

# Organic Community Leadership: An Integrated Perspective

Marian Carcary

Mary Immaculate College, Thurles, Ireland

[Marian.carcary@mic.ul.ie](mailto:Marian.carcary@mic.ul.ie)

**Abstract:** Community, characterised by reciprocity and mutuality, represents one of the fundamental bases upon which society is built. Community leadership is a distinct leadership style that refers to civic-minded individuals who voluntarily and organically self-organise and devote their efforts towards leading issues of importance within their communities. This organic community leadership is a *'collective relational phenomenon'* that is favoured in dynamic environments; the voluntary action of people within a community can help tackle community challenges at scale, with speed, and result in grassroots innovations. Despite its positive role in society, community leadership faces additional challenges to leadership in organisational settings, including understanding the spatial boundaries of a domain which spans different social fields, fostering linkages among groups where there is no formal authorisation, being receptive to varying ideologies, capabilities, and divergent viewpoints to foster collaboration, and managing unequal power distribution and divergent political agendas. The above opportunities and challenges posed by community leadership has meant that the past few decades have seen growing attention placed on the study of community leadership. Gaps remain in the body of knowledge in supporting the effective execution of community leadership. Authors argue that the leadership literature remains fragmented, many leadership frameworks/models remain agnostic of context, and there is a need for improved understanding of where and by whom leadership is enacted. Most studies to date concentrate on discrete aspects of the community leadership sphere. A more integrated perspective on organic community leadership is needed. Based on a SLR, this paper presents an integrated framework for organic community leadership. The framework emphasises human agency and fostering the collective efficacy of a broad coalition of community stakeholders to work towards a common purpose. It recognises the legitimisation process of emerging leaders and key leader behavioural considerations, framed within the context of fostering an appropriate environment for community cohesion, collaboration, and action. Thus, this paper takes a step towards providing a more holistic stance on the community leadership phenomenon.

**Keywords:** Community Leadership, Organic Leadership, Community Leadership Framework, Leader Legitimacy, Leadership Environment, Leader Behaviour.

---

## 1. Introduction

Emphasis on leadership context (Beer et al, 2019; Davies, 2007; Lind and Ekwerike, 2022; Liu and Han, 2023), reflecting the demands, constraints, and choices a leader is faced with, has consumed much of the leadership literature in the past few decades (Bolden et al, 2020). Leadership is depicted as a relational and dynamic process of influence between people and can be viewed as *"a property of the collective, not the individual"* (Cullen-Lester and Yammarino, 2016). Community leadership, as emphasised in this paper, is an important component of collective leadership and is distinct from other leadership contexts (Ashta and Parekh, 2023; Martiskainen, 2016).

The social institution of community was defined by Wilkinson et al (1991) as *"a process of interrelated actions through which residents express their common interest in local society"*. Community, characterised by reciprocity and mutuality (Pigg, 1999), represents one of the fundamental bases upon which modern society is built (Sander and Putnam, 2010). The corner stone of community is not just the physical space the community occupies (Pigg, 1999) but the psychological bonds that bind people together (Lamm et al, 2017) and hence, the concept of community is inseparable from the concept of social capital and the networks and relationships formed among individuals within a community (Arthur, 2022; Ashta and Parekh, 2023). Community leadership refers to those civic-minded individuals – activists, education leaders, religious leaders, voluntary sector leaders, who devote their efforts towards leading issues of importance within their communities (Hambleton, 2015). Such individuals often voluntarily self-organise in response to adverse events or challenges (Lough, 2021). This bottom up voluntary, organic community leadership is a manifestation of place leadership and refers to *"people's relational capacity towards initiating positive change in their communities"* (Cloete and Salazar, 2022).

Voluntary organic community leadership is the favoured leadership style in dynamic environments that call for innovative leadership responses and quick resolution to problems. The voluntary action of large groups of people can help tackle community challenges at scale and with speed and result in grassroots innovations (Martiskainen, 2016; Md Rami et al, 2022). It gives rise to a sense of shared solidarity or one-ness with others, where people can mutually help those they interact with in addressing a community problem in a manner that is more adaptive and responsive to local needs (Lough, 2021). Nonetheless, community leadership faces additional challenges to leadership in traditional organisational settings that have clearly defined boundaries and structures of positional

power (Canfield-Davis and Gardiner, 2017; Md Rami et al, 2022). As opposed to formal authority, leaders must rely on influence exercised through extensive interactions with members of the community, many of whom have different interests and points of view (Castle et al, 2017; Lamm et al, 2017). Hence, leaders need to be receptive to the varying ideologies, capabilities and networks within a community (Davies, 2007) and navigate divergent viewpoints to foster collaboration (Pigg, 1999).

