. This evaluation was done largely by using quantifiable data such as: how many events the community had carried out, how many people had been at the events, who were these people, what sectors did they belong to, how much media coverage had been achieved etc.

The First Call evaluation did not capture the satisfaction the group felt with what they had achieved to date. In their short existence the Community A mobilization had created an informal strategic plan that included working on several projects. They had completed three of those projects and were either working on, or towards, three others. In the process, they had purposefully spent a great deal of time networking and building the relationships necessary to do the work they were trying to do to enhance the environment

for children, youth and families within their communities. As A2 pointed out, “it (their process) needed some things to be in place in the community. It needed the development of the 0 – 6. It needed a few things to happen . . .” (Personal Communication, May 08, 2001).

The members of this sub-committee all chaired at least one sub-committee of the larger group depending on their own agenda and passions. As such, they identified themselves as a group of leaders, who were all capable of successfully negotiating both committee and project work. As individual leaders, this group noted some things about themselves that were significant. They believed that they were each passionate, committed, creative and visionary, with a significant set of skills between them to do the work they were trying to do.

This group was clearly a team who worked together in an atmosphere of support. Like many of the communities, they believed that leadership was not a singular action but a collaborative one. They each believed that they could not achieve the vision alone and that they needed each other to succeed. As a group of leaders, they all appeared to be clear about two main things: 1) that they must follow a certain process in order to achieve success, e.g. setting a vision and action plan, and 2) that as a group and as individuals within that group, they were fortunate to possess a particular set of attributes that contributed to that success. This point was highlighted by A2 in her expressions about how Community A worked together:

I come from a place of consensus, where yes, you have to have a certain focus to lead but a lot of the way this community works is actually by consensus, and always turn-taking. You know in certain committees

this person is the leader and then they come to another meeting and that person is the leader. A lot of issues are determined by discussions and consensus. It isn't necessarily by one person standing up and saying this what I think we should do (A2, Personal Communication, May 08, 2001).

The Regional Child and Youth Sub-Committee placed value on the importance of following a process of visioning, goal setting and action planning, in order to function as a successful group. From the outset they were formed to do "planning," which eventually became action. The planning process led to an overall goal to raise the profile of the regional Child and Youth Committee in order to have a greater impact on service delivery for children, youth and families in the community. It also led to a series of actions over a specific period that would help to achieve the goal.

Along with a clear and purposeful process, this group was fortunate to have a multitude of attributes working to their advantage. A striking feature of the group was their own clarity about the importance of these attributes, and some more so than others. The following outlines those that the group felt were particularly necessary for their efforts.

One of the key attributes of Community A's sub-committee was their ability to understand the importance of, and to use, networking and relationship-building in order to move forward. They believed that networking not only provides the opportunity for sharing information but that it multiplies the strength of the community. The ability to form relationships is crucial to this process, as "you must have a relationship . . . to be able to ask for (what you need)" (A3, Personal Communication, May 08, 2001).

Another significant attribute of this group was that they were a supportive team who gathered strength from each other. They had created a very supportive group environment by focusing attention on their personal relationships with each other over a period of time. This helped them to build a sense of support that allowed them to feel included, safe and not territorial. At the same time, in a climate where caseloads had skyrocketed and workloads were barely manageable, the group believed that their support of each other allowed them to achieve together what they were unable to achieve alone.

The last significant attribute that the group talked about was their learning orientation. This means that this group planned, took action, evaluated, and learned from their experiences, both successful and non-successful. Interestingly, the group admits that many of their learnings about leadership came from experiences with women.

Community A believed that besides being endowed with the above attributes, there was another significant factor that was contributing to their ability to continue working towards their goals. That factor was capacity. As individuals, they were fortunate to have several capacity building factors at play in their lives. Some of these capacity building factors included; having a personal support system, having the time to act, having resources, having skills, abilities and/or gifts, being knowledgeable, and being visible to the larger community. This capacity created by having a personal support system was noted by A5:

A1 talked about the whole issue of capacity and I think this is true whether you are in a paid or unpaid position. The volunteers – and there are numbers of them in this community . . . in effect, almost working full-time on a series of projects, (are) enabled because they have a certain

amount of psychic and spiritual energy, apart from their enthusiasm and commitment but they also must have people in their background who allow them or want them to commit the amount of time and money, because it's expensive to be a volunteer, to do what they're doing (A5, Personal Communication, May 08, 2001).

The capacity-building factors discussed all contributed to the members of Community A being capable of functioning productively as members of the team.

Capacity was a factor they felt was valuable to the community as well. In their opinion, community mobilizations such as theirs needed to have capacity-building factors supporting their efforts. Many of these factors were the same as they were for individuals, with a couple of notable additions, including having enough funds to achieve the vision and the right timing for a community process. In their case, the timing was right and up to this point they had had some funding, although they were anticipating having some difficulty finding funds in the future.

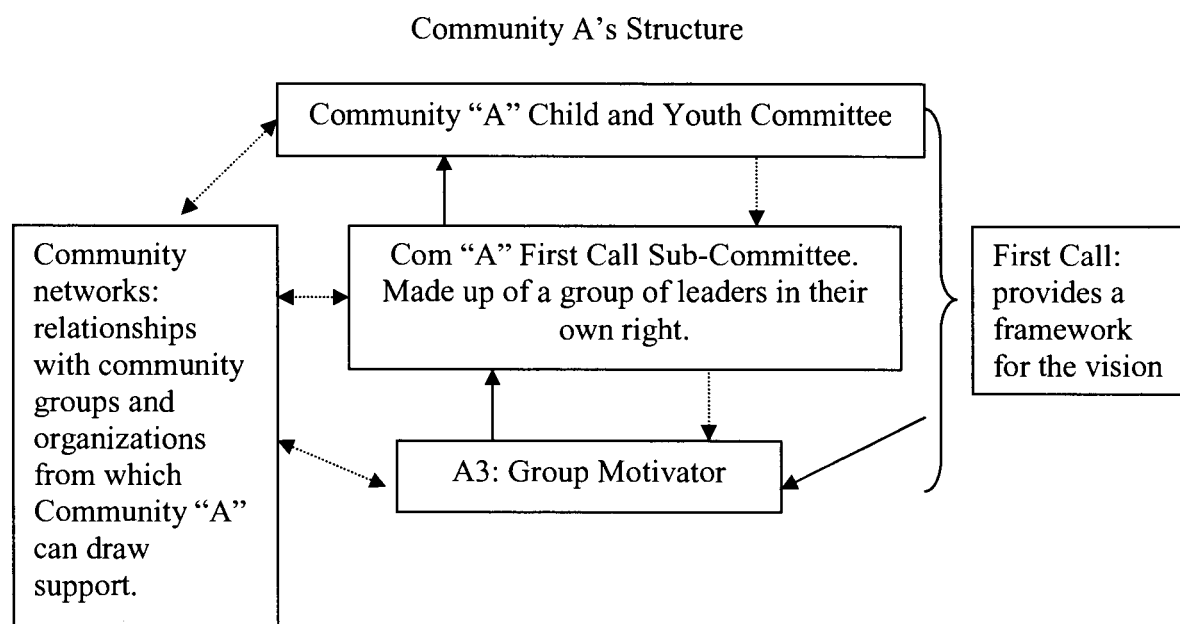
While this group had many positive supports in the way of capacity building working in their favour, they also had one that they felt could possibly work against them. The incredible workloads they faced, they believed could potentially lead to burnout and exhaustion, and impact their ability to be effective.

The structure of this group was such that they provided support in terms of planning to the larger regional CYC (see figure 4.1 below). Similarly, one person in particular provided support and motivation to the sub-committee. This person was A3. In essence, A3 had the skills, attributes and capacities of all the other members of the group and perhaps should not have stood out amongst the crowd, however, she did stand out as

someone who provided a little extra motivation for the other group members. This means that although the group identified themselves as a group of leaders, they noted the extra inspiration given to them by A3 that encouraged them to keep on moving forward.

For A3's part, she described herself as a person with a vision for the well-being of children and youth and her community, and the persistence, passion, courage, self-motivation, determination, and enthusiasm to bring the vision to fruition.

Figure 1



### *Community B*

Community B is located in a district with a total population of 38,395. There are 1,295 single parent families in this district. At the time of the study, youth unemployment was high and the rate of child poverty was 18% (First Call, 2000). It is a community that has been severely affected by the dramatic downsizing of its major industry – forestry. This has led to a diminished population, with families seeking work opportunities elsewhere, and for many who can't afford to leave, economic difficulty and

unemployment. The result has been that there are now more families and individuals relying on a small number of available services, and social service workers are stretched to capacity.

The Spotlight on Children and Youth Committee was formally created in September 1999. It began as a spin off of the Regional Child Care Committee. The committee felt that the most valuable aspect of this campaign was to create community awareness of the four “Keys to Success.” During its initial stages, the committee held a number of formal meetings in which plans for action were set in place. These plans included creating a child and youth registry, holding a community presentation with two high profile researchers in the field, and creating and utilizing community presentation kits outlining the “Keys to Success.”

According to their own discussions about who they were as a group, the members of Community B appeared to be, much like the other communities, considered leaders within the community. They all held positions of impact in the community. They had all seen a need to change the environment for children and youth in their community, and they had come together to address that need. Unfortunately, they faced many obstacles in their quest and appeared to lack capacity building factors. They also failed to find common ground in their visioning of the process and their passions. As B3 stated, “we had a difficult time trying to find a shared vision . . . or a purpose that everybody agreed on” (Personal Communication, June 28, 2001). These things combined may have made it difficult for this community to keep working together on their mobilization. At the time of the interview, this group had stalled in their efforts and soon after, decided not to continue on.

Initially, Community B had a committee Chair but after a short time, the Chair left the community and was never replaced. According to the group, they did not have a person emerge as a leader or motivator beyond that point. In fact, the group was never able to replace the Chair with any one person. This issue is outlined in the comments of B3.

We were having that discussion (about whether we had) a leader, but we didn't because we all had such different . . . or if we had too many leaders going in too many different directions in our own passions and what we thought was important . . . Added to that there was no chair . . . . . and nobody really wanted to take on that role because it was going to be too much to work through to do off the side of your desk (B3 Personal Communication, June 28, 2001).

Even so, the group was not without some aspects of leadership. In fact, they believed that each person on the group had many of the qualities of a good leader, and in their own positions, quite probably exercised them. However, they were equally clear about the aspects of leadership they had not utilized.

As with all the other communities involved in this study, this group discussed the fact that they believed a leader must have vision. They felt that in order to be an effective leader, you must not only be able to see the end goal, but you had to be able to both facilitate getting everyone to share the vision and then have the focus to keep the vision at the forefront throughout the process. In retrospect, the group realized that they had not done the important work of coming up with an initial shared vision. Instead, they had

begun doing the actual project work without the vision and then they continued the work without ever addressing the vision.

Besides coming to a shared vision, there were other areas where the group failed to come to a shared understanding. For example, one of the things that the group felt drove leaders to lead was their passion for the issue. In this case, children and youth. As B3 noted, “we had, not too many leaders, but too many leaders in different areas. Like, our passions were sort of spread apart (Personal Communication, June 28, 2001). They were all, self-admittedly, very passionate about their work but they didn’t all have a passion for the same aspects of the issue. For example, some were passionate about early childhood while others were passionate about ending youth poverty. This was a discrepancy that the group never quite resolved and in fact, it was a significant reason why they were never able to focus on a particular aspect of the work.

