

SECOND COLLECTIVE LEADERSHIP RESEARCH WORKSHOP
23-25 April, 2015, NYU Wagner, New York City

Logics in tension:
Bridging the individual and collective dimensions of leadership

1. **What motivates participants to attend the second Collective Leadership Research Workshop?**

Gail Fairhurst	<p>I very much liked the fact that this group is willing to challenge the individual and cognitive lens that has dominated mainstream leadership.</p> <p>I liked the networking opportunity, and I liked the opportunity to talk to people about their research informally as well as formally.</p> <p>Listening to Deborah Ancona was also a highlight.</p>
Ann Cunliffe	<p>I enjoyed the World Cafe format which facilitated interesting discussion with different participants. I came away with a deeper understanding of the various perspectives on relational leadership. It was very well organized.</p>
Carsten Hornstrup	<p>I found a new group of people dedicated to work on issues that I have been interested in and working on for many years. I found inspiration in the discussion - AND the form of the meeting gave me the best possible opportunity to learn!</p>
Joe Raelin	<p>Best opportunity available in the area of collective leadership.</p>
Ronit Kark	<p>I am interested in further understanding the construct of shared and collective leadership</p>

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Barbara Crosby	I'm excited to continue the conversation about understanding collective leadership and its connection to individual agency.
Steven Blader	I did not attend the first workshop, and I am looking forward to exchanging ideas with other leadership scholars/teachers.
Charles Palus	I love the intellectual company around a fascinating topic.
Suzanne Gagnon	I am motivated by the great exchange of ideas and participation of people actively engaged in this field from both research and teaching perspectives. I see notions of collective leadership as offering a highly important critique within the field.
Christine H. Shaefer	<p>Following the last session, I began work on what is my recently completed dissertation, which looked at the perceptions directors and chief staff officers hold of the sharing of leadership behaviors among directors on boards of nonprofit membership organizations.</p> <p>While the authorized, singular leader of such organizations, the board of directors is a group, often of peers, of individuals with unique knowledge, skills and abilities. Generally, each director holds one vote and thus none has more authority than another, though most participants in my study indicated they perceive the board president/chair or the chief staff officer is the formal leader.</p>

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	Nonprofit boards and the chief staff officers that serve them present examples, in active practice, of the tension between individual and collective leadership. Insights learned at the first Collective Leadership Research Workshop proved very informative to my work, and I look forward to this year's session to continue participating in discussions on this topic.
Fiona Kennedy	I was very disappointed not to make it to the first workshop. I am drawn to this workshop on many levels. Most particularly because it is built on academic foundations but is framed as a workshop - not as a conference, is relatively small and focused. This carries great possibility including that of locating and mobilizing participants' shared (leadership) work.
Bethany Godsoe	I am eager to deepen the conversations started last year, particularly as they relate to operationalizing research agendas on collective leadership and teaching leadership as well.
Jody Hoffer Gittel	I enjoyed the networking, the format of the conference which allowed for emergent ideas, and I also learned more about collective leadership.

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Anne Douglass	<p>I attended last year's workshop, and found it very valuable. I am interested in the topic of this year's workshop. I am currently in the midst of three different research projects that examine how relational and collective leadership might emerge, be sustained, and contribute to advancing the professionalization of the early education and child care field.</p> <p>The first of these three projects examines how relational leadership, co-production, and coordination influence efforts to implement new trauma-informed practices in early childhood education and care programs. This study includes a focus on how relational and collective leadership influence organizational improvement efforts. I am also studying leadership pathways in the early education and care field, exploring how emerging leaders define their own professional pathways and contribute to collective leadership that comes from within the field to advance this rapidly changing and professionalizing field. Lastly, I am conducting a study of parent leadership in an urban school readiness initiative. In these last two projects, I went into the study looking at individuals as emerging leaders, and am now examining how these individuals might engage in collective leadership. I have many questions about how to bridge these concepts of individual and collective leadership, and am so excited about the opportunity to explore this in the workshop.</p>
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Joyce K. Fletcher	I found the design of the workshop very engaging. It afforded a real opportunity to learn from others and co-create new understandings which doesn't happen in these collective endeavors that often. I especially appreciated hearing from and being able to interact with young scholars about the different ways they think of relational leadership and are trying to operationalize its concepts. And I appreciated also that practitioners and researchers were having good, learning conversations together.
Jennifer Dodge	I am motivated to deepen my networks among leadership and organizational scholars, and especially appreciate that the CLN is international in scope. I am also motivated to share work within the group, and to take advantage of the opportunity to learn new research methods (e.g., discourse group with Gail Fairhurst).
Valentina Mele	The workshop made me more familiar with this academic community. I was able to share some doubts and issues I had been dealing with. I would like to develop further my understanding of the specific challenges associated with the current research I am working on and, possibly, overcome some of them.
Jong Gyu Park	The 1st CLRW was very helpful for me to form basic and advanced knowledge regarding collective approaches to leadership. Through various group conversations, the conference provided a great opportunity to dialogue with scholars who are also interested in the ways collective leadership is studied and can thrive. I hope and am sure that I can have a valuable experience in the 2nd CLRW as same as I had last year.

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Deneen Hatmaker	I did attend the first one last year, and found the intellectual exchanges and overall atmosphere invigorating and refreshing. For me, last year's Workshop was an excellent venue to interact with fellow scholars with similar research interests and who engage similar methodologies; I am a bit of an outlier in my home department at UConn (the vast majority of our faculty focus primarily on economics, policy analysis and public finance and budgeting - valuable areas but as much opportunity for collaboration). Now that I am going to be on sabbatical and hope to design a new study, I look forward to these exchanges again and the potential to connect with collaborators.
Mila Baker	I attended the 1st Collective Leadership Research Workshop in 2014 and look forward to attending the second workshop to continue the conversation on collective leadership as well as become more acquainted with colleague's research. Also, interested in new research topics and potential to collaborate with others on research projects.
Margo Hittleman	I was at an earlier RCLA workshop, and found it be one of the most worthwhile academic workshops I had ever attended -- set up in a way that attendees actually "conferred" with each other, rather than passively sitting and listening to each other talk. So in addition to my great interest in the topic, I'm delighted to have the chance to attend anything that those at the RCLA organize!
Grisel Caicedo	Interested in the conversation about clarifying the distinctions between individual and collective dimensions of leadership. Then, learning how to translate this knowledge to undergraduate students interested in their own leadership development and their capacity to effectively