Thus, community leadership has much to offer but is not without some challenges. Gaps remain in the existing body of knowledge in supporting the effective execution of community leadership (Morgan et al, 2024). Bolden et al (2020) suggest that the leadership literature remains fragmented. Ayres (2024) argues that there is a need for improved understanding of where leadership is enacted and by whom it is enacted. Despite recognition of the importance of leadership context, Lamm et al (2017) suggest that many leadership frameworks/models remain agnostic of context. Most studies on community leadership to date concentrate on discrete aspects of the community leadership sphere and hence, a more integrated, holistic view of voluntary, organic community leadership is needed. This paper seeks to address this aim by answering the following research question: *How can the various strands of previous community leadership research be synthesised into a holistic, integrated perspective?*

The structure of this paper is as follows: Section 2 details the research methodology which is based on undertaking a systematic literature review (SLR) in order to identify the key community leadership concepts in the existing literature. Section 3 presents results of this SLR conceptualised into a holistic, integrated framework. Section 4 discusses the key components of this framework in light of the current literature, while section 5 draws the paper to a conclusion.

## 2. Research Methodology

The approach of this study involved a concept-centric examination of the existing community leadership literature. These key concepts were identified through following a systematic literature review (SLR) approach. The SLR adhered to the 8 steps proposed by Okoli (2015).

**Table 1: Research methodology**

SLR steps	Approach adopted
1) <i>Purpose of the literature review</i>	Identify relevant community leadership concepts in the literature.
2) <i>Protocol and training</i>	Conduct focused, systematic literature search supported by development of a concept matrix (Webster and Watson, 2002).
3) <i>Searching for the literature</i>	Search for articles containing the term 'community leadership' in paper title and abstract in scholarly peer reviewed journal articles (2014-2024).
4) <i>Practical screen</i>	Read identified papers to verify relevance. Analyse references of those papers to identify additional seminal sources (85 papers selected).
5) <i>Quality appraisal</i>	Evaluate eligible papers in terms of quality.
6) <i>Data extraction</i>	Isolate relevant material to help answer the research question; extract all concepts pertaining to community leadership.
7) <i>Synthesis of studies</i>	Undertake content analysis of material extracted. Use a concept matrix to create a high-level categorisation of leadership themes, classify concepts accordingly, and conceptualise into an integrated framework (Figure 1).
8) <i>Writing the review</i>	Write up of review detailed in section 4, presented as a discussion of framework components.

## 3. SLR Results – a Holistic Integrated Conceptual Framework

Figure 1 presents the holistic, integrated conceptual framework derived from the key concepts uncovered during the SLR and the author's high-level categorisation of these concepts into a series of community leadership themes. The framework reflects upon the perceived legitimacy of community leaders based on their personal actions and attributes, sources of power, and navigation of political agendas. The fostering of an environment of interconnectedness and interdependence, grounded in relationship building, boundary spanning, teamwork,

empowerment, collaboration, cohesiveness, and collegiality is pivotal in accomplishing the community vision and goals, in uniting the community as a collective, and in creating positive psychosocial experiences that motivate community members towards the common purpose. This environment is the context in which community leaders exercise key task and relation behaviours to drive transformation and change at the community level.

