

## Skilling up for LSPs

Research on leadership skills for  
effective strategic representation

A report for the Improving Local Partnerships project at NAVCA



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## Introduction

This report describes a research project carried out for NAVCA in April/May 2007 to define the competencies needed for effective participation by voluntary and community sector (VCS) representatives on the executive boards of local strategic partnerships (LSPs). It is a part of the Improving Local Partnerships project; experience to date of the project and the first three pilots has highlighted the need for representatives to have strong leadership skills in negotiation, brokerage, assertiveness, conflict management, making an impact and having influence on the local area agreement (LAA) process and structure.

Representation from the VCS, through selection or election, can mean participation at many different levels of LSPs, from thematic partnership groups to executive board level. The particular focus of this research is on VCS representation at LSP executive board level. This specific focus was chosen in order to achieve greater clarity within the limited resources available for the research. In this report we use the term 'strategic representation' to refer to this specific aspect of representation from the VCS in LSPs.

It may well be that the competencies developed by this research are also broadly useful in identifying skills, abilities and competencies needed in other aspects of community representation and involvement in LSPs, and indeed for other LSP members from different sectors and organisations. Competencies are frequently developed in order to monitor performance or to form job descriptions and person specifications. However, the core purpose of this competency development is to inform the content and structure of a future skills development programme.

## The aims of this research project are to:

1. Identify a list of competencies that are needed to effectively undertake the strategic partnership/representation role on executive boards of LSPs.
2. Map the current provision of learning programmes which address these competencies and identify any gaps in provision.
3. Develop proposals, options and models for the provision of a future programme to meet learning needs.

## The research methods used included:

- A short literature search.
- Telephone interviews of 21 people from community empowerment networks (CENs) and local infrastructure organisations (LIOs) who act as representatives on the executive boards of LSPs.
- Telephone interviews with a number of stakeholders canvassing views on the purpose of, and core skills needed by, representatives. For list see additional contributors' list in Appendix 3.
- Examination of job descriptions and person specifications from LIO Chief Officer posts and voluntary sector representatives.
- A short search on a regional basis for examples of existing training, learning and development opportunities to support representation.
- Analysis of hard and soft data.
- A process of defining a set of competencies based on the core purpose, tasks, skills and abilities identified through the research.

Please see Appendix 1 for more details on methodology.

## PART 1

### The context

The context of this research can be summarised through a number of key points:

*Effective representation and involvement in LSPs from the voluntary and community sector is becoming increasingly important*

- As LSPs have become more established and more widespread over the last few years there have been increased opportunities and need for involvement from the sector. Government has encouraged this process through various sets of guidelines for LSPs and LAAs, building on the experience gained from regeneration programmes such as Neighbourhood Renewal and New Deal for Communities.
- The Local Government White Paper *Strong and Prosperous Communities*, published in October 2006, outlined a strengthened role for LAAs. Among the changes planned from April 2008 onwards, a new single pot will be created covering the four LAA themes. This changing environment means that the involvement of VCS representatives in LAAs at senior level, equipped with the necessary skills and abilities, is all the more important.
- On 6 December 2006, the Cabinet Office published its action plan for third sector involvement in public services. The action plan recognised that enhanced involvement of the third sector in the design and delivery of public services will need further capacity building. Combined with the recommendations on the future role of third sector in regeneration, this highlights increased opportunities for the role of representatives on LSPs (HM Treasury 2006).

*There is an increased interest in community leadership*

Community leadership is moving up the agenda and being seen increasingly as an area that needs greater clarity and investment.

- The Third Sector Leadership Centre, a newly created body, is a major new focus for leadership development, with a high profile national conference in mid-May this year.
- Other recent developments include the forthcoming publication this year of a position statement on community leadership from bassac and last year the Community Development Foundation also published a paper on this issue.

*There is a low baseline of development of occupational standards catering for strategic representation and VCS leadership*

As discussed in more detail below, there is no specific set of national occupational standards on VCS management and leadership. However recent developments in this area include:

- The Third Sector Leadership Centre is currently publishing an assessment tool for third sector leaders. The Performer can be used for leadership skills mapping, appraisals, recruitment and development needs.
- The Open College Network is developing a new qualification in the management of VCS organisations.

*Representatives are under increasing pressure to perform well*

As well as the demands of contributing to complex policy initiatives and strategic planning in a multi-

sector environment, there is the need to maintain close links with the VCS, its needs and networks.

- A recent ESRC publication on localism and local government highlights the complexity of the role and the, at times, conflicting pressures representatives are experiencing (Taylor 2007).

A new standard on representation, developed by NAVCA and the Department for Communities and Local Government (DCLG), will help to address many of these issues and support representatives in their roles.

As can be seen, this is a dynamic environment with many different initiatives focussing on enhanced involvement of the third sector in public services, civil renewal and regeneration.

## PART 2

### 2:1 Research findings

Part 2 describes key findings from the research, referring to data and information either included here or contained in the Appendices.

#### Literature on skills and abilities for strategic representation

*Main finding: In terms of the specific set of skills and abilities needed to act as a representative at strategic level in LSPs, we could identify no published or web-based material.*

The brief literature search has indicated there is a lack of literature and research on the specific skills and abilities needed in this arena. Please see Appendix 5 for a list of resources that the literature search accessed. Observations from this brief examination are that there is ample material available on:

- Management and leadership from an academic perspective, for example *The Leadership Challenge*, Kouzes and Posner (2003).
- Management skills, more practical in approach but originating from a private sector context, for example *Management skills for new managers*, C Ellis (2004).
- Policy and organisational issues of partnership working, for example *A little bit of give and take – Voluntary sector accountability within cross sectoral partnerships*, NCVO.
- The roles of community representatives, for example *Listening to community representatives*, Batson and Gridley (2003).

While these all have their different uses, there

appears to be little written of a practical nature describing the actual sets of skills and abilities needed in community representation.

Our research identified the following useful sources with more practical descriptions:

- *The Learning Curve Developing Skills and Knowledge for Neighbourhood Renewal*, ODPM (2002)
- *The Egan Review: Skills for Sustainable Communities* (2004)
- *Effective Partnerships for Managers and Board Members* published by The Civic Trust
- *Do you know you LAAS from your elbow? Stronger Communities: LAAs and the VCS*, COGS (2006)

While the material from these sources is all useful and more practical in nature, it still contains only fairly general statements on skills and abilities, rather than being written more precisely in ways that could be used to design a set of competencies or learning programme. The lack of discussion and critical review of the specific set of skills and abilities needed to act as a VCS strategic representative in LSPs highlights the need for this issue to be addressed.

