

The 5 Qualities of Collaborative Leaders— and How Communities Benefit



InFocus

STRATEGIES AND SOLUTIONS FOR LOCAL GOVERNMENT MANAGERS

VOLUME 42/NUMBER 3 2010

Collaborative leaders consistently demonstrate five qualities: the drive to achieve goals through collaboration; the ability to listen carefully to what is being said (and not said) to understand others' perspectives; the desire to look for win-win solutions; the use of pull techniques, rather than push, to accomplish goals; and the capacity to strategically connect projects to a larger purpose. These techniques can be effective even in hierarchical organizations. This report points to research indicating that the failure to collaborate is a significant contributor to poor performance in senior leadership positions. The author addresses several challenges that can arise when employing collaborative strategies and offers recommendations from managers who've been there.

ICMA
PRESS

The 5 Qualities of Collaborative Leaders— and How Communities Benefit

Collaborative leadership is about leading as a peer, not as a superior.

—David Chrislip

We've all seen the headlines and we know the stories:

- Army Major Hassan kills 13 and wounds another 30 at Fort Hood
- A girl in Prince William County, Virginia, is beaten to death by a parent while multiple professionals were aware of problems in her home
- Thousands cling for life in New Orleans while state, local, and federal officials blame each other for inadequate emergency response to Hurricane Katrina.

What makes such tragedies even worse is that information sharing and collaboration could have prevented each one. Several of Major Hassan's previous supervisors had expressed concerns about his mental stability, and the FBI had intercepted emails in which he spoke of violence and suicide attacks. Several professionals knew of the Prince William girl's vicious treatment at the hands of her mother. And one year before Katrina hit, emergency management professionals conducted a simulation of a major hurricane, noting several steps that must be taken (but were not) in a real emergency. In these and similar instances, information and warnings were not adequately shared among professionals. Nobody saw the whole picture, and nobody took responsibility to act—and we know the consequences.

Collaboration is not a new concept. What is different is the level of interdependence among communities and countries today. Economists used to say that "when the U.S. economy sneezes, other countries get a cold," and it elicited knowing chuckles. After the recession of 2007–09, nobody laughs. We know how connected we are.

If this is challenging news, there is also hopeful news. A growing body of knowledge tells us what makes collaboration work. This report highlights the story of a stagnating industrial town that is finding new life through community collaboration. Then it discusses the characteristics of collaborative leaders and what makes them tick. It concludes with a discussion of challenges to being a collaborative leader.

***Russ Linden** is a management educator and author who specializes in organizational change, collaboration, and performance improvement in the public sector. He has consulted with a number of local government managers and elected officials.*

Case study: Revival in Jamestown, New York

Jamestown is a working-class city located on Chautauqua Lake in western New York State. In the nineteenth century it thrived on a strong manufacturing base, but since the 1930s its population and economic fortunes have been declining.

- Its population is 30,000 people, 30 percent fewer than in 1930.
- Only 46 percent of the housing is owner occupied (the national average is 67 percent).
- The total assessed value of Jamestown's housing declined by almost 7 percent from 1990 to 2002.
- Sales tax revenues declined over the same time period.
- Property taxes rose; businesses moved out.¹

The city's mayor had created a Strategic Planning and Partnership Commission (SPPC) some years earlier. Its membership included an array of elected and community leaders. In 2002 the SPPC leaders launched a strategic planning initiative. Because Jamestown's political leaders had been at odds, many doubted that they could work together on the city's problems.

An outside-in strategy: Getting the community engaged

The SPPC decided that a traditional, top-down approach would be fruitless given the city's political gridlock. Instead, it decided to use an outside-in strategy: It would engage large numbers of community members, write a strategic plan based on their input, and raise community expectations that the city's leaders would act on the plan.

SPPC members interviewed dozens of key stakeholders, and people were uniformly pleased to be included. The interviews produced a list of eleven key issues, including taxes, jobs, community attitudes, infrastructure, and housing.

Then the commission took the unusual step of inviting a local newspaper to put a reporter onto the SPPC. The commission worked out a ground rule for the reporter's involvement: He would write about the SPPC's work but would not quote members (allowing for candor at meetings). The reporter made the SPPC's work visible to the community.