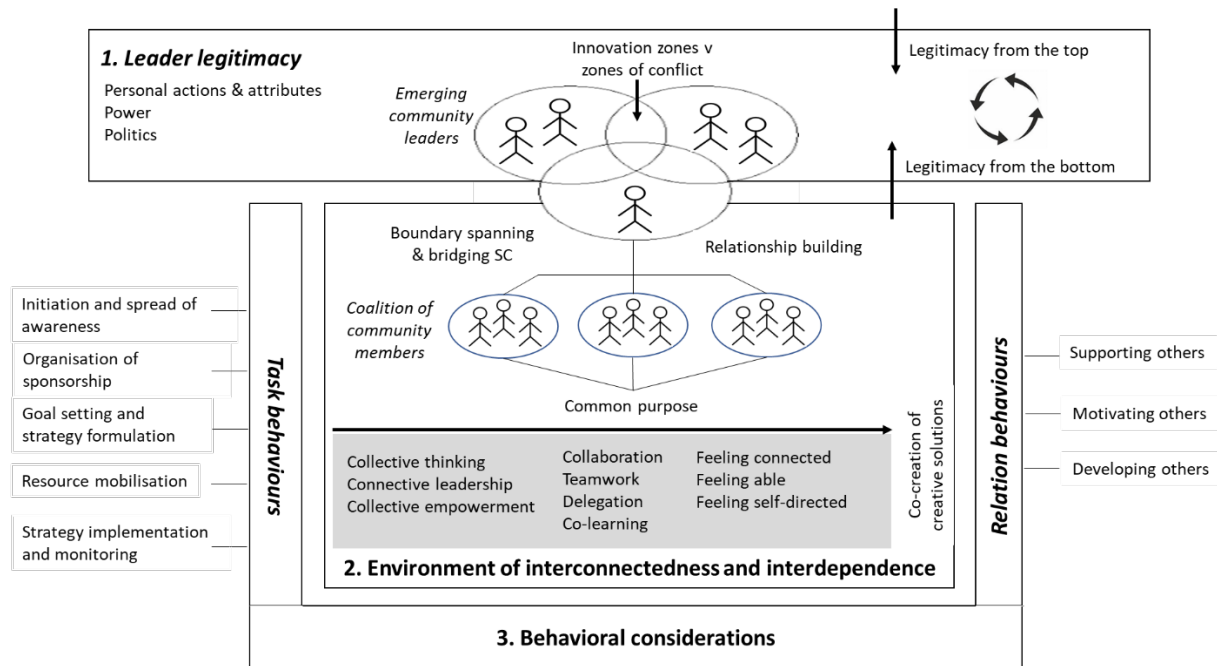


Figure 1: Holistic, integrated conceptual framework on voluntary organic community leadership

## 4. Framework Discussion

### 4.1 Component 1 – Leader Legitimacy

Based on literature analysis, perceived leader legitimacy can be regarded as a function of personal actions and attributes that inspire the collective; power; and politics.

**Personal actions and attributes:** Much recent thinking suggests that community leadership emerges based on social, relational, and contextual dynamics that reflect community members’ ongoing interactions, shared experiences, emerging relationships, and collective practice. While this emphasis diverts attention away from individuals, individual actions are still required to bring this type of leadership to fruition (Cloete and Salazar, 2022). Certain individuals may be more predisposed to positions as leaders based on their personal experiences such as early childhood socialisation to leadership, gradual life transitions, or impactful life turning points (Morgan et al, 2024). In line with Banyai’s (2009) insights, community leadership is evolutionary – specific individuals “start to take action, facilitate growth of community capacity which fosters more leadership initiatives”. Thus, individuals are the initial starting point who ultimately inspire others (Cloete and Salazar, 2022), and in order to do so, these community leaders must possess a credible reputation (Liu and Han, 2023). The literature suggests that the most prolific community leaders are ‘change agents’ (Ashta and Parekh, 2023; Ayres, 2024) or ‘catalysts’ (Wu, 2021) who ‘lead by example’ (Liu and Han, 2023). In doing so, leaders must be guided by values such as truthfulness, empathy, respect, fairness, humility, authenticity, and self-discipline, and demonstrate ethical and moral behaviour to inspire others to do the same (Liu and Han, 2023; Rhinesmith et al, 2022). They require high self-awareness, persuasion, judgement, and adaptive capacity, the courage to act in a manner that is sensitive to political agendas, and accountability for their actions. These personal attributes and qualities are regarded as an ‘entry condition’ in order to be perceived as legitimate leaders (Lamm et al, 2016; Ridzuan et al, 2019).

