

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

70

CITIZEN PARTICIPATION

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Ignores the right of citizens to influence local decisions and limits active citizen involvement in local governance
- ☐ Unable to appreciate or work with diverse individuals and groups
- ☐ Discourages the community's lead in the democratic process

SKILLED

- ☐ Recognizes the right of citizens to influence local decisions
- ☐ Promotes active citizen involvement in local governance
- ☐ Appreciates and works with diverse individuals and groups and with the media to encourage informed community participation.

OVERUSED SKILL

- ☐ Seeks to engage citizen involvement in all aspects of local governance, paralyzing local government
- ☐ Follows the lead of a vocal minority in a direction inconsistent with strategic plans, regional efforts, or the policies set by elected officials.

SOME CAUSES

- ☐ Over or under-value others' ideas
- ☐ Fear being out of control
- ☐ Limited experience working with diverse individuals and groups
- ☐ Arrogance
- ☐ Fear of taking action
- ☐ Lack of confidence
- ☐ Too closely allied with specific groups or interests

THE MAP

Seeks to create opportunities for citizens to participate and buy in to local issues and government initiatives. Values the input, wisdom and experience of citizens from across the community. Uses the media and other communication venues (i.e. internet) to disseminate and gather information about community concerns and solicit participation in community problem solving and action.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

70

CITIZEN PARTICIPATION (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Listen effectively** to what others have said, be able to clarify what they meant to say, and make sure people feel comfortable that you have heard them. Active listening skills include being silent, calming your internal judgments and responses, restating or paraphrasing important points you have heard and respectfully accepting other people's points of view.
- ❑ **2. Learn to deal with ambiguity** by recognizing change is constant. Develop the ability to shift gears, be flexible and take action without having all the information (you will NEVER have all the information you need to make the perfect decision!) Be able to move forward even when things are unclear, know how to manage risk and uncertainty.
- ❑ **3. Develop new, more diverse networks** in your community. If you are routinely in meetings or in community settings with the same people (or same types of people) you do not have a full picture of what is going on. Push yourself to engage new partners, get involved in groups that are outside your traditional circle. Cultivate networks with emerging population groups, such as new residents and immigrants.
- ❑ **4. Learn to assess and manage risk.** Certain types of community engagement and citizen participation have little risk, while other forms will carry a substantially higher risk. Be clear about what type of citizen involvement is needed for your particular problem or initiative and then use the right community engagement approach.

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Members of the governing board
- ❑ Mayor or board chair
- ❑ Management team
- ❑ Other community leaders
- ❑ Peers from similar or neighboring jurisdictions
- ❑ Citizens from diverse backgrounds

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

70

CITIZEN PARTICIPATION (continued)

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ☐ Observe others who are experienced in getting citizens to participate in their projects.
- ☐ Invite a select group of diverse citizens to meet with you and discuss their perspectives of local government and local issues.
- ☐ Join or agree to participate in an external group's community activities.
- ☐ Identify someone who can serve as a mentor or coach for you

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORUTNITY TO BUILD YOUR SKILL(S)

- ☐ Identify relevant local issues for citizen participation and determine what type(s) of participation are needed for each of the issues.
- ☐ Select one project and delegate some or all of the leadership responsibility to a community leader, providing support as needed for the project to move forward.
- ☐ Create organizational guidelines and criteria for citizen engagement. When should citizens be involved and at what level? How should staff solicit citizen participation? How will you use and involve the media in creating awareness among the citizenry?
- ☐ Develop a media plan to assure ongoing opportunities for citizen involvement in your local government. Use the internet and other vehicles (print, radio and television) to get the word out.

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ☐ Envision what successful citizen participation would look like for a particular issue in your community.
- ☐ Rehearse your message(s) to the media on particular issues, developing a clear reason for citizens to participate in the problem identification or decision making process.
- ☐ Ask leaders from diverse backgrounds about how they perceive local government and how accessible they think the process is. Listen actively to what they have to say and be nonjudgmental about their input. Seek to learn how you might more successfully involve them in establishing local government projects and priorities.

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

70

CITIZEN PARTICIPATION (continued)

Learning from Courses

- ☐ Resolving Public Disputes II
- ☐ PELA
- ☐ ICMA University

Suggested Readings

Crosby, B. & Bryson, J. (2005) *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco, CA: Jossey-Bass

Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. San Francisco: Jossey-Bass.

Stephens, J. (2004). *Guidebook to Public Dispute Resolution in North Carolina*. Chapel Hill, NC, Institute of Government.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

71

FACILITATIVE LEADERSHIP

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Is hierarchical and controlling, limits collaboration and concerted action
- ☐ Always sees only own view of issues and seeks to snuff out any one disagrees
- ☐ Avoids responsibility for convening stakeholders and discourages collective action
- ☐ Asks few or leading questions
- ☐ Works to discourage stakeholders from reaching agreed upon outcomes, or advocates “my way or the highway.”

SKILLED

- ☐ Is nonhierarchical and inter-organizational
- ☐ Evokes collaboration and concerted action
- ☐ Provides the necessary catalyst or spark for action
- ☐ Takes responsibility for convening stakeholders and facilitates agreements for collective action
- ☐ Asks the right questions
- ☐ Has a stake in getting to agreed upon outcomes, but encourages divergent ways to reach them.

OVERUSED SKILL

- ☐ Is nonhierarchical and inter-organizational even when situations require someone to “take command”
- ☐ Requires collaboration and concerted action on every project
- ☐ Overly enthusiastic and energetic, often overshadowing others’ energy
- ☐ Convenes stakeholders who may not have a genuine interest or stake in the process
- ☐ Always expects stakeholders to agree to collective action
- ☐ Asks too many questions
- ☐ Is frustrated when stakeholders cannot agree upon outcomes
- ☐ Generates too many options for people to consider.

SOME CAUSES

- ☐ Win-Lose mindset
- ☐ Need for control
- ☐ Fear of change
- ☐ Closed to new information or perspectives, especially those that challenge your own views
- ☐ Afraid of losing authority or power
- ☐ Overwhelms new or cautious supporters
- ☐ Too easily abdicate responsibility
- ☐ Enthusiastic without clear focus or goal
- ☐ Involves too many people (even those without a clear stake in the issue)
- ☐ Uncertain of your own priorities

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

- ❑ Generates too many options

71

FACILITATIVE LEADERSHIP (continued)

THE MAP

Facilitative leaders seek to improve group effectiveness, increase clarity of underlying values and interests that influence public problems and are able to establish high performing groups able to work toward common goals. The facilitative leader may not be in a formal leadership role, but rather works to help convene the right people and assist formal leaders in moving the process forward.

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Know your own values and motives.** Ideally, a group facilitator is value-neutral and an objective participant in the group process. It is difficult to be “neutral” if you are unclear about your own biases and preferences. Only by knowing what you believe and what you are interested in can you recognize and curb your impulse to interject yourself into the group’s deliberations.
- ❑ **2. Engage the right people for the right purposes.** As much fun as group process is, you may be surprised to discover it is not for everyone! Be selective when identifying people to participate in a group process. This does not mean membership should be restricted to just those who have a particular perspective or position. Rather, it means people who are included in the process should be ones that care about the issue under consideration.
- ❑ **3. Motivate others by appealing to their personal as well as common purposes.** This remedy is related to the one above (#2). If the right people are engaged because they have an interest or are able to contribute to a meaningful outcome, then you will be more successful appealing to their own values and goals. In effect, the facilitative leader seeks to bring together individuals and groups who stand to benefit from the resolution of a problem that affects all of them.
- ❑ **4. Forge relevant, clear and specific goals for groups to work on.** Nothing is more frustrating than being a part of a group with unclear goals or purposes. As a facilitative leader, you either charge the group to accomplish a specific and defined task (this may be defined by an external authority), or you help guide the group through a process to clarify and define its own work.
- ❑ **5. Remain open and flexible about “how” goals are achieved—remember, there are many ways to the mountain top!** A facilitative leader is interested in helping groups accomplish results. Use your role to foster alternative thinking about how goals might be reached and encourage people to develop reasonable criteria for determining appropriate strategies to pursue.

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

71

FACILITATIVE LEADERSHIP (continued)

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ☐ Community leaders
- ☐ Citizens who have participated in local government forums, committees, etc.
- ☐ Mayor/board chair and members of the governing board
- ☐ Professional peers
- ☐ Management team members and other trusted local government employees

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ☐ Observe someone who is skilled as a facilitative leader
- ☐ Participate in someone else's project or forum to learn how they facilitate the group's work
- ☐ Refrain from passing judgment on others' views, opinions and suggestions—look instead for what is good about what they have to offer.
- ☐ Inquire and ask questions to learn what others view as the leader's role

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORUTNITY TO BUILD YOUR SKILL(S)

- ☐ Take on a relevant challenge in your community that needs a facilitative leader to step forward
- ☐ Create community based teams to work on specific goals and either work as the facilitative leader or provide support for someone else who agrees to serve in this role
- ☐ Prepare and report to the governing board and the public on specific proposals that are likely to be resolved best through a facilitative approach
- ☐ Establish new policies and procedures for the local government organization that support and encourage managers and employees to pursue projects using a more facilitative approach.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

71

FACILITATIVE LEADERSHIP (continued)

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Ask others (trusted employees, citizens and peers) to give you input on your facilitative leadership skills
- ❑ Examine your own leadership style and need to control and manage processes. How much do you really include others or want them to include you? How much do relationships matter to you?
- ❑ Look for more opportunities to act as a facilitative leader within your organization or in the community.
- ❑ Explore strategies that more often result in win-win rather than win-lose outcomes.

Learning from Courses

- ❑ PELA, School of Government
- ❑ ICMA University

Suggested Readings

Crosby, B. & Bryson, J. (2005) *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco, CA: Jossey-Bass

Heifetz, R. & Linsky, M. (2002). *Leadership on the Line*. Cambridge, MA: Harvard Business School Press.

Schwarz, R. (2002). *The Skilled Facilitator: A comprehensive resource for consultants, facilitators, managers, trainers and coaches*. San Francisco, CA: Jossey-Bass.

Svara, James H., (1994)..*Facilitative leadership in local government : lessons from successful mayors and chairpersons*.1st ed., San Francisco : Jossey-Bass Publishers,

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

72

FOCUS ATTENTION

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Is unable to elevate issues to the public and policy agenda
- ☐ Seems unconcerned by problems or unmotivated to pursue opportunities
- ☐ Has few, if any priorities and none ever rise to the level of urgency
- ☐ Discourages action by explaining why something will not work
- ☐ Fails to expand the number of people who are aware of and concerned about the issue

SKILLED

- ☐ Elevates issues to the public and policy agendas by stimulating an awareness and emotional concern that a problem or opportunity exists
- ☐ Elevates the problem to priority status by creating a sense of urgency and “do-ability”
- ☐ Uses the media and works with elected officials to publicize attention triggers and other catalytic mechanisms to expand the number of people who are aware of and concerned about the issue

OVERUSED SKILL

- ☐ Elevates all issues to the public and policy agendas often over-stimulating awareness, emotion and concern that a problem or opportunity exists
- ☐ Makes every problem a priority by creating a sense of urgency even when the organization or community is unprepared to respond
- ☐ Over-uses media and other communication channels, making people anxious and overly concerned about the issue
- ☐ Focuses attention on him/herself, rather than on the issues.

