



Session 1

Group Exercises

Delegation
Leaders you Admire

Individual Exercises

Worksheet 1-1: Supervisory Skills Self-Assessment
Reality Check – Module 1
How Well Do You Understand Supervision?
Leadership Style Survey

Homework

Complete Your Leadership Legacy – Web based self-assessment
Read Chapters 3 and 4 from the ICMA text Effective Supervisory Practices
Complete the Individual Exercises and read Articles and Materials from the thumb drive for Session 2
Be prepared to present your organizations and/or your departments vision statement, mission statement, goals, and values.

Articles and Materials

Leadership in Local Government Parts 1 and 2
Practices for Effective Local Government Leadership
Know Yourself Before Guiding Others
PM Article: Top Ten Tips to Lift Your Leadership
8 Millennial's Traits You Should Know About Before You Hire Them
How Different Generations Affect Organizational Culture
How to Manage Xer's
Leadership and Influence

Delegation is an important supervisory skill and a method for planning and organizing work in a way that makes the best use of an organizations most valuable resources: the time and skills of its employees. Delegation accomplishes two main objectives: it frees up the supervisor to do managerial work, and it provides an opportunity for employees to develop skills. Indicate if you agree or disagree the following statements about delegation. From ICMA Effective Supervisory Skill Building.

1. Delegation multiplies results through the division of duties.
2. A supervisor should not delegate authority.
3. A supervisor cannot hold an employee responsible for the outcome of tasks that have been delegated.
4. It takes more time and effort to delegate and explain jobs than it does to do them yourself.
5. Ultimate accountability for mistakes made by employees rests with the supervisor.
6. Delegating routine duties gives the impression that you are lazy.

7. Delegation should be used to develop the skills of employees in areas where you are weak.

8. It is your job to get work done through the people on your work team.

9. Delegating routine tasks and duties gives your employees reason to resent you.

10. Regular meeting should be established to review work you have delegated.

11. It is your responsibility to explain the priority of a delegated task and to set a deadline for its completion.

12. You should take into account the likes and dislikes of the employee when assigning work.

13. You should never overrule or reverse decisions made by delegated employees.

14. You should never delegate tasks that employees can do better than you can.

15. A supervisor should inform his or her supervisor of all tasks that have been delegated.

16. Delegation can be an effective motivational technique.

17. A supervisor should avoid delegating tasks in areas where employees need to improve their skills.

18. Longer or important projects should be delegated in smaller assignments.

Leaders You Admire

Share a story about the best or most influential leader you have encountered.

What was it that made this person such an effective leader?

List leadership characteristics or traits.

Share a story about one of the worst leaders you have encountered.

What were some of these negative characteristics or traits?

Individual Exercises

Worksheet 1-1: Supervisory Skills Self Assessment

This self-assessment is designed to help you reflect on your own skills and abilities and identify those that are most important in your current position. To complete the assessment, rank each skill in Column A according to how essential it is to your job. Then, rank your skill level in Column B. When you have finished, use the directions at the bottom of the page to identify skill gaps.

Supervisory skill	Column A Relevance/frequency					Column B Current skill level				
	<i>Not important</i>			<i>Essential</i>		<i>Inadequate</i>			<i>Excellent</i>	
Decision making	1	2	3	4	5	1	2	3	4	5
Problem solving	1	2	3	4	5	1	2	3	4	5
Team building	1	2	3	4	5	1	2	3	4	5
Leading by example	1	2	3	4	5	1	2	3	4	5
Planning work	1	2	3	4	5	1	2	3	4	5
Organizing the team	1	2	3	4	5	1	2	3	4	5
Scheduling resources	1	2	3	4	5	1	2	3	4	5
Managing time	1	2	3	4	5	1	2	3	4	5
Managing stress	1	2	3	4	5	1	2	3	4	5
Conducting meetings	1	2	3	4	5	1	2	3	4	5
Delegating tasks	1	2	3	4	5	1	2	3	4	5
Hiring new staff	1	2	3	4	5	1	2	3	4	5
Orienting and training employees	1	2	3	4	5	1	2	3	4	5
Keeping records and paperwork	1	2	3	4	5	1	2	3	4	5
Monitoring process of work	1	2	3	4	5	1	2	3	4	5
Evaluating performance	1	2	3	4	5	1	2	3	4	5
Communicating in writing	1	2	3	4	5	1	2	3	4	5
Communicating verbally	1	2	3	4	5	1	2	3	4	5
Listening	1	2	3	4	5	1	2	3	4	5
Coaching, counseling, and mentoring	1	2	3	4	5	1	2	3	4	5
Motivating employees	1	2	3	4	5	1	2	3	4	5
Empowering employees	1	2	3	4	5	1	2	3	4	5
Finding quality improvement opportunities	1	2	3	4	5	1	2	3	4	5
Managing change	1	2	3	4	5	1	2	3	4	5
Providing ongoing feedback	1	2	3	4	5	1	2	3	4	5
Rewarding good performance	1	2	3	4	5	1	2	3	4	5
Providing discipline	1	2	3	4	5	1	2	3	4	5
Addressing performance problems	1	2	3	4	5	1	2	3	4	5
Handling complaints and grievances	1	2	3	4	5	1	2	3	4	5
Ensuring safety and wellness	1	2	3	4	5	1	2	3	4	5
Budgeting	1	2	3	4	5	1	2	3	4	5
Working citizens	1	2	3	4	5	1	2	3	4	5

Scoring: Circle any items that have a higher ranking in Column A than in Column B. These are the skills that need your immediate attention.

Reality Check – Module 1

- What are your Leadership and Management Strengths?

- What is your mission and how does it relate to your organization's mission?

- Areas of Opportunity?

- Do your team members understand the organization's goals, unit's goals, and individual goals?

- How do you support your team?

- Do you include other teams in the decision-making processes?

- How do you include them?

- Biggest challenge you face right now as a supervisor?

- What are your challenges with your team?

- How are you building and maintaining relationships to overcome them?

How Well Do You Understand Supervision

1. Do you enjoy getting work done even though there are problems to overcome in the process? _____ yes _____ no
 2. While working, can you think about a number or unrelated concerns that occur at the same time? _____ yes _____ no
 3. Can you handle interruptions without losing track of the job?
_____ yes _____ no
 4. Would you be comfortable in circumstances that involve responsibilities to both employees and bosses? _____ yes _____ no
 5. Even though you feel it is unjustified, can you accept criticism without becoming upset? _____ yes _____ no
 6. Do you like to work with other people and help them achieve both city and personal goals? _____ yes _____ no
 7. At the end of the workday, do you continue to think about your job and, if necessary, willingly put in extra time to get tasks finished? _____ yes _____ no
-
8. Even when they make you look bad, are you able to accept workers' mistakes?
_____ yes _____ no
 9. Can you discipline workers, fire them or tell them their performance is unsatisfactory?
_____ yes _____ no
 10. Can you implement, explain, and support city policies with which you do not agree?
_____ yes _____ no

Number of times Answered Yes

10 - 8

7 - 5

4 - 0

Interpretation of Your Answers

You have an excellent grasp of supervision

You have a good foundation for building an understanding of supervision.

You have recognized a need for becoming more familiar with the concepts of supervision.

Leadership Style Survey

Directions

This questionnaire contains statements about leadership style beliefs. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:



Almost Always True - 5



Frequently True - 4



Occasionally True - 3



Seldom True - 2



Almost Never True - 1

Be honest about your choices as there are no right or wrong answers - it is only for your own self-assessment.

Leadership Style Survey

		Almost Always True	Frequently True	Occasionally True	Seldom True	Almost Never True
1.	I always retain the final decision making authority within my department or team.	5	4	3	2	1
2.	I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.	5	4	3	2	1
3.	I and my employees always vote whenever a major decision has to be made.	5	4	3	2	1
4.	I do not consider suggestions made by my employees as I do not have the time for them.	5	4	3	2	1
5.	I ask for employee ideas and input on upcoming plans and projects.	5	4	3	2	1
6.	For a major decision to pass in my department, it must have the approval of each individual or the majority.	5	4	3	2	1
7.	I tell my employees what has to be done and how to do it.	5	4	3	2	1
8.	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	5	4	3	2	1

9.	To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My employees are then expected to act upon the information.	5	4	3	2	1
10.	When someone makes a mistake, I tell them not to ever do that again and make a note of it.	5	4	3	2	1
11.	I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	5	4	3	2	1
12.	I allow my employees to determine what needs to be done and how to do it.	5	4	3	2	1
13.	New hires are not allowed to make any decisions unless it is approved by me first.	5	4	3	2	1
14.	I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
15.	My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	5	4	3	2	1
16.	When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	5	4	3	2	1
17.	I allow my employees to set priorities with my guidance.	5	4	3	2	1
18.	I delegate tasks in order to implement a new procedure or process.	5	4	3	2	1
19.	I closely monitor my employees to ensure they are performing correctly.	5	4	3	2	1
20.	When there are differences in role expectations, I work with them to resolve the differences.	5	4	3	2	1
21.	Each individual is responsible for defining their job.	5	4	3	2	1
22.	I like the power that my leadership position holds over subordinates.	5	4	3	2	1
23.	I like to use my leadership power to help subordinates grow.	5	4	3	2	1
24.	I like to share my leadership power with my subordinates.	5	4	3	2	1

25.	Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	5	4	3	2	1
26.	Employees will exercise self-direction if they are committed to the objectives.	5	4	3	2	1
27.	Employees have the right to determine their own organizational objectives.	5	4	3	2	1
28.	Employees seek mainly security.	5	4	3	2	1
29.	Employees know how to use creativity and ingenuity to solve organizational problems.	5	4	3	2	1
30.	My employees can lead themselves just as well as I can.	5	4	3	2	1

In the fill-in lines below, mark the score of each item on the questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to Item One. When you have entered all the scores for each question, total each of the three columns.