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	participate in leadership processes.
Elizabeth Morrison	I do not do research in this area, but I am interested in the topic and its relevance for the teaching that I do on the topic of leadership.
Kathy Quick	I participated in the Collective Leadership Workshop in April 2014 and found it extremely valuable for my research and publishing on collective leadership as well as for my teaching. I would like to continue my engagement in this community of scholars, which is a stimulating home for thinking about how to study, characterize, practice, and teach collective leadership.
Angel Saz	My research on leadership is ongoing. I learned from the 1st workshop and expect to do so in the second.
Michelle Williams	I did not attend in 2014.
John Bryson	The first workshop was quite interesting, stimulating, and congenial. I look forward the the second one!
Alex Turrini	I would like to further advance my knowledge of the collective aspect of leadership.

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Susan Lieff	Discussion with peers and scholars in leadership research and teaching to enrich my own scholarship and facilitate ongoing dialogue after the workshop has ended
Mary Uhl-Bien	I am interested in continuing to work with Sonia to advance relational and collective perspectives of leadership. I believe leadership must be recognized as going beyond the individual, and that we need to advance new understandings of how leadership is co-created in interactions of leading and following that occur in social relations. I also am interested in uncovering leadership and followership dynamics and processes.
Cristian Carreno	<p>In October I joined the RCLA at NYU-Wagner as a research assistant, where I have gained exposure to the latest advances in leadership research and theory on collective leadership. I am also a student of the Qualitative Research doctoral class at NYU, where I am working on a research project related to leadership and social innovation. I am interested in understanding more about the process of doing research on leadership, by learning from the work of different scholars outside NYU.</p> <p>Also, I want to make connections between the adaptive and collective leadership frameworks. I see that this is a great opportunity to gain a deeper understanding of how different frameworks that view leadership as a process can contribute to develop further advances on theory.</p> <p>Finally, I am part of a learning community of leadership faculty back in Chile, where we constantly try to introduce advances in leadership development to teaching leadership, especially to undergraduate students. I am interested in seeing how a similar learning community works.</p>

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Marc Pares	Collective leadership is an essential issue in my current research. I would like to share with other researchers how to deal with this topic.
Mary McRae	I am interested in the topic of women in leadership roles and how leadership can be a collective and collaborative process.
Maite Careaga	I found intriguing and useful ideas and discussion and want to be part of this academic and practitioner's community.
Deborah Ancona	The first workshop was fun and engaging. I learned a lot about collective leadership, had some stimulating conversations, reconnected with colleagues, and met some interesting new people. I left with some new ideas for my research as well as for teaching.
Sonia Ospina	I am one of its organizers. I am still interested in recurrent and deep dialogue among academic and practitioner scholars who are interested in a collective approach to leadership, independent of whether they are interested in public or private contexts. It is a privilege to be able to contribute to create the conditions where this can happen and to learn from an amazing group of colleagues. I see this space as the beginning of a network.
Erica Foldy	I am one of the conveners of the workshop.

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Amparo Hoffman	I believe this is a wonderful opportunity to meet and network with a very interesting group of scholars and practitioners. The events provide a great opportunity to reflect on current and important issues related to collective leadership.
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Gail Fairhurst	The challenge for me is not having enough like-minded reviewers for journals who know enough about the individual-collective dialectic--and who know enough about social constructionism in other than a mostly cognitive manifestation.
Ann Cunliffe	I don't see a boundary between the two. I work from an intersubjective problematic in which we have an embedded (and embodied) relationship with those around us. The challenge is how to research this - and I'm working on a methodology to do so!
Carsten Hornstrup	I see the two as very closely connected. to understand and to work with leaders on a personal level, we have to take into account the collective - how the quality of the actions and communication of the individual can promote or prevent more coordination, collaboration and performance. And the same goes the other way around. If we focus on the collective processes of collaboration and coordinating, we still need to have attention to individuals as well. The challenge? If we separate the study of the leader and the leading we distant ourselves from the practice of being leaders leading.
Joe Raelin	I will argue that it is not necessary to hold onto the tension; that these two ways of considering leadership are largely incommensurate. There may be value in considering them separately, however, as a plurality, but not as integration.

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Ronit Kark	Collective leadership is somewhat a paradoxical construct, since once you focus on the collective it seems like it is more a focus on roles and group dynamics and less of leadership, so how can you hold on to both?
Barbara Crosby	I look at cases of social change quite a bit and much of the popular press will focus on the heroic individual, while much of the scholarly coverage will ignore individuals. I like to ferret out the many people who have filled leader roles in the endeavor and develop a fuller picture of how their aligned and non-aligned actions affected an outcome.
Steven Blader	This is an interesting issue. One of my research areas is social status--how respected and admired one is by their group members. In the context of leadership, tensions can but need not arise b/w status and individual vs collective dimensions of leadership. I suspect it depends on how the individual defines the basis of their status, which in turn is shaped by both individual and contextual factors.
Charles Palus	A key challenge is to honor the role of the individual, and develop the individual, while at the same time seeing leadership as a relational process that is shared among individuals within groups, organizations, culture, and society.

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Suzanne Gagnon	So far the challenge seems to be around staying with an epistemology of leadership that doesn't rest in people per se but in processes, practices or discourses. There have to be creators and enactors of these processes but to an extent, is the problem akin to the broader interest in social and relational paradigms instead of person-centered paradigms?
Siv Vangen	I use research oriented action research as a methodology (see below) and so the research design is not constrained by literature and the question of holding onto both the individual and the collective dimension of leadership is not an issue in as far as conducting 'field' research is concerned. However, the tension arise out of data – for example, a recent project identified the notion of 'unobtrusive leadership'; the idea that the governance form must support the inclusion of actors who are well recognized and accepted as leaders without their leadership being obviously visible or perceived by otherwise 'equal' partners as interfering. This is an example I think of the individual and the collective dimension of leadership. Other similar tensions have arisen out of the research.
Christine H. Shaefer	Consistent evaluation/description by research participants of the level of analysis under review has presented some challenges in researching individual versus collective leadership. (For example, asking directors to respond to questions about their board as a whole sometimes devolved to responses about specific individuals.)