SOME CAUSES

- ☐ Unable to set priorities
- ☐ Easily sidetracked
- ☐ Unable to see the effect of decisions on others
- ☐ Not able to interrelationships within the system
- ☐ Pessimistic
- ☐ Too many priorities
- ☐ Unable to say “no”
- ☐ Enjoys “stirring things up”
- ☐ Likes to be the center of attention
- ☐ Lacks presentation and persuasion skills

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

72

FOCUS ATTENTION (continued)

THE MAP

The leader conscientiously identifies priorities for action and is able to clearly articulate why these issues take priority over competing ones. Is able to present ideas and proposals effectively, persuading others of the value of his or her proposals, placing issues in a larger context and demonstrating how the proposed activities will be catalysts for other important issues. Actively looks for opportunities to make positive change and seeks to engage others in making change happen. Can get others to focus on priorities and stay the course without becoming diverted by the process, time requirements or competing commitments.

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Practice making presentations to decision makers**, keep to major points, avoid complicating the issue by providing too much detail yet resist oversimplifying the purpose or problem, the desired outcome and need for action
- ❑ **2. Learn to set and stick to priorities.**, Linking major goals to strategic plans and larger agendas for local government and the community helps keep the right things on the agenda. Develop a “litmus test” for issues as they come up—are these going to help us accomplish strategic goals? Are there consequences that could cost me or my organization if we fail to take action?
- ❑ **3. Project out possible consequences** for selected priorities and envision what the final result will look like for specific groups or the community as a whole. Take on various community roles and envision desirable outcome for each stakeholder. Optimum results for one group may not be optimum for another. Look for the common interests among different stakeholders and use this to focus attention and maintain forward momentum.
- ❑ **4. Show respect for others’ time and interests.** Involve only those who really need to be involved in addressing the chosen priority while protecting those who are peripheral from having to participate. Not every member of the governing board needs to be on each subcommittee, for instance. Let those with particular talents and interests take the lead while providing regular updates to the rest of the group, making sure that they understand overall goals and outcomes.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

72

FOCUS ATTENTION (continued)

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ☐ Mayor/Board Chair
- ☐ Members of the Governing Board
- ☐ Members of the Management Team
- ☐ Community leaders with whom you have worked
- ☐ Peers from similar or neighboring jurisdictions

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ☐ Develop your ability to list and prioritize tasks according to criteria such as time requirements, leverage, urgency, and support
- ☐ Facilitate priority setting session for the governing board, management staff or other groups within the organization
- ☐ Observe how other community and business leaders develop, persuade and engage others in pursuing priority issues
- ☐ Create a mental model of the outcome(s) that will result from your pursuing and accomplishing a priority

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORTUNITY TO BUILD YOUR SKILL(S)

- ☐ Take the lead on a priority issue and commit to see it through on schedule and on budget
- ☐ Prepare, present and promote a proposal for addressing a specific priority to the governing board, the public and the media
- ☐ Align priorities across the organization with strategic goals, determine where you can have the greatest impact and strive to work on these issues without becoming sidetracked by less important tasks
- ☐ Engage others who are invested in key priorities to work with you to make decisions, develop action plans, implement (as appropriate) and evaluate outcomes

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

72

FOCUS ATTENTION (continued)

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ☐ Observe other leaders and learn how they present issues to key stakeholders
- ☐ Diagnose issues presented in the media—ask what emotional pull is associated with the issue, how the issue is framed to either engage to disengage the public, and identify how others have raised awareness of the issue
- ☐ Imagine getting something important accomplished!
- ☐ Commit yourself to developing a strategy for moving one, key priority into the public's awareness
- ☐ Learn from other leaders how they select priorities that support one another

Learning from Courses

- ☐ PELA, School of Government
- ☐ ICMA University

Suggested Readings

Buckingham, M. & Coffman C. (1999). *First, break all the rules*. New York: Simon and Schuster
Collins, J. (2001). *Good to Great*. New York: HarperCollins
Heifetz, R. & Linsky, M. (2002). *Leadership on the Line*. Cambridge, MA: Harvard Business School Press.
Luke, J. S. (1998). *Catalytic leadership :strategies for an interconnected world*. San Francisco: Jossey-Bass.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

73

ENGAGE PEOPLE [CREATE PUBLIC FORUMS AND ARENAS]

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ❑ Never convenes anyone or else convenes the same set of people, agencies and groups on every issue
- ❑ Has a limited understanding of the spectrum of stakeholders and knowledge-holders
- ❑ Restricts core working group members to “insiders” and designs few opportunities for external participation
- ❑ Expects others to take initiative and to convene first meetings.

SKILLED

- ❑ Convenes diverse set of people, agencies and interests needed to address the issue
- ❑ Identifies the full spectrum of stakeholders and knowledge-holders
- ❑ Enlists core working group members and designs multiple levels of participation (including the use of information technologies) to ensure a broader reach
- ❑ Convenes the first meetings and invests in the beginnings.

OVERUSED SKILL

- ❑ Constantly tries to convene diverse set of people, agencies and interests regardless of their ability to address an issue
- ❑ Identifies too wide a spectrum of stakeholders, including many with no interest or knowledge of the issue
- ❑ Tries to get consensus on everything from everyone before taking action
- ❑ Calls multiple meetings, sends countless emails, and overwhelms even those who were willing to participate before the process began

SOME CAUSES

- ❑ Do not value citizen engagement
- ❑ Need for control
- ❑ Only involve people in limited ways
- ❑ Only involve a limited group of people
- ❑ Professional or government assumption that “We know best.”
- ❑ Lack initiative for start ups, prefer to “Wait and see what happens.”
- ❑ Prefer to hold power and maintain the status quo
- ❑ Unable to differentiate between relevant stakeholders and the entire community
- ❑ Seek consensus on every issue, even when it isn’t necessary
- ❑ Want to gather too much information
- ❑ Want to involve everyone in everything

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

73

ENGAGE PEOPLE [CREATE PUBLIC FORUMS AND ARENAS] (continued)

THE MAP

Effectively engaging citizens begins with a clear vision of what you want to achieve. Knowing the outcome enables leaders to determine who needs to be involved, what they need from those who are involved and why involvement matters. Engaging others successfully also includes knowing how others' can best contribute to the process and where to get them involved (i.e. during a regular meeting or special event). Effective leaders know how to use citizen engagement and understand that different types of public involvement can yield different levels of commitment and affect outcomes. The more a leader creates opportunities for citizens to participate in the democratic process, the more comfortable he or she must be dealing with ambiguity and uncertainty.

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Learn the value and purposes of citizen engagement.** Citizen engagement means many different things. Not every situation requires input from the public, yet some issues that are not fully vetted in the community come back to haunt public officials. Often citizens will be at odds with the final decision, but will accept it if they have had an opportunity to be heard. Make sure you have given people a chance to have their say.

- ❑ **2. Be able to clearly articulate the outcomes you seek from engaging the public.** If an issue is presented to the public for their input, it is extremely important that public officials know what they want to gain from the process. Are people being invited to participate as a tool to educate citizens about a chosen direction, or are people being invited to participate in order to determine what direction should be chosen?

- ❑ **3. Understand various methods and their appropriate role(s) in public participation.** Different outcomes benefit from different engagement techniques. Surveys are useful for learning how satisfied citizens are with a particular service but are of little value in resolving a public dispute. Public comment at regular board meetings can help gather input on specific agenda items but are less helpful if you want to get a sense of the community's long term goals.

- ❑ **4. Learn what tools and methods work best for what types of issues.** A variety of public participation approaches are available depending upon the goal you want to achieve. Understanding how and when to use surveys, focus groups, public comment periods, list serves, web logs and citizen education programs will help you chose the right approach to accomplish your particular goal.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

73

ENGAGE PEOPLE [CREATE PUBLIC FORUMS AND ARENAS] (continued)

- ❑ **5. Be able to distinguish issues that need consensus from those that do not.** Some issues require consensus, others require a majority vote, and still others can be made by an individual. You need to know, up front, whether you plan to inform people about something that has already been decided or whether you need to get people's buy-in before the issue can move forward. Sometimes, you just need to ask people who have expertise for their advice but do not need their agreement to proceed. Depending upon the scope and impact of the issue on the table, citizen involvement may mean simply giving people the chance to be heard but not require that everyone agree to support the final decision.

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Management team
- ❑ Governing board, mayor, board chair
- ❑ Community leaders
- ❑ Peers
- ❑ Professionals in your field at state and national levels

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Identify citizen engagement goals for your organization or community
- ❑ Observe how others engage people in your community
- ❑ Ask for help and support from experienced consultants
- ❑ Develop options for engaging citizens for specific goals
- ❑ Ask community leaders and stakeholders about their goals for citizen engagements
- ❑ Use peers, professionals and others experienced in public participation for advice, guidelines, lessons learned

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORTUNITY TO BUILD YOUR SKILL(S)

- ❑ Take the lead on engaging the public around a strategic community issue
- ❑ Establish guidelines and criteria for your organization to use in selecting goals and approaches for public participation
- ❑ Prioritize organizational issues and develop proposals for how to appropriately engage the public to accomplish specific goals

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES

73

**ENGAGE PEOPLE [CREATE PUBLIC FORUMS AND ARENAS]
(continued)**

Learning from Experience, Feedback and Other People

- ❑ Develop a learning network with others in your community
- ❑ Attend public meetings and forums
- ❑ Invite feedback from leaders in your community about how they perceive the local government's openness, transparency, public engagement processes
- ❑ Create mental models of successful citizen engagement

Learning from Courses

- ❑ Public Executive Leadership Academy, UNC School of Government
- ❑ Dispute Resolution, II, UNC School of Government
- ❑ ICMA University

Suggested Readings

Crosby, B. & Bryson, J. (2005) *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco, CA: Jossey-Bass

Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. San Francisco: Jossey-Bass.

Stephens, J. (2004). *Guidebook to Public Dispute Resolution in North Carolina*. Chapel Hill, NC, Institute of Government.

Walsh, Mary L. (1997). *Building citizen involvement*. Washington : ICMA, c1997.

James L. Creighton, (2005). The Public Participation Handbook: Making Better Decisions through Citizen Involvement. San Francisco: Jossey-Bass (A Wiley Imprint).

Web resources

www.iap2.org
<http://www.ncdd.org/>

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

74

STIMULATE MULTIPLE STRATEGIES

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ❑ Creates single or few options for action
- ❑ Fails to project likely outcomes
- ❑ Ignores divergent insights or alternate approaches
- ❑ Decides on a single strategy, putting “all eggs into one basket”
- ❑ Ignores information that the chosen strategy is not working.

SKILLED

- ❑ Clearly states the problem needing to be solved
- ❑ Creates a variety of options for action
- ❑ Identifies possible outcomes; gains shared insights and explores multiple approaches
- ❑ Evaluates the chosen strategy and remains open to new information and strategies as implementation proceeds.

OVERUSED SKILL

- ❑ Creates too many options for action
- ❑ Plays out even the most remote outcomes
- ❑ Seeks every possible insight and explores even unrealistic approaches
- ❑ Identifies and commits to too many simultaneous strategies
- ❑ Generates too much data on too many measures, overwhelming decision makers

SOME CAUSES

- ❑ If all you have is a hammer, then everything is a nail
- ❑ Lack comfort and confidence with new approaches
- ❑ Uncomfortable working on multiple levels simultaneously
- ❑ Unable to accurately identify and analyze problems or consumed with problem identification and analysis
- ❑ Unwilling to accept failure
- ❑ Commits too quickly to one or a few options (takes the easy route)
- ❑ Cannot envision possible outcomes
- ❑ Creates too many options and projects too many consequences
- ❑ Cannot consolidate and streamline strategies toward specific goal

THE MAP

Complex, community problems are likely to be addressed through multiple individuals and groups working simultaneously on distinct parts of the overall problem. Some of these efforts will be well coordinated while others will be less tightly aligned with the central purpose. A skillful community leader manages to keep energy and spark under these different efforts, appropriately using various strategies depending upon the authority, needs and readiness of any group or individual.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

74

STIMULATE MULTIPLE STRATEGIES (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

- ❑ **1. Observe people who successfully manage multiple groups and tasks simultaneously.** Some people are masters at multi-tasking, while others can only handle one thing at a time. To develop this skill, you need to be able to emulate the most effective multi-taskers. Typically, these people know exactly what they are trying to accomplish (get the kids fed, clothed and out of the door on time for school; manage six separate units and keep everyone focused on delivering high quality customer service) and are adept at changing from one task to another without losing momentum.