Item	Score	Item	Score	Item	Score
1	_____	2	_____	3	_____
4	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
13	_____	14	_____	15	_____
16	_____	17	_____	18	_____
19	_____	20	_____	21	_____
22	_____	23	_____	24	_____
25	_____	26	_____	27	_____
28	_____	29	_____	30	_____
TOTAL	_____	TOTAL	_____	TOTAL	_____
L					
	Authoritarian Style (autocratic)		Delegative Style (democratic)		Participative Style (free reign)

This questionnaire is to help you assess what leadership style you normally operate out of. The lowest score possible for a stage is 10 (Almost never) while the highest score possible for a stage is 50 (Almost always).

The highest of the three scores indicates what style of leadership you normally use. If your highest score is 40 or more, it is a strong indicator of your normal style.

The lowest of the three scores is an indicator of the style you least use. If your lowest score is 20 or less, it is a strong indicator that you normally do not operate out of this mode.

If two of the scores are close to the same, you might be going through a transition phase, either personally or at work, except:

If you score high in both the participative and the delegative then you are probably a delegative leader.

If there is only a small difference between the three scores, then this indicates that you have no clear perception of the mode you operate out of, or you are a new leader and are trying to feel out the correct style for you.

Final Thoughts

Normally, some of the best leaders operate out of the participative mode and use the other two modes as needed. The exception would be a leader who has a new crew or temporary work-force. That leader would probably be operating out of the authoritarian mode. On the other side, a leader who has a crew of professionals or a crew that knows more than she or he does, would probably operate out of the delegative mode.

Leaders who want their employees to grow, use a participative style of leadership. As they "grow" into their jobs, then they are gradually given more authority (delegative) over their jobs.

Homework

- Take assessment at <http://www.yourleadershiplegacy.com/assessment.html> and bring to Class 2 for discussion

Articles and Materials

Leadership in Local Government, Part 1:

What Is Leadership? WHAT MAKES AN EFFECTIVE LEADER?

Part 1 of our new series on leadership

BY ED EVERETT

Effective leaders are the lifeblood of an organization, regardless of their position. Poor leaders kill organizations, especially when they are in top positions. Our profession needs effective leaders, now more than ever.

What Is Leadership?

Leadership is the *art of influencing and encouraging others to help move an organization, community, or nation to a better place.* The “better place” can be defined in terms of economics, environment, equality, or any set of values or principles. Leaders can never lead by themselves; rather, they must convince others to help them achieve their goals.

Leadership is derived from two different forms, both of which can be used successfully.

- 1. Vertical Leadership:** Vertical leadership is influence that is based on organizational hierarchy, power, control, or titles where one’s leadership is enhanced by the authoritative power of the organization. A title designates a “boss”; however, a title does not necessarily make a boss a leader.
- 2. Horizontal Leadership:** Horizontal influence is based on empowerment, collaboration, vision, and/or purpose and values. It is all

about the ability of a person to influence and persuade others rather than using position power and authority to gain compliance. This type of leader does not need a title to be a leader.

These two forms of leadership are not mutually exclusive. Great leaders, even if they have organizational power and authority, rely extensively on the use of the horizontal attributes of leadership.

Who Is a Leader?

Anyone who wants to be a leader can be a leader, regardless of position or title. People wanting to be a leader or improve their leadership skills should recognize that:

- The boss is not always a leader.
- Titles do not make leaders.



- Authority does not necessarily convey leadership.
- Leaders do not need a title.
- It is easier for a leader to have a title and organizational power, but it is not essential.

Below is a list of exceptional historical leaders without formal power:

- Cesar Chavez successfully organized the farm workers in California without any organizational power.
- Mahatma Gandhi was able to lead India to freedom from British rule without a title.
- Martin Luther King Jr. led a national civil rights movement with the title of pastor and president of the Southern Christian Leadership Conference.

Contemporary leaders without formal power include the following:

- Greta Thunberg, a teenager from Sweden, was able to bring the world's attention back to climate change.

- Malala Yousafzai, a young girl from Afghanistan, was able to direct the world's attention to the power of education for girls.
- Students from Parkland High School brought national attention to gun violence in schools.
- The Black Lives Matter movement is being led by many individuals without titles or organizational power.

The two common threads for all of these leaders are (1) a deep passion for an issue or a cause, and (2) the courage to act on their passion.

Leaders with position power must be careful not to overuse or abuse that power. Effective leaders rely much more on the attributes of horizontal leadership than vertical leadership. The only exception would be in times of crises or disasters.

Most people don't know they can be a leader until they try. Anyone can be a leader, even if it feels impossible or overwhelming. If you attempt to lead from a lower level in your organization, then you might have less influence initially. However, leaders usually rise within an organization (except in toxic organizations) and become more powerful and influential. Most leaders start small and build their leadership.

Do you want to be a leader? Leadership is a personal journey and not a prescribed course. Find your passion and act courageously!

Leadership Myths

Many people assume they cannot be a leader because of the great number of leadership myths that discourage them. Myths are commonly held



Leadership is the art of influencing and encouraging others to help move an organization, community, or nation to a better place."

beliefs that go unchallenged and become accepted truths. These unchallenged beliefs have a powerful force on our thinking and actions.

Below is a short list of false and inaccurate beliefs about leadership that cause many people to fail to explore their leadership potential.

- Leaders are the smartest, most creative, or most powerful people in the room.
- Leaders are born not made.
- Leaders don't make mistakes or fail.
- Leaders know the answers to most problems.
- Leaders don't have weaknesses or fears.
- Leaders have the most education.
- Leaders are always outgoing and extroverted.
- All bosses are leaders.

Leadership is an art, not a science. When I train leadership, I ask participants to identify the five most important attributes of a leader. After everyone has shared their list, we end up with approximately 15 or 20 attributes. Below is my list of the top five leadership traits in no particular order.

1. Passionate.
2. Courageous.
3. Confident.
4. Caring/Trusting.
5. Value-driven.

Please note that none of these traits are technical skills. Leaders are not effective because they are good at finance or planning or public works. Effective leaders understand the art of leadership.

It is equally important to explore the top five traits of a poor or ineffective leader. We have all encountered poor leaders and vividly remember their negative traits. Below is my list of the worst traits of an ineffective or toxic leader.

1. Micromanager.
2. Risk-averse.
3. Fearful.
4. Authoritarian.
5. Lack of confidence.

Exercise

As your first exercise, identify your top five traits of a successful leader and your top five traits of a poor leader. The identification of these traits will help you focus your leadership development.

Summary

A keen understanding of leadership and leaders is essential for all new and developing leaders. This understanding provides a foundation for the next articles that will challenge you to think differently about leadership.

Coming next month: "Leaders Know Themselves." Great leaders have a keen understanding of both their strengths and weaknesses. **PM**

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Leadership in Local Government, Part 2:

LEADERS KNOW THEMSELVES

Get to know your strength and assets, as well as your weaknesses and faults

Part 2 of our new series on leadership

BY ED EVERETT

In my last article on leadership in the January issue, I defined leadership as “the art of influencing and encouraging others to help move a team, organization, community, or nation to a better place.”

Leadership is all about building relationships. It requires a deep understanding of one’s self in order to develop successful and effective relationships. Hence, you can’t lead others without fully understanding yourself.

Great leaders have a keen understanding of their strengths and assets. Successful leaders have as many weaknesses and faults as anyone else. However, effective leaders are aware of their weaknesses, trigger points, and blind spots and, as a result, are not unconsciously manipulated by them.

Most individuals will tell you they know themselves.

Unfortunately, most of us don’t truly know ourselves. Many of us aren’t aware of our fears, what negatively triggers us, or the dark side of our personality. Unfortunately, without knowing our strengths and weaknesses, we can never be effective leaders.

Developing a Greater Insight into One’s Self

There are several ways to learn more about oneself as described here.

1. Direct Feedback. Direct feedback can be face-to-face, but requires someone willing to take the risk of being honest with you. People have to believe you won’t get defensive or strike back. Direct feedback can also be provided more anonymously by using online 360-degree instruments. The collated information from such questionnaires can provide useful feedback; however, the group must be large enough to ensure anonymity.

There is another major drawback of getting direct feedback. It does not provide you with the rationale for *why* you behave in a certain way. Without that knowledge, there

is little you can do to change or modify your behavior.

2. Observation. If you are curious and open minded, you can learn a lot about yourself by observing your interactions with others and the reactions of others to you. You can also learn a lot by watching truly effective leaders; however, that tells you a lot about effective leadership, but nothing about yourself.