If you're a subscriber, you already know that you get each new **InFocus** plus access to an electronic database of all reports (including under the previous name, *IQ Reports*) published since 1999, with easy keyword searches to put the information you need at your fingertips when you need it. If you don't yet subscribe, click [here](#) to start benefiting from the **InFocus** subscription today! Or send an e-mail to subscriptions@icma.org or call 202-962-3675.

Engaging the community through media and town forums

The SPPC took another unusual step. Some of its members wrote articles for the newspaper about the eleven strategic issues, including recommendations for each. The residents' responses were overwhelmingly positive. They liked reading about solutions offered by their neighbors and friends.

The SPPC convened a town hall meeting. About 150 people spent the evening learning about and discussing proposed actions. The SPPC used the input to revise the plan again. The commission presented it to the city council and the mayor, and in the fall of 2002, the council adopted it unanimously.

From plan to implementation

The SPPC created action teams for each issue, made up of council members, city staff, and community members. It posted a report card every quarter showing the status of each priority item, with a narrative section describing some of its efforts. The report card appeared in the newspaper, on the city's Web site, and in residents' utility bills.

Results of the strategic plan

SPPC members cite a number of accomplishments, including the following:

- **Jobs and economic development.** The SPPC acquired funds to hire a marketing professional, who helped bring new firms to town. (One firm has hired more than 750 employees.) Median household income rose 32 percent between 2000 and 2008; it went up 24 percent nationally during that period.² Fourteen new homes were built in 2008 at an average cost of \$235,000; only one was built in 2000, and it cost \$50,000.
- **Education.** The SPPC spearheaded the adoption of the Chautauqua Educational Opportunity (CEO) program, providing tuition and mentoring to promising high school students who were not considering college. The program funds an average of ten new students per year.
- **Urban design plan.** The SPPC partnered with the city council and local foundations to develop the Jamestown Urban Design Plan, the guiding framework for the development of downtown. It won a national award and has attracted businesses and tourists.
- **Neighborhood revitalization plan.** Several of the commission's recommendations have been implemented, including development of a trust fund to support affordable housing.

Perhaps most important, many community leaders notice a clear improvement in community attitudes. They cite the increasing number of people who volunteer in community activities, increased involvement in neighborhood development, and the growing number of people who attend events downtown.

Lillian Ney: Portrait of a collaborative leader

Many people played important roles with the SPPC, but none was more important than Lillian Ney. Ney was a member of the commission from 1996 to 2007 and co-chaired it for six of those years. As co-chair she worked closely with SPPC members and community groups to overcome countless hurdles and short-term setbacks as the SPPC started to gain momentum.

“In the end, focusing on the long term and achieving the goal is the only way to get it done,” she says. “I try to help people think of the end product. Doing that helps us stop worrying about the petty things that arise.”

Ney experienced more than her share of childish, petty behavior. She has learned to “let it go,” and her model has helped her colleagues do the same.

Lillian Ney continually looks for people’s strengths, which is one reason people love working with her.

Leading in a collaborative fashion comes naturally for Ney. (Full disclosure: I’ve consulted with Ney and others on the Jamestown strategic planning effort and have seen her exceptional leadership skills firsthand.) But collaborative leadership is not natural for many. What can we learn from her and others who excel at this art?

The 5 qualities of collaborative leaders

Using David Chrislip’s definition of a collaborative leader—someone who leads “as a peer, rather than as a superior”³—think of someone you have worked with whom you regard as an effective collaborative leader. These leaders can excite a group to achieve a shared goal through influence, not hierarchical direction. These are also people who are moved to fulfill larger societal needs, not for their career interests but because of their values and passion.

When I reflect on the collaborative leaders such as Lillian Ney, whom I’ve studied since the mid-1990s, there are five qualities that appear consistently.