**Power:** Community leaders require a capability to influence others and therefore access to various sources of power is an important determinant in what community leaders can accomplish (Beer et al, 2019; Lind and Ekwerike, 2022; Sotarauta, 2016). Sotarauta (2009) regards power as a latent resource that must be freed by

people exercising their social skills to persuade others to do things they may not ordinarily do. In exercising power, Huxham and Vangen (2020) regard leader behaviour as a form of manipulation whereby leaders use their power to shape collaborative activities and produce intended effects. These effects may include, for example, leaders' abilities to pull together a fragmented group of community members and influence them to embrace reciprocity and mutuality in working towards a common purpose (Pigg, 1999; Sotarauta, 2009). Power dynamics within a community can pose a considerable impact on the engagement of community members, hence a focus on building collective power can better serve the common good (Lind and Ekwerike, 2022; Nel, 2018). According to Canfield-Davis and Gardiner (2022), "*the creative use of power by abdicating power builds capacity for action*". Overall, influence needs to be judiciously exercised cognisant of the broader contextual factors that may be at play (Mumford et al, 2000).

**Politics:** Due to the potential to influence social change, the issue of politics is pivotal to the enactment of community leadership (Grocke et al, 2022). Benit-Gbaffou and Katsaura (2014) express it nicely when they discuss the need to understand "*what shapes and frames community leaders' actions and choices, and what their 'room for manoeuvre' is in the complex and constrained political terrain they both evolve in and contribute to shaping*". Hambleton and Howard (2013) discuss three overlapping aspects of leadership in a locality which reflect different sources of legitimacy: 1) political leadership reflecting people formally elected by citizens; 2) managerial/professional leadership reflecting public servants; and 3) community and business leadership reflecting civic-minded individuals who voluntarily give their energy to community leadership activities. Politics are important across all three of these aspects. The overlap between these groups may become 'innovation zones' that can foster creative problem solving through effectively amalgamating different perspectives or may become 'zones of conflict' where disputes between alternative viewpoints and power struggles between competing interests abound (Hambleton and Howard, 2013).

Thus, community leaders can be regarded as a type of political leader who have established their political legitimacy and act as brokers or intermediaries between different groups. This legitimacy is dependent on the political capital leaders have accumulated, as demonstrated by their political skills, ability to negotiate, debate, and so on. But because of the informal nature of their role, and because of the potential for antagonism, community leaders need to constantly reassert their political legitimacy both from the bottom and the top. Legitimacy from the bottom refers to that provided by civil society - their constituencies/followers who provide leaders with an informal mandate, while legitimacy from the top refers to that provided by the institutions from which resources will be derived or power will be gained to shape specific local projects (Benit-Gbaffou and Katsaura, 2014). Legitimacies from the bottom and the top can be both mutually reinforcing but tensions or contradictions can arise between leaders' loyalties. In these instances, leaders may engage in '*double dealings*' (Bourdieu, 1991) to conciliate their allegiances to both bottom and top.

#### **4.2 Component 2 – Environment of Interconnectedness and Interdependency**

Inspired by principles of the African leadership practice of Ubuntu, in communities, goals are realised as a result of the interconnections and interdependencies forged with others and the will for collective efforts towards a common purpose (Adomah-Afari, 2015; Setlhodi, 2019). Community leadership may be regarded as a collective process of social construction (Bencke et al, 2020); it recognises the importance of social dynamics, emotional connections, and building relationships, trust, and reciprocity (Arthur, 2022; Ashta and Parekh, 2023; Cloete and Salazar, 2022; Lind and Ekwerike, 2022). Weaving "*webs of interaction*" across new and existing networks and strengthening those connections is at the core of community leadership (Cloete and Salazar, 2022). Effective relationship building, through for example networking and interacting, supports the creation of a coalition of community members who are willing to participate and work towards a common purpose through collective social processes and behaviours (Adomah-Afari, 2015; Bolden et al, 2020; Cullen-Lester and Yammarino, 2016; Majee et al, 2017). A critical aspect of this is what Kirk and Shutte (2004) refer to as '*leading change through dialogue*'. Effective dialogue or '*collective thinking*' helps to develop a field of genuine inquiry that is conducive to sustained collaboration. Focus is placed on exploring creative ways of thinking and doing where diversity is embraced, where individuals are respectful and sensitive of cultural differences, and where different voices and diverse points of view can be heard (Huxham and Vangen, 2020; Kirk and Shutte, 2004; Setlhodi, 2019).