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Anne Douglass	I find it easier to focus on and measure the individual dimensions of leadership. My research is primarily qualitative, and I have been studying both collective and individual leadership in the context of organizational and systems change and improvement. I struggle most with determining when something "counts" as collective leadership vs. individual relational leadership.
Joyce K. Fletcher	I do not find the individual/collective tension as one that is central to my perspective. I have a way of thinking about it that allows me to move to other questions and thus i have perhaps prematurely, 'settled' the issue in my own thinking....which means I probably need and could surely benefit from new input and alternative perspectives.
Bethany Godsoe	I don't think I can comment on this issue.
Jennifer Dodge	I haven't encountered this dilemma yet directly, but in the work that I'm starting now - involving a discourse analysis of the controversy over hydraulic fracturing - I am beginning to consider this issue on a methodological level: how can one integrate individual notions of leadership (from interviews) with collectively negotiated notions of leadership (from hearing data where there is interaction and negotiation). I think Gail's review of paradoxical tensions in leadership research is helpful here b/c it provides a strong set of analytical concepts for linking these two levels (by examining the paradoxes themselves and how they are expressed individually and negotiated collectively.) This is all tentative.

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Valentina Mele	<p>The unit of analysis of one of my main current research projects is a team of public managers (United Nations staff) who is at the same time the country representative of a specific UN agency AND the member of the UN country team in that (developing) country.</p> <p>When I try to hold on both dimensions of leadership I face a methodological challenge - how to capture in the interviews and, even worse, in the documents, both dimensions and how to nail down the shift between roles.</p>
Fiona Kennedy	<p>As an institute our leadership research and leadership development practice are intertwined. Over the past ten years we have focused on loosening versions of leadership that call up special individuals and best ways of doing things that can be 'applied' in different contexts. Our research focuses on unlocking established ways of thinking about leadership and opening up a more complex terrain, including asking what is involved when leadership is framed with an underlying logic that is quite different than the logic of instrumental rationality that is historically associated with organizations. There have been numerous challenges in this research and these challenges have evolved along with our experience.</p> <p>As the title for this workshop suggests some of the key challenges for us relate to the work of bridging worlds and negotiating the tensions that are created by introducing new logics and associated language. New logics and language need to encounter the day to day structures and embedded language that are carried in managerial roles, organizational practices and professional associations. For example we have facilitated leadership development in large public hospitals, gathering empirical material along the way. Mobilizing collective leadership in hospitals encounters a number of deeply held individualistic perspectives including the strong orientation toward autonomy in judgement and decision making that is valued in the medical profession. Consequently while collective leadership has resonance for many in the health care sector, including doctors, developing practices that support collective leadership is much easier said than done. An example of the tensions between individual and collective perspectives and</p>

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the challenge of unsettling deeply ingrained assumptions and patterns of interaction in a hospital setting is helpful here:

Daniel, a doctor who holds a significant leadership position in the health care sector and other members of his team and their wider health service have engaged in leadership development with NZLI. This has focused on developing collective leadership in their environment. Daniel holds a strong sense of purpose. He is quite prepared to disturb doctors as well as other staff to enable better patient care. We have audio-taped several conversations with Daniel. Transcripts of these conversations reveal strong individual leader discourses that can be separated into themes of power, battle, quest and priest. Much of this empirical material constructs a leader-centric, 'great man' image of leadership. We have also audio-taped conversations with others on Daniel's team. One key direct report, a manager with a background in nursing who we have called Mary, speaks to her discomfort with the way Daniel is going about changes and she identifies serious downstream problems if he continues. However Mary explains that she does not address these issues with Daniel because she does not have sufficient 'voice'. There are many ways of making sense of this dynamic and the situation is much more complex than Daniel and one direct report. However this example does reveal a number of the tensions including the tension between collective leadership as a relatively new way of thinking and much more historic ways of understanding and enacting leadership in a medical setting. In this situation concepts of working collectively dovetail with several legacies, including those associated with the professional identities of doctors and nurses.

This example raises the importance of research that reveals how patterns of interaction are sustained and that opens up the collective story, both when things go well and when they do not go so well. It also potentially raises a need to see and talk about individual responsibility for leading at particular moments, and the question of what enables people without positional authority to lead, while also doing justice to the moving landscape that enables and constrains leadership.

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Jong Gyu Park	When I did a qualitative research about shared leadership in consulting teams, I realized that some project leaders have antipathetic attitudes towards shared leadership style in their team. The project leaders, who have a dictatorial way of dealing with team members, particularly tend to be lack of understanding about shared leadership. Thus, I assume that the tension between individual and collective leadership can be influenced by leadership style of formal leader.
Deneen Hatmaker	I am not sure yet! (see response to previous question - about to design a new study) However, I can anticipate that a challenge is/will be capturing how the relationships development in the collective dimensions of leadership - capturing the relationship at the inception to really see how it unfolds in-depth. Mary Uhl-Bien and I had some interesting discussions on capturing the relationship development between leaders and followers last year
Jody Hoffer Gittel	I don't see individual and collective dimensions as being in conflict so much as being in a dynamic process of interrelating and mutual shaping, given that the collective itself is made up of individuals who are shaped by each other.
Mila Baker	My work is focused primarily on collective dimensions of leadership as opposed to individual dimensions. A lot of my work focuses on helping others transition from traditional leadership styles to collective leadership approaches and designing research related to the transition is important to me.

