



**Cal-ICMA**  
California Consortium

LOCAL  
GOVERNMENTS  
PREPARING  
THE NEXT  
GENERATION:  
SUCCESSFUL  
CASE STUDIES



**CITY HALL**

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# INTRODUCTION

KEN PULSKAMP

City Manager, City of Santa Clarita



The prospect of there being a shortage of local government professionals who are ready to take over leadership roles for retiring managers is a very real and significant issue for the local government profession. This is an issue that is also widespread, as it is estimated that half of the 20.6 million government workers in this country are forty-five years of age or older (Nelson A. Rockefeller Institute of Government). This fact has been the beating drum of alarm communicated to local governments all over the country and influenced the formation of the Preparing the Next Generation (PNG) initiative. Since its formation in 2001 and through the dedicated leadership of Frank Benest, the PNG initiative has developed valuable resources for current managers to prepare, develop, and motivate the next generation of government workers.

Many local governments have taken the initiative in addressing this issue by implementing programs designed to empower young and mid-career professionals to take on bigger and better roles in their organizations and beyond. Additional goals are to attract qualified individuals and increase diversity in the local government profession. These programs include mentoring, succession planning, and leadership development.

“Local Governments Preparing the Next Generation: Successful Case Studies” was assembled for the purpose of showcasing all the hard work being done by cities to help attract and prepare the next generation of local government professionals. The guidebook highlights programs being used by local governments who believe it is their responsibility to mentor young and mid-career professionals. It is our goal for this guidebook to be used as a resource for cities to use when inspiring their own programs designed to prepare the next generation.

A career in local government can be very rewarding and is certainly an honorable career path. I find it very unfortunate that government work is often mislabeled as being bureaucratic, second-rate work that does not attract the best and brightest employees. For this reason, it is crucial that we strive to correct this fallacy by enhancing the development and attraction of talented employees.

I would like to take the opportunity to thank those organizations that helped to underwrite the production of this document, including the Cal-ICMA Coaching Program, California Contract Cities Association, Municipal Information Systems Association of Southern California, City of Palo Alto, City of Huntington Beach, and the City of Santa Clarita.

Also, a special thanks to the local governments that contributed to the development of this book. These local governments are to be commended for pioneering programs that address the growth and development of their employees and for showing true care for the future of the local government profession.

# A DEMOGRAPHIC TSUNAMI

FRANK BENEST

City Manager, City of Palo Alto

Co-Chair of the Preparing the Next Generation Committee



Local governments are braced to address a demographic tsunami of Baby-Boomer retirements. The largest “talent replacement gaps” are at the senior management, administrative, and key professional levels. How local governments respond to the demographic challenge will determine the quality of public service for decades to come.

This crisis is not unique to the public service sector. The whole U.S. economy is now confronting this wave of retirements, as eighty million Baby-Boomers (born between 1946-1964) have begun to leave full-time paid employment with only fifty million Generation X'ers (born between 1965-1977) ready to replace them. However, this demographic challenge is more severe for government since there is a greater proportion of Baby Boomers in the public sector than in the private sector. Growing up in the JFK era, Baby Boomers perceived government service as an honorable calling and joined local government and other public service organizations in great numbers. The Government Accountability Office (GAO) of Congress now estimates that 53 percent of all government workers at federal, state, and local levels are eligible to retire in the next three to five years.

The biggest issue is talent development. To what extent are mid-career Generation X professionals ready and willing to fill the vacant leadership slots? If the smaller numbers of Gen X'ers have not been sufficiently prepared and tested for leadership tasks in local government, how do local governments quickly accelerate their growth and development in very concrete and practical ways? In addition to providing technical skills, how do local government organizations help promote the development of people skills that are central to the leadership function? Finally, how do agencies capture the explicit as well as tacit institutional knowledge of long-time professionals as they retire?

## TEN LESSONS LEARNED

For local government to effectively respond to the wave of Baby-Boomer retirements at all levels, especially in managerial and professional ranks, public agencies must “grow their own leaders” and design and implement succession planning programs. In evaluating our leadership development and succession planning efforts to date in local government, we have identified a number of lessons learned:

### 1. Support from the Top

Leadership development and succession planning programs may be managed by HR Departments but must be “owned” and promoted by the chief executive and the executive team of department directors. Otherwise, there will be insufficient attention and resources committed to these efforts given all the other demands on the organization.