Feel driven to achieve the goal through collaboration

One impressive quality about Ney is her ability to work well with huge egos. As her long-time associate Len Faulk puts it, “She has a decent sized ego, but it never gets in the way. On the contrary, she never puts herself in a superior position to others at the table, even if she’s the chair or president of the group.” Ney does not enjoy working with egotistical people; rather, she finds ways to keep such behavior from sapping her energy and optimism. She always looks for others’ strengths and positive contributions. As one of her associates puts it, “Lil’s amazingly good at complementing others. And people love working with her.”

Each of the collaborative leaders I have followed shares this first quality. They are passionate about achieving a goal and have no need to get the credit. This combination is also a winning one in the corporate world. Jim Collins found the same trait in his study of top business leaders. In his book *Good to Great*, he describes what he calls “level 5 leaders,” successful leaders who are a “study in duality: modest and willful, humble and fearless.”⁴ Collins found an “unwavering resolve” to achieve results, combined with a compelling modesty.

Listen carefully to understand others’ perspectives

When my daughter, Becca, was about eight, she returned home from school one day upset. I was surprised because she loved school and usually did very well.

“Daddy, why don’t teachers listen to kids?” she demanded, tears starting to roll down her cheeks. “I was ready for class today, and every time Mrs. Brown asked a question, I knew the answer and raised my hand. But she never called on me! She called on all the kids around me, but she just ignored me all day!”

Becca was not asking a theoretical question about teachers and their listening skills. She had a specific question: Why didn’t her teacher listen to her today?

It takes time, attention, and a real desire to get past someone’s immediate words and listen for the message. If I had not had been listening carefully, I might have lectured Becca on the questionable listening skills of some teachers. She did not state what was on her mind at first—and my job was to decode the message, dig underneath the words, and look for the real meaning.

The skill of listening for the meaning under words is powerful, but often difficult to use. It’s powerful because it allows us to get into another person’s head and see the world through her eyes. In collaborative settings, this understanding is critical to finding common ground. This understanding is difficult to achieve because it requires a genuine interest in learning why others see things differently from us.

Careful listening can slow down a group process (at least at the beginning), so it runs the risk of frustrating some members who want to “get on with it.” Some people on the Jamestown SPPC grew impatient as the group conducted dozens of community interviews, held a community forum, used the input to revise its first plan, and sought additional reactions. But Ney understood the power of careful

Top 5 qualities of collaborative leaders

Collaborative leaders:

1. Feel driven to achieve the goal through collaboration, with a measured ego
2. Listen carefully to understand others’ perspectives
3. Look for win-win solutions to meet shared interests
4. Use pull more than push
5. Think strategically; connect the project to a larger purpose.

Listening to foster collaboration

Randall Reid, county manager in Alachua County, Florida, is passionate about collaboration. He sees it as a key skill set for building sustainable organizations and sustainable communities. For instance, the county's planning ordinance requires developers to meet with and listen to neighbors of a planned development before the plan is presented to the county. "It's important to flesh out possible issues early to create ongoing community conversations, and to do so at beginning of development," Reid says. "That takes patience, but it can create trust and the potential for community building."

Reid also structures active listening inside the organization. Departments are clustered into four functional groups: community services, community planning, financial planning, and support services (see Appendix). Each group is led by a department head, and the leadership rotates over time. The goal is to foster collaboration within and across the groups. Reid's senior-staff meeting agendas are organized by functional groups, not by agency. He notes, "Rotation of functional group leaders has built a depth of capable managers with familiarity beyond their own departments. I evaluate them based on their performance in that role as well as their agency directorship."

When functional groups plan to meet, an invitation and agenda are sent to external groups that may have an interest in the meeting. It can come at a cost—some attendees may make statements that seem more focused on scoring political points than on the group's agenda—but on balance Reid finds it works well. "The openness builds trust. I try to get people to work on a higher plane," he says—and that requires careful listening.

listening. The more the SPPC listened to the community, the more likely the community was to respond to the SPPC's plan.

Look for win-win solutions to meet shared interests

In polarized political life, it sometimes seems impossible to identify shared interests. But when we back away from the passions of the moment, it doesn't take an Einstein to identify shared interests, even in the most passionate of arguments. Take abortion: People on the pro-life and the pro-choice sides will never agree on the morality of abortion, but many of the most ardent foes on this issue agree on the need to reduce the number of unwanted pregnancies.

