

Place-based leadership development: scaling up collective impact

Rob Worrall

Rob Worrall Consultancy Ltd

Paul Rogers

Northside Partnership

Introduction

Localities across Ireland face a number of complex socio-economic and environmental challenges such as social disadvantage, health inequalities, increasing prevalence of substance abuse and anti-social behaviour, uneven access to and increasing demands on essential public services, the impact of climate change, and the rising cost of living. Developing an effective response to these challenges requires an intersectoral and place-based approach where different agencies, partners, community leaders, and residents come together to develop a shared understanding of the causes and impact of these issues on the local area. Local partners then need to pool their knowledge, resources, and expertise to develop and try out innovative homegrown responses. Place-based leadership development (P-BLD) provides the ‘software’, facilitating the development of relationships, and the development of the capability of leaders to bring sectors together to achieve collective impact (Kania & Kramer, 2011, 2013).

This paper sets out how the successful application of P-BLD to two places in Ireland can be scaled nationwide through the development of

an innovative, locally embedded capacity-building programme. In the first section, we will provide a brief overview of the general origins of place-based leadership initiatives, which first emerged in the United States (US), and how their emergence in the United Kingdom (UK) inspired the development of a new framework with practical applicability across a diverse range of geographical contexts. In the second section, we will set out how an evidence-based P-BLD framework was developed and then applied to enable leaders to address complex local challenges in Kenya, Uganda, and Guatemala, and the learning that has emerged from these experiences in terms of impact and programme design. And, in the next section, we will look at how P-BLD has evolved in Ireland, and the impact that this has had at multiple levels, enabling leaders to collaborate more effectively to find local responses to the challenges they face. In the final section, we will outline how the co-facilitator development programmes (CFDPs), first piloted in Kenya, could enable the scaling of P-BLD interventions and ensure the approach is sustainable over the longer term.

The origins and development of place-based leadership development

As early as the late 1950s, there was a realisation that persistent local socio-economic or ‘wicked’ problems (Rittel & Weber, 1973; Wexler & Oberlander, 2020) were immune to central government-led interventions. In 1959, Leadership Inc. emerged out of the United States civic leadership movement as the earliest place-based leadership development programme focused on building the capability of local communities to address the challenges they faced (Worrall, 2015). This approach strongly influenced US Government policy from the 1960s onwards, with the emergence of strategies such as the War on Poverty (1964) (Davies, 2019). Moreover, their rapid growth from the late 1980s onwards meant that by 2001, there were 700 such initiatives in nearly all regions across the United States (Azzam & Riggio, 2003; Fredericks, 1999; Worrall, 2015), which were subsequently brought to a wider audience by Chrislip in his influential *Collaborative Leadership* (1994) and in the practical toolkit *The Collaborative Leadership Fieldbook* he developed with Larson (Chrislip & Larson, 2002).

During the same period in the UK, central government funded area-based regeneration initiatives, such as the 1980s Single Regeneration Budget, and the 1990s New Deal for Communities and the Neighbourhood Renewal Fund had developed a progressively

more integrated approach to economic development (Davies, 2019). However, the overall approach remained top down, uniform and prescriptive, and despite massive investment, some localities seemed to remain in a permanent and progressive state of physical, economic, and social decline (Shaw & Robinson, 2010). The sense of failure within economic development policy supported the argument for improving integrated local leadership (Collinge et al., 2011; Organisation for Economic Co-operation and Development (OECD), 2015; Trickett & Lee, 2010), and a stronger focus on the development of collective leadership capability. This came to fruition in a series of place-based experiments known collectively as Total Place (Leadership Centre for Local Government (LCLG), 2010; Jones et al., 2014) which attempted to embed local collaborative leadership to develop more effective local public service provision.

Drawing on the UK context, Hambleton (2011, p. 6) defines place-based leadership as ‘all leadership activity that serves a public purpose in a given locality’, and Worrall (2015, p. 7) adds that ‘the means to building this capability is known as place-based leadership development’. In practical terms, P-BLD advocates a proactive approach for improving strained relations by building greater understanding, and mutual respect and trust, through which local leadership can be empowered to strive towards moving from isolated (one organisation or sector solution) to more impactful collective impact (Kania & Kramer, 2011; Kania et al., 2013; Worrall et al., 2019). Indeed, there has been considerable growth of interest in place-based leadership as a mechanism for finding local collective approaches to resolving complex challenges in multiple academic and policy arenas, and for explaining how effective collective leadership is enacted in localities, cities, and regions (Ayres, 2014; Hambleton, 2013, 2015; Power, 2022; Jackson, 2019; Vallance et al., 2019; Beer et al., 2018, 2023). However, while these case studies have taken our understanding further, the conclusions that have been generated have limited applicability to other contexts. As Broadhurst et al. (2021, p. 149) opined:

The leadership of place-based partnerships is crucial to their success and has accordingly received increased attention in academic and policy circles, but the notion of place leadership remains an ideological phenomenon founded on numerous case studies with few conclusions that can be generalised across wider spatial scales or beyond advanced economies.

From this perspective, one of the significance aspects of the approach set out in this paper is that it offers a consistent, coherent, and systematic practice-based approach for the development of empowered coalitions of place-based leaders to address complex challenges. Moreover, it is based on a clear set of principles, practices, and expected behaviours, which can be applied to different geographical areas, contexts, and issues (Worrall, 2021, 2023). Drawing on the lived experience of participants, programme facilitators and programme directors involved in three of the Total Place collaboratives as case studies, enabled Worrall (2014, 2015) to carry out an in-depth exploration of what enables effective place-based leadership development. An extensive literature review, professional experience as a local and regional leader, and initial scoping visits enabled the development of a conceptual model setting out how collective leadership development evolves within a place-based context as a number of interlinked stages.