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Margo Hittleman	There seems to be a process of repeatedly moving back-and-forth between the individual and the collective. In essence, looking first with one eye, then the other, and hoping to achieve a rich 3D composite image. But is there a better way to approach this, enabling one look at both dimensions at the exact same time?
Grisel Caicedo	The challenge I bring is related to teaching leadership: how to switch and navigate between the individual and collective dimensions of leadership.
Kathy Quick	There are definitional challenges, in that the words "plural" and "collective" can mean many things to many people. In addition,
Angel Saz	I have to break away from purist normative conceptions and blend or nuance these.
Michelle Williams	I am interested in learning from others. My research has had primarily a dyadic focus.
John Bryson	The challenges for me is to take both the individuals and the collective seriously. The flow goes back and forth between inductive and deductive, emergent and deliberate.

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Alex Turrini	The individual dimension is still the dominant one and I cannot find any suitable theoretical approaches enabling to explain collective leadership.
Susan Lieff	Our research focuses on program evaluation in academic leadership development. We have struggled to be able to demonstrate the impact of development beyond the individual in terms of how they engage with others in collective leadership work.
Mary Uhl-Bien	I am currently engaged in qualitative research, so there is not a challenge for me in terms of individual and collective--I can see both occurring in the data.
Marc Pares	<p>There are two main challenges in my research when I try to hold on to both the individual and collective dimensions of leadership:</p> <p>First, thinking on leadership as something collective that belongs to a group (and not to an individual) and having in mind new forms of networked collective organization; I wonder if it's possible to analyze leadership without leaders or, in other words, if people can collectively produce leadership without individual leaders. In this vein, the challenge is to go beyond the understanding of leadership as a leader-follower relation. Internet is also an important issue to take into account in this scenario.</p> <p>Second, regarding more specifically individual and collective dimensions, for me the challenge is to build categories of individual skills and capacities to foster collective leadership rather than combine both dimensions for the same "goal".</p>

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Mary McRae	I think that the individual and collective can coexist depending on social and cultural context. Some of my work has involved case vignettes where this process occurs.
Maite Careaga	I am interested in leadership development, in designing and evaluating It implies measuring capacity building at the individual and collective levels.
Deborah Ancona	I actually find it easier to hold both the individual and collective dimensions of leadership. To look at each one as a separate thing is to ignore the interplay between the two. By looking at leadership as part of a complex adaptive system one is able to understand the role of the individual leader as well as the system dynamics. Of course the leader is simultaneously influencing the collective, and being influenced by it and so tracking this interplay is challenging.
Sonia Ospina	For me it has been the disappearance of the "leader". In an effort to move away from heroic models I have focused on finding ways to conceptualize and operationalize the idea of the work of leadership and the result has been that the findings of the research appear disembodied, when in reality we know that it is individuals who have agency. How do I bring back the individual without reverting back to a heroic model? I know that for me it is around the theoretical idea of "practice" but have not quite found yet the right balance.

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Erica Foldy	If one understands collective leadership from a constructionist rather than entity perspective, then I think it is more difficult to see the role of the individual. Constructionist approaches argue that any given leadership arrangement (dictator, co-leaders, communes, whatever) is fundamentally collectively determined. Yes, those collective determinations may showcase one or a few individuals but from a constructionist perspective those are simply fictions; they don't reflect the much more complex, co-constructed reality. So, if one starts from the constructionist perspective, it feels difficult to hold both individual and collective -- they are incommensurable. In an entity approach, holding both is much simpler (at least in my mind.)
Amparo Hoffman	I implement a leadership development program for women. Our leadership development curriculum targets both concepts. We have been able to create an interesting balance using both dimensions.
Joshua Spodek	I don't think of them as separate, though I might understand them differently.

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Gail Fairhurst	<p>Theoretical Approach: Social constructionism, broadly, poststructuralism and discourse theory, specifically.</p> <p>The individual-collective dialectic has been used by Gail Fairhurst (2001) to conduct a literature review of leadership studies. David Collinson (2005) has written about the dialectics of leadership, while Zoller and Fairhurst (2007) have written about the dialectics of resistance leadership.</p> <p>Methodological Approach: Organizational discourse analysis as it is used to study organizational tensions, contradictions, and paradox.</p>
Ann Cunliffe	<p>Theoretical Approach: Hermeneutic phenomenology and the work of Ricoeur, Merleau-Ponty, etc</p> <p>Methodological Approach: A new approach I'm developing called 'dialogic participatory research'.</p>
Carsten Hornstrup	<p>Theoretical Approach: In my work I have used a combination of systemic thinking and social constructionism very useful. Systemic thinking allows me to see how individuals construct they world view different from other people and how this affects or prevents coordination and collaboration. It also gives me a focus on context - how context and context markers play a vital role in individual on collective constructions of what is good and right. Social constructionist adds on the perspective of language, communication, narrative and relational dynamics. All of which form a complex but still connected frame for understanding relational leadership.</p> <p>Methodological Approach: I have developed a method called generative dialogues, where I mix classic</p>

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	qualitative interviewing with appreciative inquiry (focus on generative, provocative and applicable ideas/knowledge).
Joe Raelin	<p>The useful approach to ponder in considering their incommensurability would be a "modes of inquiry" epistemology from Dewey/Bentley or more simply a comparison between the distinct epistemologies of entitative states vs. process dynamics underlying realist vs. constructionist world views.</p> <p>Methodological Approach: action research and auto-ethnography</p>
Ronit Kark	<p>Theoretical Approach: Three approaches:</p> <p>I like to DeRou and Asforth approach The relational leadership approach The Tavistok Group Relations approach to leadership and authority</p> <p>Methodological Approach: No</p>
Barbara Crosby	<p>Theoretical Approach: I'm partial to practice theory, structuration theory, integrative leadership</p> <p>Methodological Approach: interviews, content analysis, participant observation, case studies</p>

