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COLLABORATIVE LEADERSHIP LEARNING; DEVELOPING FACILITATION SKILLS FOR COLLABORATIVE LEARNING IN LEADERSHIP LEARNING GROUPS

Paper presented by

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Abstract

Leadership at all levels/distributed leadership has become an important concept for many organisations working for example, with less hierarchical structures, with cross-organisational partners, or in professional environments. Leadership at all levels must be supported by leaders in top executive positions who develop their own capabilities both as leaders and in their role of leading the learning of leadership throughout their organisations. Their ideas of their role in leading learning will be shaped by their own leadership development experiences. Collaborative learning for leadership may be a model of learning that reflects the new leadership required; it may enable leaders to develop their own leadership capability in such a way that they feel enabled to work with others on their leadership development.

This paper draws on work initiated by the National College for Schools Leadership in the UK. It focuses on one programme in which NCSL and Cranfield School of Management are collaborating and for which the authors are the programme leaders. The aim of the programme is to enable participants to understand their role in leading/co-leading/facilitating their leadership learning group, based on collaborative learning principles.

Learning for leadership groups aim to be powerful learning groups, whether through challenging and changing the culture of existing groups such as LEA head teacher meetings, or by forming new learning groups within developing networks. NCSL were aware that, in practice, such learning is difficult, as day-to-day concerns proliferate and peer group learning is not easy. Many people who might come together in such groups have no previous experience of such a learning model and so it was believed that facilitators would be needed to enable groups to get going and work in accordance with collaborative learning principles. The facilitator might also desire some support for their learning in this role. The programme was designed for facilitators-head teachers or Local Education Authority officers (ex head teachers)-who are establishing new learning for leadership groups or trying to transform existing head teacher meetings into learning for leadership groups.

The authors discuss their experience of developing the programme. They discuss the practical issues of getting this new project established and the educational philosophy and design issues involved. They explore questions such as 'How directive can one be at the start up of collaborative learning project-what is negotiable?' 'How does presenting oneself as a learner in the group as well as named tutor impact on the development of the group learning capability?' and raise broader questions such as the extent to which adopting a collaborative learning model will impact on the leadership models participants employ in their own leadership roles. The paper explores the broader implications for leadership development practitioners and offers practical examples from the programme design.

COLLABORATIVE LEADERSHIP LEARNING; DEVELOPING FACILITATION SKILLS FOR COLLABORATIVE LEARNING IN LEADERSHIP LEARNING GROUPS

The changing leadership development territory

Leadership and leadership development are key issues for organisation success (CEML, 2002) and there is varied quality in their availability. A CIMA report, (2000), of a global survey of the future of business identified 'leadership' as the key ingredient for future success with e.business and capacity for change coming behind leadership. IT skills have become a given-just like the ability to use a phone or drive a car- whereas leadership skills are rare and valuable.

A global survey of top executives by Watson Wyatt (2000) suggests that establishing formal programmes to develop leadership at all levels is an important priority. According to their survey, the more companies do to develop leaders and the more comprehensive their efforts the greater their financial success on four measures. They saw five key elements to building a leadership pool; defining what leadership means to the company; ensuring high quality leaders are recruited; assessing leaders on a regular basis; providing meaningful leadership development opportunities; rewarding effective leadership.

What constitutes 'meaningful leadership development' however, is more difficult to pin down and must be tailored to organisation needs (James and Burgoyne, 2001). Fulmer (1997) argues that the current maps of leadership development are as out of date as Columbus' maps of the New World are today. Fulmer charts this new paradigm by giving examples of currently accepted approaches. Most focus on competencies and skills strategically aligned to company and employees needs. There is a view that people need to learn how to learn and access knowledge to meet rapid change, with action learning a key ingredient.

Features of the 'new leadership development map' include frequent mention of the need for leadership at all levels and the emphasis on learning through experience rather than reliance on expert teaching. There is also a growing recognition for a more collective approach to leadership and organisation transformation. The notion that organisations need to learn, as systems, is now an acknowledged aspect of the organisation's competitive edge (see Pedler, Burgoyne and Boydell, 1991, Dixon, 1994 or Senge 1990 for well known texts). Organisations need to learn continually, both to improve current practice and to transform the organisation for the future. This learning resides in the systems and processes of the organisation not just in the individual minds of its members; learning from experience is continually 'written' into the changes in culture and attitudes that are shared in the organisation. Depending on the leadership philosophy and the way learning is addressed, this may or may not reflect the intended changes imagined by those creating corporate vision and culture change strategies at the top. Leadership that relies on heroic endeavour alone may be insufficient where large systems change is required.