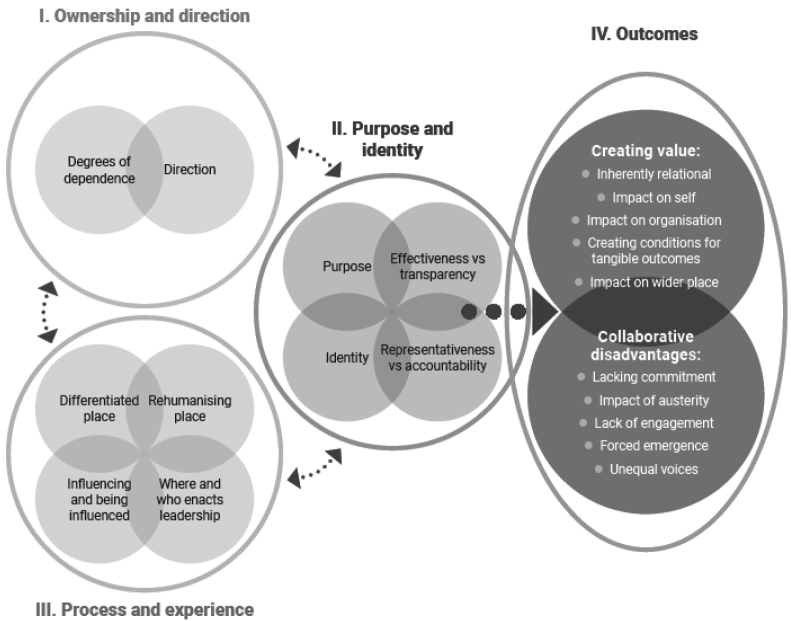
The seven stages of effective intersectoral leader collaboratives are as follows (adapted from Worrall (2014, 2015) and Worrall & Kjaerulf (2019)):

1. Understanding diverse perspectives, embracing a global outlook.
2. Shifting from a fixed to a growth mindset, welcoming value challenges.
3. Establishing a common social purpose beyond the common good.
4. Making sense of issues from varied viewpoints, creating shared understanding.
5. Fostering a collaborative space as an incubator of innovative ideas.
6. Developing social capital for shared issue-solving capability.
7. Forming a collective leadership narrative, defining objectives and manifestations.

Subsequently, the analysis of data from seventy-five semi-structured face-to-face interviews across the three Total Place case-study collaboratives revealed that the seven stages are overlain by a series of tensions. These relational tensions emerged at a number of different levels: within individual leaders (self), between themselves and others, between themselves and their organisation/sector, and across the

wider place (Worrall, 2014, 2015) argued that the paradoxical and paradigmatic nature of these tensions needs to be accepted as inherent within the collaborative process and negotiated as two sides of a continuum rather than polar opposites (as illustrated in Figure 1).

Figure 1: Underlying tensions within place-based leadership development



Source: Adapted from Worrall (2014, 2015). © Rob Worrall

These tensions lead to differing interpretations of a collaborative's value dependent on whether you take an individual leader, organizational or wider place perspective. This means that leaders must learn to become comfortable with working with ambiguity. That is to say, accepting that reality is more complex and uncertain than the black-and-white (binary) thinking often applied to the problems we face and that they can have more than one cause and more than one solution. Moreover, the robustness of the methodology, the depth and rigour of the analysis, as well as the potential for practical application of place-based leadership initiatives in general (Beer et al., 2018; Hambleton, 2015; Homes & Communities Agency/University of

Birmingham, 2011) and the P-BLD framework in particular (Knight et al., 2019; Worrall, 2018; Worrall & Callahan, 2017) has led to a number of awards (British Academy of Management, 2014; Irish Academy of Management, 2017; Northside Partnership (NSP), 2023).

Emergence of the MST-C Model

It was against this background that DIGNITY – The Danish Institute Against Torture, and the MidRift Human Rights Network, commissioned Rob Worrall to design and facilitate two one-day pilot P-BLD workshops for intersectoral groups of leaders seeking to prevent urban violence in Nakuru and Naivasha Municipalities in Nakuru County, Kenya. The positive impact of these pilot workshops (Worrall & Kjaerulf, 2019) led to the design and delivery of a two-year P-BLD Programme (2017–2109) in both places (Worrall & Kjaerulf, 2017, 2018a, 2018b). The considerable success of these programmes (Knight et al., 2019) led to further pilot programmes being developed in Mbale, Uganda and Cuilapa, Guatemala (Worrall & Kjaerulf, 2018c, 2019; Worrall et al., 2019).