- ❑ **2. Avoid ambiguous goals, visions or outcomes.** It is hard to motivate and keep people moving forward if they (and you) are unclear about where you are going. Stimulating multiple strategies works when the strategies are focused on a similar or common outcome. It isn't necessary that every group or individual understand what everyone else is doing, but each group or individual does need to understand how they are contributing to an outcome that they care about.

- ❑ **3. Create and evaluate multiple options for addressing any particular problem you face.** Learn about different strategies by observing, interviewing or researching what others have done. Modify strategic options to fit the preferences, talents and interests of the stakeholder group that you are working with. Some groups will be comfortable working in neighborhoods while others will be more at ease advocating with the local chamber of commerce. Use the stakeholders knowledge, skills and abilities to help you craft the strategies they will use and use multiple stakeholder groups to assure a broad range of strategies are in play.

- ❑ **4. Strengthen your ability to clearly identify problems, their causes and effects.** There are a number of good analytical tools that promote clear thinking about how cause and effect are related. Fish bone diagrams, system models, and conceptual mapping are just some of the techniques that you might use to look at any particular problem from different vantage points.

- ❑ **5. Learn to transform data into meaningful information for decision making.** Data alone does not equal information. You need to know what you are trying to do and then use the data to create information that will help inform decisions geared to achieve this goal. Just because you can generate lovely charts and graphs using sophisticated software does not make the information relevant to decision makers. Focus on generating the right information for the right groups, keeping the overall goal or outcome in front of everyone.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

74

STIMULATE MULTIPLE STRATEGIES (continued)

- ❑ **6. Gain skill in negotiating among various stakeholders their shared responsibilities.**
If you want stakeholders to apply their best knowledge and skills to achieving a particular outcome, you will have to be aware that these groups each have their own agendas and may drift away from the shared purpose you are trying to achieve. At some level, various groups need to understand and accept that their contribution to the goal is one of many and that their work is important as part of the greater effort. You want enlist stakeholders so that they feel uniquely equipped to participate in the process but reinforce the notion that accomplishing an overall goal only occurs through collective action of groups and individuals from across the community.

SOME REMEDIES

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Convene a group of community leaders with whom you meet regularly to discuss broad community goals and strategies
- ❑ Mutual learning across groups
- ❑ Identify relevant community problems needing attention and propose possible outcomes for each

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORUTNITY TO BUILD YOUR SKILL(S)

- ❑ Strengthen communication channels and information sharing
- ❑ Build support for achieving specific results through multiple means
- ❑ Identify strategic opportunities for sharing leadership
- ❑ Create mechanisms to maintain organizational effort and commitment over time
- ❑ Continue to expand and use your network for mutual gain

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Look at data and feedback from previous efforts and reconsider how you might approach problem next time
- ❑ Consider adding alternate approaches to current efforts
- ❑ Observe others in the community or neighboring jurisdictions and learn how they manage complex issues
- ❑ Share insights, stories and experience with other public managers

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

74

STIMULATE MULTIPLE STRATEGIES (continued)

Learning from Courses

- ❑ Public Executive Leadership Academy, UNC School of Government
- ❑ Dispute Resolution, II, UNC School of Government
- ❑ ICMA University

Suggested Readings

Crosby, B. & Bryson, J. (2005) *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco, CA: Jossey-Bass

Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. San Francisco: Jossey-Bass.

Stephens, J. (2004). *Guidebook to Public Dispute Resolution in North Carolina*. Chapel Hill, NC, Institute of Government.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

75

SUSTAIN ACTION

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ❑ Stifles momentum by under-managing the process
- ❑ Provides too little oversight or feedback
- ❑ Limits appropriate institutionalization
- ❑ Discourages information sharing and feedback among others.

SKILLED

- ❑ Maintains momentum by managing the interconnections among participants and related programs
- ❑ Develops appropriate institutionalization, able to keep core activities with key stakeholders in place over time,
- ❑ Develops clear and consistent decision making processes
- ❑ Enlists support from multiple players across shifting priorities
- ❑ Supports rapid information sharing, mutual learning and ongoing feedback

OVERUSED SKILL

- ❑ Seeks to generate momentum by connecting everyone and everything
- ❑ Tries to institutionalize practices before they have been thoroughly tested
- ❑ Constantly requires information sharing and feedback to the point that it interferes with action

SOME CAUSES

- ❑ Turf barriers and mistrust among key stakeholders
- ❑ Communication problems (either lack of or overly burdensome)
- ❑ Limited access to leadership
- ❑ Lack of structure and norms for participation or established structures are irrelevant to task
- ❑ Lack of authority or plan for ongoing action
- ❑ Lack of data or information to measure and monitor progress
- ❑ Too many measures, unrelated to each other or a specific outcome
- ❑ Pressure for immediate results
- ❑ Changing political climate with new agenda and priorities

THE MAP

Leaders successfully engage key stakeholders in the community to achieve a clearly stated and shared purpose. Go beyond articulating a plan, to include gaining buy-in and commitment of time, resources, and cooperation among key stakeholders over time to accomplish community goals. Builds trust and opportunities for mutual learning and benefit, develops information systems, multiple champions, support from key advocacy groups and organizations.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

75

SUSTAIN ACTION (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Clearly articulate and mutually agree upon outcomes.** To keep stakeholders on course over time, the goal must be evident and regularly restated. People change, organizations change, communities change, but many programs remain in place. Even in communities where change seems to be constant, for instance, someone has to be responsible for picking up the trash.
- ❑ **2. Develop communication plan** to keep stakeholders and the public informed about progress that is being made. Stakeholders need to know their efforts contribute to desired outcomes. Citizens and the public at large need to be reminded that their local government and community organizations are working together to accomplish specific goals.
- ❑ **3. Increase opportunities for leadership.** You can't do it all, nor should you want to. Sustaining action over time will depend on a continuing group of leaders being ready to step up and take responsibility as needed. Not only within your own organization, but also within stakeholder groups leadership needs to be cultivated, potential leaders need to be mentored and trained.
- ❑ **4. Develop criteria, clear structures and norms for participation** and make sure these are relevant to the task. If you want stakeholders who are genuinely committed to the goal(s) you have chosen to work on, you may want them to agree to certain conditions (meeting attendance, activities, resource contributions) before granting them full access to the process. Such structure may not be necessary in every case, but if the action requires long-term commitments, you may need to get agreements in writing that stakeholders will continue to participate for a specified time and will contribute in certain ways or be removed from the group.
- ❑ **5. Establish clear authority** to plan and pursue ongoing action. Especially if you are working across multiple stakeholder groups, the need to know who has the authority to decide becomes a critical part of sustaining action over time. There may need to be a guiding committee made up of individuals from each of the stakeholder groups or the authority may be granted to one, lead organization. The decision about authority is best made early in the process, before problems arise.
- ❑ **6. Collect data and develop information** systems to measure and monitor progress toward a specific outcome. Be careful not to print and distribute data just because it's been collected. Data is not information. Link measures to specific goals and outcomes. Make sure that information is clearly labeled and is framed appropriately for decision makers.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

75

SUSTAIN ACTION (continued)

- ❑ **7. Establish methods to enlist local officials in process**, educating them on the value and purpose of long term community commitments and priorities. Newly elected officials may not understand long term relationships and activities have been established in the community and prefer to initiate things of their own. Be ready to orient newly elected officials to the history and ongoing partnerships that enable your local government to serve the community. Have external stakeholder groups meet and talk directly to elected officials and invite elected officials to attend meetings of broad stakeholder groups.

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Key community stakeholders
- ❑ Management team
- ❑ Mayor, board chair, governing board members
- ❑ Peers from neighboring jurisdictions
- ❑ Other contractors or consultants with whom you have long term commitments

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Learn history of community and among key stakeholders
- ❑ Interview stakeholders from community about cooperative efforts
- ❑ Review organizational policies and procedures (formal and informal) to assess how they affect community collaboration
- ❑ Ask peers how they structure process and sustain action

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORUTNITY TO BUILD YOUR SKILL(S)

- ❑ Take leadership role for clarifying value and improving long term commitments in the community
- ❑ Develop sustaining structures for emerging long term partnerships with key stakeholders
- ❑ Gain commitment from leaders and decision makers to make resources available for specific purposes
- ❑ Develop leadership mentoring program to support new and future partnership activities among key stakeholder groups

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

75

SUSTAIN ACTION (continued)

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Look for models of successful long-term partnerships in your community
- ❑ Seek out those who have experience in forming and maintaining long term partnerships
- ❑ Investigate how successful partnerships communicate and support decision makers
- ❑ Ask for feedback from key stakeholders on how they perceive their long term partnership with your organization

Learning from Courses

- ❑ Public Executive Leadership Academy, UNC School of Government
- ❑ Dispute Resolution, II, UNC School of Government
- ❑ ICMA University

Suggested Readings

Crosby, B. & Bryson, J. (2005) *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco, CA: Jossey-Bass

Linden, R. M. (2002). *Working across boundaries: making collaboration work in government and nonprofit organizations*. San Francisco: Jossey-Bass

Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. San Francisco: Jossey-Bass.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

76

BUILD COMMITMENT AND POLITICAL SUPPORT

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Has no or few champions and prime movers
- ☐ Withholds information and discourages involvement of power holders
- ☐ Limits constituent support and advocacy coalitions
- ☐ Restricts access to necessary resources
- ☐ Sees self as having primary leadership responsibility, authority and control

SKILLED

- ☐ Finds multiple champions and prime movers
- ☐ Develops support from power holders
- ☐ Builds constituent support and advocacy coalitions
- ☐ Mobilizes and allocates resources
- ☐ Knows when to use leadership role as manager and when to defer to elected officials, community leaders or citizens

OVERUSED SKILL

- ☐ Creates multiple champions and prime movers for every issue
- ☐ Requires support from power holders for things within his or her own authority
- ☐ Builds constituent support and advocacy coalitions for every problem
- ☐ Mobilizes and allocates resources to so many issues that none is well funded or seems a priority
- ☐ Never asserts role of manager as community leader

SOME CAUSES

- ☐ Lacks capacity to develop champions (believers)
- ☐ Tight-lipped with elected officials
- ☐ Restricts membership and access to information
- ☐ Disinterested in helping identify or commit resources
- ☐ Unable to make one's own decision
- ☐ Casts too wide a net for stakeholders
- ☐ Diffuses power too many decision makers
- ☐ Distributes resources too thinly, making nothing or everything a priority

THE MAP

Is able to enlist support from elected officials, citizens, community and business leaders on multiple fronts. Identifies the right people in the right combinations to assure issues are addressed by multiple champions and community movers. Knows how to use grass roots and create support among citizen groups and advocacy coalitions. Has the ability to mobilize and allocate necessary resources to assure forward momentum. Can use his or her own role effectively, neither having to lead in every situation nor having to defer when leadership is needed.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

76

BUILD COMMITMENT AND POLITICAL SUPPORT (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Learn to listen and hear other people's values, motives, interests and goals.** You will have a difficult time getting buy-in and support for your issues if you don't understand where other people are coming from and what their interests are. To build commitment, you need to appeal to other people's own motives and help them see that, by helping you, they will get some or all of what they want, too.

- ❑ **2. Share challenges with power holders and other stakeholders (give the work back).** Don't be shy about sharing bad news when you are working on complex, multidimensional issues. You cannot be expected to solve or manage complex problems in isolation, nor should others expect you to know how to respond on your own. Use other people's knowledge, network and experience to gain commitment and support.