A final issue to be incorporated in ideas of best practice in leadership development, is that this may have sectoral differences. Sectors where there is concern that generic

ideas derived largely from private sector studies may be insufficient include the public sector, the armed forces and not for profit organisations. This has led the government to sponsor initiatives for these sectors specifically (for e.g. Cabinet Office PIU 2000, or the Modernising Defence People Group, 2000). Whilst different sectors can and should learn from each other across boundaries that were once divides (and this itself might be an example of good practice) the different purposes of organisation in these sectors may be a significant determinant of good practice. However, this paper suggests that there can be learning across these boundaries and in particular from the public sector to the private sector where traditionally in the UK the traffic flows the other way.

Need for different approaches to leadership development

There is a huge variety of methods for developing leadership capacity. Attempts have been made to provide guidance for organisations in choosing their strategy for leadership development by tailoring their approach to their business objectives (James and Burgoyne, 2001). However, the fine detail of learning method needs further specification. One of the key findings of the CEML Best Practice report was the importance of clarifying the leadership concept that the organisation wants to develop. The leadership concept is the underlying idea, metaphor or ideal that encapsulates the type of leadership the organisation needs. This may inform competence frameworks or leadership profiling activities. Many organisations do not have this concept established. Many competence and capability frameworks are based on current top team ideas without exploring the underlying assumptions behind current successful behaviour. This leads to two problems; 'cloning' the current boardroom in developing leadership competences and an unconscious evaluation of people or senior positions against the existing leadership concept-even where it is not articulated. Thus, the organisation may have aspirations to team based working but actually reward or promote charismatic individuals-or vice versa.

Distributed leadership—leadership at all levels---requires a different leadership concept than the more traditional individualistic leadership idea. It requires individuals to take up leadership roles in interacting with peers and more senior managers and in working across groups and organisation boundaries. Managers need to understand organisations as systems where change in one place can have impacts elsewhere. Issues in working collectively and the resulting group and organisation dynamics that can both facilitate change and produce destructive impact need to be understood. Not all aspects of leadership can be distributed (Bowman et al, 2003) and so a sophisticated understanding of leadership (see Hirschhorn, 1998, for example) needs to be developed.

This formulation of the requirements of leaders calls for a corresponding leadership development methodology. Much of the leadership development learning method currently used has a 'deficit model' underpinning the design—even where the programme allows for personal/ experiential learning, the starting point from most organisation perspectives is the 'deficit model'. By this we mean that the organisation creates a framework that outlines the key characteristics it seeks in its leaders and then produces a range of activities that should facilitate the learning of those characteristics (global awareness, communication skills, community building capacity, integrity and

visioning etc). Providers –internal and external –are then asked to arrange learning opportunities in line with these. This is frequently accompanied by some psychological profiling or '360' activity or at the very least linked to appraisals. The underlying assumption is that the individual can work out where they lack a skill, competence, attitude or knowledge and then get assistance in correcting this deficit. Manager frequently attend programmes hoping to find out how 'to put themselves right'.

Whilst this does provide valuable learning and development for individuals, other learning methods built on quite different learning philosophies may be needed if executives are to acquire collaborative concepts of leadership that enables distributed leadership to occur, that enable leaders to engage with organisation and systems learning in which they understand that collective action may create desired changes rather than the philosophy of leadership that assumes individuals, mainly at the top, impact on organisations.

Whilst the leaders at the top of organisations have specific psychological and strategic functions not shared by others, they need to adopt, along with their staff, the idea of themselves as learners of leadership. The methodology for learning must mirror the concept of collaborative leadership in order to drive this new concept of leadership into the organisation. The methodology itself must be collaborative and recognise the difficulties of leaders engaging in this from of learning as they are leading in hierarchical structures.