There is nothing new about the concept of seeking win-win solutions. An important question is this: Given that most of us understand the win-win concept, why do we often forget to use it? Why do we get caught in win-lose arguments?

One answer has to do with our socialization and mental wiring. Most Americans are raised in individualistic environments. Children learn to do their own work at

Finding a Major League win-win solution

Clearwater, Florida, has been the spring training site for the Philadelphia Phillies for more than six decades. A few years ago the Phillies told Clearwater leaders that they wanted to work with the city to explore new ballpark options, as the existing one was outdated and was cost prohibitive to renovate.

How do you get public support to subsidize a private baseball team's expansion when that team plays in your area only two months per year? City leaders worked with the county, the state, elected officials, and others to create an economic development package for the ballpark. Their strategy was to make the new facility a community resource. They opened it for high school graduations, local sports leagues, celebrations for veterans and other community groups, fundraisers for nonprofit causes, Fourth of July fireworks, and so forth. The strategy captured the community's attention.

Five years later, the city opened a new park for the Phillies (and for the community). The team contributed a good deal of the project's cost of \$34 million; the city's share was \$5.7 million. The city owns the facility. And everybody "won."

school (although there is a growing movement toward group projects in schools); the great majority of employees are still evaluated on their individual contributions; and many organizations maintain competitive cultures where it is not in one's interest to share ideas or information.

Another barrier to win-win thinking is that some issues become politicized and individuals become reluctant to seek common ground. In Jamestown, some of the city's elected officials who were not in Ney's political party were reluctant to work closely with her at times, wondering if she would use her success to run for mayor. Ney understood this perceived threat. She met with the officials and made it clear that she had no interest in the mayor's position. Because of her reputation for integrity, they believed her and got past the political rivalry.

Perhaps the most powerful barrier to win-win thinking is a mindset based on zero-sum, win-lose thinking: Your good fortune comes at my expense. This assumption is sometimes based on reality. If the government has a certain amount of homeland security training money for state and local governments, another locality's successful grant proposal means that less money is available for your jurisdiction. But even funding can be seen in a win-win fashion. Next time you decide to spend limited training dollars for one of your units, ask yourself: Could another one of our departments benefit from the same training? Could a unit from a neighboring locality be invited to the training? Reaching out in this manner will likely result in other organizations reciprocating.

Use pull more than push

When our son, Josh, left for college in 2004, my wife Jackie asked him to call once per week. “Call on Friday evenings,” she suggested. “We’re usually home then.”

The first weekend came and went, and there was no call. The same thing happened the next weekend. Our daughter Becca was home from college the following weekend and asked us why we looked down. I explained the situation.

Becca explained: “First of all, Josh left home for a good reason; he wanted to get away! Second, you know he doesn’t like talking on the phone. And third, you want him to call you on *Friday nights*?”

“You’re absolutely right,” I responded. “What do you suggest?”

“It’s simple,” she replied. “You have to learn to IM.”

She was talking about instant messaging, an online chat program that Josh liked using. Becca showed us how to get on IM. Josh was online, and I sent him a note telling him how we were doing and asking how school was going.

Josh’s response was, “Hey Dad, what’s up?” I considered it a great success.

We had been using push to get Josh to stay in touch. *Push* is direct, sometimes forceful, using the power of formal authority. It has its place in management. But collaboration is usually the rule among peers, and peers rarely have formal authority over each other.

In contrast, *pull* taps an inner need or motivation. It connects with something that the person already wants to do. (Josh loves IM.) In the martial arts, push is like karate—applying force to an object. Pull is like aikido—channeling the other’s energy to your advantage.

When Jamestown’s SPPC leaders decided to use an outside-in strategy, they were using pull. They could have used push by developing a strategic plan and presenting it directly to the mayor and city council, but they chose to include hundreds of residents in the effort. That involvement created a pull with the city’s political leaders; there was now a constituency for the project, which made it attractive for political leaders to work together.