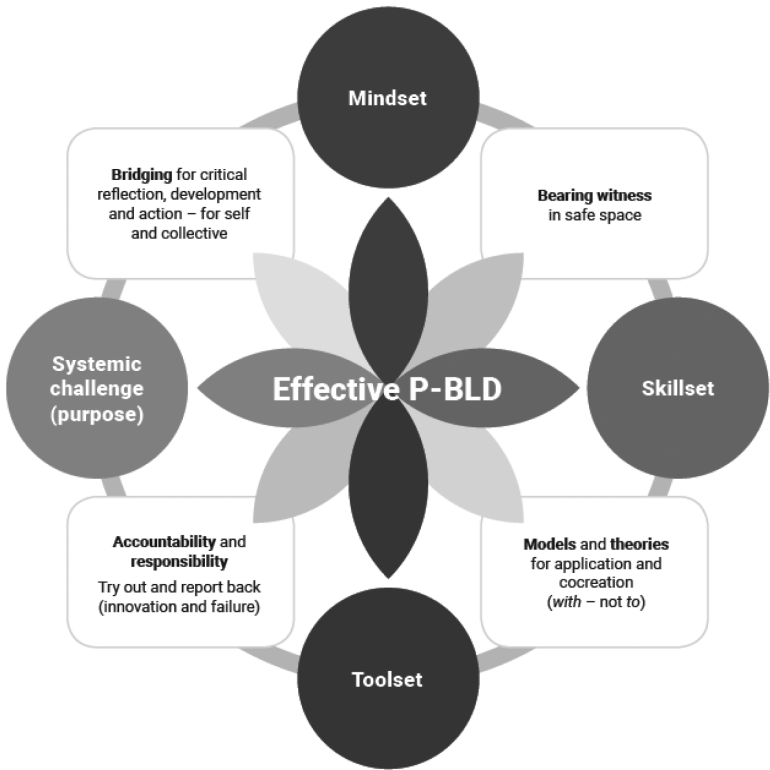
Another important output from the practice experience of implementing P-BLD and the practice-based research was a clear model for designing P-BLD interventions, known as the MST-C (Mindset, Skillset, Toolset – Systemic Challenge) Model (Worrall et al., 2019; Figure 2). This model ensures a coherent and consistent approach to enabling groups to build on their strengths in working together towards a common purpose and to harness their diverse knowledge, skills and experiences to find effective solutions to the organisational and community-wide challenges through emergent and co-created social innovation. This is a dynamic model, which both draws on and guides programme design and implementation, and it will continue to evolve over time.

The MST-SC Model is used to design each two- or three-day intervention which is the building block of P-BLD pilot workshops as well as full programmes, with each of the learning outcomes aligned to Mindset, Skillset, or Toolset.

Mindset

It starts with activities designed to encourage each participant to think about their mindset and their openness to learning, listening to other perspectives, and considering issues from the standpoint of a participant from a different sector, for example. This includes applying

Figure 2: The MST–SC (Mindset, Skillset, Toolset – Systemic Challenge) Model



Source: © Rob Worrall

the latest theories and frameworks from behavioural insights and other fields on the significance of developing the right mindsets at the individual, organisational/sectoral, and wider place/system levels to enable transformational change.

Skillset

The subsequent activities enable participants to explore their level of self-awareness and undertake self-assessments to develop their leadership skillset (e.g. applying emotional intelligence or conflict management). Participants are encouraged to become adaptive (Heifetz et al., 2009) and open to exploring new ways of seeing the

world and trying out creative, dynamic, unfamiliar, experimental and uncomfortable activities which facilitate individual and collective learning. By building participants' self-awareness of their strengths and areas for intrapersonal development in key domains, participants can enhance their skills and confidence to work with others at the interpersonal and inter-relational levels.

Participants are also encouraged to use intelligent questioning to explore their own and other's assumptions. This is crucial for teaching and adult education practice (Knowles, 1984; Wiserman, 2022) and, by extension, it is crucial for effective leadership and management development (Grint, 2005). It is particularly relevant when leaders are faced with volatile, uncertain and complex contexts (Nandlam & Bindlish, 2017). This approach is embedded in and supported by strengths-based modules for personal growth and transformation, such as developing emotional intelligence, and the understanding and effective management of the dynamics of intrapersonal and interpersonal conflict.

Collaborative toolset

The remaining section of the workshop focuses on facilitating collaboration in intersectoral collaboratives to address a major challenge. Participants will be supported to work together in groups on a context-specific, systemic challenge through a structured facilitated process of collaboration. This shared lived experience enables participants to learn new approaches through working together, which they can subsequently apply to how they work with their partners. Initially, the challenge could be a collaborative simulation introduced by the programme facilitator. Subsequent challenge themes are identified by the local backbone organisation in consultation with participants (as stakeholders) and informed by local, practice-based research. The current state of play on the particular issue across the particular place is presented by the local partner organisation in collaboration with other local experts and practitioners. Then, drawing on the lived experience of how the issue is lived through and viewed by participants, intersectoral groups are guided through a collaborative methodology from the evolving P-BLD toolset, such as appreciative inquiry or design thinking. The actions plans presented by each of the groups in plenary, form an integral part of the final slide pack circulated to all the participants. The action plans are supposed to be carried out at no additional cost, through the redistribution of existing resources, enabling service redesign. The groups are tasked with

taking forward their actions and reporting back on their successes and failures at the start of the next module.

Connecting practices

Another key learning point from the experience of implementing P-BLD in Kenya is that there are a number of practices which are core to how P-BLD is designed, delivered, and implemented as an individual and collective learning intervention.

These four connecting practices – which are interlinked and happen at multiple levels are:

1. **Bearing witness in a safe space** – ensures people feel valued by enabling them to share their experience – being listened to without being judged.
2. **Models and theories** are introduced to enhance understanding and to guide the reflections, learning, and collaborative work at individual and collective levels. Different models (frameworks) will speak to different people, and they should be seen as a means to supporting what we are seeking to achieve.
3. **Accountability and responsibility** (also described as reporting back and holding to account) is vital to achieve full commitment from participants. It is this commitment that will lead to collective action and impact.
4. **Bridging for critical reflection, development and action** – for self and collective. The assigned activities between sessions, workshops (from one day to the next) and the action plans that need to be implemented between one set of modules and the next, are not optional. These bridging activities are part of our individual and collective programme of development and action.

Place-based leadership in Ireland

In 2018, Ireland witnessed the emergent idea of developing P-BLD interventions designed specifically for the local context, working with themes identified collectively by local partners, drawing on their lived experiences and building on the collective strengths of the participants (Knight et al., 2019). Starting with a one-day national and then a one-and-a-half-day local workshop (Worrall & O’Leary, 2019a, 2019b), an evidence-based approach for building the collaborative

capacity within local and community development committees (LCDCs) began to emerge (Worrall, 2019).