There have been some significant developments that encapsulate this approach using the ideas of learning organisation and co-operative inquiry (see for example Kakabadse and Kakabadse, 2002). This paper presents an approach used in schools leadership that attempts to combine a systemic approach to learning, the development of a distributed concept of leadership in a traditionally hierarchical context, collaborative learning methodology and the recognition of the importance of enabling leaders at the apex of their own organisations (head teachers) to find a forum to engage with their own learning for leadership together.

National College for Schools Leadership Collaborative Leadership Learning Pilot

> *The most powerful reason for principals to be learners as well as leaders comes from the extraordinary influence of modelling behaviour. In many schools, the more important you are, the further you are removed from learning. But when the leader is learner, when the principal's learning is continuous, sustained, visible and exciting, a crucial and very different message is telegraphed to the community: "this school is a community of learners; learning is its most important characteristic; the principal is a first-class citizen of the community of learners, the head learner."*

Barth, R.S. (2001)

The National College for School Leadership in England, opened in November 2001, is the first of its kind and represents a bold investment by a national government in educational leadership.

The role of the College, as defined in the remit letter of the then Secretary of State, is as follows:

- to provide a single national focus for school leadership, development and research
- to be a driving force for world class leadership in our schools and the wider education service; and
- to be a provider and promoter of excellence; a major resource for schools; a catalyst for innovation; and a focus for national and international debate on leadership issues

<div align="right">Blunkett, DfES, 2001</div>

In its short life to date, the National College in England has been prepared to innovate, take risks and engage in creative approaches to leadership learning. One example of its quest to engage leaders in learning processes which are deep, self-sustaining, and which will, ultimately, have profound impact on the ways in which student learning is organised and led is the subject of this paper.

In its early days, an especially commissioned Think Tank of recognised national and international leaders in the field outlined a set of Ten Propositions for School Leadership;

1. that leadership should be purposeful, inclusive and values driven.
2. that leadership should embrace the distinctive and inclusive context of the school.
3. that leadership should promote an active view of learning.
4. that leadership should be instructionally focused.
5. that leadership should be dispersed throughout the school community.
6. that leadership should build capacity by developing the school as a learning community.
7. that leadership should be futures-oriented and strategically driven.
8. that leadership should be developed through experiential and innovative methodologies.
9. that leadership will be strengthened by a support and policy context that is coherent, systematic and implementation driven.
10. that school leaders will be supported by a College that leads a discourse around leadership for learning.

(NCSL 2001) (Hopkins, D et al, *Think Tank Report to Governing Council*, NCSL, Nottingham 2001)

These propositions have challenged some conventional notions of leadership and leadership development and have informed the NCSL Leadership Development Framework to act as guiding principles for much of the College's work.

Networked learning communities
The Networked Learning Communities (NLC) programme is a partnership initiative led by NCSL and supported by the Department for Education and Skills (DfES), the General Teaching Council (GTC) and the Teacher Training Agency (TTA). Networked Learning Communities are capitalising upon and celebrating the diversity that exists within the system. By working in interdependent and mutually supportive ways, groups of schools have formed learning networks and are using diversity within and across the schools as a positive force for knowledge-sharing and innovation. In

Networked Learning Communities, schools, teachers, pupils and leaders are learning *from* each other, *with* each other and ultimately, on *behalf* of each other.

The first Cohort of 41 NLC began work in September 2002. A second phase of a further 44 NLC commenced in January 2003. In total the programme is working with over 1,000 schools.

Networked Learning Communities is a development and research programme. It is only through doing the work that we can learn more about 'networked learning'. Generating this learning – about networked learning, knowledge management and learning exchange – for the programme and for the wider system, is therefore the programme's core strategic purpose.