Another reason for failing to zero in on a particular aspect of the campaign could have been a lack of coordination. The group believed that leaders are good coordinators, they are motivators, and they are inspirational. The significance of these three things is realized through their insight that leadership in a community development process was a collaborative effort but there needed to be one person that inspired and motivated the group and then coordinated the ongoing excitement. Someone that, for whatever reason, stood out on this project as the person who inspired everyone else to action.

As in other communities, some of the attributes they saw in individual leaders also applied for the collaborative leadership. However, there were a few additions, not the least of which was the need to strike a balance between being process oriented and taking action. The preceding points are drawn together and highlighted by B3.

I'd like to add, I think leadership pays attention to process and outcome or action . . . I think process is a really important thing to take into consideration but it's also, you know, you can't keep cramming around and not sort of moving forward with action. So it's sort of a balancing act, and I think there's an element of inspiration that B7 sort of mentioned and that's sort of charismatic where people feel inspired to continue on and on. So to facilitate and to keep people involved (B3, Personal Communication, June 28, 2001).

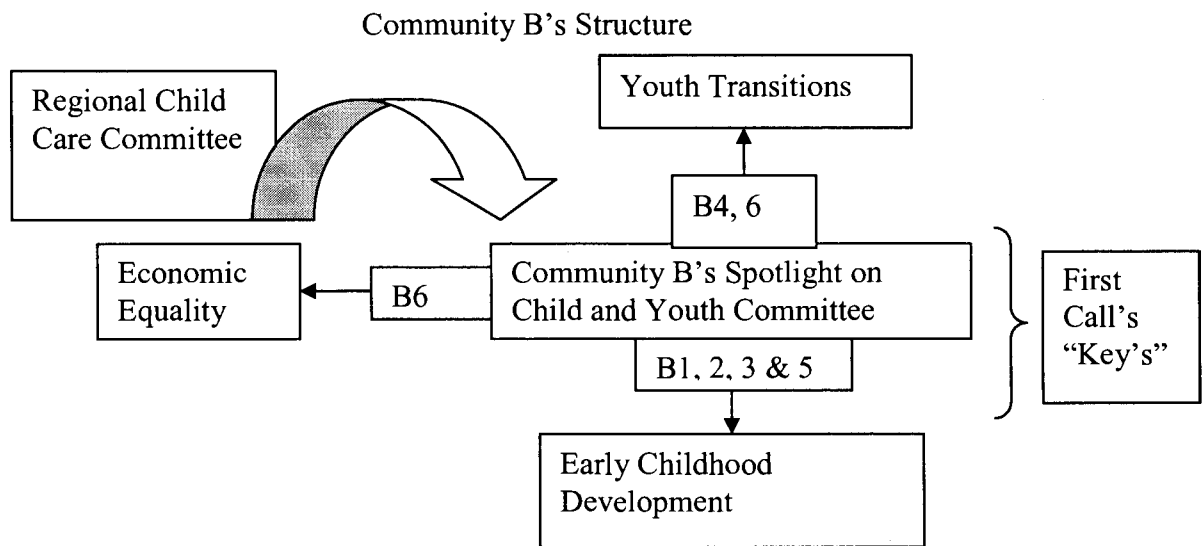
In this community the group felt they had neglected the process and gone straight to action. The process they did do, failed to address the vision and the goals, and particularly the setting of a *shared* vision and goals. On top of this, the group found the action difficult to carry on with because they were the same group that became involved in all other community endeavors, leaving them spread thinly in time and energy.

In a community like Williams Lake there's, there's a small number of people that do. And, I mean compared to the whole population . . . And so, it's not like you sit on one or two committees and you go to work. You're also the coach for your kids basketball team or this . . . and then you're also on the PTA, and then . . . you do things through work, and then something like this comes up and it's a good idea and you know if you don't do it, it might not happen (B3, Personal Communication, June 28, 2001).

In light of this, Community B believed they may have done better to determine their time constraints and fit an action plan around this.

The lack of time and energy were major capacity-diminishing factors for this group, both individually and collectively. They felt the fact that there were a small number of social service workers covering everything that came up within this depressed community meant that the ability to do important work was severely compromised. Adding to the compromising of their abilities was the fact that they had very little funding (none beyond what they had received from First Call), and they believed the timing of the project to be poor, coming at a time of crisis for the community.

Figure 2



### *Community C*

Community C is in a larger community of 115,000 located in the Fraser Valley, between Vancouver and Hope and close to the American border. It is a community with both a rich culture and a strong religious focus. Ten percent of the community is Indo-Canadian and one in five children do not speak English before entering kindergarten. Eighty-one churches serve the small population, two religious colleges thrive, and a large number of kindergarten students attend church affiliated schools.

Community C's committee is a subcommittee of the larger Community's Child and Youth Committee (CYC). It was formed following a presentation by First Call's Cindy Carson and became active in the community when they received a grant through First Call to become a Spotlight Community in September 1999.

Community C discussed the fact that from the beginning, they saw the importance of carrying out a strategic planning process that included working with a United Way leadership team to set a Mission and goals. An important outcome of the committee's strategic planning session was the recognition that in order to be most effective, Community C needed to put some energy toward developing the committee and creating clear guidelines before attempting to increase membership.

The 11 group members met monthly and found that there were enough members attending meetings to make them very effective and efficient. Community C also chose to work in sub-committees in order to minimize the amount of time spent at meetings and to allow members to concentrate on specific interests. All actions were approved by the entire committee at various stages, but not all members were directly involved in the planning or implementation of all actions. There was an administrative sub-committee that met on a monthly basis before each regular meeting, with several extra meetings held to address specific issues. The other committees were event or project based.

After receiving the Spotlight Mobilization grant in 1999, Community C decided to hire a coordinator to help them carry out the plans they had set in place. These plans included seven projects ranging in size and intent, which were to be completed within a one-year time frame.

This group described themselves as a collaborative leadership with each member drawing on their skills and abilities and taking initiative in carrying out tasks necessary to the success of the mobilization.

I think we had a really interesting group dynamic. Do you know what I mean . . . that we were a shared group. Each of us had certain skills and styles, and it all came together in a way that people brought different things to it and it just moved forward (C1, Personal Communication, April 13, 2001).

Having noted this, the group then pointed out that one person in particular (C1) emerged as an outstanding force providing inspiration and motivation to the rest of the group. The group described C1 as someone with a vision of what was possible and how it could be achieved. They noted that it was C1 who had initially helped the group come to agreement on an overall mission. “C1 just kept hammering away and said we gotta come together” (C4, Personal Communication, April 13, 2001). “She’s writing out words on this board that we’re going to use for our wonderful mission statement. Which we tried very hard and diligently to do” (C3, Personal Communication, April 13, 2001). The group described C1 as a person with a special personality that stood out and made them want to go along for the ride.

For her part, C1 described herself as a very social person who had always been excited by working in a team setting.

I always find that, if you’re working in a group that works well together, and everybody has a chance to do what they do best... .. that, it’s the best possible stuff. It may not be what you wanted, or you thought,

necessarily . . . but what comes out is fabulous! And I can remember thinking that in school. That, oh, I hope I get to work with so and so, because they've got such neat ideas – or I really hope that, you know, on projects and things, that it was always sort of a fun thing to do (C1, Personal Communication, May 30, 2001).

In the case of this community, C1 felt that she had a vision for the community, and particularly for the children and youth in the community, that motivated her to action.

Beyond the above attributes, C1 described herself as committed to the issue, motivational, confident, passionate, a risk-taker, caring, hard working and creative. She believed that as a leader it was important to create a structure and atmosphere for success, and a safe environment within which to work. C1 noted that there were three things in particular that contributed to her leadership style. These included an ability to see the “big picture”, and her preference for working in an informal structure while working towards achieving realistic outcomes.

While C1 stood out as an inspirational force, the group pointed out that they were each individual leaders in the own right. As a group of leaders and a collaborative leadership, they each possessed several important leadership attributes including; a passion for the issue, the energy to get them through the process, good coordination skills, trustworthiness, the ability to command respect, a willingness to take risks, an ability to lead subtly without any control or power issues, a sense of creativity, an ability to celebrate their successes, an ability to build consensus, good communication skills, and many, many other positive attributes.

As a collaborative leadership, the group discussed their enormous passion for the issue and for making a difference in their community. It was a passion they shared and it may have contributed to the fact that they worked extremely well together as a team and provided each other with a supportive environment to work in, with strong group relationships, and a belief in community unity.

Yeah, I mean everyone comes with their own passion and I think that we're all in positions that we've been in for a while, so we have a lot of strength. We're strong personalities but we're willing to work together and make it work (C6, Personal Communication, April 13, 2001).

Beyond that, the group created an environment that was fun, where an effort was made to maintain the enjoyment level. To this end, the group was initially very good at celebrating their successes.

We had a tremendous amount of fun together. And we really liked one another. I mean we "liked" one another, so there was a sense of fun . . . and celebrating, cause we really did celebrate kids and youth, and we were really good at it. I think that's it. (C1, Personal Communication, April 13, 2001).

There was also an atmosphere of great respect for each other, a vision for what could be, and a high level of creativity. They deemed themselves able to "think outside of the box". Flexibility, optimism, inclusivity, strength, and a process of mentorship were all also factors that the members of the group deemed important to their initial successes.

With a competent group of outstanding personalities, a particularly engaging motivator, and a solid process to guide them, the group's first year was a whirlwind of

activity and, by self-report, a major success. They completed seven projects, some of which were mammoth undertakings. One of these included the production of a 15-minute video on the “Keys To Success” that cost \$20,000 to make and was eventually used by all 25 mobilizing communities throughout the province.

The capacity of both the community and the individuals within the community may have played a part in the community’s achievement. Although capacity was not a topic of huge conversation during the interview process, the group did touch on a few things they felt had been important capacity building factors for them, both as individuals and as a community. They were convinced that their skill level had been a very important factor for their efforts. They were each highly skilled and were able to transfer their skills to new endeavours where necessary. As a group, there was such a diversity of skills that they were able to achieve more than they would have had they all had similar abilities. The group’s capacity was also increased beyond skills by their knowledge level, which they once again perceived to be broad and representing a diversity of areas.

Another capacity building factor for the group was that they had created a supportive environment for each other which allowed them to be who they were, give what they could manage to give at any one time, and say no when necessary. Their group structure contributed to this environment by allowing them to work on their process, achieve consensus, and move to action quickly. It was an environment that gave them each the freedom to lead, to take risks, make mistakes, and learn from experience. These qualities expressed by the community members are highlighted in comments by C2:

We didn’t go for formal meetings, and we didn’t worry about a lot of the formal . . . stuff. Instead, we just sat down, got together, decided

what we wanted to do . . . and did it! We broke into groups. You know who was more interested in this part of the work and you know consequently collaborated more. And I guess there was a variety between the group where we all kind of come from and where our backgrounds are. So there were a lot of different skills among us (C2, Personal Communication, April 13, 2001).

Finally, the group noted that they had a diversity of styles within the group that allowed them the capacity to operate from many different vantage points and to see different perspectives. These styles had most probably been nurtured by each one of them having been given the freedom to lead, an important factor according to the group, and one that most certainly had been at play for C1.

With all the activity carried out by Community C it may be reasonable to think that this community was on their way to truly improving the environment for their children and youth. They were, however at the time of this research, they had come to a cross-roads. The interview process uncovered some interesting information that might help to illuminate just what was going on in this community.