Drawing on collaboration with Cork city's LCDC and subsequent research, Worrall and O'Leary (2020) found that the P-BLD intervention enhanced local leaders' collaborative leadership capacity. This experience underlined the importance of shared lived experience for effective coalition-building between public, community and voluntary, private-sector leaders. The knowledge and skills which they acquired, enabled a shift in mindset, which empowered them to address underlying tensions, that can act as barriers to achieving successful outcomes, thereby allowing a more collaborative environment to emerge. Integrating P-BLD within place-based partnerships enables the development of self-awareness and people skills, fostering enhanced individual understanding and collaboration across organisations and society. It also promotes dialogue, mutual understanding, and shared accountability between stakeholders, nurturing a shift from a fixed to a growth mindset encouraging openness, learning, and empowered leadership, enabling effective intersectoral collaboration (Worrall & Kjaerulf, 2019; Worrall & O'Leary, 2020).

The positive review and impact evaluation of the pilot intervention (Worrall & O'Leary, 2020), which was also reported on at the 2019 LCDC National Networking Conference (Worrall, 2019), strengthened the evidence base for the development of longer-term pilot P-BLD interventions. Subsequently, NSP, a local development company based in the Dublin Northeast region, saw P-BLD as a potentially innovative approach for building enhanced capability and capacity for interagency working (Worrall et al., 2023) in the Darndale area, following a number of criminal network related shootings. NSP also recognised that Drogheda in County Louth faced similar challenges, as well as the opportunities for collaborative learning and action, especially given the establishment of the Nolan Implementation Oversight Group in Darndale and the Drogheda Implementation Plan Board, founded to help address intransigent challenges in their respective localities (Gieran, 2021; Nolan, 2020).

Supported by the Department of Rural and Community Development (DRCD), Darndale and Drogheda's eighteen-month Leading for Collective Impact (L4CI) Programme was launched by Minister of State Joe O'Brien in January 2022 and was completed in May 2023. Described as a 'pioneering initiative to build individual and collective capacity to lead with courage, creativity and collaboration

and drive cross-cutting approaches to address complex social issues’ (Worrall et al., 2023, p. 28). Potential applicants for the programme were invited to attend an information session and then asked to submit an application setting out how they would benefit from the programme and how they would apply their newfound skills, knowledge and learning to improve outcomes for communities within their local area. L4CI consisted of a one-day induction and four two-day workshops in each place and then a joint three-day workshop bringing the two cohorts of twenty-four leaders from Darndale and Drogheda together (Table 1).

Table 1: Leading for collective impact – an overview

<i>Modules</i>	<i>Darndale</i>	<i>Drogheda</i>
Induction	Programme overview, content, philosophy, and ways of working	Programme overview, content, philosophy and ways of working
1–2	Core themes: • Developing self as a leader across place • Leadership as coalition building Systemic challenge: role play – coalition building: Teenage Alcohol Abuse Prevention Strategy	Core themes: • Developing self as a leader across place • Leadership as coalition building Systemic challenge: role play – coalition building: Teenage Alcohol Abuse Prevention Strategy
3–4	Core theme: leading for collective impact Systemic challenge: collective inquiry: building a multi-agency response to ensure that all children and young people are able to take advantage of positive (educational, vocation, social, health, and well-being) opportunities for self-advancement and reaching their full potential	Core theme: leading for collective impact Systemic challenge: collective inquiry: nurturing our individual and collective well-being by developing Drogheda as a welcoming place to live, work and play (Part I)

Table 1: Leading for collective impact – an overview (Contd.)

<i>Modules</i>	<i>Darndale</i>	<i>Drogheda</i>
5–6	Core theme: designing for change Systemic challenge: building community activism by encouraging and engaging a more diverse range of empowered activists	Core theme: designing for change Systemic challenge: building a multi-agency response to ensure that all children and young people are able to take advantage of positive (educational, vocation, social, health, and well-being) opportunities for self-advancement and reaching their full potential
7–8	Core theme: leading your sector Systemic challenge: building our understanding of intergenerational trauma and what a place-based trauma informed approach would mean in practice across Darndale	Core theme: leading your sector Systemic challenge: leading your sector: building effective responses to ‘anti-social behaviour’ and providing pro-social activities
9–10	Core theme: leading and shaping the future Systemic challenge: addressing Drug Related Intimidation and Violence Engagement (DRIVE)	Core theme: leading and shaping the future Systemic challenge: addressing Drug Related Intimidation and Violence Engagement (DRIVE)

Participants also benefitted from a 360 leadership effectiveness assessment and ongoing coaching sessions to address individual developmental challenges. During the final three days, each cohort was divided into four groups, which were then paired to share and compare their experiences and learning from modules 1–2, 3–4, 5–6, and 7–8. These paired groups then developed an action plan to set out how they would address the systemic challenge, which they presented

to each other. They then worked in inter-place collaboratories to merge the best ideas from each plan and jointly presented their final proposal in the final plenary sessions.

Review and evaluation

The L4CI Programme had ongoing impact evaluation and review of the learning designed included from the start, with participants being asked to complete evaluation questionnaires after each workshop. The analysis of the data from these questionnaires, as well as six interviews (comprising the programme facilitator, three coaches, and two programme administrators), formed the basis of a positive interim evaluation carried out in December 2022 (Knight, 2022). In particular, it was noted that there had been a positive impact at individual, collective, and wider place levels, with:

- improved individual collaborative leadership development;
- improved relationships between organisations/sectors;
- more effective collaboration at intersectoral and wider place levels;
- the development of new and innovative initiatives or ways of working.