## Literature on National Occupational Standards

*Main finding: There is little description of competencies for strategic representation in national occupational standards*

An obvious source of strategic representation competencies would be National Occupational Standards (NOS), and the desk research included an examination of appropriate NOS. However,

a first point is that there is no set of generic, dedicated National Occupational Standards for the VCS. In terms of the current picture, there are number of NOS that address specific VCS functions as follows:

- Fundraising – Workforce Hub
- Management of Volunteers – Workforce Hub
- Trustees and Management Committees – Governance Hub.

Other related and useful NOS are:

- Management and Leadership – The Management Standards Centre
- Community Development Work – Federation for Community Development Learning
- Business Enterprise and Understanding Enterprise – SFEDI.

As described in Part 4, the Third Sector Performer will act as a useful development tool. The Management Standards Centre is the government-recognised standards-setting body for the management and leadership areas. It has developed a new set of NOS for management and leadership, approved in 2004. Some of these do relate to the skills and abilities needed and where appropriate we make references to these later in the list of competencies.

In addition to the NOS described above, there are also a number of indirectly related but useful skills frameworks available that we used to inform the development of the competencies:

- The Councillors Guide 2006/7 – IDeA
- Skills framework for elected members – IDeA
- The Leadership Competency Framework – CIPD

In summary, our initial desk research unearthed a picture where, while there is a growing need for high performance in strategic representational roles in the public services arena, there is little dedicated literature to describe what is needed, nor any national occupational framework that directly addresses these issues.

## 2:2 The interviews with strategic representatives

A total of 21 practitioners who carry out the role of representing the voluntary and community sector on the executive board of their local strategic partnership were interviewed during the research. The majority of these were chief officers from LIOs. VCS representation on the LSP does not always sit exclusively within the LIO chief officer role and the organisations we approached for the research included five CENs. In practice this still involved interviewing paid officers, except in two cases e.g. chair of a CEN in an unpaid capacity. It must be noted that the research, although spread out across the whole country, is based on a relatively small sample.

A key aim of the research has been to produce a set of competencies that describe the behaviours needed for effective performance. This process needed to be informed by identifying:

- the core purpose such representatives carry out
- the tasks they carry out
- the skills and abilities needed to perform effectively.

Through a structured questionnaire, the interviews focussed on these issues. From this data and

analysis, a set of competencies can be derived that are consequently based on empirical evidence. We now describe, in turn, these three areas and the key findings in each case arising from the research.

### The core purpose of voluntary and community sector representatives on the executive boards of LSPs

*Main finding: The core purpose of VCS representation on the LSP falls broadly into four functions.*

#### 1. Being a 'voice'

VCS representatives primarily see their role as being one of *'taking issues of concern in the sector and in the community to the partnership'*. This involves ensuring that the many voices are heard and views are properly represented as well as giving a sector perspective and flavour to discussions and decisions. Some described this as being an *'on the ground reality check'*. There was some disagreement about the extent to which true representation of a whole sector was really possible. In this regard the term being a *voice* rather than *the voice* of the VCS is helpful. The role also involves feeding back information from the LSP to the VCS, acting, in effect, as eyes and ears. The key issue identified was doing this in a way that ensures dissemination widely through the VCS, effectively using networks and channels.

#### 2. Influencing thinking and decisions

Being able to challenge decisions, both their process and their content, was another strong theme. Although some interviewees felt that actual decision-making often took place outside the executive board, for example at thematic partnership meetings, it was still vital to use the

representative role to *'influence the bigger strategic picture to ensure integrity, benefit the VCS and tackle deprivation in different ways'*. Another view was to *'challenge where people are not taking the sector seriously enough or are breaking resource promises'*.

### 3. The wider partnership role

Many interviewees commented on the civic role of making a contribution to the wider partnership, not just to the actual decisions it makes but also to the *quality* of its work and partnership arrangements. Some representatives felt they were in a good position to challenge the *'silo thinking'* of public agencies and ask the *'how do you know that?'* questions. Others felt they brought a particular understanding of equality and diversity issues and were able to challenge the effectiveness of the whole partnership in these areas. There was also a view that it was important to *'join in the partnership and be a part of it, not just be a lone VCS voice'* and to *'collectively look for opportunities and ways of building a better partnership'*.

### 4. Education

The fourth function was expressed as *'advocating the sector's role in service delivery'* or to *'enlighten partners'* making them aware of the role of the VCS, what it is, how it operates and the *'unique contribution'* it brings to the table. This is essentially an educational role involving developing a deeper understanding and knowledge among partner organisations of the value of the VCS.

## The tasks that strategic representatives carry out

*Main finding: There is agreement on a definable list of tasks, the frequency with which they are carried out, and an identifiable set of the five most crucial for effective representation.*

Having identified the core purpose, the next question to explore is the range of tasks that strategic representatives carry out. Respondents were asked to rank how frequently they carried out a proposed list of tasks involved in representation on the LSP – see list below.

In total, the findings of the research are that LSP representatives undertake the following tasks. They are presented here in ranked order, the most frequently undertaken first:

1. Building relationships within the partnership
2. Developing a view
3. Standing up for the sector whilst maintaining good relationships
4. Influencing discussions
5. Arguing your case
6. Feeding back information to voluntary and community groups
7. Reading papers and analysing complex documents
8. Bridging differences in cultures between communities and organisations
9. Enabling and facilitating others to be involved in the process
10. Promoting the LSP and being accountable for collective decisions
11. Influencing the agenda

12. Making decisions about funding and resources
13. Reflecting on your ways of doing things
14. Collecting information on needs
15. Taking part in negotiations (contract or otherwise)
16. Writing and presenting information and reports
17. Resolving conflict

Respondents also identified a number of other tasks, not on the original interview list. These were:

- Engagement with officers, relationship building outside the meeting, sounding out opinions and views
- Representing the LSP on other strategic partnerships and boards, chairing and attending related meetings
- Developing a particular piece of follow-up work i.e. a commissioning framework
- Bringing the strands together
- Coming up with other ways of doing the work

Respondents also mentioned the need to smile at people a lot!

### Tasks central to carrying out the representative role effectively

Respondents were also asked to identify the five tasks most crucial to effective representation of the VCS on the LSP. The five most commonly selected tasks, which all tie for first and second place, were:

- Feeding back information to voluntary and community groups
- Standing up for the sector whilst maintaining good relationships

- Building relationships within the partnership
- Reading papers and analysing complex documents
- Influencing decisions

Other crucial tasks, ranked in order of importance, are:

- Influencing the agenda
- Bridging differences in cultures between communities, sectors and organisations
- Arguing your case
- Enabling/facilitating others to be involved in the process
- Collecting information on needs
- Promoting the LSP and being accountable for collective decisions
- Developing a view
- Taking part in negotiation (contract or otherwise)
- Making decisions about funding and resources

Tasks not chosen by anyone in the interviews as their top five were:

- Writing and presenting information/reports
- Reflecting on your own practice and ways of doing things
- Resolving conflict

A point to bear in mind is that for the research, respondents were asked to apply the questions to their own particular experience and this local context has informed the results. For example, some representatives do not personally do much feeding back of information to the wider sector, as this is channelled through the local community

empowerment network. Others undertake this and see it as a key part of their role.