There are six strands to the basic framework of the Networked Learning Communities design and three non-negotiable principles. The six strands are;
- Pupil learning (a pedagogic focus)
- Adult learning (with professional learning communities as the aspiration)
- Leadership learning (at all levels, but particularly collaborative headteacher learning)
- Organisational learning (progressive redesign around learning principles)
- School-to-school learning (and between communities of practice)
- Network-to-network learning (a programme priority)

The three non-negotiable principles are;
- Moral purpose – a commitment to success for all children.
- Models of shared leadership (for example, co-leadership)
- Enquiry (evidence and data-driven learning)

One of the programmes most challenging areas is leadership learning. Sustained leadership learning seems a step too far for many and yet, surprisingly, it is one of the most important things a leader can do. This is a difficult area because it challenges leaders to model themselves as lead learners, to embody and symbolise that learning is both a social and life long activity, this raises several issues:

- Although school leaders often plan together to facilitate the shared enquiry and development of others, they rarely spend much time on their own learning
- Insufficient energy is put into creating contexts where they can regularly reflect on the impact of their leadership and develop understanding of themselves as leaders
- It is difficult to learn together in a world where schools have traditionally been asked to compete
- As the leader in a traditionally hierarchical environment it is challenging to move from independence to interdependence in a learning group

This then led to the development of the collaborative leadership learning pilots.

The design of the projects was informed by the innovative year-long NCSL programme, New Visions for Early Headship, which was originally conceived as a

small pilot for new and recently appointed headteachers and is now being extended as a part of the national arrangements for headteacher induction.

The design for the New Visions Programme was informed by a learning model which gives respect, and broadly equal emphasis to, the following three types of knowledge. This learning model has subsequently been employed in the Collaborative Leadership Programme
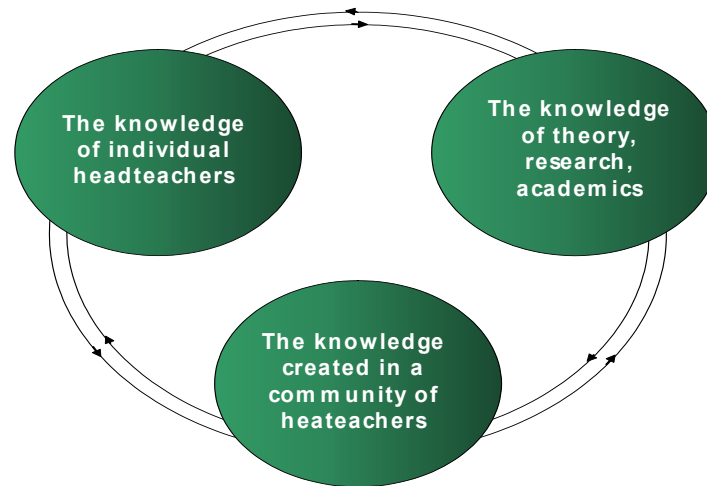
Figure 1: The Three Fields of Knowledge

- The knowledge which the participants themselves bring – this might be their perspectives on their current experience or problems, their accumulated understanding and insights from prior experience, their enthusiasm for particular dimensions of their work and so on.
- Knowledge which is external, public, or validated – this might be national or international research, or the best that is known about practice, but is essentially both practical and theoretical public knowledge which might serve to frame, support, structure, illuminate or (critically) challenge the knowledge and thinking which participants bring.
- New knowledge that is collaboratively constructed or developed through the processes and interactions in the programme. This third field of knowledge stems from a belief that the collaborative processes which characterize the programme's activities support the development of new understandings and insights which are both collectively understood and shared and which support deep learning for individuals about themselves and their leadership. (Not about information dissemination).

The group creates the knowledge, but it doesn't exist except in the minds of individuals (Senge, 1990).

Development of The Collaborative Leadership Learning Pilot

We present here one of two pilot project on Collaborative Leadership Learning running currently. This pilot is co-designed and delivered in partnership with

Cranfield School of Management. The pilot is a recognition that as Leadership Learning Groups are established with one or two members taking responsibility for facilitating and leading the group, it would be important for facilitators to get support for their role and to do so in such a way that their learning could be disseminated to other new groups and facilitators. Therefore this programme is designed to provide quality development for leaders/facilitators of Leadership Learning Groups. Over the course of a one-year Programme, a group of 12 leaders (selected through expressions of interest), each working with their own local LLG, meet for regular workshops/seminars. We are part way through this programme with 7 out of the 10 days having been completed. The main aim of this Programme is to enable participants to understand their role in leading/co-leading their Leadership Learning Group based on collaborative learning principles.