As part of the final evaluation completed in September 2023 (Knight, 2023), as well as analysis of data from post-workshop questionnaires completed by programme participants, sixteen participants, three coaches and five close collaborators were also interviewed.

The evaluation aimed to identify and explore the following (Knight, 2023):

- The impact of P-BLD at the individual, collective, and wider place levels, including the extent to which participants have developed stronger self-awareness and appreciation of their own capabilities in relation to becoming an effective collaborative leader.
- The extent to which increased trust and a sense of common purpose, across a diverse group of interests and perspectives can be evidenced.
- The extent to which more effective collaboration can be evidenced at intersectoral and wider place levels.

- The extent to which new and innovative initiatives/ways of working have been catalysed by the joint learning and collaboration on the P-BLD programme.

The findings reported positive outcomes at a number of different levels with participants representing statutory bodies, community groups, and local residents gaining a deeper understanding of themselves, other sectors in the community and the challenges they all face in working to support their local area.

At the individual level, participants reported (Knight, 2022):

- **Increased personal confidence** in the value, skills, and experience they bring to collaborative working.
- **Increased knowledge of social issues and local agencies:** learning about types of crime, local issues, and agency responses and services.
- **Improved reflective practice:** slowing down responses, thinking and engaging others, distributing leadership.
- **Improved skills to communicate and challenge:** ability to address conflict, to question and to disagree.

At the interagency/intersectoral level, it was found that relationships between different actors had improved which led to:

- **Advocating for other agencies:** increased understanding of other agencies led to changes in opinions and increased advocacy and support of the work and services delivered by local agencies.
- **Gaining specific connections:** improved delivery of work, support to remove issues or blockers to progress, and increased referrals and connections made between services to meet the needs of communities.
- **Developing momentum:** the relationships that have developed between P-BLD participants are helping to accelerate progress in the Northside Partnership in Darndale and the Drogheda Implementation Board.

At the intra-place and inter-place levels, there were a number of initiatives being develop which provided emerging impact. Indeed, a considerable number of participants explained that they were only just starting the process of putting their learning into practice, and the groups were at the beginning of their journey working together to

deliver projects. Eight examples were provided in the final evaluation report of changes to ways of working, or new projects that were beginning to be developed. These included small investments from funding agencies, new groups of people working together, community events, referrals between agencies, training provision, and engagement on local projects and campaigns.

According to one Darndale participant, participation in the programme has been (NSP, 2023):

hugely transformative [...] in that at the end of the programme there was clear evidence of a transformation in our understandings of the issues faced by each of us in our everyday working and personal lives. For me personally, I got a deeper understanding of the trauma faced by the Guards in their role and how this can carry over into their personal lives. I feel also, that I have grown personally in confidence. I am not afraid to talk about trauma anymore because I feel it is essential we talk about it, whereas previously I felt I had nothing important to say.

Addressing the challenges of scalability and sustainability

Since the publication of the final evaluation and impact review of LC4I (Knight, 2023), and the sharing of the positive impacts online and at various events (NSP, 2023; Worrall, 2023), a number of localities have expressed an interest in implementing their own P-BLD initiatives. P-BLD could be implemented again in another two areas using the same approach as was taken for Darndale and Drogheda. However, this alone would not address one of the core pillars of the *Better Public Services* – the Public Service Transformation 2030 Strategy (Department of Public Expenditure, NDP Delivery and Reform, 2023), that is to say the scalability and sustainability of innovations that can improve outcomes and opportunities for citizens and communities across Ireland. Key to addressing this scaling concern is a recognition, and an acknowledgement, that despite the high levels of commitment and engagement from residents, community and voluntary organisations and statutory bodies, the benefits that have accrued to participants, and the wider community, may dilute over time as leaders move on in their careers and new organisations and relationships emerge. In addition, there is a need to build the local skills and knowledge base to ensure that there is increased capacity, so that over time, community-based P-BLD

facilitators can help sustain and grow capacity and capability by facilitating their own development programmes. This would mean there would no longer be a requirement for external facilitators, and communities would have the capacity to nurture and develop leadership and cross-sectoral collaboration.

In seeking to address this concern it is worth looking to other jurisdictions where P-BLD has been delivered along with developing capacity to deliver more programmes. In this regard, considerable work has been undertaken in scaling up the programme in Kenya, where a P-BLD programme was originally delivered in two locations. Firstly, the P-BLD design and delivery philosophy and approach was documented together with all the supporting material in a P-BLD facilitators guide (Worrall et al., 2020), along with a participant workbook (Worrall & Knight, 2022a) for a full-length P-BLD programme. This enabled the design and delivery of a pilot Co-Facilitator Development Programme (C-FDP) between November 2020 and March 2021.

The C-FDP sought to develop a cohort of local facilitators who would enable the expansion of the P-BLD specifically to support the Intersectoral Urban Violence Prevention (IUV) Programme. Thereby increasing the effective collective leadership capability but also resulting in positive outcomes in respect of reducing urban violence. The C-FDP consisted of six interlinked modules, which were created following a common design template, a dynamic document that evolved over the life of the programme through 'a structured, consistent and iterative process of review and developmental evaluation, through data analysis, reflective analysis, ongoing discussions and feedback' (Worrall, 2021, p. 3). For each module, participants were expected to undertake guided pre-workshop reading and preparatory activities. In addition, participants also undertook guided post-workshop reflective practice (Bassot, 2020), and activities such as watching and listening and responding to podcasts and audiocasts as well as engaging in online discussion forums.