Some representatives do not directly negotiate on budgets and contracts as this is largely done in the thematic partnerships and put before the LSP for final approval. Some interviewees had also acted as chair or vice chair of the LSP. Taking on this role also influences the frequency and type of tasks undertaken, for example it might require representatives to become more involved in resolving conflict or wider promotion of the LSP.

Interestingly, from a learning and skills perspective, none of the representatives chose reflection on practice as a key task for effective representation.

## Skills and abilities to undertake the tasks

*Main finding: Twelve headings can be identified that describe areas of skills and abilities that directly reflect the practice involved in strategic representation*

We now move on to examine the skills and abilities needed to carry out the core purpose and tasks effectively. The aim of identifying these directly from practitioners is that this can then inform the design of the set of competencies.

Respondents were firstly asked an open question on the skills and abilities they perceived were needed in their strategic representation roles. This open ended question generated an enormous diversity of responses, however some clear themes also emerged.

Top of the list of key skills and abilities from this initial question was **political skills**, defined by respondents as the ability to know the important

issues, when to say something and when to keep quiet. There was reference to being '*politically savi*' or having '*political nous*', however this was much harder to define and some people thought it was not a skill that could be taught, '*you either had it or you didn't*'.

The second most defined skill or ability was having the **courage and confidence** to speak up and speak out on matters of concern, to hold your own and have sufficient '*gravitas*' to be taken seriously, both inside and outside meetings. Having credibility was seen as coming from two factors: firstly from being firmly rooted in your own sector and secondly from being able to take a wider strategic view of the pressures faced by all the partners around the table.

Sound **communication skills** were also vital. In addition to speaking out, these were expressed as the ability to be succinct and articulate, not to bluff but to be straight forward and not to '*witter on endlessly about things that are clearly not going anywhere*'. Sometimes good communication seems to depend on '*being straight about what you know and what you don't and not speaking on every topic*'.

A number of respondents described **partnership and team working** skills as key. These were defined as the ability to build trust, work across sectors and make connections between all the people and the agencies around the table. A certain level of understanding about partnership working processes was important, as was the building of strong working relationships with people.

One respondent felt that they '*were in a good position to further the partnership between the two-tier authority as they could see both sides of the story and had a role to play in partnership mediation*'. Another thought that it was important to

recognise that *‘we are all in this together and that each agency has their own stresses and pressures to work through’*. Being honest, putting the time and commitment in and *‘having an awareness of how you come across in a group’* all contribute to developing effective partnership skills.

### Prioritising skills and abilities

Respondents were then asked to rank a proposed list of headings of skills and abilities in order of their importance in carrying out the strategic representation role. The results presented here are in order of perceived importance.

Skills and abilities	Example
1. Partnership working	Ability to work in a team; effective listening skills; reliability, openness and honesty; sensitive to needs and agendas of others; ability to build relationships as well as challenge.
2. Problem solving	Ability to look at the big picture and think on your feet; creative approaches to problems. Ability to translate theory into action.
3. Assertiveness	Assertiveness in the context of working in partnerships and relating to people from different organisations.
4. Accessing and using knowledge	Scanning and analysing the public policy environment; translating theory into practice; applying knowledge to different contexts.
5. Using values	Awareness of equality and diversity issues; applies values systematically; promoting local community involvement.
6. Self awareness personal skills	Understanding of personal style and the impact on others. Reflection and ability to learn from experience.
7. Negotiation	Negotiating on budgets and resources in partnerships; acting as a ‘broker’ for other organisations and representing their interests.
8. Presentations	Making informal and formal presentations; verbal skills in presenting information and arguing a case.
9. Mediation	Mediation and conflict resolution between representatives of public sector organisations and/or voluntary and community sector organisations.

## The most crucial skills and abilities

When asked to identify the top three skills and abilities most crucial for effective strategic representation from this list of headings, the respondents selected as follows:

1. Partnership skills
2. Assertiveness
3. Problem solving

The others that scored highly were ranked as follows:

- Using values
- Self awareness
- Negotiation
- Accessing and using knowledge
- Mediation

## Additional skills and abilities

Interviewees also identified a number of other skills and abilities, important to effective strategic representation but not easily categorised into the above headings. These were:

- Political skills – having good timing and knowing when to act
- An ability to manage oneself and keep calm when facing opposition
- Having persistence and resilience, and ability to ‘hang on in there’
- Keeping a sense of proportion, seeing and making sense of the whole thing
- Having belief in your own value, especially when not bringing resources to the table

- Advocacy and leadership
- Being open minded to change
- Facilitating skills to achieve consensus

These additional ones were scored on the basis of frequency with two new areas standing out as priorities. Consequently these have been added to the range of headings identified above.

## Developing the list of headings

The initial list of headings used in the questionnaire to describe skills and abilities has been confirmed by the research, but now with three new additional headings to reflect the range of skills and abilities identified.

They reflect points raised in both the open-ended question and the question on additional skills. These are *Political skills*, *Representing* and *Being strategic*, which the initial list of headings did not contain. The data analysis also indicated some changes were needed to headings such as *Presentations*, which, to reflect the data, has now been changed to a broader term, *Communicating*.

The resulting revised list of 12 headings for skills and abilities is now directly used as headings for the competencies.

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## PART 3

### The set of competencies

We now describe the actual set of competencies developed from the desk and interview research, using the 12 headings. These are descriptions of *behaviours* needed to perform effectively in the role of strategic representative on executive boards of LSPs. The design of the competencies is based on guidelines from the CIPD; see Appendix 5. The sources used to inform the production of this set of competencies are:

- The definitions of *core purpose* and *key tasks*.
- The research data on the *skills and abilities* needed for effective performance, as described in Part 2.
- *Job descriptions and personal specifications* from LIO chief officer posts, and community representatives – see Appendix 1 for more information on the origin of these. In practice, these were mostly too general in nature to be used directly and usually describe roles, responsibilities and structures rather than skills and abilities.
- In some cases the competencies draw on similar ones contained in *national occupational standards*, either the exact wording where appropriate or an adapted version to suit the identified needs. These are given as examples and for reference purposes in order to place the set of competencies within the wider NOS context.

The following table provides a specific set of competencies based on the research, and are presented with the core purpose and key tasks.