# A DEMOGRAPHIC TSUNAMI, CONTINUED

## **2. Reconceptualize Roles of Managers**

Supervisors and managers in local government see their primary roles as “getting out the work” and overseeing others in their units. To be successful in developing a new generation of leaders, we need to reconceptualize the roles of managers so they see talent development as a primary function.

## **3. Align All Systems**

Developing talent, especially leadership talent, will not happen if all organizational systems (strategic planning, training, performance evaluation, compensation) are not aligned to achieve this goal. For example, an agency's strategic plan and its priority goals must include leadership development and succession planning or no one will focus on it. Managers must be trained to provide developmental support and guidance to high potential employees. They must also be evaluated and compensated according to the degree they successfully perform this talent development function. All organizational systems must be aligned.

## **4. Differentiate Between Leadership and Management Skills**

Development programs must differentiate between management and leadership. Management is based on one's formal or positional authority in the organization. Management authority can only force a minimally acceptable level of performance by subordinates. Management skills are beneficial for solving technical problems.

Leadership, on the other hand, is based not on positional authority but rather one's interpersonal, moral, and even spiritual attributes. It is only a leadership situation when followers can choose not to follow a leader. Leadership is required when it is an “adaptive task” involving change, learning new ways of thinking and acting, and commitment. Leadership is all about the soft skills that are needed to achieve hard results.

## **5. Identify Leadership Competencies**

Successful leadership development programs first identify competencies needed by organizational leaders and then build learning and growth experiences around those competencies. Some of these competencies may be “global” skills that all leaders require regardless of their organizations. Others may be particular leadership competencies required by one's unique situation or organization.

For instance, the Center for Public Leadership affiliated with Harvard's Kennedy School of Government recently identified the following seven leadership competencies for the public sector:

1. Catalytic: identifying, analyzing, and judging complex collective challenges and opportunities, and mobilizing others to remain focused on addressing them.
2. Contextual: knowing the cultural, historical, institutional, intellectual, and policy context in which one operates.
3. Interpersonal: modulating one's behavior in order to interact effectively in a variety of settings.

4. Leadership Theory: understanding the fundamental leadership concepts, constructs, and research findings.
5. Organizational: planning, organizing, coordinating, and executing collective action.
6. Personal: being self-aware, that is, able to reflect on one's thinking, feeling, and behavior; knowing one's strengths and weaknesses, predilections, dominant tendencies, and values.
7. Social Systems: analyzing dynamic social and political systems.

The City of Anaheim conducted a systemic effort to identify leadership competencies for different roles in the organization and then developed its Leadership Academy curriculum and other related programs around the competencies. For example, successful supervisors build trust and credibility, coach and mentor others, and serve as role models. Effective managers exert influence in group settings and serve as good facilitators and negotiators in team settings. Citywide leaders are change agents with a global perspective who exercise a longer-term vision in managing change. In short, people at different levels of the organization have different roles that require different competencies and behaviors.

## **6. Go Beyond Training**

Talent development used to be conceived as classroom training. Classroom training is indeed needed to provide concepts and the theoretical framework for leadership and management tasks. However, talent development can only succeed if high-potential aspiring leaders are engaged in a series of challenging work experiences coupled with candid performance feedback.

It is only through experience that real stretching, growth, and learning occurs.

## **7. Place Responsibility for Self-Development on Employee**

Obviously, the organization must analyze workforce trends, recognize the need to grow its leaders, plan for succession, and provide growth opportunities, coaching and other resources and support. However, ultimately the responsibility for self-development must be the responsibility of the aspiring manager. Only the employee can commit the required time, energy, reflection, and learning that is needed if one is to grow, develop, and prepare oneself for career advancement.

## **8. Focus Resources on High-Potential Employees But Make The Program Inclusive**

A local government only has limited time and resources to focus on developing aspiring managers. Consequently, senior management is likely to select the organization's "star" performers and other high-potential employees to be included in the "talent pool" and then target its time, attention, and resources on these more obvious potential successors.

However, given our public sector values of fairness, equity, and inclusion, local government should make the development opportunities open to all employees. Often, less obvious potential leaders will self-select and then demonstrate previously hidden talents.