Differences between pull and push

Push is about:

- Talking
- Telling, explaining
- Meeting my needs
- Getting you to do what I want
- Compliance

Pull is about:

- Listening
- Asking, inquiring
- Trying to meet all of our needs
- Creating conditions in which you and I want the same thing
- Commitment

Collaborative leaders can use pull to engage people in a variety of ways:

- Show personal enthusiasm and commitment for the initiative
- Give others control, autonomy, and lots of input
- Describe the desired outcome and ask the group to craft the best strategy for achieving it
- Tap the strengths of each team member
- Show how the project touches a core organizational or personal value.

When people feel free to act, the result is usually commitment, not passive compliance.

Think strategically; connect the project to a larger purpose

Helmuth von Moltke was a nineteenth-century Prussian field marshal who was one of the leading strategic thinkers of his era. He believed in the importance of strategic plans, but he also knew that any plan must be revised because conditions inevitably change. He believed that “no plan survives contact with the enemy.” More important than a strategic plan, he said, is the ability to think strategically.

Effective collaborative leaders think strategically, which requires the ability to think several moves in advance. They play chess, not checkers. Armed with von Moltke’s insights, effective collaborative leaders realize that projects take on a life of their own, and the leader needs to both anticipate and respond quickly to change.

Effective collaborative leaders demonstrate the connections between the team’s project and a larger purpose.

Timing is another important aspect of strategic thinking. One of Ney’s colleagues notes that she “has a great sense of group process. She knows what has to happen and who is needed to make it happen. She senses when a group needs to speed up or slow down, when to hold a retreat, when to talk with someone individually outside the group.”

Effective collaborative leaders tend to excel at showing people line of sight—they demonstrate the connections between the team’s project and a larger purpose.

Collaborative leadership in hierarchical settings

The five characteristics of collaborative leaders are not only about peer leadership. They can be equally effective in most hierarchical positions. A *Harvard Business Review* study analyzed 360-degree reviews of 11,000 business leaders to learn what led to poor performance in the corporate world.⁵ These reviews included survey responses from the leaders’ peers, direct reports, and supervisors. For the leaders

Turning conflict into collaboration

As city manager of Grand Haven, Michigan, Ryan Cotton used to get complaints about skateboarders. Downtown shoppers worried about safety, and local business leaders complained that the skaters were disruptive. The city banned skateboarding on downtown sidewalks from Memorial Day to Labor Day. This resulted in protests from the skateboarders, who announced that they would lead a protest march downtown. Some city leaders wanted to take harsh action against any marchers.

Cotton and the mayor (who knew some of the skateboarders) sought a more collaborative response. He suggested that the city treat the skateboarders like any group interested in a march: Call it a parade, give them a permit, provide police protection, and make it legitimate. The council agreed and allowed the parade. Over time, the adversarial relationship became collaborative. Some of the skateboarders worked with city leaders to plan a large skateboarding arena. They promoted it around town to gain support. Assistant city manager Carrie Larks successfully applied for a grant to build a skateboarding arena under then-city manager Pat McGinnis, and in 2006 a new \$250,000 arena opened.

The park is successful: Skateboarders are not a menace on downtown streets, complaints ended, and there have been no lawsuits or safety problems at the arena. The young people's involvement in the project paid other dividends. The risk management agency initially required a \$5,000 annual insurance payment for the arena. When the company saw the skateboarders taking ownership for the arena, the payment was reduced to \$3,000, and in 2010 the company stopped charging the additional premium.

Cotton displayed collaborative leadership elements. He focused on the goal, not on ego; he listened to what the skateboarders actually wanted (not a protest, but a place to skate); he creatively sought a win-win solution; he pulled skateboarders into a solution focus by legitimizing their protest and suggesting a nice space for their hobby; and he thought strategically, anticipating future events and preparing alternatives.

regarded as least effective, one of the top five weaknesses was their lack of collaboration.