The nurturing of such an environment requires community leaders to act as boundary spanners in facilitating individuals from different social groups in coming together to tackle a shared issue/challenge (Bolden et al, 2020; Uhl-Bien and Arena, 2018). In their role as boundary spanners, community leaders reach out to others in order to foster community support, mobilise community expertise, and leverage the legitimacy of others for the benefit of the community cause (Beer et al 2019). The emphasis is less on controlling and directing and more on

enabling and stimulating community members to take ownership and responsibility as co-creators of solutions. Leaders create adaptive spaces where they and different community groups can navigate through conflict and forge new partnerships and ways of working (Bolden et al, 2020; Canfield-Davis and Gardiner, 2017; Uhl-Bien and Arena, 2018). Through dialogue, conflict between different individuals is aired, defensive interactions are reduced, and understanding is fostered (Kirk and Shutte, 2004). This bridge building and boundary spanning is a key enabler of the concept of '*connective leadership*' (Kirk and Shutte, 2004) which is focused on fostering effective team work, cooperation, and cohesiveness and enabling individuals to connect with and collaboratively pursue their common goals (Kirk and Shutte, 2004; Liu and Han, 2023; Lough, 2021).

Individuals relate to others interdependently when exercising their roles and community leaders need to empower this collective to act on their own initiative (Arthur, 2022; Lamm et al, 2017). '*Collective empowerment*' (Kirk and Shutte, 2004) helps individuals to "*find their place, their role, their identity and their voice in the system*" (Kirk and Shutte, 2004) and is achieved through delegating and sharing leadership responsibility, and fostering co-learning environments (Huxham and Vangen, 2020) where others in the community are enabled to act. This again has undercurrents of the African concept of Ubuntu in that a "*person can only be a person through others*" (Kirk and Shutte, 2004).

The importance of fostering an interconnected and interdependent environment is discussed by Aked (2015). His framework's contribution on volunteer relationships is important in the community leadership space, where the actions of many are voluntary in nature. In an interconnected and interdependent environment, people appreciate the importance of working together (Hambleton and Howard, 2013) and have the freedom to develop responses that are apposite to the issues faced (Kirk and Shutte, 2004). The sense of a collective outlook, shared identity, and inclusivity promotes collegiality, team spirit and a sense of social responsibility and emotional connection (Arthur, 2022; Martiskainen, 2016; Setlhodi, 2019). There is a sense of feeling connected and a willingness to engage in socially meaningful change, feeling able through the act of doing together, and feeling self-directed where network reciprocity encourages people to maintain autonomy in how they interact with others (Aked, 2015).

### 4.3 Component 3 – Behavioural Considerations

In the context of an environment of interconnectedness and interdependence, leaders engage in a range of task and relation behaviours (Yukl et al, 2002) to foster and sustain that environment and to drive change and transformation.

**Task behaviours:** The task behaviours that underpin effective community leadership are categorised according to a refinement of Lamm et al's (2016) theoretically-based model of community leadership and their expansion upon Pigg's (1999) five primary activities to task accomplishment. They include:

- **Initiation and spread of awareness:** Community leadership typically emerges when individuals take initiative and spread interest around an issue of particular relevance to a community (Bencke et al, 2020; Ridzuan et al, 2019). Dialogue and analysis of the root causes of the community challenge are encouraged (Cloete and Salazar, 2022). Skills in listening, seeking, processing, and clarifying information pertaining to the issue and in selecting appropriate communication channels are required in order to stimulate other community members to take an interest (Lamm et al, 2016).
- **Organisation of sponsorship:** Organising sponsorship of and buy in to the issue requires that prolific community leaders have a clear purpose, and provide clarity and structure around the identified issue through coherent planning and organisation (Yukl, 2002, Pigg, 1999). Effective community leaders tolerate uncertainty surrounding the issue and use their reputation to inspire the involvement of others (Lamm et al, 2017; Van Wart, 2003).
- **Goal setting and strategy formulation:** Community leaders create a shared vision (Ashta and Parekh, 2023; Cloete and Salazar, 2022), set appropriate goals (Lamm et al, 2017; Mumford et al, 2000), and formulate an appropriate strategy to achieve these (Wu, 2021). Group outcomes take priority over individual goals or private interests, and decision-making is inclusive and reflective of multiple perspectives (Ncube, 2010; Pigg, 1999). A "*massification process of the vision*" (Bencke et al, 2020) inspires a sense of follower loyalty, commitment, and responsibility, and provides meaning and optimism in working towards a common aspiration.
- **Resource mobilisation:** Resource co-ordination and mobilisation require an understanding of how to best utilise resources to accomplish established goals but in the community context this is more challenging; the leader needs to act as a group representative who is accepting of member freedom,