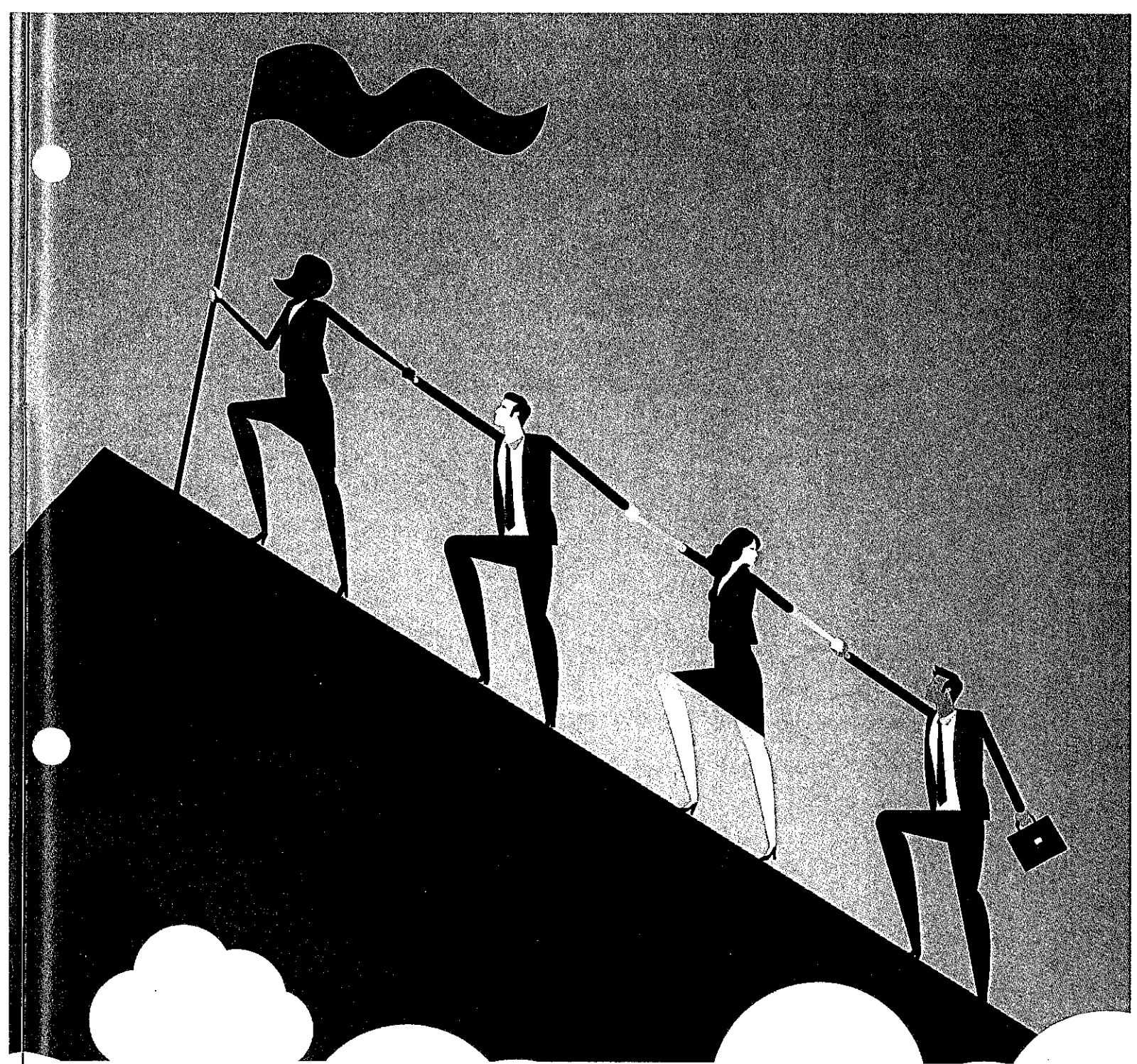
Without some counseling/therapy and feedback from effective assessment instruments, it is very difficult to fully understand other’s reactions to you and what you do to elicit those reactions.

3. Counseling/Therapy. Unfortunately, counseling or therapy has a negative stigma. It is erroneously assumed that only “mentally ill” or “disturbed” people need counseling. Many individuals, especially men, think it is a sign of weakness to go into therapy, but done correctly, therapy is a great way to learn about yourself in a deep and impactful way. It can help you understand why you do certain things in a certain way and what drives your behavior.

Without this knowledge, it is extremely difficult to modify your behavior.

I recently listened to a Ted Talk interview with the CEO of Netflix. He mentioned that it was not until he was in therapy with his wife that he learned that he was not only avoiding conflict with his wife, but also within his company. He was able to change his behavior, which positively impacted the bottom line at Netflix.

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I have personally learned an incredible amount about myself through therapy. I was able to understand what was unconsciously manipulating me: my fears, trigger points, and insecurities. Therapy also helped me become more comfortable with my strengths and assets. It has helped me understand the behavior of others and how to more effectively relate to them.

If you want to be an effective leader, I strongly recommend quality therapy. Choose carefully, as in any profession, some therapists are better than others.

4. Assessment Instruments.

There are numerous assessment instruments in the marketplace and many of you have taken one or more of them, including Myers-Briggs, DISC, Minnesota-

Multiphasic Personality Inventory, True Colors, and the Sixteen Personality Factors Questionnaire, just to name a few. Most of these instruments have not been especially helpful for me in understanding myself or learning how to modify my behavior.

I have found the following two assessment instruments useful both for me personally and when I am coaching others.

What's My Communication Style?

All leaders agree that effective communication is essential to their success. You can have a great idea, a compelling vision, or powerful guiding principles, but fail miserably if you are not able to communicate them effectively.

This assessment is an elegantly simple and useful assessment that helps you understand the way you



Effective leaders are aware of their weaknesses, trigger points, and blind spots and, as a result, are not unconsciously manipulated by them.”

communicate with others. This assessment instrument will help you:

- Understand your dominant communication style and its impact on others.
- Learn the strengths and weaknesses of your communication style.
- Understand the needs and styles of others and how to avoid their hot buttons.
- Learn how to develop and use effective communications strategies.

A link to this assessment is listed at the end of the article.

The Enneagram

This is an in-depth, powerful assessment tool

that has been tested and scientifically validated. The Enneagram describes nine different personalities. No one personality is any better than any other. We all have a dominant personality that plays a major role in how we behave, see issues, solve problems, react to stress, and interact with others.

The Enneagram allows you to understand your dominant personality and how it drives you in both positive and negative ways. It allows you to keenly understand your strengths and assets and how to make greater use of them. The Enneagram also describes the “dark side” of your personality and how that gets you into trouble. A link to this assessment is listed at the end of the article.

Using Assessment Instruments to Become a More Effective Leader

My first suggestion is for you to read and reread several times what you have learned from the assessment instruments. Until your learnings become firsthand knowledge to you, you will not be able to make significant modifications.

Next, select only one or two areas from your Communication Style and Enneagram that you want to work on. Changing or modifying one’s behavior is difficult to do and almost impossible to do by yourself. Therefore, ask one or more person(s) you trust to help you to modify your behavior. You will need to be very specific about what you are trying to change and how they might help you. They can give you feedback about your progress in modifying your behavior or practicing a new skill, including when you are falling back into old patterns. Don’t be discouraged. Change is difficult and often slow. Remember that you are not trying to remake yourself. Rather, you are modifying some specific behaviors or adding some specific skills.

Summary

Successful leaders know themselves well. They are comfortable with their strengths and assets and

are fully aware of their fears and dark side. By knowing their dark side, leaders are better able to prevent it from manipulating their behavior. Great leaders have fears and weaknesses just like the rest of us, but they have learned how to manage around these weaknesses and their dark side impulses. I will address this last concept further in a future article.

Have the courage to get to know yourself more intimately and become the effective leader that our profession needs today more than ever. **PM**

RESOURCES

¹ What’s My Communication Style? <https://hrdqstore.com/products/whats-my-comm-style>

² Enneagram: <https://tests.enneagraminstitute.com/orders/create>. Choose the RHEIT test, which has 144 questions. It is also helpful to purchase the book, *Discovering Your Personality Type*, by Don Richard Riso and Russ Hudson.

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I stand committed to help anyone who is trying to learn more about themselves so they can become a more effective leader. Just ask me.



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Practices for Effective Local Government Leadership

ICMA delivers the latest research in the 14 core areas critical for effective local government leadership and management.

ICMA University is the premier resource for local government leadership and management training. Our programs are designed to advance your career, enrich your community, and contribute to your professional fulfillment. ICMA's online workshops and programs bring the latest research from leading experts to your office. Our conferences and in-person workshops allow you to network with colleagues and exchange ideas. All ICMA University programs are drawn from the 14 core competencies that members have determined are essential to local government leadership and management.

ICMA's professional development programs encourage local government professionals to think in terms of leading the organization and not just managing the organization. Leadership is engaging with and inspiring others to participate in developing, achieving, articulating, and embodying a shared set of values, shared sense of purpose, and shared vision of the desired community outcome. Leadership requires professionals who are highly interpersonally competent as well as self-aware.

ICMA also recognizes the leadership role of local government managers in creating and maintaining resilient and livable communities. Through the responsible stewardship of public resources, our communities will retain the economic, environmental, and social capital needed to prosper for future generations.



1. PERSONAL AND PROFESSIONAL INTEGRITY

Being fair, honest, and ethical in all personal and professional relationships and activities

Leadership dimensions that contribute to this core content area are:

- Fostering ethical behavior throughout the organization through exemplary personal actions
- Ensuring the decision-making model reflects integrity, honesty, and openness.

Management dimensions that contribute to this core content area are:

- Conducting professional relationships and activities fairly, honestly, ethically, and in conformance with the ICMA Code of Ethics and the policies of your local government to maintain public confidence in the profession and local government
- Performing official and personal affairs in a manner that clearly conveys that you cannot be improperly influenced
- Fostering ethical behavior throughout the organization through staff training on administrative ethics and the ICMA Code of Ethics
- Holding staff accountable and instilling accountability into operations
- Communicating ethical standards and guidelines to others.

2. COMMUNITY ENGAGEMENT

Ensuring and managing community involvement in local government to support good decision making

Leadership dimensions that contribute to this core content area are:

- Building relationships among local, state, and federal elected and appointed officials to advocate for the community
- Ensuring robust public outreach in the policy-making process
- Respecting the governing body's role in setting direction and vision, and helping staff and the community understand the governing body's role in the democratic process
- Working to promote civility in public discourse
- Advocating for diverse viewpoints to be considered and helping the organization seek them out when they appear to be missing.