The way the programme was developed was important for its delivery. The co-tutors, a faculty member from Cranfield School of Management and a leader in the Network Learning Communities team from NCSL, were invited by a senior executive at NCSL to develop the programme. The senor executive would be available as a 'sounding board' for the development of their thinking. The two tutors, who had never met before, recognised that their situation was parallel to that of the co-leaders they would be working with; they had no idea what the programme would look like, they had relevant and different experience to bring to the work, they were doing this amongst a variety of other tasks competing for their time and they were committed to collaborative learning principles. They therefore decided that the way they would work together and the way they would work with their clients would be a mirror of the LLGs. It was clear that this programme was not a co-operative inquiry group but would have more facets to the programme structure in order to help the participants bridge their leadership experience and their roles with their LLGs. In practice the tutors spent many hours conducting their own inquiry in to the nature of CLL before the whole programme was established. However they had to present a structure and a programme aim very early on so that potential participants could express interest and negotiate their participation with their LLGs.

The Collaborative Leadership Learning Pilot Programme

> *This is not a "learning about because I'm interested" Programme, but a "learning from because I'm doing it" Programme'.*

This became the key statement in the development of the programme and selection of participants. This was not going to be a programme that people could come to learn about expert advice on what they should do; they would be working together with all others present, including tutors, to reflect on what they were doing and learn from, with and ultimately on behalf of the LLGs they were facilitating and the whole community would benefit as they would produce learning artefacts and tools for LLGs not represented in the pilot.

The process is described below and presented in Figure 2.
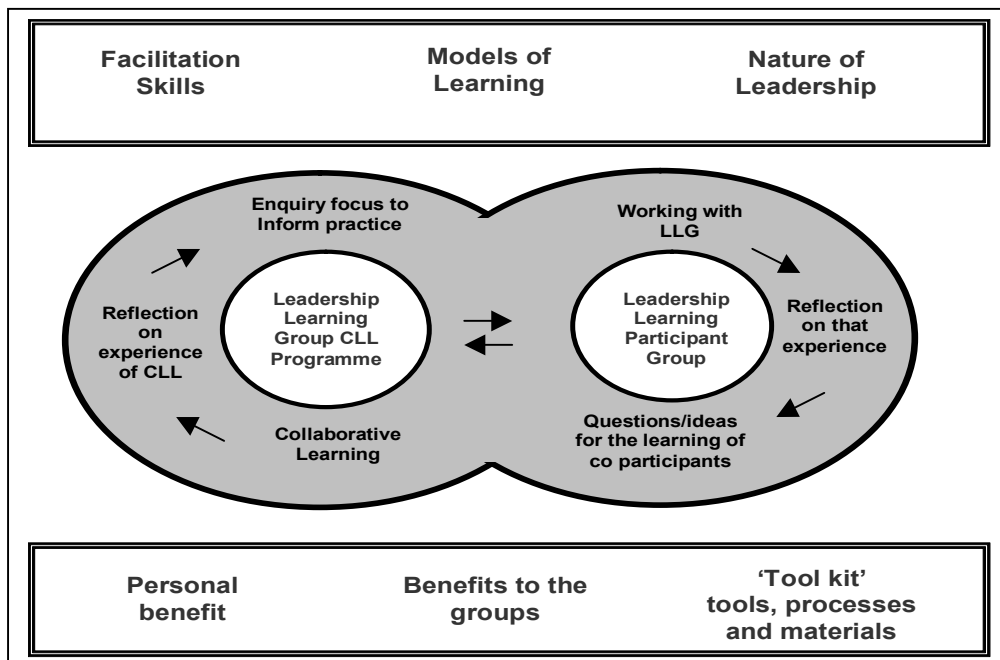
Fig 2 The collaborative leadership learning group model

a) Learning would focus on the following key areas:

   i.   Personal learning about the facilitation of Leadership Learning Groups
  ii.   On-going support for the leadership of such groups through action learning and enquiry
 iii.   The creation of processes, tools and materials which can be disseminated more widely

b) Live issues of participants are the central focus. In addition the following themes are being explored:

   i.   Facilitation skills
  ii.   Models of learning
 iii.   The contemporary nature of leadership

c) In order to achieve this we:
   i.   Use collaborative learning approaches during the Programme
  ii.   Reflect on the experience of collaborative learning
 iii.   Use this to inform practice in existing, or new, learning for leadership groups that participants are leading.
  iv.   Bring experiences from practice to the Programme for further exploration