- ❑ **3. Identify champions (believers).** Seek out people who have energy, time and networks who are energized around a particular issue or goal. Let these people be your foot soldiers, let them take the message out, build support in the community and gain political buy-in. You can offer support and information, but you do not have to be the only one carrying the banner (nor should you!)

- ❑ **4. Provide access to information.** In a democracy, government is expected to be open and accessible. This is not always the case, however. If you want people to champion issues and build support in the community, make sure these individuals are equipped with information and resources to do the job well. You do not want to find yourself sitting on information that would have turned someone into a supporter, had they only known...

- ❑ **5. Determine options and priorities for committing resources.** We all know government has limited resources to spread around. Make sure that you use resources wisely and that elected officials are on board with the need to use resources for particular purposes. If the community is well organized and there are champions who have made the case to elected officials, the manager should be in a position to describe what resources can be leveraged and provide decision makers with a set of options for allocating them.

- ❑ **6. Prepare avenues for multiple participants to get involved.** Not every champion or supporter is able or willing to participate in the same way. Some will be comfortable making phone calls, others will not. Some will have time to attend meetings and canvas neighborhoods

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

76

BUILD COMMITMENT AND POLITICAL SUPPORT (continued)

- ❑ **7. Focus energy on building support among key stakeholders.** You only have so much time and energy to invest in building political support and commitment, so you need to be strategic about whom you seek support and commitment from. If you have people who are already “on the team” continue to be a cheerleader for them, but focus your efforts on identifying those who have yet to commit or those who may be on the opposite side of the issue but with more information and persuasion might become supporters (or at the very least, neutral.)

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Mayor, board chair, governing board members
- ❑ Key champions and prime movers
- ❑ Management team
- ❑ Peers from neighboring jurisdictions
- ❑ Other community leaders and politically involved citizens

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Observe key movers and shakers, learn what is important to them
- ❑ Identify and talk to people with strong passion and commitment for particular issues
- ❑ Look for opportunities to take a leadership role

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORUTNITY TO BUILD YOUR SKILL(S)

- ❑ Engage key movers and shakers on issues important to them
- ❑ Support a diverse group of people with strong passions and commitments on particular issue to work toward a common solution on an important community problem
- ❑ Take a leadership role in promoting or championing a particular issue

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

76

BUILD COMMITMENT AND POLITICAL SUPPORT (continued)

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

Learning from Courses

- ❑ Public Executive Leadership Academy, UNC School of Government
- ❑ Dispute Resolution, II, UNC School of Government
- ❑ ICMA University

Suggested Readings

Crosby, B. & Bryson, J. (2005) *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco, CA: Jossey-Bass

Linden, R. M. (2002). *Working across boundaries: making collaboration work in government and nonprofit organizations*. San Francisco: Jossey-Bass

Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. San Francisco: Jossey-Bass.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

77

INSTITUTIONALIZE COOPERATIVE BEHAVIOR

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ❑ Disables mechanisms and action vehicles for cooperative behavior
- ❑ Discourages self-organizing groups
- ❑ Emphasizes inputs and process without asking for information on outcomes
- ❑ Lack trust in others to cooperate

SKILLED

- ❑ Creates enabling mechanisms and action vehicles
- ❑ Supports self-organizing groups as they focus on the outcomes
- ❑ Develops an outcome-based information system
- ❑ Builds trust with key partners and stakeholders
- ❑ Develops people's ability to act cooperatively

OVERUSED SKILL

- ❑ Becomes overly dependent upon others' cooperation and support
- ❑ Expects self-organizing groups to naturally understand and focus on outcomes
- ❑ Expects an outcome-based information system can be established for every problem or issue.

SOME CAUSES

- ❑ Fear losing control of the process
- ❑ Uncomfortable with any approach other than one's own
- ❑ More concerned with *how things are done* than with the outcomes being produced
- ❑ Assumes all outcomes are measurable
- ❑ Depends too heavily on others to initiate and take action
- ❑ Assumes others know how to facilitate and develop support for group development
- ❑ Invest too much in outcomes without attending to how they are produced

THE MAP

No longer are local governments in a position to go it alone. Most local governments contract with external groups, both nonprofit and for-profit, to provide government services. In addition, many local governments are engaged in partnerships with others in the community to address complex, multidimensional public problems that can only be resolved through broad based commitment and cooperation. Leaders are in a unique position to foster, develop and celebrate the success of cooperative ventures and are critical players in assuring people have the capacity, resources and support to maintain cooperative efforts over time.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

77

INSTITUTIONALIZE COOPERATIVE BEHAVIOR (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Learn to deal with ambiguity and uncertainty.** Cooperative partnerships among people are fraught with interpersonal challenges and the same is true for organizational cooperation. If the cooperative venture is expected to be long term, you can expect actors to change and leaders to come and go. These new actors may have different goals for cooperative ventures, may have different ideas about what their organizations or they as individuals can do, or may not appreciate the work that went in to establishing cooperation in the first place. To secure ongoing cooperation, you need to have the flexibility to accommodate new interests, expectations and contributions. Another reason to remain open to change is that long term partners may experience burn out and you may need to identify new ways to engage long term partners in continuing to cooperate.
- ❑ **2. Allow for experimentation.** There is no single best approach to cooperation in community settings. Different players, organizational missions, and community history affect how people think of cooperation. As a leader, you may have your own ideas about what cooperation means and as you seek to partner with other community groups find that your ideas are distinctly different from those with whom you want to cooperate. Be willing to let partners propose and implement their ideas, agreeing on what factors must be in place regardless of the approach (communication, resource accountability) but flexible on how the approach is carried out.
- ❑ **3. Learn from failure.** One of my favorite sayings is “I don’t make mistakes I just learn things I didn’t know before.” Failure is only a failure when nothing is learned from the experience. As the leader, you must model the behavior and attitude you want others to emulate. If you hide your mistakes and are reluctant to share what you have learned from something that didn’t work out as you expected, you will foster a climate where people cover their tracks and create a situation where similar problems recur without every being corrected. If, on the other hand, you can come forward and say “Here’s what I tried. Here is what did and didn’t work. And here is what I learned from the experience,” people will be more likely to trust you when they have bad news to share.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

77

INSTITUTIONALIZE COOPERATIVE BEHAVIOR (continued)

- ❑ **4. Focus on outcomes while supporting good process.** The focus on results is now a familiar refrain for most managers and leaders. Osborne and Gaebler, in their acclaimed book “Reinventing Government”, changed the way government thought about its work. These authors emphasized the need to pay for outcomes not for inputs, reshaping how many public sector managers thought about their programs. As important as this principle is, managers cannot overlook the fact that inputs and process matter, too. You cannot assure quality outcomes, for example, if you haven’t provided sufficient resources or established standards for how work will be done. It is not okay, for example, to break the law to achieve the right result. Good managers keep the outcome out front, without neglecting the need for resources and process requirements.

- ❑ **5. Select and measure meaningful outcomes and processes.** Measure, measure, measure. It’s become an inherent part of government and business management and leadership. Often programs funded by state and federal governments are mandated to include certain measures unrelated to the organization’s overall mission or disconnected from other, similar activities within the organization. As a result, managers need to be able to select measures that relate to clear strategic goals, demonstrate how measures from various programs relate and support achievement of strategic goals, and know when to eliminate measures that are in place just for “measurement’s sake.”

- ❑ **6. Enable others to act.** If you want people in your organization to cooperate with others internally and externally, they need to know that you support their taking action. It will stifle cooperation if every potential venture has to be approved by you or your board. Instead, clearly outline what you expect from cooperative partnerships and provide explicit standards for what is “not okay” in cooperative activities. For instance, you may allow department heads to leverage resources for cooperative ventures up to a certain dollar amount or a percent of their overall budget before they have to seek approval to proceed.

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Community leaders
- ❑ Contractors and community partners
- ❑ Mayor, board chair, governing board members
- ❑ Management team
- ❑ Peers from neighboring jurisdictions

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

77

INSTITUTIONALIZE COOPERATIVE BEHAVIOR (continued)

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Identify opportunities for cooperation in your organization
- ❑ Assess the benefits and costs of cooperation for various purposes
- ❑ Clarify outcomes for cooperative activities
- ❑ Identify and develop people within your organization to lead cooperative ventures

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORUTNITY TO BUILD YOUR SKILL(S)

- ❑ Develop policies and procedures to guide organizational cooperation
- ❑ Create a leadership development and mentoring program to develop capacity for cooperation among professional staff
- ❑ Enlist elected officials and community leaders' support for cooperative ventures

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Seek out role models and learn what they do to maintain and support cooperation
- ❑ Find opportunities to cooperate more in your own work
- ❑ Be willing to share leadership with others
- ❑ Invite feedback on how you and your organization are perceived by partners in the community

Learning from Courses

- ❑ Public Executive Leadership Academy, UNC School of Government
- ❑ ICMA University

Suggested Readings

- Crosby, B. & Bryson, J. (2005) *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco, CA: Jossey-Bass
- Goldsmith, S. & Eggers, W. (2004). *Governing by network: The new shape the public sector*. Washington, DC: Brookings Institution.
- Linden, R. M. (2002). *Working across boundaries: making collaboration work in government and nonprofit organizations*. San Francisco: Jossey-Bass
- Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. San Francisco: Jossey-Bass.
- Osborne, D. & Gaebler, T. (1992). *Reinventing government: how the entrepreneurial spirit is transforming the public sector*. Reading, MA: Addison-Wesley.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

78

NETWORK BUILDING

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Loses focus on desired outcomes
- ☐ Fails to develop and nurture trust
- ☐ Seeks to win at any cost and will ignore strategic opportunities if a “win for the home team” is unlikely
- ☐ Undervalues learning
- ☐ Never looks back at earlier successes in order to build commitment.

SKILLED

- ☐ Maintains focus on desired outcomes or vision
- ☐ Develops and nurtures relationships built on trust
- ☐ Seeks small wins and strategic opportunities
- ☐ Maintains a commitment to learning
- ☐ Spirals back to earlier catalytic tasks to build commitment.

OVERUSED SKILL

- ☐ Focuses so much on desired vision or outcomes that he or she may ignore the process
- ☐ Focuses so much on building trust that he or she ignores outcomes
- ☐ Seeks wins and strategic opportunities on every issue
- ☐ Spends too much time dissecting past experiences in search of learning
- ☐ Expects everyone to use earlier successes to build commitment.

SOME CAUSES

- ☐ Unclear about what type of network is needed
- ☐ Wants to retain control of the process
- ☐ Sees problems as “win-lose”
- ☐ Unable to trust others
- ☐ Not value the use of a network to accomplish community goals
- ☐ Unskilled in building commitment to shared goals and outcomes
- ☐ Apt to use the same network of stakeholders regardless of the problem to be addressed
- ☐ Fails to support and maintain the network
- ☐ Expects everyone to win on every issue
- ☐ Assumes lessons learned are understood and shared by all participants
- ☐ Spends too much time analyzing data and not enough time cultivating commitment, trust and support among members of the network

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

78

NETWORK BUILDING (continued)

THE MAP

Is able to articulate the purpose and value of the network in accomplishing specific, community outcomes. Knows which groups and individuals have a stake and need to be involved in which issues. Fosters information sharing, communication and trust among various partners. Works to make sure relevant information and feedback is provided to all members of the network.