Core purpose	Tasks	Competencies
Being a 'voice'	Building relationships within the partnership	<p><b>Partnership working</b></p> <ul style="list-style-type: none"> <li>Seeks to understand partner organisation's needs, resources and motivations (Management and Leadership NOS D1)</li> <li>Keeps promises and delivers on commitments (ML D1)</li> <li>Develops an overview across sectors to achieve common goals</li> </ul>
Influencing thinking and decisions	Developing a view	<ul style="list-style-type: none"> <li>Constructively challenges proposals and seeks better alternatives (M and L B12)</li> </ul>
Wider partnership development	Standing up for the sector whilst maintaining good relationships	<ul style="list-style-type: none"> <li>Builds trust and credibility in relationships with partners and the VCS</li> <li>Develops understanding of the partnership's aims, structures and processes</li> </ul>
Education about the sector development	Influencing discussions	<p><b>Representing</b></p> <ul style="list-style-type: none"> <li>Keeps up to date with VCS issues, drawing information and resources from a range of national and local sources (Skill framework for elected member IDEa)</li> <li>Builds understanding of the role, diversity and value of the VCS across the partnership</li> </ul>
	Arguing your case	<ul style="list-style-type: none"> <li>Supports VCS to identify infrastructure development needs and interests</li> </ul>
	Feeding back information to voluntary and community groups	<ul style="list-style-type: none"> <li>Supports communities to develop plans for collective action and capacity building (CDW NOS C3)</li> <li>Maintains clarity on the scope and accountability of own role as representative</li> <li>Promotes the interests of stronger communities and the whole VCS</li> </ul>
	Reading papers and analysing complex documents	<ul style="list-style-type: none"> <li>Ensures systematic feedback to VCS networks and groups</li> <li>Maintains close contact and links with grass roots VCS groups and networks</li> </ul>
	Bridging differences in cultures between communities and organisations	<p><b>Negotiation</b></p> <ul style="list-style-type: none"> <li>Develops productive working relationships with partners</li> <li>Identifies desired outcomes in negotiating processes</li> <li>Uses planning and tactics effectively</li> <li>Achieves objectives and desired outcomes</li> </ul> <p><b>Mediation</b></p> <ul style="list-style-type: none"> <li>Seeks understanding of opposing positions</li> <li>Reduces tensions between parties</li> </ul>

Tasks	Competencies
<p>Enabling and facilitating others to be involved in the process</p> <p>Promoting the LSP and being accountable for collective decisions</p> <p>Influencing the agenda</p> <p>Making decisions about funding and resources</p> <p>Reflecting on your ways of doing things</p> <p>Collecting information on needs</p> <p>Taking part in negotiations (contract or otherwise)</p> <p>Writing and presenting information and reports</p>	<p><b>Facilitates fairly and constructively between people with conflicting needs (Skill framework for elected member IDEa)</b></p> <ul style="list-style-type: none"> <li>Encourages win-win solutions</li> </ul> <p><b>Political skills</b></p> <ul style="list-style-type: none"> <li>Recognises and works with the power bases within the LSP</li> <li>Displays awareness of political structures and personal agendas</li> <li>Anticipates the impact of own views and actions on others</li> <li>Employs tact and diplomacy while maintaining integrity and honesty</li> <li>Maintains balance between challenging and co-operating to achieve goals</li> <li>Chooses right approach for the right moment</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Presents information clearly, concisely, accurately and in ways that promote understanding (ML D1)</li> <li>Ensures own advice and views are supported by reasoned argument and appropriate evidence (Unit D4 Management NVQ Level 4)</li> <li>Ensures formal and informal presentations are informed and creative</li> <li>Relates effectively to people from diverse backgrounds and sectors</li> <li>Uses listening skills to develop effective relationships</li> </ul> <p><b>Using values</b></p> <ul style="list-style-type: none"> <li>Ensures diversity and equality of opportunity are addressed in policies and programmes</li> <li>Ensures social inclusion in the development of the LSP (CD NOS A3)</li> <li>Models behaviour that shows respect, assertiveness, openness and co-operation</li> <li>Promotes inclusive and empowering ways of working within communities (CD NOS B2)</li> </ul> <p><b>Being strategic</b></p> <ul style="list-style-type: none"> <li>Develops understanding of partnership's vision, aims and resources</li> <li>Balances long-term goals with short-term deliverables to achieve aims</li> <li>Promotes use of resources and joint working to achieve long-term objectives</li> <li>Displays understanding of the big picture and long term</li> </ul>

Tasks	Competencies
Resolving conflict	<p><b>Assertiveness</b></p> <ul style="list-style-type: none"> <li>• Presents self and own views confidently and directly in ways that maintain effective relationships</li> <li>• Displays calmness, courage and persistence in standing up for VCS interests</li> <li>• Proposes and challenges in ways that persuades and inspires others</li> <li>• Says no to unreasonable requests</li> <li>• Encourages assertiveness in others and as part of the partnership culture</li> <li>• Displays belief in own role and contributions</li> </ul> <p><b>Self awareness</b></p> <ul style="list-style-type: none"> <li>• Understands impact of personal communication style on others (M and L D1)</li> <li>• Reviews own practice</li> <li>• Seeks opportunities for personal and professional development</li> <li>• Maintains openness and ability to change</li> <li>• Aware of when out of depth on issues</li> <li>• Displays honesty about not being informed on all issues</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Identifies and works around blocks to achieve progress</li> <li>• Learns quickly in new situations</li> <li>• Uses creative approaches to generate new ideas and solutions</li> <li>• Adopts a positive attitude to change</li> <li>• Translates theory into practice</li> </ul>
Engaging with officers, relationship building outside the meeting, sounding out opinions and views	<p><b>Accessing and using knowledge</b></p> <ul style="list-style-type: none"> <li>• Manages and uses different forms of information and data</li> <li>• Scans and selects from large amounts of information</li> <li>• Analyses information to identify useful points and key findings</li> <li>• Applies knowledge and analysis to different situations and contexts</li> <li>• Uses opportunities appropriately to share own knowledge with others</li> </ul>
Representing the LSP on other strategic partnerships and boards, chairing and attending related meetings	
Developing a particular piece of follow up work	
Bringing the strands together	
Coming up with other ways of doing the work	

## PART 4

### Future learning development

This chapter gives a brief overview of learning provision available across the country that addresses the competencies. It finishes with exploring some options for a future learning programme.

