

## OLT Leadership Project [www.cops.org.au](http://www.cops.org.au)

LE10-1734 *Identifying, building and sustaining leadership capacity for communities of practice in higher education*

*These resources are in draft form - no distribution or use without express permission. We would appreciate your feedback by 20 July 2012 to help us with the improvement and finalisation of these resources.*

**Comments to:** [admin@cops.org.au](mailto:admin@cops.org.au)



## Resources Framework

The resources you are about to access are designed specifically for those who facilitate communities of practice. They focus on leadership as an enabling influence for the achievement of desired community of practice (CoP) outcomes and are not intended as a resource about how to form a CoP. The resources are intended as a professional development tool for individuals that can be used selectively or in sequence following phases of CoP activity. We believe that skills required to facilitate each phase are different and understanding how a facilitator's role changes as CoPs mature provides a useful frame of reference.

Introduction – the context for resources	
Communities of practice in higher education	
Phase 1 – Beginning	
Introduction	
1.1	Skills audit and checklist
1.2	Emotional intelligence
1.3	Context analysis
1.4	Mentoring
1.5	Self reflection
Phase 2 – Development	
Introduction	
2.1	Political astuteness
2.2	Advocacy for space/time/resources/technologies/support
2.3	Who are your members?
2.4	Engaging stakeholders
2.5	Operational processes
2.6	Managing team dynamics and conflict resolution
Phase 3 – Consolidation	
Introduction	
3.1	Identifying strategies for engagement of members
3.2	Alignment of CoP activities with institutional objectives
3.3	Analytical abilities to find ways to work around challenges/obstacles
3.4	Identifying and working with or around power relationships
3.5	Parallel/sharing leadership assessment
3.6	Evaluation development
Phase 4 – Outcomes	
Introduction	
4.1	Identifying & embedding to maximise impacts outside the CoP
4.2	How to encourage member confidence & personal growth
4.3	Establishment of group identity
4.4	Visioning and forward planning of new and parallel agendas
4.5	Effectiveness, sustainability and succession planning
4.6	Advocacy for the CoP
Renewal	
Review skills audit	
Reflection on change and development of skills through phases –	

*Each resource is designed as short, sharp commentaries, of no more than a few pages each that contain distilled knowledge gained during the course of the project and specifically relate to CoPs within a higher education teaching and learning context. The commentaries will direct you to other resources that are not likely to be as contextually relevant, where you will need to use your own judgement about the applicability for your needs.*