rather than as a positional leader who can directly manage members (Ashta and Parekh, 2023; Liu and Han, 2023; Pigg, 1999). Role analysis seeks to connect individual goals with those of the broader community and select the personal behaviours and actions that helps contribute to goal attainment. It is a process of “*role finding, role making, and role taking*” (Kirk and Shutte, 2004), whereby individuals draw on their personal experiences, skills, values, and power when they exercise leadership in their role.

- **Strategy implementation and monitoring:** The implementation of strategy requires community leaders to build final consensus among the group (Bencke et al, 2020; Cloete and Salazar, 2022). Trust building, sense of community, and sensitivity to community politics are key aspects of this journey. Significant personal resources in the form of commitment, skill, and energy to championing the cause are required by community leaders. Huxham and Vangen (2020) state “*it is paradoxical that the single-mindedness of leaders appears to be central to collaborative success*”. The actual implementation phase requires appropriate environmental trend monitoring, goal monitoring, progress checking, and action taking to ensure a successful outcome (Majee et al, 2017). Commitment is demonstrated through, for example, management of conflict (Lin et al, 2017) and responsiveness to external environmental influences (Mumford et al., 2000).

**Relation behaviours** - The relation behaviours that underpin effective community leadership are categorised according to Lamm et al’s (2016) three core leadership functions.

- **Supporting others:** Supporting community members, whether through providing ongoing encouragement or assistance in problem solving is one of the core responsibilities of a leader (Lamm et al, 2016; Yukl et al, 2002). Leader consideration, that is understanding, respecting, and caring for followers and providing individualised support, is almost universally valued. Community members are deemed to be more content when they are led in a manner that shows sensitivity for their personal concerns (Lamm et al, 2016). These supporting actions are critical in fostering and maintaining good relationships and in managing conflict, as discussed previously. Overuse of support, however, can result in follower responsibilities being deferred to their leaders (Lamm et al, 2016).
- **Motivating others:** Motivation is an important catalyst in steering community members towards their common objectives (Md Rami et al, 2022). In itself, the shared vision inspires community member loyalty and optimism and leaders who espouse this shared vision are viewed as “*visionary heroes*” (Lamm et al, 2016). The setting, aligning, and articulating of goals, while applying an appropriate level of pressure to ensure goal attainment is a well-researched mechanism for motivating others (Kouzes and Posner, 2002). The fostering of an appropriate environment for community leadership also has a motivating effect whereby delegation of leader responsibilities and community member empowerment fosters greater perceptions of partnership, co-learning, and collective decision-making (Adomah-Afari, 2015; Lamm et al, 2016).
- **Developing others:** Leader and community member capacity building opportunities help individuals to develop the skills needed for participating in collective decision-making (Arthur, 2022; Morgan et al, 2024). Learning is critical for all aspects of leadership, whether through benchmarking, communities of practice, experience learning, informal learning, learning by doing or by interacting (Bencke et al, 2020). Effective community leaders play an enabling role in nurturing growth. They provide various developmental mechanisms including, for example, mentoring, coaching, counselling, training, feedback, and advise (Cloete and Salazar, 2022; Lamm et al, 2017). Community leaders also provide intellectual stimulation and influence their followers to think creatively “*outside the box*”. Recognising and praising the contributions of community members and noting significant achievements can have a great developmental impact (Lamm et al, 2016), influencing positive personal change.

## 5. Conclusion

This paper presents an integrated perspective on community leadership derived based on a SLR of the expansive community leadership literature to date. It draws together the various strands of existing research to explain community leadership under three thematic categories. Across the framework, the emphasis is on human agency and fostering the collective efficacy of a broad range of community stakeholders to work towards a common purpose. Thus, this paper takes a step towards providing a more holistic stance on the community leadership phenomenon. The author encourages other researchers to test and refine this conceptual framework through empirical examination in community settings.