The poorly rated leaders' top ten weaknesses were as follows:

1. Lack energy and enthusiasm
2. Accept their own mediocre performance
3. Lack clear vision and direction
4. Have poor judgment
5. Do not collaborate

6. Do not walk the walk
7. Resist new ideas
8. Do not learn from mistakes
9. Lack interpersonal skills
10. Fail to develop others.⁶

James Svava came to similar conclusions in his study of mayors in both council-manager and mayor-council cities. He cites consistent survey data showing that mayors who provide a sense of direction and use what Svava calls *facilitative leadership* are more effective and get better results than those who do not function this way.⁷ Facilitative leaders “listen, ask questions, direct group process, coach, teach, build consensus, share in goal setting, share in decision making, [and] empower others to get things done.”⁸

No one personality type is effective for collaborative leaders. Some are outgoing and light up the room when they enter, while others are so introverted and modest that you would never guess that they are exceptional leaders. Yet most share the five characteristics I have presented. Unlike the heroic, individualistic leadership model of a General Patton or Lee Iacocca—a model that has long intrigued Americans—collaborative leadership relies on skills that can be learned. These collaborative leadership skills are critical for addressing the complex problems of an increasingly networked world.

Issues with collaborative leadership

The following is a list of common questions about and practical issues involved in collaborative leadership.

What situations do not call for collaborative leadership?

Ryan Cotton, village manager of Spring Lake, Michigan, notes several situations that do not lend themselves to collaboration: crises, “extreme political direction” (when elected leaders expect you to get something done immediately), and sensitive personnel issues (e.g., ethical lapses). Bill Horne, city manager of Clearwater, Florida, adds that a hierarchical style can be more effective in highly structured organizational cultures.

How do I practice being a collaborative leader? Most of my models have used a hierarchical style.

If collaboration doesn’t come naturally, consider the following:

- **Find someone who demonstrates effective collaborative leadership.** It doesn’t need to be at work. Do you see this kind of leadership practiced in a congregation or civic club? Once you find a good model, take note of the person’s behaviors.

- **Practice some of the collaboration skills**, such as consensus building, influencing, asking questions, and coaching. These skills will help you in a variety of situations, even if you are not a natural collaborator.
- **Re-conceive your role.** Ryan Cotton notes that he began practicing a collaborative leadership style after realizing that he had been focused on managing for most of his career. As he puts it, “Nobody likes being managed, in my experience, but everyone likes it when someone is coordinating; knowing who’s doing what, when, where.” Cotton finds that he is more effective thinking of himself primarily as a coordinator, not a manager.
- **Think about the design and conduct of your meetings.** If your team meets around a rectangular table, do not always sit at the head. Better yet, use a round table and rotate the role of meeting convener. In Alachua County, Florida, county manager Randall Reid has supported facilitation training of more than 40 employees (and a number of citizens), creating a cadre of people capable of convening a variety of organizational and community conversations.
- **Think about the legacy you want to leave.** You can be effective in the short run using a hierarchical leadership style, in terms of getting things done. But you are not preparing the employees to collaborate, nor are you helping employees learn to use their own judgment and take appropriate risks. Nor are you building the kind of sustainable organization that Randall Reid and his colleagues seek. To leave an enduring legacy for a networked environment, you need to foster a collaborative culture. Try starting with an executive coach to give you support and feedback.

Some people (mis)interpret this leadership style as being weak, soft, or indecisive.

How do I address such perceptions?

James Svvara’s book on facilitative mayors reinforces this challenge. He believes that “an approach to leadership that stresses collaboration and shared vision will probably always be outside the conventional views of what leadership means in the United States.”⁹

However, we should learn from the examples of people like Bill Horne. The Clearwater City Charter vests authority to hire all city employees in the city manager, but Horne prefers to make decisions collaboratively. In selecting a new police chief, he created a staff team with union representatives, the human resources director, and a representative from the county’s police standards organization. Horne reduced a large applicant pool to eleven candidates, and the team interviewed each of them. He used their input to reduce the field to four.

Next the city conducted a public forum, where more than one hundred people came to ask the finalists questions. The city council held personal interviews with the final

four. Horne used all of this feedback and reduced the pool to two. Then he went to their home communities and met with those who knew them well.

When Horne announced his choice, it was very well received. Everyone had input and all felt heard. He gave up no power, and nobody criticized him for being indecisive. If anything, he gained support and influence. Looking back on the experience, Horne says, “If you have trusting relationships with the elected officials, this style works out fine.”