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Know what you want from a network (information sharing, problem identification, advocacy, program development and implementation, oversight).** Depending upon the purpose for the network, the structure will vary. It is important the group agrees on what it is to do. If some are participating for the purpose of information sharing while others are involved to identify and act on particular community problems, the network will likely suffer from internal divisions and people will drop out. Make it a point to get the group to clarify, up front, what it wants to do together and then revisit this mission periodically (particularly as members change) to make sure people are still invested in the same purpose.
- ❑ **2. Distinguish between projects that need ad hoc taskforces and long term networks.** Not every issue requires a long term network. Some problems can be resolved with a short term, ad hoc group's attention. Be careful not to dump short term issues on groups that exist for longer term needs—this can distract the long term network from its guiding purpose. You might use the network to help determine how the problem might best be addressed, but be prepared that the best approach may be through an alternate structure.
- ❑ **3. Clarify levels of involvement, participation, accountability among members of the network.** Depending upon what a network is established to do, there will be different expectations for what members need to contribute. Information sharing networks may require a representative from each organization attend a regular meeting or submit a standard report on activities for the group's benefit. A network focused on leveraging resources to address a long term community issues may need to establish group norms that include resource contributions, organizational commitments and policy advocacy.
- ❑ **4. Be willing to accept less than “perfect outcomes” when developing new partnerships.** Diverse organizations and individuals are going to have different expectations of a partnership network. Even if you have worked to articulate and gain buy in on a network's overall purpose, various participants will see results as either having met, not met or exceeded their expectations. Be realistic and recognize that these different perspectives are going to be present and work to describe the “glass as half full” rather than “half empty” as you share what has been accomplished. Small wins build confidence—don't let “perfect outcomes become the enemy of good ones.”

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

78

NETWORK BUILDING (continued)

- ❑ **5. Build trust while keeping people focused on the purpose and outcome they are there to achieve.** Trust among members of a network is important if you want to maintain the group over time and want people to invest in making the outcomes a reality. If people are unprepared to commit themselves, their organizations or their resources because they don't believe others are investing equally, or that their contributions will be used for purposes other than those they intend, they won't participate. Trust among partners comes from spending time together, having people do what they promise to do, taking risks to share or act in new ways without being criticized for doing so, and being recognized by members of the group for making a genuine contribution. Authentic relationships can weather difficult times and political challenges. As a community leader, you need to model and set a standard for trusting others and being trustworthy yourself.

- ❑ **6. Establish and integrate information and feedback on shared work into mutual learning and improvement.** Plan-Do-Check-Act. It's a familiar model from the total quality movement, but it has value in network building, too. Ongoing networks can lose steam if people feel that they continue to show up for meetings and the same old stuff is covered over and over again. To keep the network functioning and productive, people need to see progress and know that they are able to make a difference as a part of the group that they could not make on their own. Find opportunities to link contributions from across the network to the group's common goals and purposes and get feedback on how the group's combined efforts are helping (or limiting) progress toward overall goals.

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Community leaders
- ❑ Involved citizens
- ❑ Contractors and community partners
- ❑ Mayor, board chair, governing board members
- ❑ Management team
- ❑ Peers from neighboring jurisdictions

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Evaluate current networks in place for your organization
- ❑ Identify expected outcomes or results for existing networks
- ❑ Assess the benefits and costs of networks in achieving specific results
- ❑ Consider the benefits and costs of acting independently, apart from a network

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

78

NETWORK BUILDING (continued)

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORUTNITY TO BUILD YOUR SKILL(S)

- ❑ Design and create a network for a significant strategic issue
- ❑ Work with network members to articulate a clear, achievable outcome
- ❑ Develop appropriate criteria, policies and processes for network members to use in assessing options and opportunities

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Ask for feedback from community leaders
- ❑ Review network practices in other organizations and jurisdictions
- ❑ Identify a mentor who has skill in establishing and maintaining working networkds
- ❑ Join a learning group or list serve where members share ideas and best practices in network development, and maintenance

Learning from Courses

- ❑ Public Executive Leadership Academy, UNC School of Government
- ❑ ICMA University

Suggested Readings

- Crosby, B. & Bryson, J. (2005) *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco, CA: Jossey-Bass
- Goldsmith, S. & Eggers, W. (2004). *Governing by network: The new shape the public sector*. Washington, DC: Brookings Institution.
- Linden, R. M. (2002). *Working across boundaries: making collaboration work in government and nonprofit organizations*. San Francisco: Jossey-Bass
- Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. San Francisco: Jossey-Bass.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

79

SYSTEMS THINKING

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ❑ Cannot see how things relate to each other in an entire system
- ❑ Assumes simple, one-way causal relationships
- ❑ Unable to frame issues strategically
- ❑ Cannot articulate outcomes or desired results

SKILLED

- ❑ Sees on-going, self-reinforcing relationships that sustain community conditions and processes through feedback loops
- ❑ Uses those mental models of patterns to identify opportunities for effective and lasting change
- ❑ Understands interconnections and can identify key leverage points in complex processes
- ❑ Uses multiple methods to analyze and assess problems

OVERUSED SKILL

- ❑ Over identifies systems, seeing everything as related to everything else
- ❑ Lacks the ability to identify key factors that can be shaped by policy changes
- ❑ Focuses excessively on making every issue result in lasting change
- ❑ Constantly requires clarification and personal vision of reality, spending too much time developing mental models and not enough time on action

SOME CAUSES

- ❑ Inexperienced in systems thinking
- ❑ Limited exposure to systems and interrelated processes
- ❑ Unskilled in problem identification and analysis
- ❑ Too sensitive to interconnections, unable to get above the system to see potential for change or leverage
- ❑ Unable to articulate specific goals
- ❑ Overlooks opportunities for small, short-term wins because he or she is too focused on the long term

THE MAP

Virtually all local issues interconnect with other problems. Leaders need to raise issues to the public's awareness without over simplifying or exaggerating the challenges. Requires the ability to manage multiple and often contradictory interests among key stakeholders while crafting viable strategic options for action and change.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

79

SYSTEMS THINKING (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Develop skill in framing and reframing public issues.** Every issue can be viewed from a variety of different vantage points. Public and organizational values provide different lenses through which to view a particular policy option. Raising taxes to support new school construction, for example, may be seen as an imposition on individual liberties (don't raise my taxes) or an opportunity to assure every child has access to become a full participant in our society (equality). Issues might be framed as structural (new procedures and accountability standards) or as political (new priorities and promised results). Use multiple frames and values to look at public issues, getting people to see the alternative perspectives, weigh options and respect that any selected option will meet some, but not all of the public's interest.
- ❑ **2. Identify outcomes or desired results for strategic issues.** If you want to get something done, you have to know what the outcome should look like. Envision the ideal result for strategic issues and then work your way backward from the result to identify the steps required to getting there. Multiple tools (fishbone diagrams, conceptual maps, system diagrams) can be employed to help you assess the components of a comprehensive plan.
- ❑ **3. Be attuned to stakeholders interests, perspectives and goals.** Map the stakeholders who have an interest or will be affected by a particular initiative. There are many ways to look at stakeholders (concentric circles, pieces of a pie, network mapping) all of which provide some perspective on the goals, expectations and biases of various stakeholders.
- ❑ **4. Use a variety of tools and methods to reveal interconnections and opportunities for leverage within the system.** The techniques described briefly above, used together, become a powerful map for looking at the system as a whole and provide insights into where you can intervene to make the biggest difference. Not every problem will be easy to diagnose or lend itself to one particular approach, hence, using multiple analytical methods can be important to seeing things in the full complexity.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

79

SYSTEMS THINKING (continued)

- ❑ **5. Resist jumping to easy solutions.** One of the laws of learning organizations described by Peter Senge in the Fifth Discipline (1990) is that the easy way out usually leads back in. Familiar solutions are the ones we gravitate to first, but these can, in fact, make the problem worse because they perpetuate the system that isn't working. Senge calls this the "what we need is a bigger hammer" syndrome. Give yourself and those with whom you work permission to look at problems from a deeper, more expansive perspective. Use diagrams and data to look at how problems appear and persist over time and search out underlying forces that contribute the symptoms visible on the surface.

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Community leaders
- ❑ Involved citizens
- ❑ Community stakeholders
- ❑ Mayor, board chair, governing board members
- ❑ Management team
- ❑ Peers from neighboring jurisdictions

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Learn more about your own biases and preferences in how you frame and explore issues
- ❑ Examine your own tendencies to ignore or deny systems in your own work
- ❑ Develop skills in describing problems and why they exist from a variety of perspectives
- ❑ Practice framing issues clearly and succinctly so that citizens and policy makers can understand the problem

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORTUNITY TO BUILD YOUR SKILL(S)

- ❑ Become up front with others about your own biases and preferences in how you frame and explore issues
- ❑ Develop strategies for mapping and understanding systems that influence your own work
- ❑ Propose options to address strategic, long term public policy problems including a variety explanations of why the problems
- ❑ Offer strategic options for complex problems, focus on high leverage opportunities
- ❑ Develop different system scenarios for particular issues

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

79

SYSTEMS THINKING (continued)

- ❑ Identify social, economic, cultural, political and technological forces affecting a particular community issue
- ❑ Look for things that are fixed (constant) and things that are changeable within the system
- ❑ Develop possible systemic options for action (2-4) including likely consequences for a strategic community issue

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Shadow experienced leaders working on systemic problems
- ❑ Observe those who have a natural ability to see things in a systemic way
- ❑ Work with others in your organization and or community to diagram the system for a particular problem or issue in your community
- ❑ Review data and reports to learn what approaches convey the most useful systemic information for decision making

Learning from Courses

- ❑ Public Executive Leadership Academy, UNC School of Government
- ❑ ICMA University

Suggested Readings

Crosby, B. & Bryson, J. (2005) *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco, CA: Jossey-Bass

Linden, R. M. (2002). *Working across boundaries: making collaboration work in government and nonprofit organizations*. San Francisco: Jossey-Bass

Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. San Francisco: Jossey-Bass.

Senge, P., Ross, R. Smith ,B. Roberts, C. & Kleiner, A., *5th Discipline Fieldbook*, New York: Doubleday

Senge, P., (1990) *The 5th Discipline*, New York: Doubleday

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

80

STAKEHOLDER ANALYSIS

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Cannot recognize key individuals and groups that affect and are affected by the issue
- ☐ Discounts the contributions different stakeholders may offer
- ☐ Fails to see the consequences of including or excluding key stakeholders
- ☐ Tends to include the same individuals and groups for all issues
- ☐ Seeks out only those stakeholders who share his or her own values and interests

SKILLED

- ☐ Can recognize individuals and groups that affect and are affected by the issue
- ☐ Understands the contributions different stakeholders may offer
- ☐ Realistically weighs consequences of including or excluding key stakeholders
- ☐ Able to identify who is, is not or needs to be included on particular issues
- ☐ Can articulate interests and show how interests align with those of key stakeholders

OVERUSED SKILL

- ☐ Includes individuals and groups regardless of whether they are affected or affect the issue
- ☐ Accommodates any contribution a stakeholders may want to offer
- ☐ Gets hung up in trying to determine the consequences of including or excluding key stakeholders
- ☐ Adapts his or her own interests to align with those of key stakeholders

SOME CAUSES

- ☐ Inexperienced in working with external groups and individuals
- ☐ Limited exposure to different stakeholder groups
- ☐ Undervalues what external stakeholders can contribute
- ☐ Is overly sensitive to the interests and demands of external groups
- ☐ Unable to articulate one's own interests
- ☐ Unskilled in finding common ground among diverse stakeholder interests

THE MAP

Solutions to complex public problems often cannot be resolved by local governments alone and require multiple individuals, groups and organizations to take part in crafting appropriate strategies. Skilled public managers understand who needs to be a part of creating and executing a successful strategy. Learning to identify those who are most likely to be affected by an issue as well as those who are most able to influence its outcome is a critical skill for effective community leadership. In addition, skilled managers are able to recognize the various interests and needs for different stakeholder groups and work with multiple stakeholders to make sure no single individual or group feels as though their interests are not represented in the proposed solution.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