#### *Main findings:*

- *While there is a wide range of provision available, very little of it directly addresses the identified competencies.*
- *Some of the self-awareness and personal development competencies, for example assertiveness or partnership working, may well be being addressed by generic private training providers. However such provision is not within the context of strategic representation of the VCS.*
- *There are examples of training and development programmes that relate directly to the LSP and LAA environment but these are rare and tend to be cross-sectoral in nature.*
- *There are examples of good practice and innovative approaches that are useful to draw on in the design of any future learning programme.*

The sources we used for this are information and opinions canvassed in the interviews, provider information sent in following a widespread call for examples and follow-up telephone calls to interesting leads.

We have also drawn on three surveys commissioned in 2006 by the Third Sector Leadership Centre (TSLC) into regional leadership

and management provision. The TSLC's surveys were of a general nature concerning management and leadership rather than specifically addressing the LSP environment and the topic of strategic representation. They likewise found that leadership learning provision for the VCS is patchy across the country and often buried in generic management courses.

The other two sources produced a number of examples rather than a comprehensive picture. These limitations need to be considered in the observations and conclusions made below, given the limited resources for this research. See Appendix 4 for further details of the learning provision mapping.

#### 4:1 Respondents' own experiences of learning opportunities to support strategic representation

The interviews we conducted asked about the support, learning opportunities or induction received in order to *directly* address the skills and abilities needed to undertake strategic representation. 55% of all the respondents said absolutely none at all.

However, 60% of respondents were able to identify other personal development opportunities, which had *indirectly* fed into their work. These included a wide range such as university-based courses, for example MScs, Certificates or Diplomas in Voluntary Sector Management and MBAs, with one respondent undertaking a PhD. They also included NAVCA-run public law courses, conference workshops and informal local networks relating to representation of the sector.

Four respondents made reference to LSP away-days run by the partnership itself and five to support coming from the partnership officer at

the local authority. Only two had any experience of more formal learning programmes involving business coaching, leadership and partnership development programmes. In both cases this was thought to be a highly productive and useful experience.

### Respondents' views on the content of future professional and personal development programmes

Again this involved a range of answers which clearly illustrates that any learning programme aimed at improving strategic representation skills would need to be flexible and tailored to address a wide variety of preferred learning needs. Suggested content was as follows:

**Roles and responsibilities:** Four respondents said that they would find a sharing mechanism most useful, finding out how others were carrying out the responsibilities, with possibly some buddying for people newer to the role. It was felt that cross-sectoral sharing was of most value.

**Public policy:** Three respondents would appreciate further knowledge of the public policy agenda for a better overview of the whole policy area.

**Partnerships and groups:** Three respondents would like more understanding about how partnerships and groups work.

**Negotiation and assertiveness:** Topics such as working out when to be persistent and when to back down, confidence building in working with large groups, having an impact, influence and negotiation skills would also be welcomed.

**Community leadership:** Two respondents made reference to desiring an accredited community leadership course.

Four respondents said that they did not see a clear need for training or learning in this area, one was just 'too busy', another felt his '*MBA fulfilled his learning needs*', another was '*being festooned with learning and management courses*' and a fourth felt it was '*just impossible to teach this stuff*'.

### Respondents' views on the preferred format for delivery of future professional and personal development

Main observations and points are:

- Respondents indicated a strong preference for locally held courses, ideally regionally based.
- Eight respondents said they would like one-day or half-day meetings or courses as their preferred model.
- Four respondents were in favour of a short course model, feeling it was useful to get out of the office, with residential courses giving an additional opportunity for networking and real information sharing.
- One respondent suggested the common purpose model of support, one day a month with follow-up briefings and a residential once a year.
- Four were interested in mentoring and two in placements as a way of improving skills and abilities.
- No one was very positive about action learning or online learning as a method of future support.
- Three people expressed a view that cross-sectoral learning was the way forward.
- It was seen that mentoring or shadowing between the public sector and the voluntary sector would be a useful skills exchange. Cross-sectoral working generally seemed favourable.

## 4:2 Information gathered on current provision that addresses the competencies

There seems to be a wide range of training and learning available but limited in the extent to which it directly addresses VCS strategic representation. All the TSLC's regional surveys indicated that leadership development is patchy across the regions and is most frequently buried in generic management training.

Much of the relevant training and support material identified from our specific information gathering was aimed at community representatives, rather than strategic representation. For example Leeds Voice (the local community empowerment network) provides a comprehensive induction and support package to representatives who sit on the many and varied thematic partnerships in the city.

However we also found that with many community empowerment networks struggling to operate due to recent funding cuts, there is very little of this training currently running. Even less operates at a level it is felt would be of use to strategic representatives and chief officers, indeed they themselves are often supporting others to be better community representatives.

Much of the existing training material on representation is based on acquiring the knowledge and understanding of structures, policy and the local or political context within which representation takes place. However, the competencies identified in this research are concerned with personal and professional skills and abilities, rather than the acquisition of knowledge on particular issues or policies.

There is some consideration of good practice, particularly in relation to being open and transparent, but very little reference to skills

development. In fact most of the reports and information received have been focussed on '*WHAT you do as a representative and the wider policy context*' rather than on skills, personal abilities and competencies i.e. '*HOW you do it*' and how to excel at it.

## Examples of approaches

We now give a range of interesting models and approaches identified during the course of the research:

One of the few models that seems to come closest to the desired outcome was run by the **London Voluntary Service Council**. This was a Capacitybuilders-funded project aimed at supporting local area agreement negotiations. See Resources for more information. They offered training sessions to increase knowledge and contextual understanding combined with ongoing mentoring support from experienced COs. The learning from this showed that the mentoring was a useful model, improving the quality of VCS engagement and having an impact on LAAs. However take-up was slow and it took time to build trust between mentors and mentees.

There are a number of interesting initiatives around leadership and partnership skills which cut across sectors, some more designed to directly develop skills in the VCS than others. Some LSPs, notably **Lincolnshire and Regional Development Agencies, notably East of England and West Midlands** have run cross-sectoral partnership development programmes and/or regional leadership development modules. These seem to combine a useful blend of knowledge and policy awareness with self-awareness and the development of personal skills.

**The Partnership Improvement Programme from IDeA and IVAR** worked with mixed groups from the local authority and the VCS to build capacity to work more effectively in partnerships. They found that local circumstance and local context were important in shaping solutions and that uniform solutions imposed from outside are not appropriate.

**The Academy for Sustainable Communities'** regional centres of excellence have run a number of cross-sectoral community leadership courses.

**The Leadership Centre for Local Government** which primarily develops leadership within local authorities is about to roll out a programme of leadership and partnership development within local area agreements and local strategic partnerships across three regions: Yorkshire and Humber, West Midlands and the South East.

**The Academy for Community Leadership** runs a variety of leadership training courses, including support for community partnerships, women into community leadership and governance.

**The South Yorkshire Women's Development Trust** offers an accredited Women into Public Life course, aiming to equip women with the skills, knowledge and behaviours to perform leadership roles in their communities. This is an interesting model of community leadership development combined with representation and public speaking skills.