When I met with the group they were not particularly happy with their direction as a group any longer. They had not met recently and were at the stage of trying to decide what their next move would be as a group, or whether there would even be a next move. Some of their options included; continuing on as Community C, moving a new project that had come to the community under the banner of Community C, or disbanding and letting those interested in the new project redirect their attention there.

There were many factors that could have contributed to the disintegration of this group and some history sets the tone. Initially, the group had operated without a paid coordinator and although they had taken their task of improving the lives of their community's children, youth and families seriously, they had done it while having a great deal of fun. They had really concentrated on finding ways to enjoy what they were doing while at the same time setting realistic goals and keeping their projects small enough for the group to accomplish without being overloaded.

When Community C had secured some funding they hired one of the members of the group to act as a coordinator of both the group and the actions they had planned. Although in some ways this was a welcome step because it was supposed to allow them to carry out their ambitious agenda, it was at this point that they stopped doing much of the important work of envisioning and setting goals. Instead, the coordinator was left to carry on with much of this work for the group. It was also at this point that the projects were bigger, more serious, work oriented obligations. Some group members, including C1, felt that their chances for being creative and their opportunities to have fun were tapped. They spent their time working rather than creating.

The interesting thing for me is that part of our attention in looking for the paid person was for them to work toward a plan that would sustain the group in the long run . . . I think the emphasis shifted to immediate projects . . . So that we've lost sight of the sustainability, kind of part of it. The vision was still there but it was the role that shifted, so that our role shifted from keeping it going and thinking of smaller projects, to taking on big projects. And we still kind of invested the same amount of time and

energy but it was in big projects (C1, Personal Communication, April 13, 2001).

In essence, although Community C had gone through a valuable process in planning their actions, they had not planned how much work those actions would require and how that would affect them in the long run. By the account of some members of the group, they may not have set manageable goals that would allow them to still enjoy the work.

According to both C1 and C2, with this focus on larger projects, the work was overloading, time was becoming scarcer, and funding was difficult to come by.

Well, I think the majority of us have that side and want to do the creative side and . . . when it became more work oriented, or you know like we said, finding money and stuff, it kinda went ohh! (C2, Personal Communication, April 13, 2001).

Yeah, a lot of this was happening on our own time and we were squeezing it into already busy lives, and so when you're squeezing in trying to find money . . . it's not the same (C1, Personal Communication, April 13, 2001).

Now the group, who was already overstretched, found themselves working exponentially off the sides of their desks, it became a chore that, along with all the other factors at play, contributed to the community losing momentum and becoming stagnant.

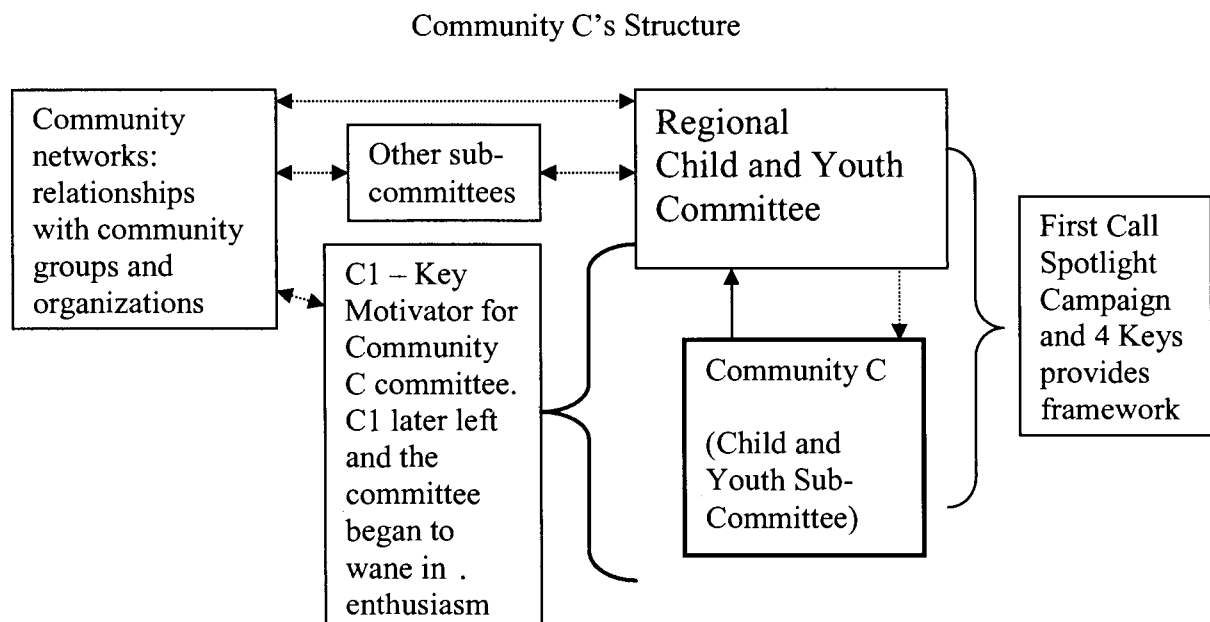
Finally, during this process, C1 found herself being pulled away from the group to work more on other community projects until eventually she had moved on completely.

As C4 noted, this had an impact on them as she was not only their primary motivating force but she had been largely responsible for bringing the fun to the group.

I think C1 was the driving force . . . and she is a huge motivator. And you know, some of us, we were quite distracted at other things. You know, some of that motivation that she had and that passion. C1 tended to drift away. She got involved with some of this other stuff, and there just wasn't the glue to hold it together (C4, Personal Communication, April 13, 2001).

In a year, the Community C mobilizing committee had gone from being a cohesive group with a shared vision and goals, to being over-committed, having lost sight of the vision and having lost their inspiration.

Figure 3



### *Community D*

Community D includes a small grouping of three cities and two villages, which are all closely linked together. It is a suburban community that covers an area of approximately 235.4 square kilometers.

Community D's Council for Children and Youth had been together as a group, working on issues related to children and youth, for a number of years. When they became aware of the First Call agenda, they realized a connection to their work and made the decision to adopt the agenda with the belief that it would compliment and support their efforts.

Believing that it was important to set up a solid and workable infrastructure where everyone has buy-in, the Council assembled a Community Mobilization Committee from their general membership. The idea was that members of the committee would be those that would be motivated to do the work (because of a genuine interest) and also represent a diverse range of backgrounds from which expertise would be drawn. Finding the right group of people was made possible by the fact that the main community-planning table was large, allowing them a broad group of people from which to draw. The large pool of people in the general council membership also helped to ensure that they were not drawing on the same people for this sub-committee as were involved in other committees.

The role of the newly formed committee was to oversee the particular activities developed with the support of the First Call Mobilization Grant. It was intended that, at the end of the period covered by the Mobilization Grant, the committee would continue to function as a standing Community Mobilization Committee of the Council.

The membership of the committee was relatively stable and some members were able to offer greater support during particular periods of activity. Members of the wider Council who were not part of the Community Mobilization Committee gave their support to particular events as needed.

The first order of business for Community D's Mobilization Committee was to hold a planning session to identify their goals. They carried out their planning paying particular attention to the needs of the community, eventually deciding to focus their energies on the "Strong Commitment to Early Childhood Development" *Key to Success*.

When deciding what issues to address, the group believed they were mindful and aware of their strengths and limitations as a group and as a community. For instance, they did not deal directly with the key of "Increased Economic Equality" because they were aware that it would have required a comprehensive strategy for which they did not have the resources. They were also aware of their time limitations and planned future initiatives being realistic about how much they could take on at one time. Once putting their plans in place, the group worked to remain constantly focused on that strategic plan.

One of the most exciting things about this group is that they focused very little attention on the concept of individuals as leaders, and more on the group as one entity and therefore, one leader. They saw the core group as leaders or as a collaborative leadership, with each member taking on crucial pieces of the work, and each with the willingness and dedication of a successful leader. This point is noted in the following statement by C5:

My experience with the Community C situation is it's quite an unusual situation in terms of leadership because there's leadership

involved but what's going on here is not only leading but we're always in a process of becoming, so we're always undergoing change. We're moving forward and changing, we're moving forward and changing, and the leaders haven't reached the point of development where our structure is static, so this is how things go. What has worked for me is that all the people around the table here are people who stay with it. You know whether they step forward and they're doing less or doing more, they're always, always there. They always come to the table when we need them, and that's a special kind of leadership. It's about the constancy of their commitment and it keeps you at the table (D5, Personal Communication, June 2001).

Community D committee members suggested that the concept of their group's leadership as one entity was made possible because, as they put it, they collectively possessed the important qualities of individual leaders. For example, passion, which is highlighted in the following comment, "we have a message that we want to get out. Children and families are important" (D5, Personal Communication, June 2001), and perseverance; "we're a very tenacious group, we don't take no, you know" (D4, Personal Communication, June 2001).

Other qualities possessed by the group included; inclusiveness, determination, patience, optimism, creativity, respect, energy, professionalism, an ability to take a back seat, a vision of the big picture, and the willingness to take risks. The group was also fortunate to have an effective communication style, an ability to listen to each other, and a practice of celebrating their successes.

This group was focused on more than just the qualities of those within the core leadership. They believe that continuity is important to the long term functioning of the group and as such, they paid attention to the details of maintaining the core. One of the biggest ways they worked to maintain the core was through purposeful mentorship i.e. a strategy of mentorship that recognizes everybody's strengths and weaknesses and works to build on those. This group not only mentored new members, who they had encouraged to participate, they were continually mentoring each other. As one member of the group put it,

“It was almost a circular mentoring thing. You have one area of expertise of which you are almost an authority in your area and mentor somebody who doesn't, and then somebody else with their particular level of expertise mentors in a different area. It seems like there's this like cross mentoring going on all the time” (D5, Personal communication, June 2003).

The environment for mentorship may have been made possible through the group's orientation toward learning. The following comment provides an example, “using every opportunity as a learning experience is the nature of the people that are at the table” (D5, Personal communication, June 2003).

One other big strategy the group used to maintain itself was networking. This strategy was part of an overall goal to work proactively towards achieving their vision. It meant that they used every opportunity available to them to meet other people, share information, and build a potential support base within the larger community. A support base that they could then draw on in times of need. According to the group members, to

do this requires an ability to build relationships, to demonstrate relevance to those they are trying to involve, and to instill ownership, and these are all abilities that this community believed it possessed.

The Community D mobilizing committee also had a process of continual evaluation that allowed them to plan a shared vision, setting realistic expectations, and then work towards homeostasis. What this means is that they were always focused on where they were, where they were going, and if they're needed to be adjustments in the overall structure in order to get there. As D2 noted:

If you look over the spectrum of issues and focuses that this organization has had and evolved through at each point in time when they're was a particular goal or focus, there would be a group bought in that would sort of bring that along to either the next step or to a conclusion and then the next issue would come in and it's just, it's really grown in that way (D2, Personal Communication, June 2001).

Beyond having a great infrastructure and an amazing group of dynamic and committed members, this group also had many capacity building factors working for them. For example, the group talked about time as being a necessary part of the capacity for both individuals and communities to be successful leaders, and to this point the group had made time even though none of the members found this easy.