During the face-to-face workshops (see Table 2), the level of difficulty, and participant commitment and engagement increased over the course of the C-FDP, and as well as facilitation skills, participants are also required to engage in reflective practice. In addition, working in pairs, co-facilitators are also expected to engage in peer-coaching and offer constructive feedback to each other when they practice delivering key elements of the P-BLD Programme. They are also expected to be able to offer and receive constructive feedback from other peer pairs on how well they are seen to co-facilitate.

Table 2: Overview of the Co-Facilitator Development Programme workshops

<i>Modules</i>	<i>Workshop</i>	<i>Core content</i>
1	1	• Deepen understanding of place-based leadership development (P-BLD) foundational principles and approach with the context of Intersectoral Urban Violence Prevention Programme • Discuss the facilitator development programme learning outcomes and how the programme is designed and delivered • Understanding how to use the facilitator guide and reflective journal
	2	• Understand and apply the Tenets of Practice in your role as a P-BLD co-facilitator • Explore the journey towards becoming an effective P-BLD co-facilitator • Catalyse development of self as a reflective practitioner to help you become an effective P-BLD co-facilitator
2	1	• Confidently explain core concepts across modules 1–4 • Guide participants in working with core concepts across modules 1–4
	2	• Become more comfortable with and understanding of the power of vulnerability • Establish presence and consistency in practice to build influence and trust
3	1	• Confidently describe core concepts and themes within modules 5 and 6 of the P-BLD Programme
	2	• Determine the key factors that create a safe space for discussing challenging topics • Build confidence in the practice of facilitation
4	1	• Enable people to understand the potential of human agency and leading for social purpose • Encourage people to understand and deploy different conflict modes
	2	• Build confidence in facilitating design thinking for social innovation through practice

Table 2: Overview of the Co-Facilitator Development Programme workshops (Contd.)

<i>Modules</i>	<i>Workshop</i>	<i>Core content</i>
5	1	• Enable and encourage nurturing of an open and creative mindset • Empower others to change the way they respond to conflict
	2	• Facilitate working with dynamic tensions to develop inter-place and intra-place collaboratories • Evaluate what has been achieved and areas for development
6	1	• Effectively prepare for a shared commitment to learning, development and growth • Understanding the MST-SC Model for P-BLD
	2	• Design and implement an effective P-BLD workshop on a systemic challenge such as Drug Related Intimidation and Violence Engagement (DRIVE)

The initial evaluation stated that:

whilst an assessment of the full impact of the Facilitator (later Co-Facilitator) Development Programme (C-FDP) will have to wait until the Co-Facilitators have been deployed to deliver live P-BLD for IUVP interventions, our findings from this current evaluation suggest that we have significantly built the capability and confidence of the participants. In addition, an agile and innovative re-design in response to the mobility limitations imposed by Covid 19 has enabled us to deliver a far more impactful programme (Worrall, 2021, p. 25).

Since mid-2021, the graduates from the programme have been delivering P-BLD interventions across Nakuru and Naivasha. Between October 2021 and March 2022, a second improved C-FDP was also delivered to two cohorts which included participants from another two places. In addition, the *Design & Delivery Guide* for the C-FDP (Worrall et al., 2021) was developed as well as C-FDP and P-BLD participant workbooks (Worrall & Knight, 2022a, 2022b), which enabled further scaling of the programme. Indeed, from an initial pilot innovation, P-BLD has become a catalyst integral to effective

partnership working and to the creation of innovative approaches to tackling complex challenges across a diverse range of locations (Kjaerulf *et al.*, 2024).

Conclusion

It is clear that there are considerable opportunities to use the resources developed, and the knowledge, experience, expertise, and collaborative learning acquired to date to harness and expand P-BLD potential to achieve local collective impact across Ireland. The content of these manuals and workbooks could be adapted and used to develop a panel of P-BLD co-facilitators across the country, starting perhaps with pilot C-FDP programmes in Darndale and Drogheda. In addition, staff currently employed under the DRCD Empowering Communities Programme could also be offered the opportunity to undertake the Co-facilitator Development Programme, thus opening opportunities for P-BLD to be implemented in the Empowering Communities areas. Now is the time to seize the opportunity for scaling up and catalysing the potential for locally embedded and socially innovative approaches to some of the complex social and economic challenges local communities are facing all over Ireland.

References

- Azzam, T., & Riggio, R. E. (2003). Community based civic leadership programs: a descriptive investigation. *Journal of Leadership & Organizational Studies*, 10(1), 55–67. doi: 10.1177/107179190301000105
- Ayres, S. (2014). Place-based leadership: reflections on scale, agency and theory. *Regional Studies, Regional Science*, 1(1), 21–4. doi: 10.1080/21681376.2013.869424
- Bassot, B. (2020). *Reflective journal*. Red Globe Press.
- Beer, A., Ayres, S., Clower, T., Faller, F., Sancino, A., & Sotarauta, M. (2018). Place leadership and regional economic development: a framework for cross-regional analysis. *Regional Studies*, 53(2), 171–82. doi: 10.1080/00343404.2018.1447662
- Beer, A., Sotarauta, M., & Bailey, D. (2023). Leading change in communities experiencing economic transition: place leadership, expectations, and industry closure. *Journal of Change Management*, 23(1), 32–52. doi: 10.1080/14697017.2023.2164936
- British Academy of Management. (2014, September). Student received Tony Beasley Award. BAM [Press release]. <https://www.bam.ac.uk/tony-beasley-doctoral-award>