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Steven Blader	<p>Theoretical Approach: I haven't thought about it in this way in particular, but I suspect that the social identity theory approach to leadership does present an approach by which these two leadership approaches may be more easily reconciled.</p> <p>Methodological Approach: No--I'm not quite sure what that might even look like, interested in hear more.</p>
Charles Palus	<p>Theoretical Approach: We have created an approach called the DAC Framework, based in an ontology of outcomes (direction, alignment, and commitment, and perhaps other outcomes as well).</p> <p>Methodological Approach: We like to use a SOGI framework. SOGI stands for Society, Organization, Group / Team, and Individual. This helps us keep all levels in mind.</p>
Suzanne Gagnon	<p>Theoretical Approach: I have not examined the tensions specifically.</p> <p>Methodological Approach: I have not examined the tensions specifically, but very much looking forward to discussing however</p>
Siv Vangen	<p>Theoretical Approach: When we first looked into the issue of leadership in collaborative contexts, some 17 or so years ago, it became apparent very quickly that research on the subject of leadership in organizations wasn't really all that helpful in the context of collaboration. There were several issues but a key one was the tensions between the individual and collective or shared leadership. The mainstream</p>

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literature on leadership at that time focused on traits, style, contingency, leader-member exchange, transformational approaches which all presume that leadership is concerned with a formal leader who either influences or transforms members of a group or organization – the followers - towards the achievement of specified goals. In the context of our research and theory development, this was problematic. The context that we researched didn't comprise traditional authority hierarchy with formally acknowledged leaders and followers. The ambiguity and complexity surrounding the membership of collaborations also implied ambiguity with respect to who (whether individuals or organizations) should be influenced. And given the sheer mix of multiple and conflicting goals the presumption of leadership aimed at the implementation of specified goals was problematic too. I think practice generated issues such as these are still relevant rendering engagement with theory problematic - the discussions on the collective dimension of leadership are very welcome!

For me, useful theories include 'integrative leadership' (Bryson and Crosby), 'relational leadership' (Uhl-Bien; Cunliffe); 'paradox' (Smith and Lewis, but more specifically for collective leadership - Ospina and Saz-Carranza), various writing by e.g. Agranoff and McGuire, Provan and Kenis. I guess high level theories too – sociology, Weber, structuration, Giddens and so on.

Methodological Approach: I tend to use a Research Oriented Action Research (RO-AR) methodology developed by Eden and Huxham (2006). It involves interpretive theorizing from data gathered during organizational interventions on matters that are of genuine concern to the organizational participants and over which they need to act. The approach is similar to ethnography in the sense that it draws theoretical insight from “naturally occurring” data rather than, for example, interview or focus group. However, in RO-AR, the intervention is explicitly intended to change the way that participants think about or act in the situation. The theoretical insight itself is derived emergently in a manner that has some similarities to the grounded theory approach. Important precepts of RO-AR are the careful and systematic pursuit of theoretical advancement and the development of that theory in a way that is meaningful for use in practice. Eden and Huxham (2006) particularly stress the theory and practice cycle: “(RO-AR is)

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	concerned with a system of emergent theoretical conceptualizations, in which theoretical constructs develop from a synthesis of that which emerges from the data and that which emerges from the use in practice of the body of theoretical constructs which informed the intervention and research intent” (p396). With this in mind, the focus is on generating theory in the form of descriptive conceptualizations suitable for supporting reflective practice, in which the complexities of organizational life are captured through the highlighting of issues, paradoxes, contradictions, tensions and dilemmas rather than explanatory variables or propositions.
Christine H. Shaefer	<p>Theoretical Approach: A constructivist approach has served me as I’ve looked at the meanings those in leadership situations make of the degrees to which leadership is shared among the group or concentrated with a hierarchical leader. Further, a social constructivist view has fit with the exploration of the interactions of group members and the sharing of leadership among them.</p> <p>Methodological Approach: While my research thus far has employed surveys and interviews, what I wasn’t able to capture by using these methods has lead me to consider that including observation and dialogue analysis in research regarding the sharing of leadership could aid in identifying those places in which and how leadership is (or isn’t) shared.</p>
Anne Douglass	<p>Theoretical Approach: The relational organizational literature offers several useful theoretical lenses, and I have worked with relational coordination and relational bureaucracy theories, as well as positive organizational scholarship perspectives on workplace relationships. In addition, theories of alternative forms of professionalism have helped me to explore parent leadership and collective leadership in the context of parent-teacher partnerships in early childhood education.</p>

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	<p>Methodological Approach: I participated in the Fairhurst ODA webinars this year, and found those helpful and I would like to explore that further and learn more. I use qualitative methods that enable a focus on complex systems and contextual influences.</p>
Joyce K. Fletcher	<p>Theoretical Approach: Well, I continue to go back to Stone Center Relational Cultural Theory as my touchstone. I have never found anything else that addresses all the concerns and questions I have and therefore gives me a framework within which to explore.</p> <p>Methodological Approach: Ethnography that includes shadowing as part of observation. I would like to explore journaling to understand if others have used it successfully to explore micro level actions through a societal/organizational level lens.</p>
Bethany Godsoe	<p>Theoretical Approach: Looking at leadership as work that individuals need to be prepared to do with others certainly helps when I am teaching or developing leadership and want to emphasize both the individual and collective dimensions.</p> <p>Methodological Approach: No</p>
Jennifer Dodge	<p>Theoretical Approach: Right now I'm particularly interested in an interpretive approaches (for now, I'm focused on discourse analysis, but this could also be relevant from other interpretive approaches such as narrative analysis and framing analysis). What is interesting here is that the focus is on the linguistic (or cognitive) structure of some element like paradoxical tensions that span individual and collective notions of leadership (and that have real material consequences).</p>

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	<p>Methodological Approach: Interpretive approaches tend to involve theory-method pairings so I would answer this question the same way as above. Although the specific methods could vary (coding, constant comparative method, etc.)</p>
Valentina Mele	<p>Theoretical Approach: Yes, role transitions.</p> <p>Methodological Approach: N/A</p>
Fiona Kennedy	<p>Theoretical Approach: Over the past 10 years a number of theoretical perspectives have been essential to us with respect to negotiating this tension and in learning about how people enact connected work. A practice perspective, theorizing identity from a social constructionist perspective, process theory and complexity perspectives have each contributed strongly to our thinking, our research and leadership development practice.</p> <p>Practice theory is oriented to a dynamic, relational and lived social world and provides an explanatory framework links up the micro and macro levels of attention. The logic of practice draws attention to the 'un-thought' in terms of routines and unconscious assumptions that shape day to day living in particular contexts. For example a practice perspective has helped us to consider that the dynamic between Daniel and Mary might be shaped in part by a logic that is somewhat automatic and routine and that springs into life in their particular context. This perspective helps us to appreciate the power of contexts to invite routines that have momentum of their own beyond what individual actors- and individual 'leaders'- might consciously prefer. This opens up quite a different understanding of collective work than the more mainstream view wherein individual agency is assumed to be separate from contexts and where leadership is understood as something that is accomplished by acting on contexts, as if individual actors</p>

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can stand outside of their social world. This perspective helps us to focus on how acts of leading occur from within practice.