Another piece of the capacity puzzle, according to the Community D committee, was experience. In their view, individual leaders should be experienced and communities should have some experienced people amongst their committees who can help the group move forward. The biggest thing, however, for both individuals and communities was

that this group really believed they must have the skills and knowledge to do the job. Of their own group, one member said, “it’s not just that they’re, you know that they’re really interesting, passionate, and committed but they’re really, really high caliber levels of knowledge and abilities” (D5, Personal Communication, June 2003).

Two other capacity factors that were reported to be at play in this community included a strong team support where members felt comfortable saying “no” and where there was a great deal of validation for each other’s efforts, and a supportive environment within which to operate. This supportive environment meant that there was not just support from each other but from others within the community e.g. City Councilors.

As has already been discussed, this group noted themselves as having a core leadership group that was collaborative in its execution. They also described themselves as having a sensitive leadership style and one with a feminist bent. In fact, to quote one member, “men go crazy trying to deal with it,” and they “don’t always like the way (it) works” (D5, Personal Communication, June 2003).

One of the interesting things to note is that this group also described their leadership as being an “inverted hierarchy”, which means that it works from the bottom up, rather than the top down. What is interesting is that the group described a layering effect for their leadership where there is a larger community and within that community there is a community group working together on improving the lives of their children and youth. Within that community group there is a core group (the collaborative leadership), and within that, they noted two members in particular who have really helped to move them forward. These members, have acted as a motivating force for the community.

There were two major factors that this group discussed as being detrimental to their leadership. The first was a lack of funding which prevented them from hiring someone to do some of the work or to implement the types of community work that this group had undertaken. The second detriment that Community D talked about was work overload and, of course, this may have been made somewhat redundant with adequate funding. The group found that when new people came to the table, they would often leave after discovering how much work there was to do. They believed that funding would alleviate some of this problem.

This group talked about several things that helped them stay motivated to lead. These included the fact that they had several early successes that spurred them on, they could see the value of their work and that motivated them to continue, and they saw how hard each other was working and were not willing to let the group members down. Further to this, they noted that they celebrated their successes, as this was important to keeping people enthused.

The group noted that they had one other major motivating factor and that was the predominant leadership, above and beyond the collective leadership, provided by two members of the group (D4 and D5), which inspired them to action. I talked with one of these members (D5) about her experiences of working with the community and she told me that she had a workhorse mentality that resulted in people trusting her to get the job done. She said that she worked hard to not let people down.

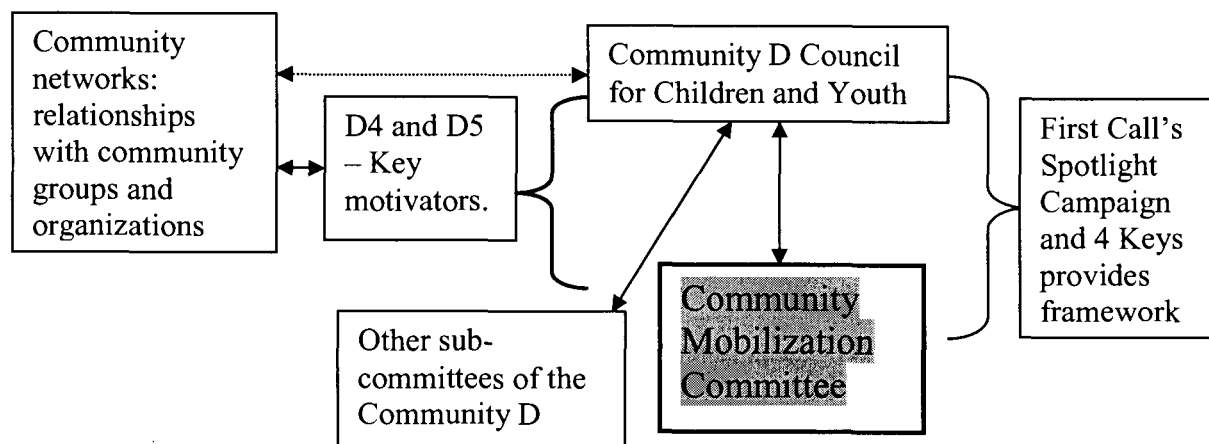
D5 also told me that she believed she had an effective communication style where she was comfortable with conflict and capable of resolving it. She indicated a tremendous passion for the issues of children, youth and families, and a commitment to improving

their environments. She described herself as a knowledge gatherer, focused on networking and relationship building as a means to gathering information and promoting her cause. She also described herself as confident, motivational, well respected, good at keeping an appropriate distance, willing to take risks, visionary, focused and optimistic.

Of D4, D5 said she was an incredible personality, a very special person who was great at building relationships. She said that because of her special personality D4 is one of those people that hardly anybody ever says no to.

Figure 4

## Community D Structure



## Findings and Discussion

When I was planning this investigation on leadership in community mobilization, I chose to interview two communities that had been identified through the official “First Call Evaluations” as being successful and two communities identified as not so successful. This gave me a basis to begin from even though it was clear to me, coming from a community development background, that this might not yield leadership success. I was well aware that the communities themselves would need to define, based on their own vision, goals and process, whether they had achieved community and leadership success. I was also aware that the official evaluation process had not allowed them that opportunity. In fact, it had determined their success based on their responses to an evaluation survey that asked primarily quantifiable questions, with a modicum of opportunity for self-evaluation and no questions on leadership per se.

The official evaluations had led me to select both Community D and Community C as the two more successful communities and Community A and B as less successful communities. Communities C and D had both carried out many projects over the first year of their community mobilization (the first year had just been completed at the time of the official evaluations), while A and B communities had carried out far fewer. This leads us to the first of the emerging major themes of the study – self-defined success. This theme and all other themes are outlined in greater detail below.

### *Self-Defined Success*

What was notable, and simultaneously predictable, was that the communities themselves were using much different criteria to support their sense of achievement and this led to a difference in how they perceived the success of their mobilizations. For

example, Community C had disbanded at the time of the focus groups and was at a crossroads in determining whether, and how, they would re-group. Although they felt they had started strongly and achieved a great deal in their first year, they were exhausted, overstretched, and facing major changes in both their structure and membership. They felt they had lost direction along the way and were not sure they would continue on as they began.

The other glaring example of this came from the Community A mobilization. Although they had not received positive reviews from the evaluation, they self-described as being extremely happy with where they were and what they were accomplishing. The evaluation process was built on the concept that the more events and activities carried out by the community, the greater the success.

Self-defined success is a theme that evolved to be a crucial piece of this study's analysis. It provides the foundation for the findings of this study generally as it situates the communities in a place from which the analysis was carried out. Essentially, the communities were treated as experts in their own experience and as experts, they're accounts of their success and disappointments were taken as valid and valuable and as the anchor for analysis. As previously discussed, the most notable point about the community's own accounts of their success and disappointments is that they did not fall in line with the assessments of success made by the formal evaluation process. Instead, they represented the communities own evaluations of the ability to achieve their project goals.

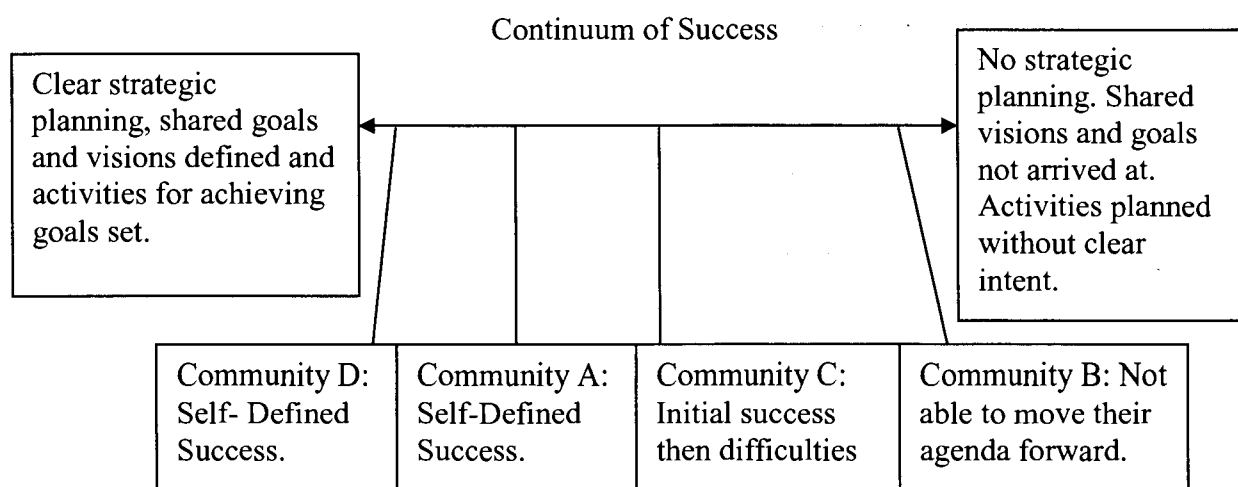
The other notable point is that, in the communities who self-defined as successful, the community members generally had a great deal of clarity about what made them a success.

In a lengthy focus group meeting held with members of Community A that included everyone within the sub-committee, I learned about a group that was very clear about what they were trying to achieve, and how they were working towards fulfilling their goals. As one participant noted, “It needed some things to be in place in the community” (A3, personal Communication, May 08, 2001). During the analysis of the data, I began to realize that this type of clarity or consciousness about the process necessary to achieve the goals was a factor that might have the potential to explain the impact of strategic leadership within these communities.

#### *Conscious Leadership*

Essentially, by their self-assessment, the communities were falling along a continuum of success that seemed closely related to their collective level of consciousness about their leadership.

Figure 5



At the one end of the continuum was Community D, which was able to outline its leadership approach in extreme detail. Although it was just as clear about its own leadership process, Community A was a little less active at this point, had been together a much shorter period of time, and discussed fewer leadership strategies than Community D. Community C had a very strong, clearly defined leadership until they lost a key member of the team and began to lose sight of their original strategies. The final community on the continuum was Community B, whose participants were able to retrospectively reflect on what they had not done. The continuum highlights an apparent link between conscious leadership within communities and community satisfaction or success.

The idea that successful leadership relies on a high level of consciousness is supported by Fairholm (1998), who states that understanding the requirements of leadership is a key intellectual and clinical ability today. Falk (2000) notes that the reason for this is that leaders play a vital role in shaping people's lives. According to Falk, "success . . . will depend on how well leaders understand such things as their roles and functions, the leadership processes in which they are engaged and their own and their community's values and visions" (p. 2).

In other words, groups like Community D, Community A and early Community C can probably attribute their successes, in part, to their understanding of the role and function of leadership. I say "their" because one of the other key themes emerging within this exploration was the presence of collaborative leadership or collective leadership. This type of leadership suggests that there is no one leader but a group of leaders with a

variety of skills and knowledge who engage in a shared leadership process within their communities.

### *Collaborative Leadership*

Placing communities on the continuum with regards to community leadership, there is a pattern similar to community consciousness. At one end of the continuum are communities D and A, who self-described as having many leaders, all committed to, and capable of, determining and then assuming an important role within their mobilization. Community C wavered on this point suggesting a collaborative leadership and one person in particular as the leader. The truth appeared to be somewhere in the middle, with a strong group that started out with a collaborative focus and lost that focus after losing their key motivator. At the far end of the spectrum was Community B, whose members were so overwhelmed with the multitude of crises occurring within their community that they were never quite able to come together collaboratively.