Management dimensions that contribute to this core content area are:

- Understanding the perspectives of elected officials and being mindful of competing public values in policy recommendations
- Learning and respecting a community's history with various political, social, and economic issues
- Engaging with and understanding the viewpoints of key stakeholders in the community; committing to ongoing communication about expectations, decisions, and outcomes
- Understanding emerging technologies that are designed to promote open dialogue between local government and constituents
- Employing a range of engagement, positive communication, and conflict resolution methods.

3. EQUITY AND INCLUSION

Creating an environment of involvement, respect, and connection of diverse ideas, backgrounds, and talent throughout the organization and the community

Leadership dimensions that contribute to this core content area are:

- Authentically bringing everyone, including traditionally excluded individuals and groups, into processes, activities, and decision making
- Taking a proactive approach to service delivery and decision making that accounts for underlying differences in opportunities, burdens, and needs, in order to equitably improve the quality of life for all.

Management dimensions that contribute to this content area are:

- Driving measures, goals, and plans around diversity, equity, and inclusion within your organization and community; communicating the vision for why and how achieving these goals will improve the organization and service delivery
- Understanding and championing sustainable support mechanisms such as affinity groups, mentoring programs, and cultural celebrations
- Educating the organization on common behaviors that advance diversity and inclusion efforts and address implicit biases
- Being aware of and acknowledging culturally significant events and holy days for employees and community members
- Creating opportunities for employees and community members to learn about each other's cultural backgrounds, lives, and interests; building relationships through increased understanding.

4. STAFF EFFECTIVENESS

Taking responsibility for the development, performance, and success of employees throughout the organization

Leadership dimensions that contribute to this core content area are:

- Energizing the team to reach a higher level of performance
- Providing the team with a sense of direction and purpose, and balancing the big picture framework with day-to-day operations
- Prioritizing collaboration and efforts that create a shared sense of success
- Being a role model and demonstrating behavior expected by others
- Developing an environment where staff are encouraged to learn new skills and try new ideas
- Developing meaningful connections with people at all levels of the organization
- Facilitating teamwork.

Management dimensions that contribute to this core content area are:

- Setting clear expectations for the organization and work groups
- Creating an empowering work environment that encourages responsibility and decision making at all organizational levels
- Delegating: assigning responsibility to others and relying on staff
- Coaching and mentoring: providing direction, support, and feedback to enable others to meet their full potential
- Conducting effective performance evaluations, reviewing success and opportunities for achievement of goals and work objectives, providing constructive feedback, and identifying others' developmental needs and available ways to address those needs
- Creating a positive atmosphere where interactions are based in respect and professionalism.

5. PERSONAL RESILIENCY AND DEVELOPMENT

Demonstrating a commitment to a balanced life through ongoing self-renewal and development in order to increase personal capacity

Leadership dimensions that contribute to this core content area are:

- Modeling healthy work habits to your employees
- Modeling a healthy lifestyle to your employees
- Actively encouraging a personal and professional growth and development mindset throughout the organization
- Seeking and providing support when career setbacks occur.

Management dimensions that contribute to this core content area are:

- Periodically establishing personal development goals

- Successfully integrating work and personal responsibilities; periodically assessing yourself and seeking input from trusted others on their assessment of your work-life balance or integration
- Continually practicing mindfulness of your stress levels
- Identifying areas where you would like to gain knowledge or skills and developing a plan to acquire those skills and knowledge.

6. STRATEGIC LEADERSHIP

Defining and communicating a vision and leveraging all resources and tools to achieve it

Leadership dimensions that contribute to this core content area are:

- Creating, conveying, and instilling a unified vision and purpose by illustrating and providing examples of what the future will look like
- Fostering a safe place to take risks and initiative; serving as an example to others by applying lessons learned to future initiatives, decision making, and risk taking
- Examining the full scope of factors that influence an issue, determining calculated risks, and developing and using relationships and interpersonal skills to build consensus
- Implementing integrated solutions to complex problems that address the needs of all stakeholders
- Creating new and innovative strategies to deal with rapid change by assessing the environment, synthesizing strategies and plans, ensuring organizational direction and alignment, generating excitement in the workforce, and celebrating new ideas
- Thinking and acting to instill a culture of continuous improvement; moving the organization forward through consistent examination of methods and integration of new and innovative business trends
- Demonstrating high interpersonal competence and educating yourself on fundamental concepts such as self-awareness, judgment, emotions, power, resistance to change, and trust.

Management dimensions that contribute to this core content area are:

- Sharing, supporting, and advocating the organization's mission and vision by developing and communicating the vision to staff and others
- Creating an environment through coaching that encourages others to address complex problems using a strategic approach
- Providing resources and training to support creative innovation and problem-solving and seeking opportunities for improvement as well as new initiatives.

7. STRATEGIC PLANNING

Developing a plan of action that brings the community together, provides clarity of purpose and priorities, and guides the organization's actions in achieving its goals and objectives

Leadership dimensions that contribute to this core content area are:

- Ensuring the organization is focused on the core mission, plans are implemented, and resources are available to achieve the plan's goals and objectives.
- Ensuring that the social responsibility of the organization is well understood and forms part of the planning process
- Making sure the plan ties all parts of the organization together and that everyone sees themselves in the plan and is invested in the plan
- Making sure that the planning process is highly participative, involves all levels of the organization, has strong support from the elected officials and the community, and coalesces everyone around the plan
- Building an integrated planning system that begins with the community and flows to corporate, operational, and individual plans. Plan examples include short- and long-term financial, human resource and workforce, enterprise-wide technology, capital improvement and asset management, and community.

Management dimensions that contribute to this core content area are:

- Carrying out the planning process incorporating the needs of all stakeholders, including input from the community, elected officials, and staff
- Completing an environmental scan and assessment of organizational strengths, weaknesses, opportunities, and threats including major economic, social, and competitive factors
- Developing a vision and mission for the organization that are aspirational and reflect the organization's social responsibility
- Ensuring that organizational values are incorporated into strategy and plans at all levels
- Determining goals and key strategic objectives and indicators
- Completing a strategic planning document
- Implementing the strategic plan
- Assessing the results of the planning effort through data collection and measurement and benchmarking of performance
- Ensuring necessary improvements to processes and systems so that attainment of goals and objectives is possible.

8. POLICY FACILITATION AND IMPLEMENTATION

Engaging with elected officials and other community stakeholders to create and execute policies that achieve common goals and objectives

Leadership dimensions that contribute to this core content area are:

- Assessing the environment to determine the best approach or style for championing a project to success
- Maintaining perspective and focus on both short- and long-term outcomes
- Listening to identify core interests and build cooperation and consensus among and within diverse groups
- Helping diverse groups identify common goals and act effectively to achieve them
- Energizing a group: acting as a stimulus for group action
- Demonstrating courage and taking responsibility for advancing the policy discussion
- Knowing when to lead others and when to follow the lead of others
- Accepting and implementing elected officials' decisions that run counter to your recommendations
- Being politically savvy: recognizing and navigating relationships to influence and achieve positive results
- Understanding the political environment and the impact of decision making on diverse groups.

Management dimensions that contribute to this core content area are:

- Helping elected officials develop a policy agenda that can be implemented effectively and that serves the best interests of the community
- Understanding the policy cycle, including problem definition, data gathering, development and analysis of alternatives, and ranking and recommendations
- Communicating sound information and recommendations
- Developing fact sheets, issue briefs, and other materials to provide information to decision makers and other stakeholders
- Respecting the role and authority relationships between elected and appointed officials
- Recognizing interdependent relationships and multiple causes of community issues
- Anticipating the consequences of policy decisions and their link to strategy
- Acting as a neutral party in the resolution of policy disputes; using mediation and negotiation techniques
- Identifying core initiatives, long-term trends, and policy issues to support and enhance the success of local government
- Participating in national, state, provincial, regional, and local policy discussions.

9. COMMUNITY AND RESIDENT SERVICE

Discerning community needs and providing responsive, equitable services

Leadership dimensions that contribute to this core content area are:

- Convening, encouraging, and ensuring that all facets of the community are represented and have physical or technological access to engage in and be informed about community discussions and issues
- Celebrating participation and engagement of the community
- Building a culture of transparency throughout the organization
- Making difficult funding recommendations and building consensus when needed, taking service equity into consideration
- Understanding that different approaches are needed to account for different needs.

Management dimensions that contribute to this core content area are:

- Adopting a variety of data collection methods to determine community and resident needs and to inform decision making
- Using technology to build an open and engaging relationship between residents and their government
- Employing various communication methods, including social media, to ensure transparency and to tell the story of local government services and performance
- Providing complete, accurate, and timely information.

10. SERVICE DELIVERY

Understanding the basic principles of service delivery, using strategic decision making and continuous improvement to serve the organization and community, and influencing the components and relationships between operational areas

Leadership dimensions that contribute to this core content area are:

- Championing and supporting comprehensive plans and quality standards for service delivery and efficiency
- Anticipating the probability and impact of external influences on the organization, community, and individual service levels; initiating change to harness positive impacts and mitigate negative impacts
- Identifying strategic decisions required to pivot current resources and policies to achieve a desired future state
- Holding managers and staff accountable for measuring performance, using data to improve services, sharing data with other communities, and using data to communicate with constituents and tell a story
- Building a culture that values high performance and continuous improvement.