- Broadhurst, K., Ferreira, J., & Berkeley, K. (2021). Collaborative leadership and place-based development. *Local Economy*, 36(2), 149–63. doi: 10.1177/02690942211032553
- Chrislip, D. D. (1994). *Collaborative leadership: how citizens and civic leaders can make a difference*. Jossey-Bass.
- Chrislip, D. D. & Larson, C. (2002). *The collaborative leadership fieldbook*. Jossey-Bass.
- Collinge, C., Gibney, J., & Mabey, C. (2011). *Leadership and place*. Routledge.
- Davies, S. B. (2019). *Place-based approaches, characteristics and learning*. A New Direction. <https://www.anewdirection.org.uk/asset/4117/view>
- Department of Public Expenditure, NDP Delivery and Reform. (2023). *Better public services: a transformation strategy to deliver for the public and build trust*. <https://www.gov.ie/en/publication/80247-better-public-services-public-service-transformation-2030-strategy/>
- Fredericks, S. M. (1999). Exposing and exploring statewide community leadership training programs. *Journal of Leadership Studies*, 5(2), 129–42. doi: 10.1177/107179199900500211
- Geiran, V. (2021). *Drogheda: creating a bridge to a better future, community safety & wellbeing: report of a scoping review for the Department of Justice*. Department of Justice.
- Grint, K. (2005). Problems, problems, problems: the social construction of 'leadership'. *Human Relations*, 58(11), 1467–94. doi: 10.1177/0018726705061314
- Hambleton, R. (2011). Place-based leadership in a global era. *Commonwealth and Local Government Research Colloquium*, [Online] 13–15 March, Cardiff, 1–21. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=748c6159a31e1585e7a264001cd75914851894bb>
- Hambleton, R. (2013, July). *Place-based leadership: new possibilities for planning?* Paper presented at the AESOP/ACSP Conference, Dublin.
- Hambleton, R. (2015). Place-based leadership: a new perspective on urban regeneration. *Journal of Urban Regeneration and Renewal*, 9(1), 10–24.
- Heifetz, R.A., Linsky, M., & Grashow, A. (2009). *The practice of adaptive leadership: tools and tactics for changing your organization and the world*. Harvard Business Press.
- Homes & Communities Agency/University of Birmingham. (2011). *Leadership of place: transforming communities by changing the way we lead*. <http://pascalobservatory.org/sites/default/files/leadership-of-place-report.pdf>
- Jackson, B. (2019). The power of place in public leadership research and development. *International Journal of Public Leadership*, 15(4), 209–22.
- Jones, O.S., Grint, K., & Cammock, P. (2014). Public leadership development facilitation and the crossroads blues. *Management Learning*, 46(4), 1–21. doi: 10.1177/1350507614537020
- Kania, J., & Kramer, J. (2011). Collective impact. *Stanford Social Innovation Review*, 9(1), 36–41.

- Kania, J., & Kramer, J. (2013). Embracing emergence: how collective impact addresses complexity. *Stanford Social Innovation Review*, 11(1), 1–7.
- Kjaerulf, F., Andersen, S.V., & Ronsbo, H. (2024). Leadership Development as Catalyst in Partnership Projects. DIGNITY Publication Series on Torture and Organised Violence No. 46. Praxis Paper. DIGNITY – Danish Institute Against Torture.
- Knight, L. (2022, December). *Interim evaluation: Leading for Collective Impact (L4CI) Place Based Leadership Development Programme (PBLD) for Darndale and Drogheda*. Unpublished report.
- Knight, L. (2023, September). *Leading for Collective Impact (L4CI) Place Based Leadership Development Programme (PBLD) for Darndale and Drogheda: Final Evaluation*. Northside Partnership.
- Knight, L., Lugli, V., Cahalin, K., & Moloney, D. (2019). *Evaluation and Impact Study: Place-based leadership development for intersectoral urban violence prevention. The Cases of Nakuru and Naivasha, Kenya*. DIGNITY – Danish Institute Against Torture.
- Knowles, M. (1984). *Andragogy in action*. Jossey-Bass.
- Irish Academy of Management. (2017, October). Dr Rob Worrall, Faculty of Business, Law and Tourism, University of Sunderland awarded the Ruskin Medal for 2017 by Anglia Ruskin University. *IAM Newsletter*, 13. https://iamireland.ie/wp-content/uploads/2014/01/IAMAutumnNewsletter_oct17.pdf
- LCLG. (2010). *Total place: a practitioner's guide to doing things differently*.
- Nandlam, S.S., & Bindlish, P.K. (2017). *Managing VUCA through integrative self-management: how to cope with volatility, uncertainty, complexity and ambiguity in organizational behavior*. Springer.
- Nolan, J. (2020). *Darndale, a long view of an enduring challenge: a socio-economic and community plan*. Dublin City Council.
- NSP. (2023, November). *Place-based leadership development programme scoops International Coaching Federation (ICF) Ireland, President's Award* [Press release]. <https://www.northsidepartnership.ie/place-based-leadership-development-programme-scoops-international-coaching-federation-icf-ireland-presidents-award/>
- OECD. (2015). *Local economic leadership*.
- Power, S. J. (2022). *How do place-based leaders use strategies to effect change? A case study of the net zero challenge in UK Core Cities*. Doctoral thesis, Cardiff University. <https://orca.cardiff.ac.uk/id/eprint/153260/1/2022SimonJamesPowerPhDGeographyandPlanningFINAL.pdf>
- Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy Sciences*, 4(2), 155–69.
- Shaw, K., & Robinson, F. (2010). Centenary paper: UK urban regeneration policies in the early twenty-first century: continuity or change? *Town Planning Review*, 81(20), 123–49. doi: 10.3828/tpr.2009.31
- Trickett, L., & Lee, P. (2010). Leadership of 'subregional' places in the context of growth, *Policy Studies*, 31(4), 429–40. doi: 10.1080/01442871003723358