Unfortunately, what is written about leadership as it pertains to community work is primarily concerned with the leadership of not-for-profit, community organizations, and not with community “organizing.” The leadership literature existing on community work is far from conclusive but does suggest that the qualities and attributes of successful leaders and the environments necessary for them to operate within, is similar to those outlined in the organizational literature. What does emerge from this literature, is an understanding of leadership as a collective, inclusive process. This finding about collaborative leadership is supported by the 1994 study by David Chrislip and Carl Larson (as cited in Flower, 1995), outlined earlier, which found that collaborative leadership was significant to community organizing success.

These two factors seem related. For example, in the communities that defined themselves as successful, they described a conscious leadership that allowed them to affect positive change within their community mobilizations. Simultaneously, that consciousness was prevalent amongst the entire group and took the form of collaborative leadership. Within Communities D and A particularly, there were several ways in which they displayed their conscious and collective understanding of leadership and these are outlined below.

**Group Structure:** These groups purposefully structured themselves so as to achieve their desired outcome, paying particular attention to creating flatter structures where all members are equally valued, nurtured, and buy in.

**Process:** They placed prime importance on process and accordingly gave detailed thought to how they functioned.

**Leadership Attributes:** They were clear about what they believed were important attributes of leadership and they adopted strategies that they believed nurtured those attributes within the group.

**Capacity:** The groups placed importance on both personal and collective capacity and implemented strategies to build both.

These points are outlined in greater detail below.

### *Group Structure*

Both Communities A and D were clear that the structure of their community mobilization played an important part in achieving their goals. While both communities were different, their structures were similar. Both groups had a large membership from which to draw a core group of people who were committed to the overarching agenda of

the “Spotlight Campaign.” In some ways, this large membership played an important role as it allowed them to recruit committee members based on a certain set of pre-selected criteria. This was especially true for Community D. The size of their larger membership allowed them to draw out people who had a personal connection and passion for the work that was to be undertaken. This is demonstrated in the following statement by one of the group’s members, “it’s recognizing people that aren’t doing it now but could be, can and will” (D4, Personal Communication, June 2001). Finding group members is an activity they purposefully undertook. This is not to say that the committee was pre-selected but that ideal committee candidates were encouraged to participate.

Another facet of their structure was that Communities D, A and early C considered their core group of participants to have a collaborative leadership and, particularly in the case of Community D, they implemented a number of skill building strategies to enhance their individual attributes, thereby strengthening their ability to function collaboratively.

### *Community Motivators*

The final aspect of the structure from which Communities A and D benefited was that key people within the core collaboration emerged as motivators for the rest of the group and inspired them to continue on when things got difficult. In each case, the motivator was not someone who was selected by the group, although Community C did have the benefit of a very competent paid coordinator. In these communities, while leadership was shared, they had a group member that stood out as inspirational.

Unlike Communities A and D, when I interviewed Community C they initially identified one person (C1) as a group leader. In discussions with C1 it became clear that

she believed, as in the case of Communities A and D, that instead of her acting as a singular leader for the group, there was a collaborative leadership. C1 was eventually forced to leave Community C due to changes in her work at approximately the same time that Community C began to slow in their process.

The interesting thing about the structure of Community C was that they had used some of their funding to hire a coordinator who they looked to for leadership. Although they looked to this competent and productive person for leadership and believed she delivered it, they identified C1 as the motivational leader. A fact that is illuminated in the following statement, “C1 was the motivator . . . (the) coordinator . . . was led by the group” (C6, personal communication, April 13, 2001). This illustrates that although there were collaborations of many leaders within some of the groups, even in these groups there was at least one person who emerged as a motivating force for the others. These are the leaders that, in the case of Community C, seemed to make all the difference to the success of the mobilization.

To sum up the discussion of collaborative leadership, this exploration found that in those communities that self-identified as being successful (Communities A and D), true collaboration was crucial. In Community C, where much emphasis in the later stages was on a singular person, the loss of that person resulted in a harsh new reality for the group. In Community B where no particular leadership emerged, there was also little movement in any direction that would result in advancing the Spotlight agenda within the community.

The Community C situation demonstrates another point. When we think of leaders, many of us think immediately of management, in this case the community

coordinator. However, many authors believe there is a difference between management and leadership (Bennis, 1989; Senge, 1990; Greenleaf, 1977). Leaders do not necessarily hold executive positions in the community process (Checkoway, 1997), and in fact, the extent to which they do hold such positions varies from community to community (Preston and Guseman, 1979). The difference is that leaders are chosen by the group, based on their personal characteristics, while managers are selected (Bennis, 1989).

The only community where there was no attention paid to structure was Community B. Community B had no chairperson to guide them. They did not come from a larger membership, although they were all passionate about some aspect of children, youth and families – not necessarily the same aspects, and they did not have a collaborative leadership, even though they described each other as leaders in their professions. What they didn't do, contrary to Communities A and D, was determine what they needed in terms of structure and implement it.

Group structure has been identified in the literature as key to competent leadership (Senge, 1990; Kahn, 1997; Vasoo, 1991). In this particular exploration, each and every member of the two groups that were the most pleased with their achievements were leaders in a flat structure that allowed for the nurturing of collaborative thought and action. As Senge (1990) suggests, in order to learn and grow, both thought and action must occur at all levels of the organization and leaders must understand and foster this. Pine, Warsh and Maluccio (1998) expand on this theme by suggesting that participation is not a singular action but rather broad involvement in a wide range of activities from policy development to conflict management and team building, allowing for greater creativity, skill building and the development of ownership within the process.

Interestingly, none of the four communities maintained a hierarchical structure but instead worked in more linear environments with each player taking on parts of the work. The difficulty for later Community C and for Community B seemed to be that they didn't have the same understanding of the importance of structure to their mobilization.

### *Process*

In addition to their lack of clarity about group structure, Community C and Community B also seemed to lack a clear process. For example, Community B had not determined an agenda and accompanying goals, "we all had quite different ideas" (C4, Personal Communication, April 13, 2001). Community C had done so originally but had never revisited those goals, particularly after losing C1, "I think there was also no set vision anymore . . . (and) no-one really seemed to know how to get there" (C4, Personal Communication, April 13, 2001). Community D, on the other hand, had set a clear path for themselves. The more experienced Community D members were aware that there were many important steps that needed to be undertaken prior to commencing any community mobilization work. As a result, their first order of business, after identifying all the players, was to set up a planning session with the intention of identifying a shared vision, shared goals to support the vision, and clearly defined activities that would help them achieve their goals.

Community A's process was almost identical. The importance of planning is supported by Bonds (in Couto, 2000) who states:

The plan of change includes trust in the process of working together with people to "figure out" how to move from the initial position. Motivation and vision are grounded and sustained in the capacity and

encouragement of groups and individuals to accomplish problem solving within a plan or vision (p. 9).

Like Community A, Community C undertook the same process but lost focus after C1 left. The information given by both focus groups and the individual interview in Community C was that C1 had been the person with the most clarity in the group. She knew what the process should look like, and without her, there was little work to sustain the process. In fact, on the opposite end of the spectrum, after hiring the new coordinator, the group began to undertake a series of seven actions (many on a grand scale) within a year-long period, “we got caught more into the projects and the vision became secondary to the projects” (C1, Personal Communication, April 13, 2001). Not only did these actions take them away from the original vision, but proved to be too labour intensive for volunteers who all had full-time careers. The general consensus upon interviewing the groups was that they were exhausted and not sure they had the time and energy to continue.

In complete contradiction to the other three groups, Community B did none of these process-oriented activities. They did hold an initial series of meetings, which resulted in them defining a broad goal of building awareness about the “Keys to Success”. However, they all had different ideas about which of the goals were the most important to focus on and different passions for one or more of the “Keys”. In addition, this community did not identify a shared vision or goals but instead went straight to action planning, deciding on three major actions. One of these actions (a public forum with two well-known researchers as the key-note speakers) was hugely successful due to the media attention it drew. However, they were unable to capitalize on its success. This

was unfortunate considering that there were close to 400 people in attendance. Part of the problem may have been that they did not define a clear process for follow up.

Without a key person (or two) emerging from the Community B group as inspiration for the others, and without some sort of experience helping to guide or mentor the group around process, they may have been operating at a disadvantage. In essence, when compared to those groups that self-defined as being successful, Community B seemed to lack the ability to make conscious decisions about effective process.

A study of nurses (Greenwood, 2001) undertaking a leadership training process in Australia confirms the importance of mentorship on process, and the potential that each group member has to become a leader. Certain nurses within a team were not only given leadership training but simultaneously received mentorship from a leadership trainer. The researcher found that the nurses were initially inspired by the leadership education and their teams did well. However, as they were headhunted to other programs the teams began to erode. The participants believed that continual leadership training for the team after newer members replaced those who had left, and having an ongoing leadership support person would have been beneficial. Community D set up such a mentorship process. Community B and post-C1 Community C faltered, perhaps because they had no mentoring process in place.

Community D built an active mentorship process within the core group with the goal of improving the overall capacity of the group to succeed. It was a cross mentoring process that allowed any group member to identify an area of personal weakness and work with another group member to improve the needed skills. As one Community D group member noted about her community's mentorship process, "you have one area of

expertise of which you are almost an authority in your area and mentor somebody who doesn't and then somebody else with their particular level of expertise mentors in a different area. It seems like there's this like cross mentoring going on all the time" (D5, Personal Communication, June 2001). Community A also identified a mentorship process, albeit less strategically defined than Community D.

### *Leadership Attributes*

With the concept of mentorship taking place in communities with a goal of improving, among other things, leadership attributes, it is interesting to note exactly what attributes each community believed were important. In order to take a closer look at what this means, it might be helpful to first look at the role of each individual within the leadership process.

As noted within the four Spotlight communities, although each community took a participatory stance, they carried this out with different levels of understanding about the role of each person within the community. For example, Communities A and D were both very clear about what they believed were the necessary attributes of each of the team members in order to successfully carry out their work. In the case of Community D, they were using their mentorship process to address areas where gaps existed. Communities B and C were both able to identify the attributes of the players at the table but they did not talk about those attributes needing to improve.

In their discussion about attributes, Communities A and D identified the important ones to be passion, commitment, vision, perseverance, the ability to nurture others and the ability to form relationships. Pine, Warsh and Maluccio (1998) have uncovered the same findings. They suggest that in order for the participatory approach to work,

leadership attributes such as vision, commitment and being team focused, are crucial at all levels.

Of course, the degree to which people will display the qualities associated with leadership will vary, and even those who display these qualities will find strengths in different areas. This became evident within this exploration especially when trying to figure out just why some people emerged as motivational leaders, while others acted effectively as part of a collaborative leadership while not standing out above the group.

Nanus (1992) suggests that values play an important role in shaping directions and in defining the differences in each of us, determining what's important to us and shaping our course of action to get there. Although the values and beliefs of both leaders and the communities they represent will vary, there were a few that emerged in this study that appear to be integral. For example, while all the committee members were driven by a value of children and youth, they each had a different focus on what drove them to do the work. For D5, her value for the others within the team motivated her to work harder so as not to let them down. "You have the same sense that everybody else is working so hard, how could you leave them?" (Personal Communication, June 2001). C1 placed value on creativity and having fun and as a result, she put a great deal of energy into creating fun working environments, "I like to have fun as part of a team" (Personal Communication, April 13, 2001).