Management dimensions that contribute to this core content area are:

- Understanding the basic principles of service delivery in functional areas
- Systems planning: Understanding the processes by which functional and operational systems can impact the ability to grow jobs and improve the economy, to control cost of government, and to improve quality of life; recognizing that systems are interrelated and interdependent and must work in a coordinated fashion in order to maintain long-term community vitality
- Asking the right questions of functional experts to ascertain service delivery needs and corresponding solutions
- Understanding the roles and responsibilities of all levels of management and aligning those with the broader mission and vision of the organization
- Identifying the interconnectivity within the organization and with other levels of government—horizontal integration and collaboration—to create opportunities to improve service or efficiency
- Identifying, gathering, and reporting performance measures in a manner that is meaningful, understandable, and efficient; using data to lead and manage the organization and deliver results.

11. TECHNOLOGICAL LITERACY

Demonstrating an understanding of information technology and ensuring that it is incorporated appropriately in service delivery, information sharing, and public access

Leadership dimensions that contribute to this core content area are:

- Remaining future oriented to anticipate how new developments in technology can be applied to local government
- Being a change agent, role model, and advocate for technology innovation that improves the organization and community
- Engaging the users of technology in decision making about the tools they use to serve the community and accomplish tasks
- Sharing data and technology with other communities to improve delivery of service and, ultimately, quality of life.

Management dimensions that contribute to this core content area are:

- Identifying the organization's technology needs and devising strategic plans to meet those needs
- Managing technology resources to maintain up-to-date systems, software, and infrastructure; establishing a business continuity plan
- Ensuring security of information technology systems
- Continually exploring work process and process improvements; automating only effective processes.

12. FINANCIAL MANAGEMENT AND BUDGETING

Implementing long-term financial analysis and planning that integrates strategic planning and reflects a community's values and priorities; preparing and administering the budget

Leadership dimensions that contribute to this core content area are:

- Supporting transparency in financial planning and budget development by involving the community to identify goals and prioritize spending
- Building financial resiliency by analyzing risk, anticipating future trends and challenges, and planning for the unexpected
- Using the budget to tell a story and as a vehicle to connect with and inform the community
- Understanding the community and governing body's priorities and advancing them through the budget and short- and long-term financial planning and management
- Communicating and working collaboratively with departments and stakeholders throughout the budget process and through ongoing financial management
- Ensuring the governing body is well informed about its fiduciary responsibilities.

Management dimensions that contribute to this core content area are:

- Implementing short- and long-term financial analysis and planning
- Preparing accurate and understandable capital and operating budgets
- Providing information for effective budget and financial planning decisions by elected officials and other stakeholders
- Administering the adopted budget and ensuring accountability for spending
- Taking responsibility for preventing fraud in the system
- Engaging in strategic planning to direct the development of goals and the budget document
- Engaging employees across the organization in strategic planning, budget development, and ongoing budget management
- Measuring performance and assessing the results of spending
- Understanding investments and best practices of government finance officers
- Interpreting financial information to assess the short- and long-term fiscal condition of the community, determine the cost-effectiveness of programs, and compare alternative strategies.

13. HUMAN RESOURCES MANAGEMENT AND WORKFORCE ENGAGEMENT

Ensuring that the policies and procedures of the organization are applied consistently and fairly, and motivating and engaging the workforce to its highest potential

Leadership dimensions that contribute to this core content area are:

- Encouraging each employee to be focused on personal growth; proactively providing professional and leadership development opportunities for staff
- Modeling the organization's values
- Building a culture of trust and inclusiveness in which employees understand the big picture and how their positions fit within it
- Ensuring that hiring practices are open and transparent and that diversity goals are acted upon
- Actively engaging employees in the development of a high-performance organization
- Forecasting the needs of the workforce and institutionalizing succession planning.

Management dimensions that contribute to this core content area are:

- Understanding the organization's policies and procedures, making sure that they remain current, and ensuring that they are applied consistently
- Understanding the collective bargaining process
- Keeping current on trends in human resources management
- Understanding employee and employer rights and responsibilities and applicable laws and regulations
- Providing for continuous education and improvement, including coaching, mentoring, and access to professional and leadership development
- Recruiting, retaining, and developing a talented workforce
- Aligning the organization's human capital with the strategic objectives of the governing body.

14. COMMUNICATION AND INFORMATION SHARING

Effectively facilitating the flow of ideas, information, and understanding

Leadership dimensions that contribute to this core content area are:

- Articulating personal support for policies, programs, or ideas that advance organizational and community objectives
- Practicing emotional intelligence, including understanding and managing your own and others' emotions and harnessing emotions to apply them to tasks like thinking and problem solving
- Using verbal and nonverbal communication and cues to inspire and motivate
- Effectively communicating with elected officials
- Maintaining poise and composure while presenting in emotionally charged and crisis situations
- Understanding your environment; knowing when to engage and when not to engage
- Building a culture of transparency in the organization that facilitates effective information sharing across the entire organization and community
- Strategically supplementing the organization's communication tools to provide the most effective outreach opportunities.

Management dimensions that contribute to this core content area are:

- Clearly and articulately conveying a message to diverse audiences who have different levels of understanding of the content
- Selecting the most effective communication methods and using interesting and compelling tools to share information, including story telling
- Communicating and sharing information respectfully, credibly, and confidently
- Communicating complex material in a nontechnical way

- Anticipating things that can go wrong and preparing accordingly
- Demonstrating a solid grasp of the subject matter
- Understanding, appreciating, and interacting with persons from cultures or belief systems other than one's own
- Providing accurate information in a timely manner
- Training staff on how to appropriately and effectively communicate with various stakeholders, including traditional and social media, with one message and one voice, and in compliance with community protocols
- Preparing a crisis communication protocol
- Establishing positive working relationships with the media and other key information-sharing outlets
- Understanding and training staff on the importance of appropriate compliance with public records requests.



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Know Yourself Before Guiding Others

Great mentors are always self-reflective and aware. They examine their actions, words, and tone, and know when to lead and when to manage.

BLOG POST | Jan 9, 2019

by Derrik Kennedy, ICMA-CM, town manager,
Mansfield, Connecticut

I have had and currently do have the opportunity and honor to be a mentee and mentor. As we know, these experiences allow for teaching, two-way learning, and excitement for the profession. I have found that there is great reward in these encounters, and I also have witnessed the result of an unintended bad mentorship.



I truly believe that most managers have the best intentions when teaching, training, and guiding assistants and other management staff within the organization. I also believe that some managers do not take the time to reflect on their own management and leadership weaknesses.

This flaw will inevitably be handed down from mentor to mentee. In the worst case, the flaw will continue to flow down from mentor to mentee until there is a true break in leadership and or leadership style.

Positive Steps to Take

Here are my recommendations on how to make sure you're not giving bad advice or propagating unintended consequences of management tactics:

1. Have you completed a 360 review?

The feedback that is obtained from peers and subordinates is invaluable when it comes to understanding your leadership skills and management style. Take this feedback seriously. Use professional development opportunities and seek out respected peers to assist you in developing your skills.

2. Differentiate between your heart and mind.

Many of us think one way, but may act another, for the sake of the organization, department, or individual. In other words, your head is telling you that you do not have time for this personal conversation, or the action by staff members clearly violates policy and they should, therefore, be disciplined or terminated.

Our actions, however, tell us to slow down, take the time to listen, and offer sound advice based on our experiences. Use these moments when your Type A personality and "drop the hammer" management style is telling you one thing, but your experience is telling you another. How would you want to be treated?

3. Get to know your mentee.

Does your mentee want to be a manager? Have you asked him or her about career goals? Do you think he or she is too young to have career goals? Are you treating him or her like a professional or like a kid?

Do you allow mentees to learn by shadowing you and attending meetings where deliberations and decisions are being made? When they are present, are you acting like a leader or a dictator? All of your actions may be mentally scanned and copied and copied and copied by your mentees, and we all know what copies of copies look like.

4. Question, listen, and guide.

It has been my experience that being able to ask questions as a mentee was invaluable. How did you do this? How did you know what to ask? How did you get the room to agree with you?

The mentee is going to have many questions, but he or she isn't going to know all the right questions to ask to figure out an issue. Turn the table around.

Ask the mentee questions. How would you handle this situation? Would you sign this contract? What is missing from this? Do you think this information is objective enough?

Leading by Example

A great mentor will provide the bumper rails of learning, allow the thought exercises to be meaningful, and provide the mentee an opportunity to grow intellectually in his or her role through the ability to lead by example.

Finally, great mentors are always self-reflective and aware. They examine their actions, words, and tone, and know when to lead and when to manage. Those are two different skills that in rare occasions are done simultaneously. When they are, great things happen to those who are watching.

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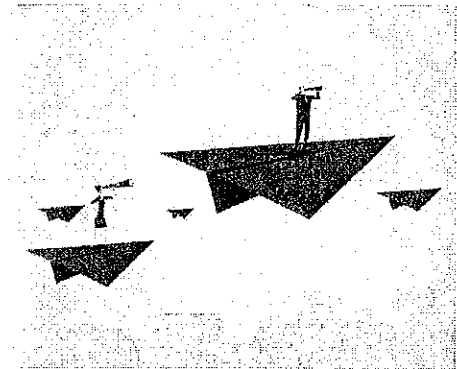
PM Article: Top 10 Tips to Lift Your Leadership

Your Attention to Detail Is Sure to Be Rewarded

ARTICLE | Apr 27, 2018

By Elizabeth McCormick

Good leaders can be hard to find, and great leaders can be even more elusive. As a leader, whether there's a team reporting to you or not, you have the ability to lift your level of respect with peers while also improving your capacity for greater leadership opportunities.



To enhance your own leadership abilities, begin with an intentional mindset of being open to new ways of thinking and new ways of interacting with peers, team members, and entire organization.

To lift your leadership abilities, start with this list of Top 10 tips:

1. Listen to Your Team.

It's not necessary for leaders to know everything, but you do need to know what the individual skillsets are in the members of your team, so you will know who to approach to get the answer you need.