Looking ahead: Millennials and collaborative leadership

If the shift to collaborative leadership still seems like too much of a leap, consider another option. Rather than making many changes in your own style, make just one: Actively look for ways to empower others who naturally collaborate, and support them.

One place to start is with the cohort born between 1980 and 2000, often called the millennial generation. “While the government is still buying Rolodexes, the younger generations have 600 friends on Facebook and 250 professional colleagues on LinkedIn,” says Steve Ressler, a cofounder of the Young Government Leaders network. “We are used to working horizontally, are not afraid of authority, and want our ideas heard.”¹⁰

Studies of this emerging generation come to the same conclusions: Millennials are generally comfortable with technology, they adapt well to change, they love working in groups, and information sharing is their default mode.¹¹ (Their only question is why their elders have so much trouble with it.) Further, they are passionate about making a difference in the world.

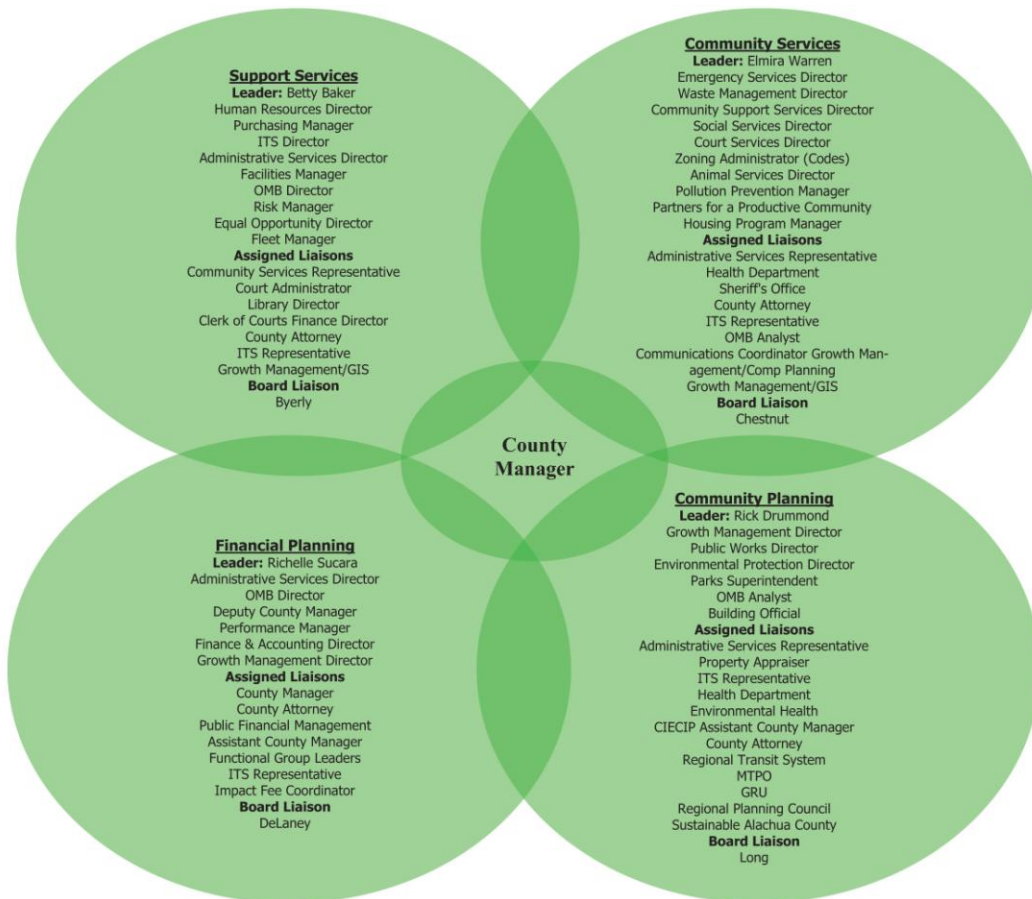
There are some issues with this generation—for one, they expect far more supervision than many want to offer. But offering millennials appropriate positions of leadership will allow them to transform our organizations, because collaboration is what they do best. Local governments should seize this opportunity.