Identity theory and the related concept of 'identity work' have also been critical to our work in negotiating the tension between individual and collective approaches to leadership. Identity theory is woven into all our leadership development programmes and continues to throw up questions for research particularly as this relates to particular populations such as health care professionals, students, IT specialists and engineers. While a practice perspective helps us to consider how contexts and individuals are shaping each other, a focus on identity opens up questions about agency, being and becoming. For example, an identity perspective potentially invites Mary and Daniel to reflect on the identities that are being brought to life in their interaction and to consider other identities that they can bring to their work.

Complexity theories have also contributed to engaging with this tension, particularly with respect to seeing leadership between people rather than within discrete individuals. Ralph Stacey's work on complex responsive processes is useful because he goes directly to the question of the relationship between the individual and the social, and does not compromise either dimension. More generally complexity perspectives invite an orientation to research and practice that assumes a degree of dynamism and directs attention beyond what is expected and toward noticing the unexpected and locating momentum that might enable something new. Complexity theory has drawn our attention to small changes, the language of experiments and to noticing patterns and disruption to those patterns.

We are also beginning to work with process theories that go beyond location based ideas of leadership- such as inside individuals or between several people- to get at something much more dynamic. However, because process theory brings a mode of seeing and talking that focuses on movement rather than using the customary

language of static things it can be difficult to hold. Shifting attention away from locations such as

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individual or collective and focusing on the movement itself seems promising and does not run the risk of collapsing the individual or the collective.

Methodological Approach: Empirical material has been vital in helping us to understand how collective leadership is constructed by individuals and between those with connected work. Often this comes from the words of leadership development participants as this is captured in audio recordings, writing and in on- line forums. We try to construct questions that will invite people to mull things over, ask more questions, tell stories and to craft their own rich picture of things as they speak or write rather than questions that invite 'answers'. In this respect our 'interviews' with participants and those that we capture between participants are conversational and emergent. Where possible we use methods that are ethnographically influenced and that go to the site of concrete practices. These include shadowing and sitting in on meetings on site. These methods reveal something of how leading comes about in the present– or doesn't- in a particular context. Our methods are informed by reflexive practice. To varying degrees we draw on our responsive relationships rather than constructing ourselves as being situated outside 'reporting on' things. This contributes to a complex and textured picture of things that is at odds with a view of leadership residing in the traits and minds of particular individuals.

Interaction research is a method that seems to have some promise for interweaving of individual and social as well as potentially providing a way of studying process. For example Larsson & Lundholm make the point that interaction research works on the assumption that "an utterance is open until responded to...Interactional meaning and function are thus emerging features of conversation" (Larsson & Lundholm, 2010:165) So the emphasis is less on what the speaker intended and more on questions such as: What is talk doing? Or "What is going on?" As opposed to situations where people 'report on' the world, interaction research is concerned with 'actual concrete, lived practice' and potentially enables a study of leadership that considers dynamic, unfolding and transient interactions.

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	Larsson M & Lundholm S., (2010) Leadership as work -embedded influence: A micro-discursive analysis of an everyday interaction in a bank. Leadership 6: 2, 159-184
Jong Gyu Park	<p>Theoretical Approach: I have not found tightly fit theoretical approaches, but I think complexity theory might be proper to explain the tension between individual and collective leadership. Self-organizing dynamics, which are based on complexity theory, maybe helpful to explain the phenomenon.</p> <p>Methodological Approach: I have not found any specific methodological approaches for the phenomenon yet.</p>
Deneen Hatmaker	<p>Theoretical Approach: Not yet!</p> <p>Methodological Approach: Not yet - but I am planning to employ qualitative methods and possibly social network analytics.</p>
Jody Hoffer Gittel	<p>Theoretical Approach: Yes, I would say theories of the socially constructed individual, which I trace to Mary Parker Follett, Carol Gilligan, and also Jean Baker Miller and colleagues from the Stone Center.</p> <p>Methodological Approach: No, not yet.</p>

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Mila Baker	<p>Theoretical Approach: Not yet but very interested in reviewing theoretical approaches.</p> <p>Methodological Approach: Not yet but very interested in reviewing methodological approaches.</p>
Margo Hittleman	<p>Theoretical Approach: Yes. (1) Taking a "sociological lens" in general, as per Mill's notion of the "sociological imagination," which sees individual experience as embedded in broader social processes (i.e., acknowledging systems, structures of power, etc.).</p> <p>(2) Those scholars framing leadership as a process of collective meaning-making, developmental capacity-building, collaborative action (see, e.g., those cited in Ospina & Hittleman, 2012). Particularly the "developmental leadership tradition" (Belenky et. al., 1997) that simultaneously emphasize the development of the individual, the group as a whole & a more democratic society.</p> <p>Methodological Approach: Yes.</p> <p>(1) Michael Burowoy's "global ethnography" (2000) & "extended case studies" -- linking ethnography (i.e., the richness of local, individual experience, real people living & working in a specific time & place) and structural analysis (i.e., the ability to forefront macro patterns, structures, power analyses, etc).</p> <p>(2) Alvesson & Skoldberg's "composite" position & reflexive interpretation, moving repeatedly between empirical material, interpretation, critical interpretation & a "self-critical stance."</p>