**Virtua consulting** is a private sector organisation offering a course on personal impact and influence which has already been piloted by the Improving Local Partnership project and received very good feedback from participants. These sorts of private providers are too numerous to mention. They contribute to the diversity of what's on offer, but very few are specifically designed to address

the skills needs of voluntary sector strategic representatives.

### 4:3 Future learning development programme: Options for provision

A future learning programme that addresses the competencies required for strategic representation could potentially follow any one or a combination of the following options. The very diversity of answers received to questions about options for the future indicates that some flexibility will be required to address the very different learning styles in the sector.

- Short- or longer-term courses run by private mainstream training organisations, however the providers identified in the study were often not sector specific and very expensive, the exception to this being Common Purpose that seems to have been well received.
- Customised short- or long-term courses, specifically designed and developed within the VCS to address the skills and abilities needed for effective *strategic* representation. However again we have found no evidence of this type of provision.
- Residential/non-residential programmes set up by regional development agencies/government offices to build capacity of leaders across the regions and across sectors to undertake a representative or civic role. The ones identified in the study had received good feedback about the use of particular sessions, such as presentation by barristers about how to get your point across and games such as Dragon's Den to develop skills in tendering and procurement. These are not being provided consistently across the country; however there may be plans to roll out such a programme.

- Self-standing or modular courses, where strategic representation skills are part of an existing course content. Many of these we identified are run by regional and sub-regional learning consortia and VCS providers. Some are accredited by City and Guilds, ILM or NVQ. Some universities offer foundation degrees or MScs in Charity Resource Management and could develop a module specifically on civic or strategic representation.
- A programme of action learning sets, mentoring and coaching and development support on strategic representation, for example modelled on the LVSC or SKiLD programme for community development workers.

## PART 5

### Summary of main findings and recommendations

Key findings from the research project can be summarised as:

- While there is a growing need for high performance in strategic representational roles in the public services arena, there is little dedicated literature to describe the *skills and abilities* needed, nor any national occupational framework that directly addresses these issues.
- The core purpose of VCS strategic representation on LSPs falls broadly into four functions: being a voice, influencing thinking and decisions, wider partnership role and education about the sector.
- There is agreement on a definable list of shared *tasks* and an identifiable set of five most crucial to carrying out the role effectively.
- There is agreement on a definable list of *skills and abilities* and an identifiable set of five most crucial to carrying out the role effectively.
- Competencies for effective strategic representation have been developed under 12 headings.
- There are very few learning opportunities for strategic representatives to improve their skills and abilities in this arena.
- While there is a wide range of generic learning provision available, very little of it directly addresses the identified competencies.
- Some of the self awareness and personal development competencies, for example assertiveness or partnership working, may

well be addressed by generic private training providers. However this is not within the context of strategic representation of the VCS.

- There are examples of training and development programmes that relate directly to the LSP and LAA environment but these are rare and tend to either relate to community representatives in general or to be public sector led in nature.
- There are examples of good practice and innovative approaches that are useful to draw on in the design of any future learning programme.

### Main recommendations on learning programmes

Based on the above findings and observations we now reach the following conclusions and recommendations:

- NAVCA explores the possibility of a new training programme with the Third Sector Leadership Centre, the IDeA and government departments. This linkage will ensure connection with leadership development both within the VCS and within local government.
- The new learning programme is based on the set of competencies described under the 12 headings.
- In each region the VCS regional forums are invited to act as the vehicles to commission the delivery of aspects of the learning programme.
- In practice, the organisations commissioned to deliver the learning may vary, depending on which combination of options will be most effective from the wide range described in Part 4.
- For many of the competencies there will be learning and training organisations available to provide learning that directly addresses the identified needs. A good example is assertiveness training which many effective trainers could adapt to the setting of LSP partnership working.
- However some of the competencies will require much more specialist provision. For example, provision addressing *Representing* and *Partnership working* at the skill level identified seems to be very patchy and underdeveloped across regions.
- In these cases delivery can be commissioned with a specialist organisation at national level which then rolls out provision for this particular set in each region.
- Multi-sector participation in the learning provision needs to be considered as a useful option that receives strong support from the research findings.
- This research report is forwarded to the Open College Network to support its development work in developing the new VCS management course. This will be a useful accredited complement to the ongoing learning programme.
- Consideration is given to the development of a short course using learning objectives based on the set of competencies set out in this report which could be piloted in the autumn/winter of 2007. The aim of this is to develop and test out training materials that specifically address the competencies. This will ensure that material is developed that specifically addresses the partnership setting the competencies refer to.
- The results of this pilot would then inform the regional commissioning process. Consequently this could begin in spring 2008.

## Main recommendations on further use of the competencies

A definable set of competencies has been developed based on credible research evidence, focussed on the specific demands of strategic representation and the setting of the voluntary and community sector. In terms of their wider use and development we recommend:

- They are now tested for wider applicability to the needs of community representatives and VCS officers involved in other partnership bodies within LSPs and in regeneration programmes. In other words, although generated for the specific setting of strategic representation, it will be useful to test out how much they address the needs of other aspects of VCS and community involvement in LSPs within the wider family of local partnerships and in regeneration programme-based local partnerships.
- We also recommend they are tested for applicability to the needs of representatives on LSP executive boards from other sectors. It may well be that they address the majority of the skills and abilities, obviously with some adaptation where appropriate, for example particularly under the *Representing* heading.

We believe there is much potential in the use of this competency set for the design of a new learning programme and to inform the field of effective representation in partnerships.

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**June 2007**

## Credits

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COGS  
Third Sector Leadership Centre  
The Open College Network  
Government Office for Yorkshire and The Humber  
Yorkshire and Humber Regional Forum for  
voluntary and community organisations  
Leeds Voice

## APPENDIX 1

### Research methodology

#### Information collection

A range of information sources has been used to develop the competency set.

- 21 telephone interviews were held with a cross section of local infrastructure organisation (LIO) and community empowerment network (CEN) senior staff and/or practitioners involved in the strategic boards of local strategic partnerships (LSPs) to ascertain from their experience the core tasks carried out and the skills and abilities needed to do the job well. See questionnaire form and list of organisations contacted in Appendix 2 and 3.
- A number of other agencies and external stakeholders were also contacted to complement and challenge practitioners' viewpoints. See Appendix 3 for more details.
- A brief scan of existing literature relating to skills and competencies of people undertaking strategic representation work was carried out. The sources accessed are listed in Appendix 4.
- Twelve sets of job descriptions and person specifications of community representatives, chief officers of CENs and LIOs were obtained and analysed in order to contribute to defining the list of competencies. Interviewees were asked to contribute their job descriptions and person specifications to the analysis.