80

STAKEHOLDER ANALYSIS (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Increase your network.** If you are a new manager, you may be unskilled in this area simply because you have yet to learn your community's stakeholders. One of the easiest ways to improve your skills in stakeholder analysis is to spend time visiting with different groups in your community and listening to their concerns and interests. If you are a more experienced manager, but still feel as though you are not able to analyze stakeholders adequately, it may result from your being a part of an established network that is too easy to use and comfortable with its membership. Eating lunch at the same restaurant every day may allow you to hear what citizens think about their local government, but it only allows you to hear those who eat at that restaurant. Seek out new places to meet people. Ask for introductions to groups you have little experience with. Make it a policy to get out of your routine so you are forced to interact with people in new ways and in new settings.
- ❑ **2. Resist becoming over-dependent on other stakeholders' opinions.** Influential individuals and groups can drown out alternative perspectives, even one's own. Public managers who have a keen sense of self and are authentic and open dealing with others will be more successful in carrying out their governance and political responsibilities. Take time to reflect on your own values and beliefs. Know where you need to draw the line and when to express or stifle your opinions. If you become over-dependent on other stakeholders' opinions you may lose the ability to objectively assess who other stakeholders might be. When you fail to engage or solicit alternative perspectives you may end up pursuing options that satisfy only limited community interests.
- ❑ **3. Become familiar with community history, norms and culture.** You need to know the community's own stories and how it perceives itself if you are to govern and lead effectively. Often community divisions and alliances go back many years and are anchored in personal transgressions (extra-marital affairs, bad business dealings) that no longer have particular relevance. Nevertheless the feuds continue. You need to know where the land mines are and how to tread carefully around them. Politically, you need citizens, board members and community leaders to view you as someone who respects local traditions, ignores local gossip, and promotes local history and culture.
- ❑ **4. Match the audience.** Not every stakeholder group needs to be directly involved in every aspect of local government. Certainly, any individual or group should be given access to information and treated respectfully, but you do not need to engage every stakeholder group on an issue affecting one small neighborhood. By the same token, you will encounter problems if the entire community isn't given the opportunity to participate in deciding how to approach long term, comprehensive problems with water, waste or education, for examples. You need to know when to bring the right people to the table for the right issues and be able to tell if a key stakeholder is missing from the conversation.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

80

STAKEHOLDER ANALYSIS (continued)

- ❑ **5. Look for alternative ways to engage different stakeholder groups.** There are many ways to engage elected officials, employees, interest groups, businesses and citizens in local government. Network with peers to learn what issues they have worked on and who they included in the process. Find out what groups were most important and which groups might have been overlooked.
- ❑ **6. Develop skills in managing conflict, resolving public disputes, and negotiation.** Bringing people together will almost always generate some conflict. Conflict, in itself, is an essential ingredient for creativity and progress. If there's not a problem, nothing needs to change. Right? Effective leaders are capable dealing with conflict, separating personalities from issues and differentiating interests from positions.

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Governing board chair/mayor
- ❑ Governing board members
- ❑ Long-time citizens and community leaders
- ❑ Natural mentors
- ❑ Trusted employees
- ❑ Directors of partner organizations in the community (both nonprofit and business sectors)

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Serve on a community board or volunteer for a local nonprofit organization to learn who the organization serves and what value it creates for the community.
- ❑ Attend other group's public events and observe who participates in their activities
- ❑ Agree to work with citizens, community groups, local businesses and others on problems where local government has a role to play
- ❑ Develop a proposal for the governing board or senior management that reflects a range of possible stakeholders for a particular issue, reflecting differing political and public interests

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

80

STAKEHOLDER ANALYSIS (continued)

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORUTNITY TO BUILD YOUR SKILL(S)

- ❑ Take the leadership role on a high profile task force or committee that will require broad citizen participation and address a significant public problem.
- ❑ Establish a broad-based community network focused on helping people get to know one another, identify long term issues and possible solutions.
- ❑ Make a map of stakeholders for a major community issues; identify all the groups who are affected or affect the issue, note how the groups interact with one another (are there alliances or conflicts between key groups?), and understand where the key leverage points are.
- ❑ Assess what interests different stakeholders bring to the table and determine where these interests are compatible and where they are in conflict.
- ❑ Influence without authority on a significant challenge or strategic change that demands timely action, is visible to others (both internal and external) and requires political sensitivity.

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Use multiple models (peers in the community, other public managers). Think outside your current position or jurisdiction to identify people who are successful in engaging diverse stakeholders.
- ❑ Learn from elected officials who they trust and seek out for information about how things are going in the community. Also seek to learn what opinions or groups they distrust and be aware that elected officials have their own history, alliances and traditions.
- ❑ Observe people and how they work, both good and bad.
- ❑ Learn from mistakes and bad situations
- ❑ Interview citizens, business and community leaders to understand their perspectives of local history, tradition, future challenges and opportunities.

Learning from Courses

Public Executive Leadership Academy (PELA)
ICMA University

Suggested Readings

Cormick, Gerald, et.al. (1996). Building Consensus for a Sustainable Future: Putting Principles into Practice. Ottawa, Ontario: National Round Table on the Environment and the Economy. 136 pages. <http://www.nrtee-trnee.ca/>

Crosby, B. & Bryson, J. (2005) *Leadership for the common good: tackling public problems in a shared-power world*. San Francisco, CA: Jossey-Bass

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

80

STAKEHOLDER ANALYSIS (continued)

- Linden, R. M. (2002). *Working across boundaries: making collaboration work in government and nonprofit organizations*. San Francisco: Jossey-Bass
- Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. San Francisco: Jossey-Bass.
- Straus, David (2002). *How to Make Collaboration Work: Powerful ways to build consensus, solve problems, and make decisions*. San Francisco: Berrett-Koehler. ISBN 1-57675-128-7
- Susskind L., McKearnon S., and Thomas-Larmer J.. eds (1999). The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement.. Thousand Oaks, CA: Sage Press.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

81

OTHER FOCUSED

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Puts own interests ahead of others
- ☐ Cannot recognize potential in everyone
- ☐ Has limited trust in others and fosters dependence
- ☐ Unsympathetic with people's needs and fails to show concern for others
- ☐ Does not support other people in their work
- ☐ Promotes his or her own identity above others
- ☐ Engages in one-way conversations

SKILLED

- ☐ Puts the collective good first
- ☐ Will sacrifice personal interests to meet the common good
- ☐ Sees potential in everyone
- ☐ Trusts others and fosters independence
- ☐ Empathizes with people's needs
- ☐ Expresses concern for others
- ☐ Supports other people in their work
- ☐ Fosters a sense of shared identity
- ☐ Engages in participative conversations

OVERUSED SKILL

- ☐ Puts the collective good first even when it is out of synch with one's own values
- ☐ Always sacrifices personal interests to promote the common good
- ☐ May expect too much from others without providing critical support
- ☐ Trusts others and fosters independence to the point of being disengaged
- ☐ Empathizes with people's needs, even when the needs are inconsistent with the greater good
- ☐ Fosters a sense of shared identity to the point individual expression is discouraged
- ☐ Engages in participative conversations regardless of the relevance of the conversation

SOME CAUSES

- ☐ Easier to put own need about the whole
- ☐ Erodes trust with others by trying to control or micromanage
- ☐ Lacks a sense of common purpose and is unskilled in enlisting others in a shared goal

THE MAP

Effective leaders not only understand the need to put the goals of the organization or community before their personal needs, but are able to do so. When leaders put the collective needs first, they are rewarded with the trust and respect of others. They become more accessible, are more empathetic to others' needs and build a more enriched community.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

81

OTHER FOCUSED (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Understand that you have previously been “other focused.”** Every public leader has at one time had the experience of being a part of an effort that emphasizes the common good. When you have encountered your greatest challenges, you have also discovered in yourself the strength, integrity and adaptability to find a way through and in the process discovered some of the best in yourself. Take yourself back to an event that really challenged you as a leader and as you recall the pain and difficulties, you will also be reminded of how you dealt with the situation in a way that enabled you to be successful.
- ❑ **2. Open yourself to others.** Rather than advocating your interests in a particular situation, start by seeking out those who are affected by the situation and trying to understand what they need and what success would be from their perspective. Take a walk in their shoes as a way to build empathy for how a particular problem or solution affects them.
- ❑ **3. Let go when others can do the work.** People need to know their leader supports and trusts them to get the job done. Of course, giving someone a stretch assignment may mean you need to be available to help coach or trouble-shoot, but it doesn't mean you do the work for them. The more you empower others to do the work, the more they will feel capable and want to take on work that contributes to the common good.
- ❑ **4. Continually reinforce the common vision.** People need to be told and reminded multiple ways and times that they are working toward a shared or common goal. Your role as a leader is to help people connect what they are doing to the common good, and to demonstrate through your own statements and actions how you are contributing to this shared goal. Find ways to link even small actions to the larger purpose—helping people in the tax office understand that responding to citizen complaints in a positive manner helps citizens feel they are respected and their concerns are valid, for example. .
- ❑ **5. Engage in participative conversations.** Rather than telling people what you want, or trying to sell them on your ideas, learn how to ask questions, inquire about people's interests, and when you disagree, try to learn more about why the other person feels the way they do. You are not responsible for making everyone do things your way. Rather, you want others to discover their own path in joining the common cause. .

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

81

OTHER FOCUSED (continued)

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ☐ Governing board chair/mayor
- ☐ Governing board members
- ☐ Long-time citizens and community leaders
- ☐ Natural mentors
- ☐ Trusted employees
- ☐ Directors of partner organizations in the community (both nonprofit and business sectors)

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ☐ Look at your goals for the year and link these goals to broader, common goals for the organization and community.
- ☐ Practice giving people room to demonstrate their skills without telling them “how” to do the job.
- ☐ When people take a risk and fail, help them see the failure as an opportunity to learn, rather than as a reason to be fearful.
- ☐ Practice your listening skills and opening yourself to other perspectives on a problem.
- ☐ Make every interaction count—from the conversation with the board or council, to the conversation with the sanitation worker. Make sure everyone understands how they are contributing to the common good.

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORTUNITY TO BUILD YOUR SKILL(S)

- ☐ Take the leadership role on a high profile task force or committee that is focusing on a significant public problem.
- ☐ Institute regular “listening sessions” with people in your organization and community where you open yourself to others perspectives, concerns and ideas.
- ☐ Develop a work plan that focuses on a shared or common goal and develop your task and activity assignments so that you and others are all working toward the same outcome.
- ☐ Expect more from those around you and discipline yourself not to react negatively when things are not done “your way.” Use the opportunity to understand why people have made the choices they have and figure out how to give them another opportunity to improve their work.
- ☐ Ask other to share with you their deeply held values and help them see how their values connect with common goals.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

81

OTHER FOCUSED (continued)

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Invite others to share their thoughts on how you are working toward a common or shared goal. See if other people perceive you as self or other-focused.
- ❑ Identify role models in your life or community who have devoted themselves to causes beyond themselves.
- ❑ Read biographies and autobiographies of other-focused leaders such as Ghandi, Martin Luther King or Mother Theresa.
- ❑ Learn to let go and support others even when they make mistakes.