- Vallance, P., Tewdwr-Jones, M., & Kempton, L. (2019). Facilitating spaces for place-based leadership in centralized governance systems: the case of Newcastle City Futures. *Regional Studies*, 53(12), 1723–33. doi: 10.1080/00343404.2019.1598620
- Wexler, M.N., & Oberlander, J. (2020). Public leadership and the wicked problem continuum. *International Journal of Public Leadership*, 16(4), 359–73. doi: 10.1108/IJPL-04-2020-0025
- Wiserman, M. (2022, 2 March). Adult learning theory: 10 key principles and practices. *Big Think*. <https://bigthink.com/plus/adult-learning-theory/>
- Worrall, R. (2014, 8 September). *Illuminating the way: towards an emergent theory of place-based leadership development*. Paper presented at BAM2014 Doctoral Colloquium, British Academy of Management, Ulster University, Belfast.
- Worrall, R. (2015). *Illuminating the way: an emergent theory of place-based leadership development*. Doctoral thesis, Anglia Ruskin University. <https://arro.anglia.ac.uk/700620/>
- Worrall, R. (2018, 11–13 April). *Developing leaders of place: from the inside out or the outside in?* Paper presented at the IRSPM Conference, University of Edinburgh.
- Worrall, R. (2019, 9 November). *Your role as a leader of place*. Paper presented at the LCDC Networking Conference, Tullamore.
- Worrall, R. (2021). *Place-based leadership development preventing violence and creating safer communities evaluation of a pilot facilitator development programme in Nakuru and Naivasha 1 November–31 March 2021*. DIGNITY – Danish Institute Against Torture.
- Worrall, R. (2023, 7 September). *Transforming minds, people and places: perspectives on the impact of P-BLD programmes in Darndale and Drogheda*. Paper presented at the LCDC Networking Conference, Athlone.
- Worrall, R., & Callahan, R. (2017, 6–7 April). *Place-based leadership, collaboration and creating public value: a US/UK comparative case study analysis*. Paper presented at the 2nd PUPOL Conference on Leadership for Public and Social Value, Open University.
- Worrall, R., & Kjaerulf, F. (2017, 13–14 July). *Transforming places, people and minds: the role of place-based leadership development in urban violence prevention*. Paper presented at the 9th Developing Leadership Capacity Conference (DLCC), Brighton.
- Worrall, R., & Kjaerulf, F. (2018a, 11–13 April). *Crossing borders? Comparative analysis of applying a place-based leadership development framework for building leadership coalition building for intersectoral urban violence prevention in Kenya and Uganda*. Paper presented at the IRSPM Conference, University of Edinburgh.
- Worrall, R., & Kjaerulf, F. (2018b). Building collaborative capability between law enforcement and civil society leaders to prevent urban violence. *International Journal of Public Health*, 63(8), 969–76. doi: 10.1007/s00038-018-1153-z

- Worrall, R., & Kjaerulf, F. (2018c, 3–5 September). *South–South: comparative analysis of applying a place-based leadership development framework for building leadership coalitions for intersectoral urban violence prevention in Kenya, Uganda and Guatemala*. Paper presented at the Irish Academy of Management Conference, Cork University Business School, University College Cork.
- Worrall, R., & Kjaerulf, F. (2019). Transforming minds, people and places: leadership coalition building as catalyst for intersectoral collaboratives in urban violence prevention. *Aggression and Violent Behaviour*, 47, 282–92. doi: 10.1016/j.avb.2019.02.012
- Worrall, R., Kjaerulf, F., Knight, L., Githae, L., & Chavene, M. (2019, 15–17 December). *Place-based leadership development for collective impact*. Paper presented at the International Studying Leadership Conference, University of West England, Bristol.
- Worrall, R., & Knight, L. (2022a). *Place-based leadership development: Preventing Violence and Creating Safer Communities – Co-Facilitator Development Programme – Participant Workbook*. DIGNITY – Danish Institute Against Torture.
- Worrall, R., & Knight, L. (2022b). *Place-based leadership development: Preventing Violence and Creating Safer Communities – Participant Workbook*. DIGNITY – Danish Institute Against Torture.
- Worrall, R., Knight, L., Lugli, V., & Cahalin, K. (2020). *Place-based leadership development: Preventing Violence and Creating Safer Communities – Facilitators Guide*. DIGNITY – Danish Institute Against Torture.
- Worrall, R., Knight, L., Cahalin, K., Bassot, B., Adebawale, V., Jackson, B., Eddison, A., & Bradley, S. (2021). *Place-based leadership development: preventing violence and creating safer communities – Co-Facilitator Development Programme Design & Development Guide*. DIGNITY – Danish Institute Against Torture.
- Worrall, R., & O’Leary, F. (2019a). Towards greater collective impact: developing the collaborative capability of local community development committees (LCDCs). *Administration*, 67(1), 73–83. doi:10.2478/admin-2019-0009
- Worrall, R., & O’Leary, F. (2019b). Place-based leadership development and the collaborative challenge. *Local Authority Times*, 22(1&2), 14–17. <https://www.ipa.ie/research-papers/local-authority-times.4494.html>
- Worrall, R., & O’Leary, F. (2020). Towards greater collective impact: building collaborate capacity in Cork city’s LCDC. *Administration*, 68(2), 58–67. doi: 10.2478/admin-2020-0010
- Worrall, R., Rogers, P., Knight, L., & Bradley, S. (2023). Bridge building. *Local Authority Times*, 25(3), 26–29. <https://www.ipa.ie/research-papers/local-authority-times.4494.html>