It is also important to ask your team for input, and listen to what they have to say. They will appreciate being included in any decision made—especially if it affects their workload, their

department, their budget, or the amount of time they have allocated. When your team feels like a valued part of the process, it helps improve both their personal connection and overall commitment to the desired results.

2. Make Tough Decisions.

Your team may not like every decision you make, but don't let that scare you into not making the right decisions, or worse, no decisions at all. For any decision you make, do your research and get feedback from your team. If you are able, explain your decisions diplomatically and address the concerns.

At the very least, your team will feel informed and be thankful that the decision wasn't theirs to make.

3. Delegate to Team Members.

There are many leaders who diminish their potential by hoarding tasks and duties because they're afraid of what others will think if they "can't do it all. This is a misconception that can lead to burnout, and even worse, cause your peers and teammates to lose their trust, respect, and loyalty to you as a leader.

Great leaders are also great delegators. If you are not sure what you can delegate, here's a general process for you to consider:

Make a list of your specific tasks and duties.

Put your name next to the ones that you absolutely must do yourself. For example: signing checks, attending executive meetings, and certain high-level approvals are not tasks and duties you can delegate.

For the tasks that are left, think of people on your team and their specific skillsets. If they are capable of doing a task at least 80% as well as you – then delegate that task.

Empower your team with delegated tasks and duties while also allowing them autonomy needed (meaning = don't micro-manage them). Be sure to also give them the authority necessary to ask questions and get help if needed. People will surprise you with their skill and abilities when given the trust in an opportunity.

4. Admit When You're Wrong.

Everyone makes mistakes and leaders are no different. When you make a mistake, be with your team. Your honesty and vulnerability will help open a pathway to better trust and communication.

When you show your willingness to trust them with your mistakes, they in turn will feel more valued as a team member and work with you to help correct mistakes, and ensure a lesson is learned for everyone involved.

5. Show Appreciation.

When your team members do good work, make sure you let them . Write a hand-written thank you note, give them a special gift card, and take time to recognize them publically. To make an even bigger impression, send their partner a hand-written note sharing how important they were to the team's success.

Appreciation goes a long and as you incorporate a culture of gratitude, your staff will reciprocate that appreciation through loyalty and a job well done.

6. Be Willing to Get Your Hands Dirty.

The most successful leaders won't ever ask a team member to do something that they aren't willing to do themselves. People in general acquire much more respect for leaders who aren't afraid to jump into to accomplish any task needed.

This doesn't mean you're doing the work for them, but at those critical moments when help is needed, your assistance could help motivate your team to reach—or even exceed—the goals set.

7. Mentor Your Team Members.

If you can help your members to become more successful, the whole team will benefit. The more you invest into your team members, the more they will be willing to give in return.

As you lead by example in a mentorship role for those in your organization, others with similar skills and capabilities will follow your lead. This creates a culture where current and upcoming leaders develop a mindset of helping others succeed.

8. Bond Through a Social Cause.

To lead a team effectively, you need to be a part of the team. Start a new social cause as a team-building activity and make sure you lead the way.

To add even more lift to your leadership, adopt a charity to support within your local community and get away from the office where you can get to know your team members on a more personal level.

9. Let Your Team See You Learn.

Leaders are learners. Let your team observe you reading a book or a trade publication in the break room, and encourage them to do the same.

You could also start an optional book club focused on self-improvement and leadership books where you can discuss how those books have made an impact on you, and how they helped change the way you lead.

10. Keep Meetings as Short as Possible.


Everyone generally has a list of tasks and duties that take up their entire workday. Although necessary, meetings can be seen as disruptive and non-productive, especially if nothing was essentially accomplished.

Meetings should have a specific purpose and agenda that involves everyone in the room. The more you respect the time of your team, the more they will respect you as a leader.

Improving your capacity to lead is something that will take intentional effort, and these tips will help you focus in on what matters most. Your attention to detail is sure to be rewarded in the form of enhanced loyalty, higher respect, and increase the success of you, your team, and the overall organization.

Elizabeth McCormick is a writer and presenter on leadership, Dallas-Fort Worth, Texas (www.YourInspirationalSpeaker.com) and author of *The P.I.L.O.T. Method: The 5 Elemental Truths to Leading Yourself in Life*.

8 Millennials' Traits You Should Know About Before You Hire Them

 Lydia Abbot December 4, 2013

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"Millennials," "Generation Y," "Generation WE," "The Boomerang Generation," "The Peter Pan Generation," – we go by many names and were born roughly between 1980 and 2000. Born in 1990, I fall right smack in the middle of this generation and there is no denying that we are the subject of a heated debate: are we a blessing or a curse?



A lot of people seem to think that we are, well, a pain. The week I graduated from college, Time Magazine released an article titled "Millennials: the Me Me Me Generation," which called us lazy, entitled, self-obsessed narcissists. Ouch! On the other hand, we've been called open-minded, liberal, self-expressive, upbeat, and overtly passionate about equality. Naturally, I'd prefer to believe this description over the former (how Millennial of me). But, the truth is both arguments hold some grounds for belief. The reality must fall somewhere in between.

The interest in and the controversy surrounding my generation resulted in a packed audience and lengthy Q&A at LinkedIn Talent Connect's session: "*Millennials: How to Attract, Hire, & Retain Today's Workforce.*" Lead by Sondra Dryer of PwC, Barry Sylvia of TripAdvisor, and Melissa Hooven of Cornerstone OnDemand, the talk covered the do's and don'ts of working with Millennials as well as our overall characteristics and desires.



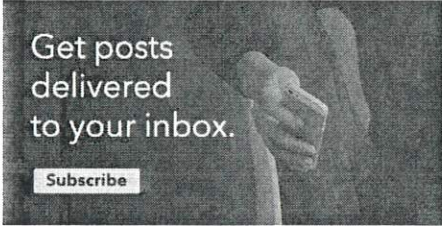
talking to this new generation. To help out those of you that weren't there, I put together the following list of key takeaways from the session with a view of my own observations thrown in.

Millennials are...

Multitaskers

- Millennials are multitasking pros and can juggle many responsibilities at once. This also means that we are easily distracted and find social media and texting hard to resist.
- **What this means for you:** Barry Sylvia recommends keeping Millennials on track by being upfront about your expectations and establishing both daily and weekly goals. If your Millennial employees have deadlines to meet, you'll be less likely to find them playing on their phones at the office. During the recruiting process, be sure to tell them that the job will have variety and that everyday will vary.

Connected

- Millennials know everything there is to know about social media because we are living it. We are constantly perusing Facebook, Twitter, Instagram, etc. - it's how we share and get information.
- 
- **What this means for you:** If your company isn't employing social media effectively, Millennials will think you're irrelevant (sorry, it also turns out subtlety isn't our strength). Keep your social media outlets active at all times. This doesn't mean constantly posting jobs or product updates – try to start conversations that will engage your audience. Talk about topics that relate to your company or will interest your followers. Melissa Hooven suggests allowing your Millennial employees to help you with your social media strategy. After all, they are the experts.

Tech-Savvy

- There's no doubt that the majority of Millennials are more tech-savvy than other generations, although Generation Z may soon surpass us (yikes!).
- **What this means for you:** Make sure that your company and team stay up to date technologically. Also, ensure that your company and career sites are mobile-optimized so that you can easily be found online from any device at any time. In addition, make the application process fast and easy by allowing people to apply for positions with content from LinkedIn or other sources. You can learn more about mobile recruiting strategies in LinkedIn's Mobile Recruiting Playbook.

Millennials want...



- Millennials need to feel like what they are doing is important and that they are on the right track. Yes, it sounds a little needy...and it is. But, many Millennials grew up with constant praise from their Baby Boomer parents. It's what they know.
- **What this means for you:** During the recruiting process, tell them about how important the position is and that they will be making a valuable contribution to the company. Once hired, recognize their accomplishments publicly. At PwC, Sondra Dryer did this by implementing a milestone rewards program. This type of recognition encourages Millennials to work hard and increases their job satisfaction.

Work-Life Balance & Flexibility

- Millennials aren't as willing as former generations to sacrifice their personal life in order to advance their careers. They like to "work hard – play hard" and want to be at a company that appreciates this desire for balance. They also expect a more flexible work environment than previous generations and want to work for a company that supports various causes.
- **What this means for you:** Communicate that your company values work-life balance and tell them about sponsored events outside the work place, benefits, charity and volunteer work you support, and any fitness or health related programs that you provide for your employees. In addition, let them know that as long as they are meeting deadlines and goals and attending meetings, their time-in/time-out is up to them. If possible, give them the option to work from home on occasion.

Collaboration

- Millennials are extremely team-oriented and enjoy collaborating and building friendships with colleagues.
- **What this means for you:** During the recruiting process, let them know that there will be plenty of opportunities for collaboration and team projects. You should also design your office space to allow for teamwork and easy idea sharing (think open cubicles, white boards, and drop-in rooms that can be used for group meetings).

Transparency

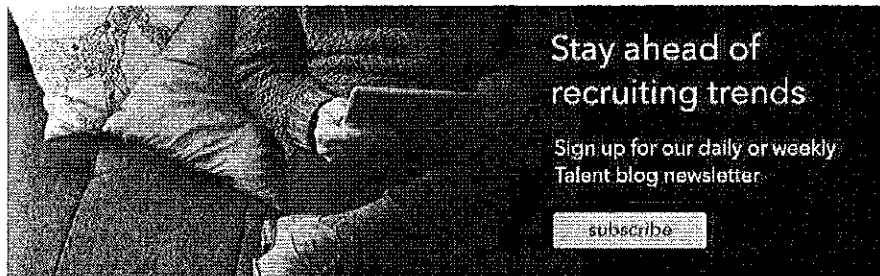
- Millennials want to feel like they have an open and honest relationship with their manager and co-workers and that there won't be any nasty surprises when they join a company. Once they've signed on, they want assurance that their opinion is valued and both give and receive a good deal of feedback.
- **What this means for you:** Make certain that there is unrevised information about your company available online and let them know about any downsides that the position they are applying for may have. They will appreciate your honesty, knowing that no job is perfect. Furthermore, tell them what their performance review process will be like. Once they are hired, provide them with the ongoing feedback that they desire.