#### Desk research into other competency frameworks and national occupational standards

The data and information collected from the desk and interview research on skills and abilities was then combined to develop and define a set of competencies, using a method recommended by the Chartered Institute for Personnel and Development.

A brief examination of existing appropriate occupational standards was carried out – this information is not all held in one place and not all relevant to strategic partnership working. These were reviewed to identify where elements of the list of core competencies for strategic representation/ partnership work were recognisable in the National Occupational Standards (NOS).

#### Mapping existing training provision

To understand the extent to which existing provision addresses the identified competencies, we accessed information from the following sources (please note that within the timescale for the research we have only been able to obtain some interesting examples rather than a comprehensive picture):

- Learning providers were contacted through the nine Regional Forums to send in information on their learning provision where it related to this specific skills development. Follow-up calls were made to organisations identified as providing interesting models or skills development programmes – a full list of all contacted is at Appendix 3.
- All respondents in the ILP research interviews were asked to give examples of local or regional learning provision relating to the skills and abilities needed.

- The research also obtained information on learning provision through a wide call for information through the NCVO collaborative working unit's email network.
- We have drawn on a national survey of VCS leadership and management learning provision commissioned by the Third Sector Leadership Centre in 2006. The work was carried out on a regional survey basis producing three key reports. While national in coverage and recently produced, the TSLC's surveys were of a general nature concerning management and leadership rather than specifically addressing the LSP environment:
  - *VCS Infrastructure and Third Sector Leadership in the West Midlands, East Midlands and East of England* – ARTE research
  - *Third Sector Leadership and Management Development: A review of provision in South East, South West and London* – Tim Ward and Jane Dixon
  - *Leadership and Management Development: An overview from three northern regions* – The Yorkshire and Humber Regional Forum.

Through these combined sources and information gathering methods the research has been able to produce a set of competencies and identify options for the organisation of learning programmes in order to address them.

## APPENDIX 2

### Interview questionnaire

Name .....

Organisation .....

Date of interview .....

1. What in your opinion is the core purpose of a voluntary and community sector representative on the exec board of the LSP?

2. What skills and abilities do you think are needed to be effective in your role as a representative?

3. How frequently do you carry out the following list of tasks?

1 = Never                      1.5 Sometimes                      2 = Often                      3 = Very often/All the time

a.	Reading papers and analysing complex documents	
b.	Collecting information on needs	
c.	Developing a view	
d.	Arguing your case	
e.	Influencing the agenda	
f.	Influencing discussions	
g.	Writing and presenting information/reports	
h.	Taking part in negotiation (contract or otherwise)	
i.	Resolving conflict	
j.	Enabling/Facilitating others to be involved in the process	
k.	Making decisions about funding and resources	
l.	Feeding back information to voluntary and community groups	
m.	Reflecting on your own practice and ways of doing things	
n.	Building relationships within the partnership	
o.	Standing up for the sector whilst maintaining good relationship	
p.	Promoting the LSP and being accountable for collective decisions	
q.	Bridging differences in cultures between communities, sectors, organisations	

4. Any other tasks we need to add to this list – please specify

5. Please choose five tasks (from above list or your ideas) that you think are **central** to carrying out the representative role effectively

- 1.
- 2.
- 3.
- 4.
- 5.

6. Please rank each of the following abilities 1 – 5 (1 being low and 5 being high) to indicate their importance in carrying out the strategic representation role effectively

Skills and abilities	Examples	Ranking
a) Assertiveness	Assertiveness in the context of working in partnerships and relating to people from different organisations.	
b) Mediation	Mediation and conflict resolution between representatives of public sector organisations and/or voluntary and community sector organisations.	
c) Negotiation	Negotiating on budgets and resources in partnerships; acting as a 'broker' for other organisations and representing their interests.	
d) Partnership working	Ability to work in a team; effective listening skills; reliability, openness and honesty; sensitive to needs and agendas of others; ability to build relationships as well as challenge.	
e) Presentations	Making informal and formal presentations; verbal skills in presenting information and arguing a case.	
f) Accessing and using knowledge	Scanning and analysing the public policy environment; translating theory into practice; applying knowledge to different contexts.	
g) Using values	Awareness of equality and diversity issues; applies values systematically; promoting local community involvement.	
h) Problem solving	Ability to look at the big picture and think on your feet; creative approaches to problems. Ability to translate theory into action.	
i) Self awareness – Personal skills	Understanding of personal style and the impact on others. Reflection and ability to learn from experience.	

7. Any other skills and abilities you think we need to add to this list – please specify

8. Please choose the three abilities (from the list or your own ideas) that you think are the most crucial to performing well.

- 1.
- 2.
- 3.

9. What training and learning opportunities or support has been available to you in undertaking strategic representation work?

10. What sort of training or learning opportunities or support would be most useful now to develop your own skills and abilities?

11. Which format is preferable for your future professional and personal development to support you in your role as a strategic representative?

Training – workshops/one day	
Training – short course	
Mentoring	
Practical guidelines/resource packs	
Action Learning sets	
Placements/shadowing	
Learning on line	

12. Others – please specify

13. Do you have any examples of job descriptions/person specifications you can send us?

14. Can you send us details of any relevant training or learning opportunities you are aware of that supports your strategic representation role?

15. Is there anyone else you think it would be useful for us to talk to?

16. Anything else you would like to add?

## APPENDIX 3

### Organisations participating in the telephone interviews

Bolton Hub  
 Community Action and Support East Staffs  
 Decorum CVS  
 Derbyshire VCS Consortia  
 C Net Bradford  
 Gateshead Voluntary Organisations Council  
 Harrogate CVS  
 Keighley Voluntary Services  
 Leicestershire VCS Consortia  
 Leeds Voice  
 Lewisham CVS  
 Middlesbrough CVS  
 North Yorkshire Forum for Voluntary Organisations  
 Oxfordshire CVS  
 Plymouth Community Partnership  
 South Lincolnshire CVS  
 Telford and Wrekin CVS  
 Voluntary Action Hants  
 Westminster CVS  
 West Norfolk CVS  
 Winchester Community Action

### Additional contacts with other organisations and stakeholders

Academy of Sustainable Communities  
 Academy for Community Leadership  
 bassac  
 Birmingham CEN  
 COGS  
 Camden CEN  
 The Community Development Foundation  
 Changes Consultancy  
 Chartered Institute of Personnel and Development  
 Capacitybuilders Yorkshire and the Humber region  
 Doncaster CEN  
 Hull Doc  
 Hull Federation of Community Organisations  
 IVAR  
 Leeds Voice  
 Lewisham CEN  
 London Voluntary Service Council  
 North Yorkshire County Council  
 OFFER – CEN Sheffield  
 Open College Network - Leeds and London offices  
 The Scarman Trust  
 The Northern Leadership Academy  
 The Regional Forum for Voluntary and Community Organisations Yorkshire and the Humber  
 Tennant Participation and Advice Service  
 The Third Sector Leadership Centre  
 The Urban Forum  
 Yorkshire and the Humber Government Office