Notes

1. U.S. Census Bureau, “Jamestown city, New York QuickLinks,” <http://quickfacts.census.gov/qfd/states/36/36382641k.html> (accessed May 25, 2010); City-Data.com, “Jamestown, New York,” city-data.com/city/Jamestown-New-York.html (accessed May 25, 2010).
2. U.S. Census Bureau, “Jamestown city, New York QuickLinks.”
3. David Chrislip, “The New Civic Leadership,” in Barbara Kellerman and Lorraine R. Matusak, eds., *Cutting Edge Leadership 2000*, 23 (College Park, Md.: James McGregor Burns Academy of Leadership, 2000).

4. Jim Collins, *Good to Great: Why Some Companies Make the Leap and Others Don't*, 22 (New York: HarperCollins, 2001).
5. Jack Zenger and Joseph Folkman, "Ten Fatal Flaws That Derail Leaders," *Harvard Business Review* June 2009, <http://hbdm.harvardbusiness.org/email/archive/dailystat.php?date=060409> (accessed May 10, 2010).
6. Ibid.
7. James Svava, *The Facilitative Leader in City Hall: Reexamining the Scope and Contributions* (Boca Raton, Fla.: CRC Press, 2008).
8. Ibid., 10.
9. Ibid., 373.
10. Frank DiGiammarino and Lena Trudeau, "Virtual networks: An opportunity for government," *The Public Manager* Spring 2008: 6.
11. Ron Zemke, Claire Raines, and Bob Filipczak, *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace* (New York: AMACOM, 2000).

Appendix Alachua County, Florida, functional group structure



Source: Reprinted with permission from Randall Reid, county manager, Alachua County, Florida.

Portions of this report appear in Russ Linden's book *Leading across Boundaries: Creating Collaborative Agencies in a Networked World*. For more information or to purchase this book, please visit wiley.com/WileyCDA/WileyTitle/productCd-0470396776.html.

VOLUME 42/NUMBER 3, ITEM NO. E-43634

Recent Reports

- No. 2, 2010 Build a Successful Volunteer Program to Drive Growth and Recovery
- No. 1, 2010 Promote Economic Development with Public-Private Partnerships
- No. 6, 2009 Operations Planning for Improved Performance in a Tough Economy
- No. 5, 2009 Creating a Multidimensional Talent Strategy to Avert Brain Drain and Other Future Disasters
- No. 4, 2009 Community Building: How to Do It, Why It Matters
- No. 3, 2009 Green Buildings: Selecting the Right Building Assessment System for Your Jurisdiction
- No. 2, 2009 Emergency Management Grant Administration for Local Government

Publishing and Information Resources

Ann I. Mahoney, *Director*
Jessica Kemp, *Acquisitions Editor*
Valerie Hepler, *Production Director*
Paula Dohnal, *Production Editor*
Charlie Mountain, *Graphic Designer*

Author Contact Information

Russ Linden
609 E. Market St., Suite 206
Charlottesville, VA 22902
ruslinden@earthlink.net

InFocus (ISSN: 0047-5262) is published by ICMA, 777 North Capitol St., NE, Suite 500, Washington, DC, 20002-4201. Copyright © 2010 by the International City/County Management Association. No part of this report may be reproduced without permission of the copyright owner. The opinions expressed in this report are those of the author and do not necessarily reflect the views of ICMA.

These reports are intended to provide timely information on subjects of practical interest to local government administrators, department heads, budget and research analysts, administrative assistants, and others responsible for and concerned with operational aspects of local government.

InFocus (formerly *IQ Reports*) is available as single copies or by subscription. **InFocus** annual subscriptions (six bimonthly issues) are \$119 (members) and \$149 (nonmembers). Single-copy online issues are \$19.95 (members) and \$24.95 (nonmembers). Some issues prior to 2007 are available in print, at \$21.95 (members) and \$26.95 (nonmembers).

To order, call toll free 1-800-745-8780, or 770-442-8631 ext. 377 if calling from outside the United States. Recent **InFocus** issues can be purchased and downloaded from the ICMA Bookstore at bookstore.icma.org.