- Millennials want to know that they will have the opportunity to advance and develop their careers within the company they choose to join.
- **What this means for you:** During the recruiting process, tell them about opportunities that they will have to move-up in the ranks. If possible, Barry Sylvia suggests implementing a program whereby they can rotate through different divisions of the organization in order to find the best fit.

Every generation presents its own challenges and, clearly, Millennials are no different. But, we're really not so bad! And just think: a whole new batch of Millennials will be graduating and entering the workforce in spring 2014. The more you know about them now, the better off your company will be.

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Today's HR Daily Advisor Tip:

How Different Generations Affect Your Company's Culture

Topic: **Hiring & Recruiting**

- **On mobile usage.** High school students (66%) are more likely than current workers (52%) to say it is OK to check one's mobile device for work during a family activity. Workers aged 25–34 (61%) are more likely than workers aged 55 and older (43%) to agree with this statement.
 - **On job-hopping.** Though employers may expect younger workers to job-hop more frequently, only 16% of high school students believe one should only stay in a job for a year or two before moving on to better things (on par with 15% of current workers). Among individual age groups, however, responses were more varied, with workers aged 25–34 (22%) more likely than their older counterparts to say a worker should move on after a year or two.
-
- **On career expectations.** Workers across all generations seem to have similar perspectives when it comes to switching companies. Nearly one in three high school students (32%) expect that they will work for 10 or more companies in their careers, similar to 28% of workers who say the same.
 - **On emoticons and e-mail.** Surprisingly, high school students appear to have more conservative views on electronic communication than today's professionals. More than one in four current workers (28%) believe it's acceptable to use emoticons in e-mails and other electronic communication at work. Only one in five high school students (20%) say the same.
 - **On meeting etiquette.** It may seem as if they are constantly on their mobile devices, but only 13% of high school students agree that it is okay to check one's mobile device during a work meeting, versus 21% of current workers. Workers aged 25–34 (28%) are more likely than those aged 45–54 (18%) and workers aged 55 and older (16%) to be okay with checking a mobile device during a meeting.
 - **On flexible hours.** It may come as a surprise that high school students (25%) were less likely than current workers (33%) to say it shouldn't matter what time you arrive to work as long as you get your work done. Workers aged 55 and older were the least likely to say arrival time doesn't matter (23%).

For the first time in history there are 4 generations in the workplace, each with its own definition of work and career expectations

Today's HR Daily Advisor Tip:

Career Expectations Across the Generational Spectrum

Topic: **Hiring & Recruiting**

Have you tried to understand what your Boomers, Generation Xers, and Millennials expect from their jobs? The next generation of workers, high school seniors, already have an opinion about how their work life should be. CareerBuilder recently explored the topic with a survey.

A **new CareerBuilder survey** looks at how the next generation of workers compares to America's current workforce in terms of work/life beliefs and expectations.

The national online survey, conducted on behalf of CareerBuilder by Harris Poll between May 14, 2015, and June 3, 2015, included a representative sample of more than 3,000 full-time, U.S. workers across industries and company sizes and more than 200 high school seniors.

"With the next generation of workers preparing to enter the workforce, now is the time for companies to adjust their recruitment and retention strategies to guarantee the success of all workers and strengthen the bottom line," says Rosemary Haefner, chief human resources officer of CareerBuilder.

Haefner continues by saying, "While workplace expectations can vary widely among different generations, one thing they have in common is the want to be successful in their positions. Introducing programs that promote learning and collaboration—such as mentoring—can help workers of all generations achieve that together."

Money Matters

When asked what salary they feel they need to earn to be successful, one in four current workers (25%) feel they would be successful making less than \$50,000 a year, a sentiment shared by only 18% of high school students. In fact, high school students are nearly three times as likely as current workers to say they need to make \$200,000 or more to feel successful (13% versus 5%).

What salary do you feel you need to earn to be successful?

	Current Workforce	High School Students
Under \$50,000	25%	18%
\$50,000–\$69,999	27%	18%
\$70,000–\$99,999	24%	24%
\$100,000–\$149,999	15%	21%
\$150,000–\$199,999	3%	5%

\$200,000 or more	5%	13%
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Defining Success

The majority of both current workers (76%) and high school students (81%) defines success in a career as the ability to provide a comfortable life for themselves and their families. Both groups also agree that having a good balance between work and personal life is a defining factor in success (71% of current workers and 76% of high school students).

High school students, however, are more likely to associate success with a sense of accomplishment (78%, compared to 67% of current workers); the ability to make a positive impact on people's lives (78% versus 47% of current workers); and making a lot of money (53% versus 33% of current workers).

The gap grows even wider when it comes to a loftier goal: High school students were more than twice as likely as current workers to define success as "making a mark on this world" (54% versus 22%).

The Ideal Work Environment

For the survey, CareerBuilder asked workers to give their attitudes toward eight commonly debated areas of workforce culture.

- **On office attire.** High school students and current workers have similar views on workplace wear. The vast majority of both groups (74% of current workers and 70% of high school students) feel one should be able to dress casually at work. Looking at specific age groups, 45- to 54-year-old workers (79%) were more likely to agree with this statement than workers aged 18–24 (67%) and 35–44 (72%).
- **On promotions.** When it comes to earning promotions, high school students display more optimism than working professionals. Eighty-seven percent of high school students agree that one should be promoted every 2 to 3 years if one is doing a good job, compared to 73% of current workers. Workers aged 18–24 were closest to high school students' level of agreement (81%), and 45-year-old–54-year-old workers were the farthest (65%).

How to Manage X'ers

Some of the X'ers' characteristics exasperate the baby boomers, but with the right management and motivating techniques, this energetic, creative, and often enthusiastic generation is ready to contribute and has much to offer. They are well suited to today's diverse, global, and high-tech environment. The following methods are particularly productive for managing and working with people under age 30 and can be applied to relating to them in general.

1. Accept Them. Accept them and learn to work with them, rather than fight them. Showing that you don't like them only creates conflicts and turnover. Don't refer to this generation in negative terms or use such expressions as "you people" or "your generation." Eliminate expressions such as "when I was your age . . ."

2. Use Love and Caring. X'ers need to be shown that you truly care about them as people. They often did not get this from their own parents. They need to know that they matter. To them, talk is cheap. A key to motivating them is to show you care or appreciate them. But be careful: they hate anything that smacks of phoniness and can spot it a mile away.

3. Support Them Outside of Work. Show you support their difficult personal situations. Keep in mind that people pay attention to what hurts them the most emotionally. This is a difficult time for young people. Many times, they don't have anyone who will listen, and they will appreciate and reward those who do.

4. Don't Baby Them. Generation X'ers crave care and concern. They want you to guide them, but they also want to be seen as indepen-

dent and self-starters. They don't want anyone to see them being babied, as this conflicts with their independence and embarrasses them. At the same time, they love the strokes. Once you've proven yourself as a caring manager or coworker, you have won them over.

5. Hands Off, but Be There. Give them some freedom and independence. This may seem a bit of a paradox, as this group likes interaction with managers. Don't micro-manage them. Empower them to make decisions, but let them know how far they can go before consulting you. Set goals with them, and let them create the plan to attain those goals. X'ers get a tremendous amount of satisfaction from creating, analyzing, and solving. They crave stimulation, so you must vary the challenges to keep them from getting bored.

6. Ask, Ask, Ask. Another key to managing Generation X'ers is "management by asking questions." Rule #1 is Don't ask unless you have time to listen to the answers. Rule #2 is Don't ask X'ers unless you are willing to implement the changes based on their answers.

Asking lots of questions and implementing solutions based on those answers does three things with this generation. First, it shows that you value and respect their opinions. Second, it gets them involved and participating in decisions, which they love. Third, it builds loyalty and commitment. X'ers feel that the ideal boss is someone who listens to their ideas.

7. Discuss Your Methods. Explain to them how you like to manage, communicate with them, and evaluate them. By discussing matters ahead of time, you gain a lot of insight. Ask what they liked or disliked

about the way they were treated by previous managers, coworkers, and teachers. Tell them how your methods compare. This gives you a clue about which of their buttons to push and which to avoid.

8. Train and Orient. Meet with X'ers often—even daily. You need to know if they are having problems, where they need help, and if they are happy with their jobs. Training is a key motivator. They look upon it as a way to learn a new skill or behavior that makes them more marketable. X'ers have a strong desire to learn leading-edge technology that will increase their worth. Find out what areas they need development in and what their career plans are. Target training to those areas. Develop mentoring programs, too. This increases their loyalty and keeps them on board longer.

9. Set Specific Standards. It is critical to write out the specific standards of behavior, responsibilities, and policies you expect. This generation is not irresponsible, as some boomers think. Rather, they are simply new to the workplace and haven't been taught enough about responsibility. They will get things done but must know the task at hand. There is a testing period for some to see what they can get away with. Don't overreact.

10. Make Work Fun. Make the workplace as much fun as possible. Sales contests and games work well. X'ers enjoy social events. Family picnics, holiday parties, softball or bowling teams, and birthday parties all create team spirit and increase morale. Friendly competition between individuals or teams for a predetermined goal builds excitement.