d) The Programme can be envisaged as a process of:
   i.   Experience during the Programme
  ii.   Reflection on that experience
 iii.   Developing new ideas
  iv.   Planning to action these ideas

e) Followed back in participant group by:
   i.   Experience of leading LLG

ii.   Reflection on that experience
iii.   Developing ideas to bring back to the Programme
iv.   Putting these ideas into the Programme for the learning of co participants

f) Outputs from the Programme
  i.   Personal benefit in developing ability to take up leader role
 ii.   Benefit to the groups
iii.   Benefit to the wider community of LLGs

The third output will be achieved by the Programme participants collectively developing a 'tool kit'. This tool kit will provide material for other Co-Leaders of LLGs.

Examples of tools/processes being considered:
- Set of guidelines for the start-up of CLL groups
- Ground rules for learning – group activity
- Reflective exercises for Leadership Development
- Discussion papers e.g. What does a facilitator of a Leadership Learning Group need to learn/do?
- Creating a climate for learning – audit tool
- Development of case studies

g) Programme structure and learning method

Collaborative learning requires participants to engage in:

- Appreciative Enquiry - a collaborative organisational development intervention that offers a way of looking at the positive aspects of organisational life.
- Dialogue – this involves enquiry, curiosity, listening, exploring assumptions and beliefs in order to understand and make sense of one's own and others experiences.

h) Types of sessions on the Programme

  i.   Tutor input – brief exercises, theory/framing discussions
 ii.   Collaborative learning sessions – centre on issues of leading, learning and facilitation
iii.   Reflection – In these sessions space will be created to explore the dynamics of CLL sessions.
iv.   Action Learning Sets – these are opportunities in smaller groups to work individually with each participant on a current issue in co-leading their LLG.
 v.   Reading – stimulus material to prompt thinking

The main ideas that inform our thinking in relation to this piece of work are derived from

- process consultation (eg Schein, 1999)
- dialogue (eg Senge et al, 1994)