Learning from Courses

Public Executive Leadership Academy (PELA)
Public Dispute Resolution workshops through UNC School of Government
ICMA University

Suggested Readings

- Heifetz, R. and Linsky, M. (2002). *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Harvard Business School Press: Boston, MA.
- Kouzes, J. and Posner, B. (1993). *Credibility: How Leaders Gain and Lose it, Why People Demand It*. Jossey Bass: San Francisco, CA.
- Linden, R. M. (2002). *Working across boundaries: making collaboration work in government and nonprofit organizations*. Jossey-Bass San Francisco:
- Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. Jossey-Bass San Francisco:.
- Morse, R. (2007). Developing public leaders in an age of collaborative governance. Forthcoming in Buss, T. Ed. . Contact the author directly for more information rmorse@sog.unc.edu, 919-843-1366.
- Quinn, R. (2005) Moments of Greatness: Entering the Fundamental State of Leadership. Harvard Business Review, July-August. Reprint R0507F.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

82

RESULTS CENTERED

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Not knowing what result you want to create
- ☐ Failing to consistently hold high standards
- ☐ Waiting for others to take initiative
- ☐ Going along with people in order to avoid conflict
- ☐ Accepting the status quo
- ☐ Unable to attract and retain people's attention
- ☐ Feeling distracted
- ☐ Engaging in routine conversations

SKILLED

- ☐ Knowing what result you want to create
- ☐ Holding high standards
- ☐ Initiating actions
- ☐ Challenging people
- ☐ Disrupting the status quo
- ☐ Capturing people's attention
- ☐ Feeling a sense of shared purpose
- ☐ Engaging in urgent conversations

OVERUSED SKILL

- ☐ Insisting only on the result you want to create
- ☐ Setting unreasonably high standards
- ☐ Failing to step aside when others need to act
- ☐ Micromanaging people's actions
- ☐ Creating constant chaos for organizations and people
- ☐ Requiring people's attention
- ☐ Demanding a sense of shared purpose
- ☐ Exaggerating issues to mimic urgent conversations

SOME CAUSES

- ☐ Lack process for establishing a clear direction or to secure sense of shared purposes
- ☐ Lack of confidence or overconfidence in one's sense of purpose
- ☐ Fearful of conflict or insensitive to others' interests

THE MAP

Effective leaders are able to pursue new outcomes without sacrificing standards to accommodate administrative or organizational conveniences. They actively design work to achieve optimum results and resist complacency. By negotiating and managing conflicts they create new and different results. .

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

82

RESULTS CENTERED (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Move toward rather than away from problems.** Learn to recognize that avoiding a problem may lead you right back in. Be prepared to meet challenges as you move toward new possibilities. Guard against the caution to “keep your head down.”
- ❑ **2. Know where you are going.** Take action and stay focused to create results that achieve a common good. Model for others your commitment to a shared goal and demonstrate optimism that it can be achieved.
- ❑ **3. Don’t give up.** Be persistent in pursuit of your purpose, resist the temptation to take it easy when things get a little rough or you are required to change your own practices in order to achieve a common goal. Adapt the method as necessary while maintaining the overall direction and purpose.
- ❑ **4. Be passionate about your goals.** When you talk about what results you want to accomplish, you convey the depth of your own commitment and readiness to act. Be clear and energetic in articulating the strategy you intend to implement and what results you expect to achieve.
- ❑ **5. Get out of your comfort zone.** Decide to act and accept the consequences rather than sit back and abdicate your responsibility to lead. Cultivate support by resisting technical fixes and tackling important strategic problems.

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Governing board chair/mayor
- ❑ Governing board members
- ❑ Long-time citizens and community leaders
- ❑ Natural mentors
- ❑ Trusted employees
- ❑ Directors of partner organizations in the community (both nonprofit and business sectors)

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

82

RESULTS CENTERED (continued)

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Set strategic goals that will result in long- lasting and important outcomes for the organization and community.
- ❑ Examine your work patterns and identify routines that limit your ability to achieve these outcomes
- ❑ See conflicts as opportunities for new possibilities. Move toward conflict as you build trust and commitment for common purposes.
- ❑ Take time to cultivate and nurture your passion for important organizational and community results
- ❑ Enlist others and capture their interest and commitment in achieving results with your.

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORUTNITY TO BUILD YOUR SKILL(S)

- ❑ Set and actively pursue ambitious goals for yourself, your organization and the community.
- ❑ Regularly push yourself and others to avoid the status quo and routine behaviors that slow or distract from the real purpose you want to achieve.
- ❑ Create opportunities for important and urgent conversations to occur without establishing a new "routine."
- ❑ Expect excellence from those around you and use conflicts as opportunities to find better solutions to the problems you face.
- ❑ Build a support team of people who are committed to helping you achieve a common outcome.

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Invite others to describe what they think your "purpose" is. See how closely their perception of what results you desire align with those you really want. See if other people perceive you as actively pursuing important results.
- ❑ Identify role models in your life or community who have accomplished important results without compromising or accepting less than the best outcome.
- ❑ Reflect on your own experiences and identify times when you faced and overcame conflicts to create new and different outcomes.
- ❑ Observe those who are passionate about results they want to accomplish. See how they gain and sustain others' support.

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

82

RESULTS CENTERED (continued)

Learning from Courses

Public Executive Leadership Academy (PELA)
Public Dispute Resolution workshops through UNC School of Government
ICMA University

Suggested Readings

Heifetz, R. and Linsky, M. (2002). *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Harvard Business School Press: Boston, MA.
Kouzes, J. and Posner, B. (1993). *Credibility: How Leaders Gain and Lose it, Why People Demand It*. Jossey Bass: San Francisco, CA.
Linden, R. M. (2002). *Working across boundaries: making collaboration work in government and nonprofit organizations*. Jossey-Bass San Francisco:
Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. Jossey-Bass San Francisco:.
Quinn, R. (2005) Moments of Greatness: Entering the Fundamental State of Leadership. Harvard Business Review, July-August. Reprint R0507F.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

83

EXTERNALLY OPEN

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Moving away from uncertainty
- ☐ Discouraging feedback
- ☐ Paying superficial attention to what's unfolding
- ☐ Being stuck in a rut.
- ☐ Disinterested in new opportunities
- ☐ Stagnating
- ☐ Feeling a sense of isolation
- ☐ Engaging in conversation about minutiae

SKILLED

- ☐ Moving forward into uncertainty
- ☐ Inviting feedback
- ☐ Paying deep attention to what's unfolding
- ☐ Learning exponentially
- ☐ Watching for new opportunities
- ☐ Growing continually
- ☐ Feeling a sense of shared contribution
- ☐ Engaging in creative conversation

OVERUSED SKILL

- ☐ Taking unnecessary risks
- ☐ Becoming overly dependent upon having feedback before taking action
- ☐ Paying such deep attention to what's unfolding you miss the opportunities at the edges
- ☐ Learning randomly
- ☐ Pursuing all new opportunities
- ☐ Being focused solely on one's own growth, failing to nurture growth in others
- ☐ Imposing a sense of shared contribution when little exists
- ☐ Engaging in creative conversations without taking action

SOME CAUSES

- ☐ Afraid of hearing what others have to say or dependent upon what others have to say before making a decision and taking action
- ☐ Lack of listening and communication skill
- ☐ Genuine lack of interest or passion for the work

THE MAP

By being externally open leaders change their focus from controlling the environment to continually learning from it. Learning from the environment stimulates adaptive changes and forces people to work by trial and error, often outside established practices. Moving into uncharted territory puts everyone in the same boat, increasing a sense of shared purpose, fostering trust, and facilitating the offering and receipt of honest and accurate feedback.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

83

EXTERNALLY OPEN (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Take more risks.** Knowing your purpose and being committed to achieving results, you will have to push the envelope. To achieve different results, you have to act differently and sometimes this means challenging the system.
- ❑ **2. Learn all the time.** Take every opportunity to learn more about what you are trying to achieve and how it might be improved. Seek out information, people and places that can help you learn.
- ❑ **3. Keep your antennae up.** There is a lot going on in the environment—it is natural to want to shut out some or a lot of the noise. But the noise can carry a pattern and provide clues to what opportunities or obstacles await.
- ❑ **4. Seek more feedback.** Frequently collect data from multiple sources and adapt appropriately to changes in the environment. Figure out where you could be more proactive and provide greater support to others in achieving common goals.
- ❑ **5. Engage in creative conversations.** Use time with others to explore “What if?” questions. “What if we did ‘X’ by next month in order to make progress toward our goal?” Use creative conversations to spur new learning and foster opportunities.

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Governing board chair/mayor
- ❑ Governing board members
- ❑ Long-time citizens and community leaders
- ❑ Natural mentors
- ❑ Trusted employees
- ❑ Directors of partner organizations in the community (both nonprofit and business sectors)

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

83

EXTERNALLY OPEN (continued)

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Purposefully scan your environment to better adapt to changing opportunities.
- ❑ Invite feedback from others and act on their suggestions to increase confidence and trust.
- ❑ Use every opportunity as a learning opportunity, mistakes often provide the best lessons.
- ❑ Invite others to learn with you and find ways to share what you are learning.
- ❑ Have conversations with others about what is possible or what else you might do to achieve your shared goals.

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORUTNITY TO BUILD YOUR SKILL(S)

- ❑ Establish a system for gathering, analyzing and distributing external feedback.
- ❑ Hold “What if?” meetings to generate new ideas and opportunities for action and improvement.
- ❑ Create and implement strategies for continual learning and development both for yourself and others
- ❑ Keep scanning the environment, watching what is happening, creating opportunities, and taking risks to accomplish results.

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ See what environmental factors your organization currently collects and start increasing and improving your feedback process.
- ❑ Look at similar organizations and communities to see what they are doing well and learn what they are doing.
- ❑ Stay connected to professionals in your field and related fields. Take time to interact and network to learn what others are seeing and doing to create the new and different.
- ❑ Gather formal (i.e. 360 feedback assessment) and informal feedback on your own leadership and act on what you learn.

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

83

EXTERNALLY OPEN (continued)

Learning from Courses

Public Executive Leadership Academy (PELA)
Senior Executive Institute (SEI)
NC City and County Managers Association
ICMA University

Suggested Readings

Heifetz, R. and Linsky, M. (2002). *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Harvard Business School Press: Boston, MA.
Kouzes, J. and Posner, B. (1993). *Credibility: How Leaders Gain and Lose it, Why People Demand It*. Jossey Bass: San Francisco, CA.
Linden, R. M. (2002). *Working across boundaries: making collaboration work in government and nonprofit organizations*. Jossey-Bass San Francisco:
Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. Jossey-Bass San Francisco:.
Quinn, R. (2005) Moments of Greatness: Entering the Fundamental State of Leadership. Harvard Business Review, July-August. Reprint R0507F.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

84

INTERNALLY DIRECTED

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Operating in conflict with my core values
- ☐ Feeling apathetic
- ☐ Feeling a lack of authority
- ☐ Leading cautiously
- ☐ Pushing conflicts below the surface
- ☐ Expressing what you think others want to hear
- ☐ Feeling a sense of separateness
- ☐ Engaging in superficial conversations

SKILLED

- ☐ Operating from my core values
- ☐ Finding motivation from within
- ☐ Feeling self-empowered
- ☐ Leading courageously
- ☐ Bringing hidden conflicts to the surface
- ☐ Expressing what I really believe
- ☐ Feeling a sense of shared reality
- ☐ Engaging in authentic conversations

OVERUSED SKILL

- ☐ Imposing my core values on others
- ☐ Being unable to find a healthy balance
- ☐ Inappropriately assuming authority
- ☐ Leading blindly
- ☐ Surfacing all conflicts even those best left to resolve themselves
- ☐ Expressing what I really believe without encouraging others to do the same
- ☐ Feeling a sense of shared reality when one does not exist
- ☐ Engaging in authentic conversations without taking action

SOME CAUSES

- ☐ Lack of maturity and or life experience
- ☐ Failure or inattention to clarify and integrate core values
- ☐ Lack confidence in asserting one's own values and beliefs
- ☐ Avoid conflicts and accept compromises to get along with others

THE MAP

Letting others know where you are coming from, what you believe in and why increases the likelihood you will establish trusting and genuine relationships with others. Internally directed leaders remain true to a core set of values, anchor actions in those values and help others see how those same values are represented in a shared sense of purpose.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

84

INTERNALLY DIRECTED (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Understand that there is no single path or skill set for “leadership.”** Leaders come in many packages and speak with many voices. Understanding that your leadership comes not from something outside you, such as a position or title, but rather from who you are as a unique individual.
- ❑ **2. Develop a sense of self through your life story.** Most of what you know about leadership you have experienced directly. Authentic leaders use their personal experiences with failure, adversity and success as a basis for discovering their true selves. Examine your own life and develop your own leadership story building on what you know and who you are.
- ❑ **3. Extend your horizon.** Many people can produce short term results, but internally directed leaders focus on long term outcomes and are moving toward these outcomes regardless of what role they have within an organization. They are able to “stay the course” even when things are shifting around them.
- ❑ **4. Don’t expect someone else to tell you how to be a leader.** No one other than yourself can tell you what your best path to leadership development should be. Using your own experiences, feedback from others, and core values, you can develop your own strategies for improving how and how authentically you lead.
- ❑ **5. Illustrate your leadership by describing how you took action.** Leaders frame their life stories to illustrate how they took action and shaped outcomes. Leaders are not passive observers of their lives, but initiators of action and drivers toward long-term important outcomes.. .