## References

- Adomah-Afari, A. (2015). The contribution of community leadership upon the performance of mutual health organisations in Ghana. *Journal of Health Organisation and Management*, 29 (7), 822-839.
- Aked, J. (2015). What's different about how volunteers work? Relationship building for wellbeing and change. *IDS Bulletin*, 46 (5), 29-42.
- Arthur, J.L. (2022). The impact of capacity building on community leadership for bui communities impacted by dam construction. *African Geographical Review*, 41 (2), 189-213.
- Ashta, A. and Parekh, N. (2023). Community leadership at a Hindu non-profit organization leads to outperforming in Indian microfinance market. *Journal of Risk and Financial Management*, 16, 176-196.
- Ayres, S. (2014). Place-based leadership: reflections on scale, agency and theory. *Regional Studies, Regional Science*, 1 (1), 21-24.
- Banyai, C. (2009). Community leadership: development and the evolution of leadership in Himeshima. *Rural Society*, 19 (3), 241-261.
- Beer, A., Ayres, S., Clower, T., Faller, F., Sancino, A., and Sotarauta, M. (2019). Place leadership and regional economic development: a framework for cross-regional analysis. *Regional Studies*, 53 (2), 171-182.
- Bencke, F.F., Dorion, E.C., Prodanov, C.C., and Olea, P.M. (2020). Community leadership and the Triple Helix model as determinants of the constitution of science parks - A Brazilian experience. *Benchmarking: An International Journal*, 27 (1), 21-40.
- Bénit-Gbaffou, C. and Katsaura, O. (2014). Community leadership and the construction of political legitimacy: unpacking Bourdieu's 'political capital' in post-apartheid Johannesburg. *International Journal of Urban and Regional research*, 38 (5), 1807-32.
- Bolden, R., Gulati, A., and Edwards, G. (2020). Mobilizing change in public services: insights from a systems leadership development intervention. *International Journal of Public Administration*, 43 (1), 26-36.
- Bourdieu, P. (1991). *Language and symbolic power*. Cambridge, Polity Press.
- Canfield-Davis, K. and Gardiner, M.E. (2017). Leveraging conflict to achieve advances in civil rights: community leadership — an unfinished work for educators. *International Journal of Leadership in Education*, 20 (5), 562-576.
- Castle, B., Wendel, M., Kelly Pryor, B.N., and Ingram, M. (2017). Assessing community leadership. *Journal of Public Health Management and Practice*, 23 (4), 47-52.
- Cloete, E. and Salazar, A.D. (2022). "To be one with others": exploring the development of community leadership in the rural Philippines. *Development in Practice*, 32 (6), 826-839.
- Cullen-Lester, K.L. and Yammarino, J.F. (2016). Collective and network approaches to leadership: Special issue introduction. *Leadership Quarterly*, 27 (2), 173-180.
- Davies, A. (2007). Organic or orchestrated: the nature of leadership in rural Australia. *Rural Society*, 17 (2), 139-154.
- Grocke, C.L., Eversole, R., and Hawkins, C.J. (2022). The influence of place attachment on community leadership and place management. *Journal of Place Management and Development*, 25 (3), 298-315.
- Hambleton, R., and Howard, J. (2013). Place-based leadership and public service innovation. *Local Government Studies*, 39 (1), 47-70.
- Hambleton, R. (2015). Place-based collaboration: leadership for a changing world. *Administration*, 63 (3), 5-25.
- Huxham, C. and Vangen, S. (2000). Leadership in the shaping and implementation of collaboration agendas: how things happen in a (not quite) joined-up world. *Academy of Management Journal*, 43 (5), 1159-1175.
- Kirk, P. and Shutte, A.M. (2004). Community leadership development. *Community Development Journal*, 39 (3), 234-251.
- Kouzes, J.M. and Posner, B.Z. (2002). *The leadership challenge*. San Francisco: Jossey-Bass.
- Lamm, K.W., Carter, H.S., and Lamm, A.J. (2016). A theory-based model of interpersonal leadership: an integration of the literature. *Journal of Leadership Education*, 15 (4), 183-205.
- Lamm, K.W., Carter, H.S., Lamm, A.J., and Lindsey, A.B. (2017). Community leadership: a theory-based model. *Journal of Leadership Education*. July, 118-133.
- Lin, Y., Kelemen, M., and Kiyomiya, T. (2017). The role of community leadership in disaster recovery projects: Tsunami lessons from Japan. *International Journal of Project Management*, 35, 913-924.
- Lind, C.J. and Ekwerike, O. (2022). Orientations toward community leadership. *Leadership*, 18 (4), 520-538.
- Liu, P. and Han, A. (2023). How does community leadership contribute to rural environmental governance? Evidence from Shanghai villages. *Rural Sociology*, 88 (3), 856-894.
- Lough, B.J. (2021). Voluntary 'organic' leadership for community resilience. *Voluntary Sector Review*, 12 (1), 81-98.
- Majee W., Goodman, L., Adams, J., and Keller, K. (2017). The We-Lead model for bridging the low-income community leadership skills-practice gap. *Journal of Community Practice*, 25 (1), 126-137.
- Martiskainen, M. (2016). The role of community leadership in the development of grassroots innovations. *Environmental Innovation and Societal Transitions*, 22, 78-89.
- Md Rami, A.A., Zaremohzabieh, Z., Aziz, F., Ismail, I.A., and Abdullah, H. (2022). Moderating role of extrinsic and intrinsic motivations in the relationship between community leadership and social capital in rural Malaysia. *Sustainability*, 14, 16375.