—Bob Losyk

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—Bob Losyk



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Leadership and Influence

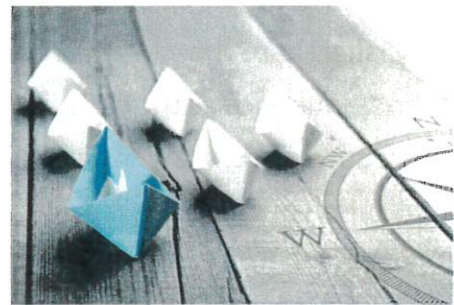
[PM Magazine, May 2019]

ARTICLE | May 3, 2019

Wilde and Messina describe the driving forces that propel organizations forward.

By Ronald Wilde, ICMA-CM, and Phillip Messina

Although one of the most powerful forces on earth, influence often works in subtle ways. Much like the ripples created by tossing a rock into a still pool, influence invigorates an organization. The right kind can be felt by everyone and move entities forward. The same can be said for the way the wrong kind can lead them awry. The following is an example of how influence works, in both ways.



With a population of nearly two million, Vienna, Austria, in the early 1900s was one of the most dynamic cities on earth. The city was the major cultural, economic, and political center of central Europe. Yet it was a cauldron of conflicting social forces. With one of the most diverse populations of its time, it was a kaleidoscope of ethnic groups.

As part of the declining Austro-Hungarian Empire, Vienna shared in the difficulties of governing the 12 ethnic groups in the empire. The ancient monarchy was losing its grip as the feudal system was finally coming to an end. Liberal political ideologies were developing and fostering revolutions against the more traditional, conservative systems that favored the status quo and protected the wealthy classes.

The diversity of Vienna provided a fertile home to a dazzling array of artists, thinkers, and future leaders, including Sigmund Freud, composer Gustav Mahler, philosopher Ludwig Wittgenstein, Communist leader Leon Trotsky, painter Gustav Klimt, and composer Arnold Schoenberg.

However, without mature institutions to ensure tolerance for divergent cultures, political factions began to arise. These factions were known for their virulent rhetoric, anti-Semitism, and an inability to forge compromises with opposing viewpoints.

In this remarkable setting, a young aspiring artist moved from the Austrian countryside to Vienna in 1907. His name was Adolph Hitler. No one knows for sure how much Vienna influenced Hitler; however, one telling fact is that there is little evidence of his anti-Semitic views prior to arriving.¹

Leadership Influence

According to many experts, leadership is closely tied to influence. “Virtually all definitions of leadership share the view that leadership involves the process of *influence*.”² The dictionary defines influence as the capacity or power of persons or things to be a compelling force on, or produce effects on the actions, behavior, opinions, etc., of others. Leadership is the application of influence in a manner that propels organizations forward. It has been the driving force for both human achievement and catastrophes.

It takes a certain kind of leadership influence to become a compelling force that affects action, behavior, and opinion in a long-term, positive manner. This type of influence has these essential characteristics: it must be *positive*, it must be both *individual* and *collective*, and it must be both *direct* and *indirect*.

Positive leadership influence moves an organization toward ends that are beneficial not only for the organization, but for employees and society at large. It works to overcome the negative aspects of human nature.

Negative influence does just the opposite. It preys upon the weaknesses of human nature and primarily serves the interests of autocrats. History is replete with stories of leaders who exercised overt force in a negative way. Adolph Hitler is just one example in a long list.

However, there are also examples of positive leaders with a subtle, indirect approach. Nelson Mandela is one. In the book *Mandela’s Way* is a passage where Nelson taught an important lesson to the author Richard Stengel.

“He turned to me and said, “You have never herded cattle, have you, Richard?” I said I had not. He nodded. As a young boy—as early as eight or nine years old—Mandela had spent long afternoons

herding cattle. His mother owned some cattle of her own, but there was a collective herd belonging to the village that he and other boys would look after. He then explained to me the rudiments of herding cattle. "You know, when you want to get the cattle to move in a certain direction, you stand at the back with a stick, and then you get a few of the cleverer cattle to go to the front and move in the direction that you want them to go. The rest of the cattle follow the few more energetic cattle in the front, but you are really guiding them from the back." He paused, "That is how a leader should do his work."

The story is a parable, but the idea is that leadership at its most fundamental level is about moving people in a certain direction . . . and the way to do that is not necessarily by charging out front and saying, "Follow me," but by empowering or pushing others to move forward ahead of you. It is through empowering others that we impart our own leadership or ideas."³

Positive leadership is mostly exerted through methods that are based upon internal motivation techniques. It works through developing the potential of others. In this manner, results can benefit everyone.

This is in contrast to Negative Leadership Influence that relies on *external motivation*, is *exclusive*, and *depresses* others. It relies only upon the attributes and capabilities of those at the top.

Individual Leadership Influence

Much of what has been written about leadership is about the attributes of individuals. Former ICMA Executive Director Bob O'Neill put it this way: "While leadership can be the catalyst for responsive and innovative action in government, we too often refer to an outdated and ineffective view of leadership based upon a "cult of personality" and constructed around charismatic leaders."⁴

Relying on any single individual is not a true reflection of the leadership fabric in any organization. Especially in today's complex environment, everyone exercises a degree of leadership. It may be that this is just more obvious now. Back in 1962, J. E. McGrath stated that "anyone who fulfills critical system functions, or who arranges for them to be fulfilled, is exhibiting leadership."⁵

J. Richard Hackman and Ruth Wageman in a more recent article stated, "Although people who occupy leadership roles certainly have more latitude to lead than do followers, one does not have to be in a leadership position to be in a position to provide leadership. Indeed, among the most interesting, and inspiring, varieties of leadership we have observed is that provided by followers, especially followers who are unlikely ever to be selected for formal leadership positions."⁶

Stephen R. Covey in *The 8th Habit* identifies leadership as a "choice rather than a position." By this he means everyone can play a leadership role.

Collective Leadership Influence (CLI)

Collective leadership influence, or CLI, strives to capture collective human resources to bring about new ways of thinking, acting, and learning. It *involves everyone, thrives on diversity, and is process oriented*. It knows that the organization is stronger and makes better decisions when many ideas are generated and considered.

CLI seeks out individuals with diverse backgrounds and viewpoints. It brings them together in productive ways. According to Jonathan Haidt, "... if you put individuals together in the right way, such that some individuals can use their reasoning powers to disconfirm the claims of others, and all individuals feel some common bond or shared fate that allows them to interact civilly, you can create a group that ends up producing good reasoning as an emergent property of the social system."⁷

Finally, CLI is process oriented. It brings people into the decision-making process by engaging them in different forums in which their ideas and observations can be heard and discussed. When done well, CLI can generate buy-in and ownership as a result of inclusion and involvement.

Growing Collective Leadership Influence

Growing leadership influence begins with a *Collective Leadership Philosophy*. In his recent book, Chris Edmonds described a leadership philosophy: "(It) is a statement of your beliefs about leading others, your intentions when leading others, and what others can expect of you in your leadership capacity."⁸

A *collective leadership philosophy* is a statement of what the organization believes about leadership and what can be expected of those who act as leaders. It can permeate an organization and influence the actions of employees in an indirect, but powerful manner.

Collective leadership influence grows and further develops through *Collective Leadership Processes*. Victor Vroom and Arthur Jago state that "Leadership is a process, not a property of a person."⁹

Leadership processes can be designed to capture *collective knowledge and wisdom*. When executed according to a carefully considered plan, they can accomplish multiple goals. They foster discussion and thought while bringing people together for a common purpose.

Finally, leadership influence matures in an organization through *Collective Leadership Judgement*. Recent research has identified cognitive biases in humans that can affect judgement. CLI can help overcome these through improved decision making, better planning, and more ethical behavior.

Leadership Influencers

Influence cannot happen without influencers. There must be agents that propel influence. In an organization, there are three primary agents: the *individual*, the *team*, and the *culture*.

Individuals have characteristics, specific styles, and actions that are important for propelling Leadership Influence. Although dissimilar, every employee has a leadership role to play.

So much of what gets done in today's organizations is through formal or informal groups of employees often referred to as *teams*. Each may have different responsibilities, but all must function effectively in order to be a positive influence.

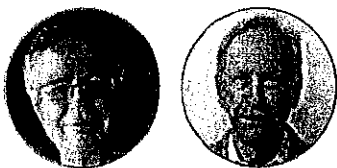
The third influencer is *culture*. While not as tangible as the others, it is a considerable force. Because it largely develops outside of intentional efforts, culture can be difficult to change. However, creating or changing one that supports positive Leadership Influence is vitally important.

Collective Leadership Influence in Local Government

Collective Leadership is helpful in any organization but is particularly useful in local government. This is because of the broad scope of services, active involvement of citizens, and the reduced potential of single actors to effect change. In this environment, the goal of leadership is to find a just balance between the oft-competing values and goals of citizens. Collective leadership can help find that balance through more involvement, indirect influence, and building relationships.

Putting It All Together

Our new book, *Course Correction Leadership*, is about CLI deployed through effective influencers. It is about how it can, when done correctly, improve organizations in multiple ways. Navigation is improved through empowering employees at all levels to execute the small and constant course corrections essential to keeping an organization on track. Accountability grows when everyone realizes they have an important role to play. Finally, organizations can use CLI to overcome prejudices and biases, balance competition and cooperation, and bring together strong, diverse individuals for a common purpose.



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Leadership, can be purchased on Amazon or excerpts viewed at www.teamCCL.com.

Endnotes and Resources

1 "Dancing Over the Edge: Vienna in 1914," Bethany Bell, BBC News, Jan. 6, 2014.

2 Victor H. Vroom and Arthur G. Jago, "The Role of the Situation in Leadership," *American Psychologist*, Jan. 2007.