- facilitation (eg Heron, 1999)-an exploration of appropriate facilitator behaviour using a model of modes and dimensions of facilitation
- appreciative inquiry (eg Cooperrider et l 1987)
- models of organisational learning and defenses against learning (eg Arygris and Schon, 1996)
- action learning (eg Revans, 1982)
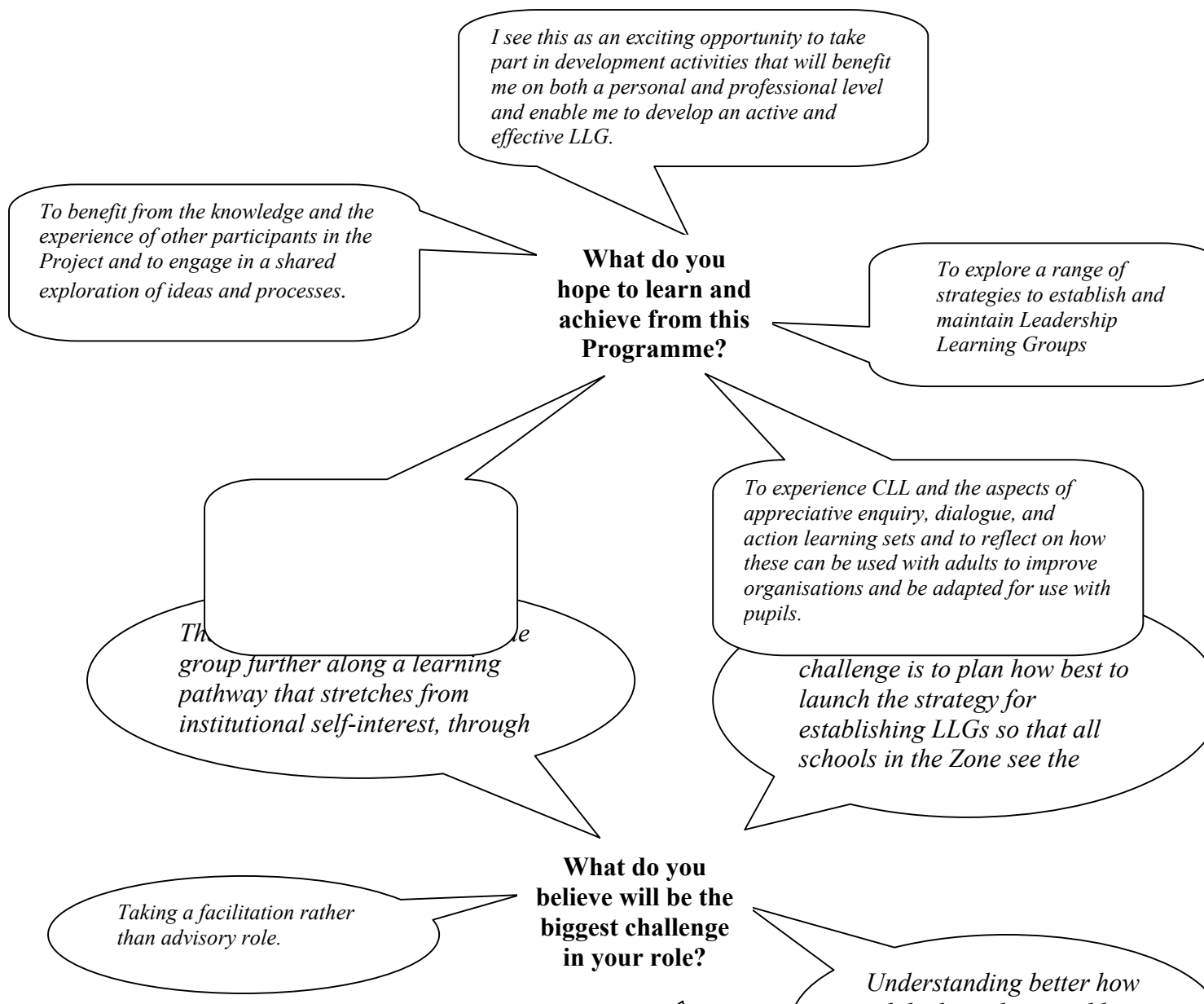- an emphasis on inquiry based approach (eg Reason, 1988, Heron, 1996)

A pilot programme-what evidence is there of collaborative leadership learning?

NCSL has commissioned a full evaluation of the two CLL pilot programmes. Meanwhile some preliminary findings can be reported from this one.

At the beginning of the Programme participants were asked to respond to the following questions:
1. What do you hope to learn and achieve from this Programme?
2. What do you believe will be the biggest challenge in your role?

The responses from the participants all of whom are experienced leaders illustrated the need to go beyond individual learning to learning in context with others. Leadership learning has also begun to emerge as a priority.

I see this as an exciting opportunity to take part in development activities that will benefit me on both a personal and professional level and enable me to develop an active and effective LLG.

To benefit from the knowledge and the experience of other participants in the Project and to engage in a shared exploration of ideas and processes.

What do you hope to learn and achieve from this Programme?

To explore a range of strategies to establish and maintain Leadership Learning Groups

To experience CLL and the aspects of appreciative enquiry, dialogue, and action learning sets and to reflect on how these can be used with adults to improve organisations and be adapted for use with pupils.

Th... ...e group further along a learning pathway that stretches from institutional self-interest, through

challenge is to plan how best to launch the strategy for establishing LLGs so that all schools in the Zone see the

What do you believe will be the biggest challenge in your role?

Taking a facilitation rather than advisory role.

Understanding better how

The most recent sessions were the first of three 'action learning' set days in which participants focused in turn on an issue that they needed to resolve in order to move forward with their LLG. Some comments made at this stage about their learning points and the learning process provide some insights into the learning available from the programme.

"The process is a powerful/effective and has potential to be used in many different contexts"

"You learn as much form listening to others issues as exploring your own"

"Solutions familiar to some can be innovations for others"

"Excellent way to solve/develop an issue in a practical manner, particularly the problem, plus identifying next steps to move forward"

"Interesting to hear totally outside perspective on your own thoughts/actions and judgements"

"Why can this group operate in an open/honest manner and other groups don't sometimes? What are the characteristic features of effective groups?"