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Grisel Caicedo	<p>Theoretical Approach: I think the Social Change Leadership model and the self-us-now framework for creating a public narrative are helpful.</p> <p>Methodological Approach: N/A</p>
Kathy Quick	<p>Theoretical Approach: There are a few resources I've found especially helpful in distinguishing among different manifestations of collective leadership:</p> <ul style="list-style-type: none">* Denis, Langley, and Sergi (2012) on plural leadership, especially their distinction between "coalitional" and 'mutuality' forms of leadership* Dinh and colleagues (Leadership Quarterly 25 (1): 36-62. on "compliational" vs "compositional" leadership* Uhl-Bien and Ospina's (2012) edited volume on relational leadership <p>Methodological Approach: I've found being specific about where leadership is located, in different settings, brings great clarity to my analysis of these phenomena. I have the hunch it would also help clarify the ambiguities and confusions in our dialogues as a community of scholars. Probing the kinds of impacts accomplished by different manifestations of collective or plural leadership (where there is no 1:1 relationship, but there may be patterns) seems important.</p>
Angel Saz	<p>Theoretical Approach: Network management and leadership literature.</p> <p>Methodological Approach: No</p>

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Michelle Williams	<p>Theoretical Approach: I find relational approaches very helpful.</p> <p>Methodological Approach: I believe network methods and the Actor-Partner Interdependence Model (Kashy & Kenny, 2000) are promising methodological approaches.</p>
John Bryson	<p>Theoretical Approach: I find structuration theory and actor-network theory particularly useful.</p> <p>Methodological Approach: Cognitive and group mapping exercises have been a source of insight and action.</p>
Alex Turrini	<p>Theoretical Approach: Not much</p> <p>Methodological Approach: Qualitative approaches (use of narrative) are especially useful.</p>
Susan Lieff	<p>Theoretical Approach: Social network theory Shared leadership concepts Complexity and complex adaptive systems</p> <p>Methodological Approach: 1. We are experimenting with taking a qualitative approach to social network analysis by interviewing leaders while they draw their leadership networks. We are hoping to better understand the socially constructed nature of their work and to demonstrate impact of development.</p>

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	2. We are also going to try framework analysis as a methodology to look for specific elements of collective leadership in reflection assignments to look as changes in perception of their leadership over time to see if they move from more individualistic to more collective paradigms
Mary Uhl-Bien	<p>Theoretical Approach: Complexity theory is serving this purpose perfectly for me. It allows me to see the rich interactive dynamics and processes of leadership that occur at both individual and collective (networked interaction) levels.</p> <p>Methodological Approach: Qualitative research methods are working for me right now but I will need to explore more mixed methods approaches as I move forward.</p>
Marc Pares	<p>Theoretical Approach: Followership theory</p> <p>Methodological Approach: Constructionist approach</p>
Mary McRae	<p>Theoretical Approach: I am particularly interested in relational cultural theory and embedded intergroup relations theory.</p> <p>Methodological Approach: In experiential educational laboratories I have observed women take up individual and collective leadership. Observing people in role and making sense of how they take up the role and are responded to can be very informative.</p>

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Maite Careaga	Theoretical Approach: adaptive leadership, Theory U, behavioral economics, systemic thinking Methodological Approach: behavioral economics, adult learning (bob keagan)
Deborah Ancona	Theoretical Approach: We have found the lens of complex adaptive systems and distributed leadership particularly compelling. Methodological Approach: We have found long-term qualitative work useful as well as multi-level modeling.
Sonia Ospina	Theoretical Approach: I entered the leadership studies arena with a constructionist view of leadership using Drath's early ideas before they became DAC. Then found practice theory as a way to better frame and conceptualize the collective dimensions of leadership, but I am not totally convinced of the codification of both the DAC and the LAP new versions of these approaches, while still find them helpful. Methodological Approach: Plain, old fashioned Interpretive qualitative research methods.
Erica Foldy	Theoretical Approach: Well, the fundamental distinction between constructionist (or collective leadership as lens) and entity (or collective leadership as trend) has been very helpful for me. Though, as I noted in my earlier response, I think those approaches are incommensurable which means they don't really enable one to hold the individual and collective dimensions. However, they do clarify for me why it is so difficult to hold both. I am looking forward to learning about other theoretical approaches at the

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	<p>workshop!</p> <p>Methodological Approach: For me, the key methods challenge is how to theorize from a constructionist perspective without ending up conducting research using entity approaches (with the unit of analysis as the individual.) Another way to say this is that one can see leadership as created in the space between individuals but most research that claims this theoretical lens end up looking at leadership by studying the individuals themselves as embodied actors (and not the space inbetween). One of Sonia and my papers addresses this by having the unit of analysis be the "cognitive shift" -- or a change in thinking that is spurred by the work of leadership (rather than individuals.) However, this approach makes it difficult to keep the individual leader in the picture.</p>
Amparo Hoffman	<p>Theoretical Approach: I believe that both dimensions can be taught in leadership development. Leaders need to understand the individual qualities they need to develop to know themselves and how some individual qualities are also related to working with others in a collective manner.</p> <p>Methodological Approach: Action projects provided a great opportunity for women to apply learning related to individual and collective leadership. Coaching as a leadership development approach reinforces these concepts.</p>

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Gail Fairhurst	My key challenge is finding strong enough materials to address the collective. I am experimenting with a number of things now; however, it is not nearly as well developed as the individual dimension.
Ann Cunliffe	I begin by addressing the issue of ontology, which I see as key to understanding intersubjectivity and relationality.
Carsten Hornstrup	I experience more synergy than challenges - maybe because my audience often is the experienced practitioners.
Ronit Kark	<p>We can here or in the session below talk about the group as a whole perspective of group relations and give a short demonstration. This follows the Tavistock tradition. I can do this with Mary Mcrae if she can join me. She will be glad to do this with me</p> <p>We could design an experiential workshop that engages participants in an exercise where they work with an identified tension that requires both individual and collective leadership. They can do a review group to identify the key challenges that each of them were confronted with during the exercise.</p>