In this exploration, it appears that values were defined by the context. For example, in Community A the motivational leader for the Spotlight campaign was A3, however, Community A was very involved with other projects in which other group members emerged as the motivating leader. This supports Greenleaf's (1977) idea of

leadership as a role that is not delegated to one individual but to those who emerge within context of the situation. Goleman believes that because leadership changes depending on the context, all the players need to portray the qualities associated with emotional intelligence outlined earlier (Goleman, 1995).

According to Goleman (1995), emotionally intelligent people have a range of attributes that allow them to negotiate the task at hand, build and maintain quality and productive relationships, and motivate others to action regardless of the situation. Gardner (1989) expands on this further suggesting that emotionally intelligent people have strong interpersonal and intrapersonal abilities.

#### *Leadership Attributes of Motivators*

Elements of these characteristics were found generally in each of the communities, however it was most evident in the follow-up, face-to-face interviews with those identified as motivational leaders. In Community C, A and D, C1, A3 and D5 described themselves as self-aware and socially informed by that self-awareness. They also described themselves as good networkers and relationship-builders, as well as empathic and self-motivated. These were some of the many attributes these participants outlined about themselves but are the key characteristics identified in the emotional intelligence literature (Goleman, 1995).

Robert Greenleaf (1977) calls these inspirational people servant leaders because they care so deeply about the purpose that they act as servant to those they serve and to the overall mission of the mobilizing group. In order to achieve this mission, they realize that they must create productive, contented, learning environments. These servant leaders

are inspirational, insightful and visionary. The leader is not concerned with their own glory but with the achievement of the mission.

In the group's description of their 'servant leaders', there were several things that stood out. In no case was this person a paid participant in the group. Instead, they were all described as visionary, inspirational, passionate about children, hard working, courageous, confident, effective communicators, well respected and above all, capable of motivating the rest of the group to action.

#### *Leadership Attributes of Collaborations*

Although servant leaders were key in Communities A and D, according to the communities themselves, their mobilizations were effective, because of the collaborative environments within which they existed, where all members possessed superior leadership attributes. This idea is supported by Drucker (1994), who confirms the importance of the team, noting how unrealistic it is to expect any one person to know all aspects of a field. As Goleman (1995) points out, the cohesiveness and motivation akin to emotional intelligence determines how successful and productive a team will be.

This appeared to be true in the two communities that self-described as being pleased with their mobilizing efforts. These groups spoke very highly of each other and of the attributes that they each possessed. It is interesting to note that this was also true for the other two communities, Communities B and C. This suggests that while emotional intelligence attributes are crucial to team success, they alone are not enough to move mobilizations forward. Consciousness, collaboration, structure, process, capacity and context are all critical.

### *Personal and Community Capacity*

One might think that with all of these factors, a little skill might be enough to foster collaborative leadership. However, in this exploration, it became evident that this was not necessarily the case. For example, Community B described each other as leaders in their field citing their many leadership attributes, yet the community was not able to mobilize itself. They lacked the emergence of an inspirational motivator, they lacked a conscious process but perhaps as importantly, they lacked capacity – both personally and as a community.

Personally, Community B described itself as overworked and stretched to the maximum in terms of their time commitments. As a community, they had many other capacity deficits including the lack of time and resources to do what was needed. They operated within the confines of an economically depleted community with many social problems related to the demise of their primary industry – logging/forestry. They also believed they lacked the skills and knowledge, the experience, and an understanding about the importance of process.

Bolman and Deal (1991) warn that too much emphasis can be put on the influence of individuals, preventing us from creating a clear understanding of the important role of context. Individuals can make a difference but the environment in which they operate will impact their leadership (Bolman and Deal, 1991). In Communities A and D, they were clear that they had many major capacity-building features on their side. Both groups described themselves as having skills and knowledge and having strong personal and team supports. They both felt pinned by time and funding issues but to this point, with

incredible team support, had been able to manage with what they had so that these issues were not detrimental to their work.

### *Mentorship and Other Capacity-Building Strategies*

Although Communities A and D had their challenges with capacity, they had devised some ideas for building it. As mentioned earlier, one of the strategies these communities adopted was a circular mentorship that helped them to identify the deficits in their operation and use mentorship to address those deficits. Not only did they use mentorship to help nurture personal attributes but they used it to build skills and knowledge generally amongst the group, and in the case of Community D, this was a purposeful process. For example, in this community, those with good networking skills were mentoring others to build those skills. This was an important factor as it was enhancing their opportunities for building social capital within the community. In essence, this means that the members of the group were gathering personal resources such as networks, knowledge and skills, by being part of the community group (Bourdieu, 1986). The accumulation of this social capital allowed the community the benefits of sharing information, favours, and obligations with significant members of the general population such as council members, politicians and big business (Coleman, 1988). In fact, in this community one of the core committee members and one of those I interviewed within the focus group, was a sitting City Councilor who had become so impressed with what the group was trying to achieve that she agreed to sit on the committee.

The fact that Community D showed themselves, by the implementation of strategies such as the circular mentorship, to be both a creative and a learning group is

significant. For example, the DeGues (1988) study, outlined earlier, found that the key to companies that survived 75 years or longer was their ability to be both creative and to encourage thinking at all levels of the organization.

What is notable about the groups in this study is that they all self-described as communities where thought and action took place at all levels. Three groups (A, C and D) described themselves as learning committees that placed considerable emphasis on taking the lessons from each of their activities and using those to inform future endeavours. Of those three communities, all three said that they considered themselves to be creative, however, some of the members of Community C found themselves thinking less creatively as their workload ballooned and they became too busy to take the time to think and create and have fun. For Community B and for the later stages of the Community C mobilization, the absence of creativity and a lack of conscious focus on learning may have been a fatal flaw.

To sum up the capacity discussion, this exploration found that the two communities that self-described as successful mobilizers were the communities most likely to understand and identify what they needed to build capacity, both personally and as a team. They were also able to use their creativity and a learning orientation to find ways to address areas where gaps in knowledge and skills existed, and to combat challenges that arose from the context within which their mobilization operated.

## Discussion and Implications

### *Extracting the key messages: A foundation for learning*

What emerged from this study is self-acknowledged leadership success in Communities A and D. This was not the case in the other two communities. When the two community groupings are compared, some differences in how they were constructed and maintained may explain success in Communities A and D. These differences highlight the value of a conscious leadership that understands community roles, functions, processes, values and visions (Falk, 2000). Communities A and D, which are outlined in the preceding section as being at the beginning of the continuum (the success end), were the very same communities that possessed a clear understanding of the factors supporting positive leadership. In particular, leadership in these communities appears to have required a conscious understanding of four main factors: Structure, Process, Personal Attributes, and Personal and Community Capacity.

Successfully mobilized communities were clear that the structure of their community mobilization was paramount and as such, they placed importance on the need for a collaborative effort that relied on the leadership qualities of each group member. These communities achieved a collaborative leadership by somewhat purposefully building the team from a larger pool of people and then functioning within a relatively flat structure i.e. a non-hierarchical structure. They were aware of the importance of the collaborative leadership and the personal qualities required by its members, and used that awareness, in part, to construct their team.

These communities were also fortunate to have someone who acted as a motivator to the rest of the group, inspiring them on through challenging situations. The interesting

thing to note is that this person was likely to emerge based on the context of the situation and the values and beliefs presented by that context. For example, an individual living in, and working with, an economically depressed community, may hold a value and belief system related to economic stability. If the community has determined a need to focus on economic stability, the individual may emerge as a motivating force because of the passion and commitment they feel for the issue at hand.

The understanding of process also emerged as important to the mobilization of the two, more successful communities. Communities A and D carried out very purposeful visioning, agenda setting, and planning exercises and revisited these plans on a routine basis. Community C offers an opportunity to see a slight contrast of a community that paid a great deal of attention to process initially but neglected it as their mobilization unfolded. The result was that they were initially very pleased with their achievements as a community but lost that sense of satisfaction as time moved on. At the extreme end of the spectrum was Community B, who did not have a planning or visioning process in place and who simultaneously found it difficult to achieve the success they had hoped for from this project.

As for the leadership attributes outlined earlier, understanding these attributes helped the successful mobilizing communities to identify those that were either absent or required work. This was particularly true for Community D, who had a clearly defined strategy for skill-building in place (mentorship strategy outlined earlier). In keeping with the old adage that a team is only as strong as its weakest link, this exploration found that all members of the teams that self-defined as successful, possessed solid leadership qualities. In addition, if this exploration is used as a guide, the teams that spent time and

effort building leadership attributes amongst their membership, were also the teams that moved closer to achieving their goals. Having said this, these attributes alone did not appear to be enough to move the process forward as highlighted by Communities C and B who described the leadership attributes of their membership as similar to those identified by Communities A and D.

One of the reasons why the existence of many positive leadership attributes may not have been enough, in and of themselves, to drive the mobilizations forward is the paramount importance of personal and community capacity. Factors such as time, resources, community and team economics, and the wealth of skills and knowledge amongst team members, may have all played a role in the success of the Community A and D mobilizations. Once again, understanding these factors is key to being able to address them. In other words, in this study, leadership emerged as more than just building attributes. Instead, leadership in the successful communities meant having an understanding of contextual deficits as well as gaps in individual team members' skills, and using creativity and a learning orientation to find ways to build both. This created capacity for the entire group.

The Chrislip and Larson (in Flower, 1995) findings appear to incorporate a number of factors that have been discussed. Successful leadership requires that teams are purposefully brought together, and made up of emotionally intelligent people, who are able to build and maintain relationships, who share values and visions, and who, within a trustful, creative and nurturing environment, are all capable of, and willing to, take the lead. In addition to this understanding, this exploration has found that those committees or community groups that had a conscious awareness of what it takes to successfully

carry out a community mobilization, in particular, an understanding of structure, process, and capacity, were the groups that achieved their goals and survived in the long-term. These groups were not necessarily those with all the knowledge and skills necessary to undertake their mobilizations, but they had an ability to both assess their assets and implement strategies for creatively addressing existing gaps. Inherent in this seems to be an understanding that leadership can be learned; community success requires participants to adopt an active learning orientation.

We have established that, in this study, leadership was a conscious process calling on collaborative communities to know what knowledge and skills they have and what additional knowledge and skills they would need in order to achieve their goals. What then are some of the potential strategies to support community organizing success? What can be done to help communities accurately assess their structure, process, individual and group leadership attributes, and personal and community capacity? And how can they build skills useful to identifying areas of weakness and implementing strategies for addressing deficits? There seems to be no hard and fast rule for what strategies to implement, however, strategies will be determined to a great extent by the resources available to the community and the context of their mobilization.

#### *Strategies for Building Leadership Within Community Mobilization*

The prime question is, with so much information about the qualities of motivational leaders and their importance within community mobilizations, would it have been possible to promote such leadership in Community B and later Community C using skill-building activities such as the mentorship strategies used in both Community A and D? Kahn (1997) believes that within collaborative leaderships each and every person has

the potential to be a leader. The groups themselves concurred. Take for example the retrospective view of one of the Community B participants, who described a more recent project she had been involved in where they had hired a professional facilitator/coach to keep them on track. Her belief was that, had the Community B mobilization had the benefit of a similar coach, they would have been able to survive and achieve great things. In essence, the experiences of these four communities seem to suggest that the process of determining a shared vision and values, a shared set of goals and a series of mutually agreed upon actions, was crucial to success. They also seem to point to a couple of different options for creating this process. One is to bring in an outside facilitator to do the initial planning and then to work with the group on an ongoing basis to revisit and update the process. Hiring a consultant can support a group through the initial visioning, goal and action-setting, as well as through the assessment and addressing of needs. This is an involved process but may be well worthwhile in helping the group to successfully negotiate their path.