"It is clearly helpful to have access to someone who is knowledgeable about the way groups operate and strategies to move groups forward"

"Today has drawn together many strands from previous sessions – been very useful for me"

"The wealth of knowledge/range of skills available within our group – never underestimate this within a group, even if people do not appear to engage"

"The process was also helpful in developing collaborative learning – the group engaged in mutual questioning and solution-seeking as not done before"

From pilot to next steps

Collaborative learning for leadership may be a model of learning that reflects the new leadership required; it may enable leaders to develop their own leadership capability in such a way that they feel enabled to work with others on their leadership development.

Questions that have been raised by the pilot group:

a. How do we build in protected time for leadership learning?
b. How does the group support and challenge members who are unwilling or unable to participate?
c. How can we address the need for external facilitation to promote leadership learning?
d. How will we openly tackle barriers to learning to create a culture within LLGs where deep learning, questioning and personal reflection can take place?
e. How will we consciously ensure that we draw on the group's knowledge, draw on the wider knowledge base of research and good practice, generate new knowledge through our collaborative learning and apply the knowledge in the context of our schools?
f. How do we build the knowledge base to give leaders access to the world of existing research?

These questions highlight the complex challenge of sustained, collaborative leadership learning for school leaders and recognition that learning is both an individual and social process and that there is a wealth of insight and understanding which, if shared, has the potential to transform schools.

The importance of this development is that, if we can learn to unlock the potential of these groups in helping them reshape and rethink their work, we will make a real difference and reach a much wider group of school leaders. Such groups are often traditionally supported by Local Education Authorities (LEAs). Developing this work also provides an opportunity to explore how NCSL can add value to their work and support them in recognising that LEAs can have a key role in promoting leadership learning.

During the course of 2003/4 NCSL proposes to offer further support to networks committing to collaborative leadership learning. We will support about 40 networks by offering a specific programme for people who will be facilitating a headteacher learning group within a network. This support and development programme will build on the pilot work and involve three regional groups, each of twelve to fifteen people, who commit to a regular programme of enquiry-based learning which runs concurrent with their own leadership learning group.

For the Networked Learning Communities programme the development of Collaborative Leadership Learning is a commitment to long-term sustainable learning. Our challenge is to learn from our Networks and the pilot Collaborative Leadership Learning Programme about what works, how such learning can be sustained and how it impacts on the learning of others?

Implications for the wider management development community

As the new national body in the UK, the National College for School Leadership has a challenging role in facilitating the creation of vibrant and innovative leadership in thousands of schools across the whole UK, capable of delivering an education that will be suitable for children growing to adulthood in the 21st century. It taking up this leadership role in many different ways but the CLL/LLG project could have multiple implications for those outside of the sector.

- It provides a methodology for setting up collaborative learning projects for organisation change and improvement
- The notion of networked learning communities of practice and leadership learning groups may enable organisations to create the learning climate appropriate for distributed leadership and provide learning structures that top managers can engage with
- The methodology may provide a vehicle for exploring alternative concepts of leadership and by parallel process promote collaborative leadership
- The methodology suggests ways in which large scale organisation learning can be initiated

The challenges for the tutors are many and varied. The idea of the tutors mirroring the process that participants were engaging with in their own groups has been very valuable. At every stage we have explored our feelings about the process, and what we need to proceed in our role. This has helped us to understand when a structured exchange of practice might be needed or where a more in depth reflection session might enable a deepening of the learning to be possible. We have shared our uncertainties and concerns with each other and with the group—are we being too directive, expecting too much input from busy participants, are we really co-learning or imposing our vision of an 'ideal' LLG and so on. We are sure that this curiosity is a necessary part of the process and one worry we have is that in order to extend the CLL/LLG project by working with more groups and more leaders, the structure, exercises and concepts will become too 'packaged'—and even that a myth will emerge that there is a right or best way to 'do' such learning.

Finally, we all need to take note of changes in such an important area of all our lives as schools leadership. If the leadership concepts embodied by teachers and headteachers change, this will impact on the next generation of school leavers. They will have different expectations of leaders in the organisations they join and of the concept of leadership they in turn bring to the managerial role. This may have profound implications for those of us engaged in all sectors in developing future leaders.

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