- Morgan, K.Y., Anderson, K.M. and Christens, B.D. (2024). Pathways to community leadership: Transitions, turning points, and generational continuity. *Applied Developmental Science*, 28 (2), 107-124.
- Mumford, M.D., Zaccaro, S.J., Harding, F.D., Jacobs, T.O., and Fleishman, E.A. (2000). Leadership skills for a changing world: Solving complex social problems. *Leadership Quarterly*, 11 (1), 11-35.
- Ncube, L.B. (2010). Ubuntu: a transformative leadership philosophy. *Journal of Leadership Studies*, 4 (3), 77–82.
- Nel, H. (2018). Community leadership: a comparison between asset-based community-led development (ABCD) and the traditional needs-based approach. *Development Southern Africa*, 35 (6), 839-851.
- Okoli, C. (2015). A guide to conducting a standalone systematic literature review. *Communication of the Association for Information Systems*, 37 (43), 879-910.
- Pigg, K.E. (1999). Community leadership and community theory: A practical synthesis. *Journal of Community Development Society*, 30 (2), 196-212.
- Rhinesmith, C., Krongelb, M., and Jiang, J. (2022). The digital equity leadership lab (DELL): A case study of community leadership development to promote digital equity and justice. *The Journal of Community Informatics*, 104-131.
- Ridzuan, A.A., Kadir, M.J., Yaacob S., Zainol, Z.A.M., Abdullah, H., Roslan, N.H., Wong, M.M.R., and Ahmad, N.D.F. (2019). The mediating effect of community leadership on community resilience elements and community preparedness. *IOP Conference Series on Earth and Environmental Science*, 479, 1-9.
- Sander, T.H., and Putnam, R.D. (2010). Still bowling alone? The post-9/11 split. *Journal of Democracy*, 21 (1), 9-16.
- Setlhodi, I.I. (2019). Ubuntu leadership: an African panacea for improving school performance. *Africa Education Review*, 16 (2), 126–142.
- Sotarauta, M. (2009). Power and influence tactics in the promotion of regional development: an empirical analysis of the work of Finnish regional development officers. *Geoforum*, 400, 895–905.
- Sotarauta, M. (2016). *Leadership and the city*. Abingdon: Routledge.
- Uhl-Bien, M. and Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *Leadership Quarterly*, 29, 89–104.
- Van Wart, M. (2003). Public-sector leadership theory: an assessment. *Public Administration Review*, 63 (2), 214-228.
- Webster, J. and Watson, R.T. (2002). Analyzing the past to prepare for the future: writing a literature review. *MIS Quarterly*, 26 (2), 13-23.
- Wilkinson, K.P. (1991). *The community in rural America*. New York: Greenwood Publishing Group.
- Wu, V.C. (2021). Community leadership as multi-dimensional capacities: a conceptual framework and preliminary findings for community foundations. *Non-profit Management and Leadership*. 32, 29–53.
- Yukl, G., Gordon, A., and Taber, T. (2002). A hierarchical taxonomy of leadership behavior; integrating a half century of behavior research. *Journal of Leadership and Organizational Studies*, 9 (1), 15-32.