Another option, and a very practical one for these groups, considering their lack of funds, is to set up a continual mentorship system within the team between those with solid process skills and those without. In the case of Community D, this activity allowed them to not only set an initial vision but to continually evaluate their work and revise it.

Carrying out leadership training to educate all the members of a team about the qualities of leadership seems to be a critical strategy for community success that came to light through this study. For example, this study seems to suggest that if all the communities had had a clear and conscious understanding of leadership, each of them may have been reporting satisfaction at the time of the focus groups. What this means is

that no matter what strategy is chosen, it may be wise to include some element of leadership education. If the community chooses a facilitator to guide them, it might be valuable for them to simultaneously undertake the leadership education. The same would be true in the case of a community choosing to undertake a mentorship process.

This study also suggested that, not only is it important for the group to undertake leadership education but that education needs to be ongoing. This may be particularly true in communities where there is high turnover but regardless, it helps communities to be continually reminded of the importance of leadership, and all its qualities, to community mobilizing success.

The strategy used will need to be determined by the community, however, this study points to cost as the key consideration influencing the choice of such a strategy. Because community organizing processes are often resource starved, perhaps the most significant leadership-building strategy was mentorship, which was used by Community A and, to a much greater extent, by Community D. In community D, mentorship was an elaborate strategy (cross-mentoring or circular mentorship) that called on community members to identify gaps in their knowledge and skills and partner with more experienced group members to improve upon these gaps. This strategy was effective because it allowed the group to draw on the resources and skills they already had, rather than seek out new, potentially costly ones.

#### *Implications for Educators*

Whichever strategy is used, the message arising from this exploration is clear: Leadership must be a conscious process where all the players understand the importance of all aspects of the leadership process. Because human beings don't necessarily come

wired with an automatic understanding of leadership, or an ability to act in such a role, attention can and must be paid to leadership education and training.

Communities A and D both believed that leadership can be learned. As such, undertaking an educational process around leadership may allow communities to look critically at their structure, process, membership attributes, and capacity with a view to determining where gaps exist and implementing strategies to address those gaps.

Educators and those responsible for the implementation of projects such as the Spotlight on Children and Youth Mobilizations can also learn something of value for future work from the communities within this exploration. It is not enough to provide the tools for successful mobilization without considering what leadership tools communities might benefit from. Consider this: If each community within the Spotlight Campaign had been given a leadership survey prior to their mobilization process asking them to self-evaluate on the four main points outlined above (Structure, Process, Personal Attributes and Personal and Community Capacity), Campaign organizers and communities themselves may have been able to assess their understanding or level of leadership consciousness prior to beginning the process. This information could have allowed communities to determine where they would need help, and organizers to provide the tools needed.

Such tools could be as simple as handouts outlining potential strategies, or as complex as holding conferences and symposiums designed to both deliver skill-building workshops and share success stories amongst participants. Building leadership is a capacity-building strategy in itself and one that can be introduced without incredible expenditures. The key, at least in this exploration, seemed to be in building understanding

about the qualities and importance of good leadership. This does not mean to say that everyone will be as successful a leader as someone like “Gandhi”, but it does mean that there are things that we can all do to build our own leadership qualities and that of our team, thereby improving our chances for success.

### *Implications for Future Research*

In the future it would be valuable to work with a grouping of communities about to embark on a community mobilization process. Ideally, the researcher would help them understand and identify their leadership needs, implement tools to address those needs, support them throughout the process, and then to carry out a similar exploration to this one, two to three years later to determine how effective this process is. Would it change the outcome for all communities? Or would we find that leadership might really be innate and only able to be mastered by some?

There is more needed to understand leadership within the community development process in order to determine what strategies are most effective for building leadership. For example, future explorations might look more closely at communities that have mobilized successfully despite scarce resources, and diminished chances for capacity-building. If a study such as this one focused solely on impoverished communities or communities made up of individuals with very few skills and little experience, what would we find? What is the contribution of human spirit?

Following on from this, future explorations might investigate the combination of skills and knowledge needed to mobilize successfully. Does everyone at the table need to have a solid education, as was the case with those from Community D (who maintained

that skills and knowledge were crucial), or is it enough to be driven to succeed and to be willing to learn from the experience as it unfolds.

Finally, just how broad and important is the role of the motivator or inspirer? Is it always the case that, should the motivating force within the community be removed, the achievements of that community begin to diminish, as we saw in community C. Or, was this just a phenomenon relevant to the communities within this investigation?

The above are just a few of the questions, to which answers would help round out our understanding of the topic at hand.

### Personal Reflection

In retrospect, I can't help but imagine how outcomes for communities B and C may have altered if they had had the opportunity to learn more about the leadership of Communities A and D.

If nothing else, I came to understand that Communities B and C were fortunate to have many leaders possessing a multitude of leadership attributes. It wasn't that they didn't have the potential for mobilizing success. It may have been as simple as their lack of understanding of the collaborative structure of successful community mobilization, of the importance of process, or of the power and impact of personal and community capacity.

Although it is understood that leadership will be different for each community based on their context, perhaps by sharing the stories of all four of these communities, we may be able to share valuable lessons for communities planning to mobilize in the future. Perhaps by sharing these experiences, newly mobilizing groups will look closely at what they know about their community; their skills, knowledge and general understanding of the leadership process before they begin their work. And perhaps, once they have completed their assessment and identified their needs, they will be interested in drawing on the suggested strategies that emerged from the experiences of the communities outlined within this study.

## Reference List

- Alinsky, S.D. (1969). *Rules for radicals: A pragmatic primer for realistic radicals*. New York: Random House.
- Arches, J. L. (1997). Connecting to communities: Transformational leadership from Africentric and feminist perspectives. *Journal of Sociology and Social Welfare*, 24, 4, 113 – 124.
- Banister, E. M. (1999). Evolving Reflexivity : Negotiating meaning of women's midlife experience. *Qualitative Inquiry*, 5, 1, 3-23 .
- Banks, C.K. and Wideman, G. (1996). The company of neighbours': Building social support through the use of ethnography. *International Social Work*, 39, 317 – 328.
- BC Campaign 2000. (1999). *Child Poverty in British Columbia: Report Card 1998*. Vancouver: BC Campaign 2000.
- B.C. Ministry of Health and Ministry Responsible for Seniors. (1994). *Healthy communities: The process*. Victoria: Queen's Printer.
- Bennis, W. (1989). *On becoming a leader*. Reading: Addison-Wesley.
- Blum, R.W., & Rinehar, P.M. (1997). *Reducing the risk: Connections that make a difference in the lives of youth*. Division of General Pediatrics and Adolescent Health, University of Minnesota.
- Bolman, L. G., & Deal, T. E. (1991). *Reframing organizations: Artistry, choice and leadership*. San Francisco: Jossey-Bass Inc.
- Bourdieu, P. (1986). The forms of capital. In Richardson, J. (Ed.) *Handbook of Theory and Research for the Sociology of Education*. 241-258. Westport. CT: Greenwood Press.
- Carter, N. (1991). Learning to Measure Performance: The Use of Indicators in Organizations. *Public Administration*, 69, 85 – 101.
- Child Welfare League of Canada. (1997). *Investing in children: A framework for action*. Ottawa: Child Welfare League of Canada.
- Checkoway, B. (1991). Innovative participation in neighborhood service organizations. *Community Development Journal*, 26, 1, 14 – 23.
- Checkoway, B. (1997). Core concepts for community change. *Journal of Community Practice*, 4, 1, 11 – 29.

Checkoway, B. and Van Til, J. (1978). In Stuart Langton, (Ed.). *Citizen participation in America: Essays on the state of the art*. Lexington, Mass.: Lexington Books.

Cleveland, G. and Krashinsky, M. (1998). *The benefits and costs of good child care: The economic rationale for public investment in young children*. Toronto, Canada: University of Toronto.

Cohen, M. Z., Kahn, D. L., & Steeves, R. H. (2000). *Hermeneutic phenomenological research: A Practical guide for nurse researchers*. Thousand Oaks, CA: Sage Publications, Inc.

Coleman, J. (1998) Social capital in the creation of human capital. *American Journal of Sociology*, 94, 94 – 120.

Creswell, J. W. (1994). *Research design: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: SAGE Publications, Inc.

Dahlberg, D., Moss, P., and Pence, A. (1999). Minority directions in the majority world: Threats and possibilities. In *Beyond quality in early childhood education and care: Postmodern perspectives on the problem with quality*. London. UK: Falmer Press.

De Geus, A. P. (1998). Planning as learning. *Harvard Business Review*. (March – April). 70 – 74.

Denzin, N. K. (1989). *Interpretive interactionism*. Newbury Park, CA: Sage.

Desai, R.R. (1998). The relevance of Gandhi's political theory of 'Satyagrah'. *Community Development Journal*, 33, 2, 91 – 99.

Dixon, J. (1995). Community stories and indicators for evaluating community development. *Community Development Journal*, 30, 4, 327 – 336.

Drover, G. and Kerans, P. (1993). *New approaches to social welfare theory*. Aldershot, England: Edward Elgar.

Drucker, P. (1994). The age of social transformation. *The Atlantic Monthly*, (November).

Epp, J. (1986). *Achieving health for all: A framework for health promotion*. Ottawa: Health and Welfare Canada.

Fairholm, G. (1998). *Perspectives on leadership*. London: Quorum Books.

Falk, I. (2000). *Enabling leadership: Just cycling along*. CRLRA Discussion Paper. Centre for Research and Learning in Regional Australia.

Falk, I. (1999). *Situated leadership: A new community leadership model*. CRLRA Discussion Paper. Centre for Research and Learning in Regional Australia.

First Call (1999). *A call to action*. Vancouver, British Columbia: First Call: The BC Child and Youth Advocacy Coalition.

First Call (1999). *Evaluation kit for community mobilization*. Internal document.

First Call (2000). *Evaluation Report on the Williams Lake Mobilization*. Internal document.

Flora, C.B., and Flora, J.L. (1994). *Community sustainability and forms of capital*. Iowa City: North Central Regional Center for Rural Development.

Flower, J. (1995). Collaboration: The new leadership. *The Healthcare Forum Journal*, 38, 6, 20 – 26.

Gadamer, H. G. (1989). *Truth and method*. (2<sup>nd</sup> rev. ed.) (J. Weinsheimer & D. G. Marshall, Trans.). New York: Crossroads.

Gardner, J. W. (1989). *On leadership*. New York: Free Press.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.

Gibbs, A. (2000). *Social research update*. At [www.soc.surrey.ac.uk/sru/SRU19.html](http://www.soc.surrey.ac.uk/sru/SRU19.html)

Green, E. (1999). *Transitions from childhood to youth and adulthood. A supplement to: The well-being of British Columbia's children and youth*. Vancouver, Canada: First Call.

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. N.J.: Paulist Press.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Guba, E. G., & Lincoln, Y. S. (1990). *Fourth-generation evaluation*. Newbury Park, CA: Sage.

Hart, R. (1992). *Children's participation: From tokenism to citizenship*. Florence, Italy: UNICEF International Child Development Centre.

Hay D.I. and Wachtel, A. (1998). *The well-being of British Columbia's children and youth: A framework for understanding and action*. Vancouver, Canada: First Call.