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Barbara Crosby	I suppose the hard-wired notion among some folks that leadership is about a person's being in charge, making tough organizational decisions etc.
Steven Blader	I typically observe significant resistance among students to the idea that one does not risk their individual leadership when they adopt a collective approach to leadership. While they readily accept the idea in theory, as we work through cases their comments suggest that they see these as at odds with one another.
Charles Palus	We find that people resonate well with the SOGI framework. They like the levels and the complexity. The challenge is keeping all four levels in focus without going down the side alleys and not coming back.
Suzanne Gagnon	<p>I have experienced students not 'seeing' the leadership that might come from a collective endeavour, for example in the improvisational theatre activities that we have done with the students. One challenge is convincing students that collective is highly valuable, real and 'counts' as leadership.</p> <p>Further than this, I am about to start working with this issue specifically this fall, in a new course titled 'Leading with Impact'. So am extremely interested in engaging and learning about the issue further.</p>

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Christine H. Shaefer	My interest in attending the Saturday session stems from my future plans which likely will include teaching in the field of leadership; however, at present, teaching is not part of my work. My contributions to this session will be from the perspective of a student who was recently the recipient of teachings on individual and collective dimensions of leadership.
Bethany Godsoe	At times, the collective aspects become idealized by the students. They intuitively find resonance with a collective lens but have difficulty understanding its application in the hierarchical institutions in which they work.
Jennifer Dodge	I haven't been teaching about this tension per se. I'm very curious to see what others have to say about this in the teaching day.
Fiona Kennedy	In responding to this question I am substituting teaching for leadership development as this is the delivery mode at NZLI. Our development work is informed by teaching and facilitation practices, practices associated with critical management studies and principles of development. We focus on paradigm change, mindset work and engaging with participants own momentum for leadership development. Participants are asked to bring new leadership concepts to life and to engage in new practices, in their organizations. We work with both 'in house' programs and open programs as well as other leadership initiatives within business and public sectors. We endeavor to bring 'clusters' of people

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from the same organization into our open programs so that they can grapple with real issues for leadership in their work and encounter the relational meanings of this as they do so.

Leadership programs or workshops do not include grading people or assessing individual performance in the conventional sense. We also avoid conventional modes of 'grading' leadership that reinforce an entity perspective such as personality –styles assessments or 360 degree feedback. NZLI programs are strongly influenced by social constructionist epistemology and this helps us to keep questioning our own assumptions and how our actions shape possibilities for our participants.

A number of challenges are entailed in holding both individual and collective dimensions in leadership development. First, because we take a situated view of leadership we have questioned whether it is possible for individuals to get the benefit of development programs without strong organizational support. The new language and perspectives that come with our programs need scaffolding beyond the programs. This can be problematic for individuals who come into leadership development without organizational understanding of our programs or without at least one colleague who engages in development with them. Second we are interested in the question of individual agency and responsibility for leading. While not particularly comfortable with the language of individual responsibility we are asking questions about whether a collective perspective can blur questions of agency.

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Margo Hittleman	I teach at the community level. The key challenge has been supporting individual skill- and capacity-building, while promoting an understanding of leadership as collective capacity-building and helping people think in terms of collective action. Latin American (and some other) immigrants bring a stronger understanding of "solidarity" and "collective action" that helps here. But the U.S. tradition of individualism encourages people to think in terms of individual goals and individual "leadership paths." For people who have rarely had much support for their own personal development, this is a perspective we don't want to ignore, but also don't want to let stand on its own.
Elizabeth Morrison	I have not really experienced this as a tension.
Kathy Quick	I teach integrative leadership using 5 levels of analysis, studying how integrative leadership occurs within & across individuals (first level) through sectors. In the course we don't call these different forms of leadership, but rather different levels at which integrative leadership potentially operates. That's not a complete response to this dilemma, but it's how we've worked it out.
Michelle Williams	I am here to learning about teaching collective leadership. I teach a course on women in leadership.

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John Bryson	Actually, the same answer I used above fits here as well: The challenges for me is to take both the individuals and the collective seriously. The flow goes back and forth between inductive and deductive, emergent and deliberate.
Susan Lieff	In the academic milieu it is always fascinating to be reminded that most academic leaders believe that effective leaders are heroic and transformational. This as more to do with what they observe than any actual reflection. Shifting their mindsets to more collective forms of leadership feels very overwhelming to them initially. we start with more useful individual notions such as authentic leadership and self-leadership and then build on those to teach about more collective forms. Complexity is the most difficult for them to grasp.
Mary Uhl-Bien	The challenge for me is shifting people's paradigms about leadership away from focus on individual to complexity. I am working to try to figure out how to do this more efficiently.
Cristian Carreno	In my experience, individual and some collective dimensions of leadership can be explained through different concepts of the adaptive leadership framework. In Chile we have experienced this in our "Visionaries" program, which develops individual and collective leadership skills in select students through workshops and seminars on adaptive leadership. Students from "Visionaries" executed some school-wide leadership initiatives by developing small "practice communities", where they put into practice the knowledge and skills they learned during their leadership coursework.

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	We found that students are able to gain some collective perspective on leadership, and create efforts to build small communities on specific topics, by using the principles of adaptive leadership that we provided them in their first part of the program.
Marc Pares	I am not teaching on leadership right now.
Mary McRae	The challenge is remembering that my students have valuable contributions to make that we can all learn from. As professor it is easy to plan and implement individually. It is what we have been taught to do.
Maite Careaga	The pedagogical strategy needs to take both dimensions into account
Deborah Ancona	Students relate very well to individual dimensions of leadership and to team leadership, but it gets harder as one looks at how individual behavior comes together to create system dynamics.
Sonia Ospina	Two challenges: 1) It is hard to sustain students' attention when there are no main characters in the stories told. The stories make more sense when they do have an embodied individual driving it. But

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	when the individual takes center stage the collective elements start blurring. 2) Students want to hear about how they can do collective leadership. How can we offer good advice and practical insights without becoming formulaic? How do we successfully offer the message that this is about a way of being and that rather than holding to magic bullets, they must find the way in and out of situations in a more emergent way. Students feel disappointed that the theory offerings seem stronger than the practice offerings.
Erica Foldy	I am not currently teaching leadership per se so I haven't really grappled with this issue.
Joshua Spodek	I don't differentiate between them, though I may understand the concepts differently.