## APPENDIX 4

### Training information/programme material submitted

- Draft Action Plan and Training for Representatives programme outline, training brief for children's and family network – Camden Community Empowerment Network
- Outline of training programme for community reps – York CVS
- Local Area Agreement Support Project, April–November 2006. An overview of the project and lessons for the future – LVSC
- VCS report to the Supporting LAAs Learning Laboratory Steering Group, April 2007 – Engage East Midlands.
- Representation and Leadership toolkits – RAISE
- 'Do you know your LAAs from your elbow?' – COGS
- 'Making it real' Partnership Improvement Project – IDeA and IVAR
- 'FutureSkills' – Y and H workforce development plan, 2007–09
- 'Train to Gain' and LSC management brokerage service running in Yorkshire and Humber, provided by a private company, Exemplas
- ILM Introductory certificate in first line management – Sure Start Bradford
- GVCO training programme
- 'Essential Management Skills', ILM accredited, run by Voluntary Action Staffs
- Leadership training programme – National Institute of Coalition Building
- 'Collaborating for Success' – programme run by Engage East Midlands on partnership working. ILM accredited.
- '7 Essential Habits' – Bradford-based independent trainer
- 'Personal influence and impact' – Virtua training (have already undertaken some pilots with NAVCA)
- VCS Engage – national programme to support VCS in engaging with Every Child Matters agenda and service provision (including influence and representation role). Have developed a five-module programme one of which is on negotiating the external environment and partnership working.
- 'VCS Infrastructure and Third Sector Leadership in the West Midlands, East Midlands and East of England' – ARTE research
- 'Third Sector Leadership and Management Development: A review of provision in South East, South West and London' – Tim Ward and Jane Dixon
- 'Leadership and Management Development: An overview from three northern regions' – The Yorkshire and Humber Regional Forum
- Rosemary Wyatt Bull – personal development training courses. Independent trainer, Yorkshire and Humber
- 'Leadership and Partnership Development West Midlands' – induction pack
- Employers organisation for local government – partnership health check. [www.lgpartnerships.com/developingskills.asp](http://www.lgpartnerships.com/developingskills.asp)
- 'Representing and Lobbying' – Cumbria Youth Alliance Open College Network unit
- 'LAA and VCS Engagement: Yorkshire and Humber Regional Forum and NAVCA briefing paper no 4'

## APPENDIX 5

### Resources

#### Literature on representation/partnership policy and practice

##### **Localism and local governance**

M Taylor, ESRC, 2007

##### **Do you know your LAAS from your elbow?**

##### **Stronger Communities: LAAs and the VCS**

COGS, 2006

Exploration of issues of representation in LAAs.

##### **Listening to Community Representatives**

Batson and Gridley

Leeds Voice, 2003

Model of the environment within which community representatives operate. Development needs of community representatives involved in partnerships. Useful description of their roles.

##### **Changing individuals building relationships: The influence of networks on decisions made by partnerships**

Changes, 2006

Useful framework on how partnerships are influenced.

##### **Strengthening Communities: a guide to capacity building for communities and the public sector**

S. Skinner, CDF, 2006

General framework on VCS involvement in community engagement.

##### **Community Leadership and Local Democracy**

Practice Links Policy Briefing CDF 2006.

Useful exploration of issues with policy recommendations.

##### **How voluntary and community organisations can help transform the local relationship**

NCVO, 2006

Useful discussion of third sector involvement in service delivery.

##### **How voluntary and community organisations can help transform the public services**

NCVO, 2006

Useful examination of the relationship between local government and the third sector.

#### Literature on skills

##### **Futureskills**

The Voluntary Sector Training Organisation, 2003

While now four years old, this key document sets the scene as a multi agency commissioned report on the future development of skills in the voluntary and community sectors.

##### **The learning curve**

ODPM, 2002

Key statement on skills and abilities needed in VCS and public sector for participation in regeneration programmes.

##### **The Egan Review: Skills for Sustainable Communities**

ODPM, 2004

##### **Chairs of Voluntary and Community Organisations: Support and Learning Needs**

Pat Jones, Governance Hub, 2006

Summary of findings of research project into support and learning needs for Chairs.

##### **Develop your assertiveness**

S Bishop, Kogan Page, 2006

Useful practical introduction to assertiveness; not work place based.

**Assertiveness at work**

K and K Back, McGraw Hill, 2007

Very useful; key publication in its field.

**How to negotiate effectively**

D Oliver, Kogan Page, 2003

Good visual layout; very practical. Part of Sunday Times series. Recommended.

**How to negotiate**

A Jackman, Hamlyn, 2004

Very practical; good visual layout. Recommended.

**Management skills for new managers**

C Ellis, 2004

Useful practical introduction to wide range of skills and methods but very little on external relationships.

**A managerial guide to self development**

M. Pedler, J Burgoyne T Boydell, 2007

Useful practical skills but too basic for senior managers.

**Literature on leadership****Leadership, Leadership, Leadership**

acevo and NCVO, July 2003

**Defining Community Leadership**

Academy for Community Leadership, 2005

Report on conference held at the Mega Centre, Sheffield. Useful discussion of the issues.

**The Leadership Challenge**

Kouzes and Posner, 2003

Standard text book on leadership in corporate context.

**Passionate Leadership**

Cormack and Stanton, acevo, 2003

Research on the characteristics of outstanding leaders

**Management and Organisational Behaviour**

L Mullins, 1993

Solid text book for undergraduates. Useful section on nature of leadership in Part 3. Mostly academic rather than practical. Little on external relationships.

**Unconditional leadership**

D Robinson, 2004

Places leadership in context of the community sector. Useful introduction to key ideas.

**The Leadership Manual**

H Owen, V Hodgson, N Gazzard, Pearson, 2004

Practical but fairly basic level. Recommended.

**What is leadership development?**

Leadership South West: Research report number 2 by R Bolden, 2005

Useful examination of current issues.

**Focus on Leadership**

acevo, 2006

Description of acevo's programmes of leadership development

**A practical guide to competencies**

Whiddett and Hollyforde, CIPD, 2003

Useful overview of competency frameworks.

**Leadership coaching**

G Lee, CIPD, 2006

Emphasis on personal awareness rather than specific competencies.

**How are you doing? Using NOS**

NCVO, 2004

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