Health Canada. (1997). *Towards a common understanding: Clarifying the core concepts of population health. A Discussion Paper*. Ottawa: Conceptual Framework Subgroup on Population Health, Health Canada.

Hertzman, C. and Mustard, F. (1997). "A Healthy Childhood = A Healthy Adult Life." *Entropy*. 1, 1, 3-4.

Hope, A., and Timmel, S. (1984). *Training for transformation: A handbook for community workers*. Gweru, Zimbabwe: Mambo Press.

Hyndman, B. (1997). *Health promotion in action: What works? What needs to be changed?* Toronto: Centre for Health Promotion, University of Toronto.

Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24, 602 – 611.

Kaplan, C.A. et al. (1996). Inequality in income and mortality in the United States: Analysis of mortality and potential pathways." *British Medical Journal*, 312, 999-1003.

Kahn, S. (1997). Leadership: Realizing concepts through creative process. *Journal of Community Practice*, 4, 1, 109 – 136.

Kawachi, I. et al. (1997). Social capital, income inequity, and mortality. *American Journal of Public Health*, 87, 1491-1498.

Krueger, R. A. & Casey, M. A. (2000). *Focus groups: A practical guide for applied research*. (3<sup>rd</sup> Ed.). Thousand Oaks: Sage Publications, Inc.

Lee, C. (1994). The feminization of management. *Training*, November, 25-31.

Maccoby, M. (1976). The corporate climber has to find his heart. *Fortune*, (December). In Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.

Mathbor, G.M. (1997). The importance of community participation in coastal zone management: a Bangladesh perspective. *Community Development Journal*, 32, 2, 124 – 132.

The McCreary Centre Society. (1993). *Adolescent health survey: Province of British Columbia*. Burnaby: The McCreary Centre Society.

Midgley, J. and Livermore, M. (1998). Social capital and local development implications for community social work practice. *Journal of Community Practice*, 5, 1/2, 29 – 40.

Miles, M. B., & Huberman, A. M. (1984). *Analyzing qualitative data: A source book for new methods*. Beverly Hills, CA: Sage.

Ministry of Health and Ministry Responsible for Seniors. (1998). *A report on the health of British Columbians: Provincial Health Officer's Annual Report 1997. Feature report: The health and well-being of British Columbia's children..* Victoria, BC: Ministry of Health and Ministry Responsible for Seniors. (p, 29).

Mizrahi, T. (1992). The future of research utilization in community practice. In Grasso, A. J., & Epstein, I. (Eds.). *Research utilization in the social services: Innovations for practice and administration*. (197 – 220). Binghamton, NY: The Haworth Press, Inc.

Mizrahi, T. and Rosenthal, B. (1998). A whole lot of organizing going on: The status and needs of organizers in community-based organizations. *Journal of Community Practice*, 5, 4, 1 – 24.

Morgan, D.L. and Krueger, R.A. (1993). When to use focus groups and why. In Morgan, D.L. (Ed.). *Successful focus groups*. London: SAGE.

Nanus, B. (1992). *Visionary leadership: Creating a compelling sense of direction for your organization*. San Francisco: Jossey-Bass Publishers.

Nash, J.M. (1997). Fertile minds. *Time*. June 9, 47 – 54.

Novick, M. and Shillington, R. (1997). *Mission for the millenium: A comprehensive strategy for children and youth*. Toronto: Campaign 2000.

Palys, T. (1997). *Research decisions: Quantitative and qualitative perspectives*. Canada: Harcourt Brace & Company.

Pascale, R., Millemann, M. & Gioja, L. (1997). Changing the way we change: How leaders at Sears, Shell, and the U. S. Army transformed attitudes and behavior – and made the changes stick. *Harvard Business Review*. (Nov – Dec). 127 – 139.

Pitkin, H.F. (1969). *Representation*. New York: Atherton Press.

Pine, B. A., Warsh, R., & Maluccio, A. N. (1998). Participatory management in a public child welfare agency: A key to effective change. *Administration in Social Work*, 22, 1, 19 – 32.

Preston, J. (2000). *Not good enough: Special report on Government services for children and youth - 1999 Annual Report*. British Columbia: Office of the Child, Youth and Family Advocate.

Preston, J. D., & Guseman, P. B. (1979). A comparison of the findings of different methods for identifying community leaders. *Journal of the Community Development Society*, 10, 2, 51 – 62.

Putnam, R.C. (1993). *Making democracy work: Civic traditions in modern Italy*. Princeton, NJ: Princeton UP.

Resnick, M.D. et al. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study of Adolescent Health. *Journal of the American Medical Association*. 278, 10, 823-832.

Rioux, M. and Hay, D.I. (1993). (Eds.). *Well-being: A conceptual framework*. Vancouver: Social Planning and Research Council of BC.

Roberts-DeGennaro, M. (1997). Conceptual framework of coalitions in an organizational context. *Journal of Community Practice*, 4, 1, 91 – 107.

Roeher Institute. (1993). *Social well-being: A paradigm for reform*. Toronto: Roeher Institute.

Rothman, J., Erlich, J.L., Tropman, J. and Cox, F.M. (1995). (Eds.). *Strategies of community intervention*. (5<sup>th</sup> Ed.). Itasca, IL: F.E. Peacock.

Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition, and Multiple Personality*, 9, 185 – 211.

Savaya, R. (1997). The development of an outreach strategy in the Jaffa Arab community. *Community Development Journal*, 32, 2, 113 – 123.

Schweinhart, I.J., Barnes, H.V. and Weikart, D.P. (1993). *Significant benefits: The high/scope Perry Preschool study through age 27*. Ypsilanti: High/Scope Educational Research Foundation.

Senge, P. M. (1990). The leaders new work: Building learning organizations. *Sloan Management Review*. (Fall), 7 – 23.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Currency Doubleday.

Staples, L. (1984). *Roots to power: A manual for grassroots organizing*. New York: Praeger.

- Steeves, R. H., & Kahn, D. L. (1995). A hermeneutical human science for nursing. In A. Omery, C. E. Kasper, & G. G. Page (Eds.), *In search of nursing science* (pp. 175 – 193). Thousand Oaks, CA: Sage.
- Sternberg, R., & Williams, W. (1988). Group intelligence: Why some groups are better than others. *Intelligence*. In Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.
- Stiefel, M. and Wolfe, M. (1994). *A voice for the excluded: Popular participation in development*. London: Zed Books.
- Taafe, L. and Fisher, R. (1997). Public life in Gulfton: Multiple publics and models of community organization. *Journal of Community Practice*, 4, 1, 31 – 56.
- Tashakkori, A. and Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks: SAGE Publications.
- Terry, T. (1986). *Leadership: A preview of a seventh view*. Humphrey Institute of Public Affairs: University of Minnesota.
- Torjman, S. (1997). *On magnets and magnates*. Ottawa: Caledon Institute, May.
- Trochim, W. (1989). Outcome pattern matching and program theory. *Evaluation and Program Planning*, 12, 355-366.
- Vasoo, S. (1991). Grass-root mobilization and citizen participation: Issues and Challenges. *Community Development Journal*, 26, 1, 1 – 7.
- Wilkinson, R. (1996). *Unhealthy societies: The afflictions of inequality*. New York: Routledge.
- Wilkinson, R. (1992). Income distribution and life expectancy. *British Medical Journal*. 304, 165 – 168.
- Woodhead, M. (1997). Psychology and the cultural construction of children's needs. In James, A. & Prout, A. (Eds.). *Constructing and deconstructing childhood: Contemporary issues in the sociological study of childhood*. London, UK: Falmer Press.
- World Bank. (1993). *Investing in health: World development report 1993*. London: Oxford.
- Yalnizyan, A. (1998). *The growing gap*. Toronto: Centre for Social Justice. (P. 47).
- Yin, R. K. (1994). *Case study research: Design and methods*. Thousand Oaks: SAGE Publications, Inc.

## Appendix A

### Consent Form

You are being invited to participate in a study entitled “The Role of Leadership in the ‘Spotlight Campaigns’ Community Mobilizations,” that is being conducted by Elizabeth Lougheed Green. Elizabeth Lougheed Green is a graduate student in the department of Human and Social Development at the University of Victoria and you may contact her if you have further questions by calling (604) 498-1144, or by emailing [johnnyflip@hotmail.com](mailto:johnnyflip@hotmail.com).

As a graduate student, this research is part of the requirements for a degree in Masters of Arts (Multidisciplinary Masters in Policy and Practice in the Human Services) and it is being conducted under the supervision of Dr. Frances Ricks. You may contact the supervisor at (250) 721 7989.

The purpose of this research project is to explore the topic of leadership in the “Spotlight on Children and Youth Campaign.” This campaign is a community development project, promoted by First Call: The BC Child and Youth Advocacy Coalition, and now operating in 20 communities throughout the province of BC. This research will be exploring what effect, if any, leadership has had on the progress of individual mobilizations.

Research of this type is important because the “Spotlight on Children and Youth” Campaign is continuing to expand in BC and may eventually be repeated in other provinces. It will benefit future “Spotlight” communities to have a greater understanding of the role leadership played in the progress of “Spotlight” mobilizations already underway. This research will not only be helpful to future communities as a whole but to those in leadership positions, in that it may give them insight into what members of the mobilizations believed/understood about their own leadership.

As members of First Call’s “Spotlight on Children and Youth” Campaign, you have been selected for inclusion in this study due to your involvement in a specific community mobilization. You have been purposefully selected so that the research may explore your experiences of leadership, particularly as they pertain to the mobilization you participated in.

If you agree to voluntarily participate in this research, your participation will include a two-hour, audiotaped, focus group. Some informants will also be asked to participate in a follow-up, audiotaped, face-to-face interview with a duration of approximately one hour. All participants will also be invited to participate in member checking where the researcher will check tentative findings with participants to ensure they reflect your understanding and experiences of the phenomena. At the completion of the study, you will be presented with the findings in written form and in an oral presentation. The findings will also be presented in a thesis defense, required for completion of a Masters degree, in published articles, and in presentations at scholarly meetings.

Participation in this study may cause some inconvenience to you in that it requires a minimum time commitment of two hours over the duration of the research. However, every attempt will be made to find times that are suitable to all participants.

There are no known or anticipated risks to you by participating in this research. The potential benefits of your participation in this research include the growth in our knowledge and understanding of leadership as a motivating factor in the “Spotlight” communities. Greater knowledge of leadership may, in turn, help other potential mobilizing communities to improve their mobilizing outcomes.

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study your data will be used in the analysis if you, the participant, agrees to this.

All data collected in this study will remain confidential. Transcripts of interviews will be kept in a locked cabinet until after the study is completed, at which time they will be destroyed. Only Elizabeth Loughheed Green and members of her thesis committee (Dr. Jim Anglin, Dr. Elizabeth Bannister, and Dr. Frances Ricks) will have access to the data. Your interview will be audiotaped and will be erased immediately after it is transcribed into written form.

Assigning you a code name to identify data obtained from you and each individual subject, will protect your anonymity. You are asked to participate in a focus group and should realize that you will probably lose your anonymity with other members of the group, however, group members will be asked not to discuss what was said during the focus groups once leaving the group.

In addition to being able to contact the researcher and supervisor at the above phone numbers, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice President Research at the University of Victoria (250-721-7968).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researcher.

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

**A COPY OF THIS CONSENT WILL BE LEFT WITH YOU, AND A COPY WILL BE TAKEN BY THE RESEARCHER**