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Governing board chair/mayor
- ❑ Governing board members
- ❑ Long-time citizens and community leaders
- ❑ Natural mentors
- ❑ Trusted employees
- ❑ Directors of partner organizations in the community (both nonprofit and business sectors)

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

84

INTERNALLY DIRECTED (continued)

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Delve into your own history and seek to understand how you exercised your leadership during times of adversity and during times of success.
- ❑ Engage in self-reflection and keep a journal. Discover who you are beyond the labels you wear (spouse, parent, child, boss).
- ❑ Find opportunities outside of work to match your values and skills with larger purposes. Serve on a community board; find ways to make a difference in other people's lives.
- ❑ Look for hidden conflicts and assumptions in your organization or community. Reflect on how these conflicts (either your own or among others) are keeping you from achieving results.
- ❑ Become more willing to put your values and beliefs on the table. Help others see how your values are consistent with theirs and how you can collectively work to bring about shared goals.
- ❑ Honestly assess why you do what you do. Are you doing it to "get ahead" or are you doing it simply because you find the work intrinsically valuable and consistent with what you want to accomplish in your life.

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORTUNITY TO BUILD YOUR SKILL(S)

- ❑ Take the leadership role on a high profile task force or committee that is focusing on a significant public problem that you care deeply about.
- ❑ Link your personal story and experiences to the work you are doing and use these examples to remind you where you fit into the larger picture.
- ❑ Give yourself room for self exploration. Take time out to reflect on what is truly important and discover what makes you genuinely happy and fulfilled.
- ❑ Choose to do things that are consistent with your deeply held values and passions. Ask yourself if you are taking on a new role simply because it pays more or because it increases your profile. Only pursue those activities that support and reinforce your deeply held values.

SECTION 6: LEARNING MORE FROM YOU PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Keep a leadership learning journal. Begin by creating a timeline of your life and marking major events, critical transitions, significant role models, and then assess how these events influenced your values and leadership actions.
- ❑ Identify role models in your life or community who have devoted themselves to causes beyond themselves and observe them in action.
- ❑ Read biographies and autobiographies of internally directed leaders such as Ghandi, Martin Luther King or Mother Theresa.

**COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES**

84

INTERNALLY DIRECTED (continued)

Learning from Courses

Public Executive Leadership Academy (PELA)
ICMA University

Suggested Readings

- George, B., Sims, P., McLean, A. and Mayer, D. (2007). Discovering Your Authentic Leadership. *Harvard Business Review*, February, p. 129-138
- Heifetz, R. and Linsky, M. (2002). *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Harvard Business School Press: Boston, MA.
- Kouzes, J. and Posner, B. (1993). *Credibility: How Leaders Gain and Lose it, Why People Demand It*. Jossey Bass: San Francisco, CA.
- Linden, R. M. (2002). *Working across boundaries: making collaboration work in government and nonprofit organizations*. Jossey-Bass San Francisco:
- Luke, J. S. (1998). *Catalytic leadership :Strategies for an interconnected world*. Jossey-Bass San Francisco:.
- Quinn, R. (2005) Moments of Greatness: Entering the Fundamental State of Leadership. *Harvard Business Review*, July-August. Reprint R0507F.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

85

ADVOCACY AND INQUIRY

SECTION 1: YOUR DEVELOPMENT NEED(S)

UNSKILLED

- ☐ Unable to explain the reasoning behind my thinking
- ☐ Afraid to let go of my own opinions
- ☐ Fail to ask others how they arrived at conclusions
- ☐ Withdraw from conversations
- ☐ Mentally check out of group process
- ☐ Uninterested in what is going on with others

SKILLED

- ☐ Stating my assumptions and describing the data that led to them
- ☐ Explaining the reasoning I used to arrive at conclusions
- ☐ Providing a context for my proposal including how, why and who it will affect
- ☐ Offering examples (real or hypothetical) of my proposals
- ☐ Encouraging others to test my assumptions and models
- ☐ Sharing where I have doubts about my proposals
- ☐ Inviting views different from my own
- ☐ Drawing others' thoughts and data out without making them defensive
- ☐ Helping others understand the reasons behind my questions
- ☐ Checking to understand what other have said

OVERUSED SKILL

- ☐ Using questioning (inquiry) as a form of interrogation
- ☐ Interviewing others without sharing my own thoughts
- ☐ Giving the impression that I am listening and interested when I am not
- ☐ Dominating by only asserting my point of view
- ☐ Explaining my reasoning in great detail in order to intimidate or dominate others

SOME CAUSES

- ☐ Lack of awareness of one's own thinking
- ☐ No experience sharing one's own thinking and mental models
- ☐ Unwillingness to accept opinions other than one's own
- ☐ Assuming I know what others' think
- ☐ Disinterest in learning from others

THE MAP

Leaders who skillfully balance advocacy and inquiry use a variety of conversational techniques to expose their own thinking and invite others to share their own ideas and how they arrived at their conclusions. By blending the use of assertive statements with skillful questioning, interactions between people move from individuals challenging each others' positions to a shared dialogue capable of producing previously unknown and unimagined thinking.

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

85

ADVOCACY AND INQUIRY (continued)

SECTION 2: LEARNING ON YOUR OWN

THESE SELF-DEVELOPMENT REMEDIES WILL HELP YOU BUILD YOUR SKILLS

SOME REMEDIES

- ❑ **1. Become aware of your own assumptions.** Leaders have their own sources of knowledge and make assumptions and take actions based on what they know or assume to know. Raise your awareness that thinking is always based on just a sub-set of all available data and interpreted through our own assumptions and perspectives.
- ❑ **2. Develop a balanced set of conversational skills.** Conversational styles, once established, can be difficult to change. Most of us have a natural preference for either advocacy or inquiry. Sometimes we have been trained to use advocacy (i.e. law school or journalism) or to use inquiry (i.e. in psychology or social work). Other times, culture or tradition discourage or promote one or the other set of skills (i.e. women should not assert their own interests).
- ❑ **3. Practice, practice, practice.** Use mental models and develop conversational scripts to help foster the use of both advocacy and inquiry skills. When making a decision, ask yourself questions and defend your answers (i.e. What data did I use to come to that conclusion? I used this, this, and this...) Good leaders are interested in other people, regardless of who they are, and know that there is no best source for the next good idea.
- ❑ **4. Learn to walk in the other person's shoes.** Getting outside of your own perspective can help you better see the strengths and weaknesses of your position and gain empathy with those who see things differently. Leaders recognize that the consequences for others may be different from their own.
- ❑ **5. Explain the reasoning behind your actions.** It is understood that leaders have to make decisions in order to lead, but good leaders give people the reason behind their decisions and provide a context for why the decision was made in a particular way. They also invite others' perspectives and look for ways to generate new and better ways of thinking.

SECTION 3: LEARNING FROM MORE FEEDBACK

THESE SOURCES WOULD GIVE YOU THE MOST ACCURATE AND DETAILED FEEDBACK ON YOUR SKILL(S)

- ❑ Governing board chair/mayor/board members
- ❑ Long-time citizens and community leaders
- ❑ Natural mentors
- ❑ Trusted employees
- ❑ Directors of partner organizations in the community (both nonprofit and business sectors)

COMMUNITY LEADERSHIP COMPETENCIES: DEVELOPMENT GUIDELINES

85

ADVOCACY AND INQUIRY (continued)

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

THESE PART-TIME DEVELOP-IN-PLACE ASSIGNMENTS WILL HELP YOU BUILD YOUR SKILL(S)

- ❑ Observe your conversational and communication skills. Determine whether you spend more time advocating your own ideas or inquiring what others think.
- ❑ Use reflective practices (such as left hand column or ladder of inference) to expose your own thinking and better understand how you arrive at conclusions.
- ❑ Develop new conversational scripts and practice using them, not just at work, but at home and in the community.
- ❑ Seek to understand the data and reasoning behind other people's actions and beliefs. Find ways to learn more about others' thinking and how they come to their conclusions.
- ❑ Open yourself to more transparency and feedback. Let others know what information you used to arrive at your thinking and ask them to point out problems or flaws in your reasoning.
- ❑ Become willing to let go of long-held opinions. Demonstrate your willingness to learn, inquire into other people's views and genuinely show interest in their thinking. When people offer solid evidence and reasoned thinking, model your willingness to change your own opinions.

SECTION 5: LEARNING FROM FULL-TIME JOBS

THESE FULLTIME JOBS OFFER THE OPPORTUNITY TO BUILD YOUR SKILL(S)

- ❑ Take the leadership role on a high profile task force or committee that is focusing on a significant public problem in your community.
- ❑ Explain the context of the problem and ask others to share their perspectives on how this problem fits into the larger picture.
- ❑ Model advocacy for your thinking and inquiring into others thinking. Share your assumptions and reasoning and ask others to do the same.
- ❑ Demonstrate real interest in and openness to others' thoughts. Be willing to set aside your own preconceived notions of how to solve the problem and invite people to think collectively about how to resolve the issue.

SECTION 6: LEARNING MORE FROM YOUR PLAN

THESE ADDITIONAL REMEDIES WILL HELP MAKE THIS DEVELOPMENT PLAN MORE EFFECTIVE FOR YOU

Learning from Experience, Feedback and Other People

- ❑ Develop a set of conversational scripts. Practice using different types of questions in different situations and observe how changing your behavior leads to changes in collective thinking.
- ❑ Identify role models in your life or community who are skillful advocates for their positions and people who are good at drawing other people out and observe them in action.
- ❑ Use mental models and techniques (like left hand column) to explore your own thinking and improve how you communicate both your interests and your openness to others thinking.

COMMUNITY LEADERSHIP COMPETENCIES:
DEVELOPMENT GUIDELINES

85

ADVOCACY AND INQUIRY (continued)

Learning from Courses

Public Executive Leadership Academy (PELA)
Emerging Leaders; Building Your Capacity as a Public Leader
ICMA University

Suggested Readings

Senge, P., Ross, R. Smith, B. Roberts, C. & Kleiner, A., 5th *Discipline Fieldbook*, New York: Doubleday
Schwarz, R. (2002). *The Skilled Facilitator: A comprehensive resource for consultants, facilitators, managers, trainers and coaches*. San Francisco, CA: Jossey-Bass.
Schwarz, R., Davidson, A., Carlson, P., and McKinney, S. (2005). *The skilled facilitator fieldbook: tips tools and tested methods for consultants, facilitators, managers, trainers and coaches*. San Francisco, CA: Jossey-Bass.
Stone, D., Patton, B. and Heen, S. (1999). *Difficult Conversations: How to Discuss What Matters Most*. NY: Penguin Books,