# A DEMOGRAPHIC TSUNAMI, CONTINUED

## **9. Use Outside Resources**

Most local government agencies lack all the resources required for a successful leadership development and succession planning program. Consequently, local governments must actively access statewide resources (e.g., Coaching Program sponsored by Cal-ICMA), develop collaborative leadership development efforts (e.g., the Management Talent Exchange Program sponsored by the City Manager Associations of Santa Clara and San Mateo Counties), or partner with local educational institutions (e.g., Palo Alto's Management Academy uses faculty from Foothill Community College).

## **10. Partner with Governing Boards and Unions**

By sharing articles on the need to prepare the next generation of managers as well as publicizing the results of an agency's workforce analysis, local government executives can raise the consciousness of governing boards regarding the issue of talent development and include leadership development and succession planning as key policy initiatives of the board. Likewise, engaging employees and their union representatives in the issue and creating an inclusive program will help minimize any union opposition.

## **LEARNING FROM EACH OTHER**

The demographic crisis facing our government organizations will only grow as more and more baby-boomers retire. However, as these successful case studies demonstrate, California local governments are at the forefront of recognizing the age wave and addressing the Next Generation challenge. With this casebook, we can share our program experiences and learn from each other.

# TABLE OF CONTENTS

## INTRODUCTIONS

Introduction from Ken Pulskamp .....	1
Introduction from Frank Benest "A Demographic Tsunami" .....	2

## MENTORING AND COACHING

1 City of Fairfield / Mentor Program .....	7
2 City of San Luis Obispo / Mentoring Program .....	9
3 City of Santa Clarita / Mentoring Program .....	15
4 San Mateo County / Mentoring Program .....	21

## EMPLOYEE ATTRACTION AND RETENTION

5 City of Long Beach / Management Assistant Program .....	23
6 City of Brea / Why Brea?.....	29
7 City of Beaumont / Student Government Day .....	31
8 City of Walnut Creek / Employer of Choice .....	35
9 City of Sausalito / Program to Attract and Retain Employees .....	39
10 City of Santa Clarita / Workforce and Organizational Plan .....	49
11 Alameda County / Leadership Academy .....	67

## SUCCESSION PLANNING

12 City of San Bernardino / Management Development Program .....	69
13 City of Thousand Oaks / Succession Planning Program .....	75
14 City of Sacramento / City Management Institute .....	81
15 City of San Luis Obispo / Employment Opportunity Program .....	83
16 City of Daly City / Workforce Management Program .....	85
17 City of Santa Ana / Succession Plan Pilot Program .....	87
18 City of Palo Alto / Strengthening the Bench Initiative .....	89

## LEADERSHIP AND WORKFORCE DEVELOPMENT

19 City of Sacramento / City University .....	107
20 City of Sacramento / Career Development .....	125
21 City of Anaheim / Leadership Development Programs .....	131
22 City of Elk Grove / Executive Development Review .....	133
23 City of Huntington Beach / Leadership Development Program .....	135
24 City of Roseville / Workforce Development Strategy.....	137
25 City of Covina / Emerging Leadership Team.....	141
26 City of Santa Rosa / Leadership Program .....	147
27 City of La Palma / Leadership Book Club .....	149
28 City of Santa Clara / Leadership in the 21st Century.....	151

## PROGRAM DESCRIPTION

**The City has a Management Committee comprised of managers from all City Departments and a few Department Heads. The Committee coordinates leadership development and succession planning programs. Since 2002, the City of Fairfield has developed programs to prepare the “next generation” of employees to take the place of those retiring and leaving the workforce.**

In 2005, the City of Fairfield initiated a Mentor Program.

In October 2005, the Management Committee coordinated a kick-off meeting targeted to managers to “Help Develop the City's Mentoring/Coaching Program.”

The meeting was held off-site and facilitated by Don Maruska, Director of the Cal-ICMA Coaching Program. Goals included: preparing the next generation; building linkages with colleagues across the organization; targeting key talent needs for the City; learning best practices; sampling effective mentoring and coaching approaches; and enjoying the camaraderie of a great team!

At the direction of Kevin O'Rourke, City Manager, Departments put together responses in November 2005 on: (1) what Departments do currently to prepare the next generation and/or offer coaching

and mentoring opportunities; (2) cross-training/teams/projects; (3) what we want or need to grow employees; and, (4) how we can start an effective Mentor Program. (The Management Committee was responsible for implementing item four.)

Executive Managers made a commitment to allow time for Managers to provide mentoring or to be mentored. The philosophy was that mentoring is the responsibility of all Managers who wish to participate, and that all levels of Managers needed to learn how to develop others. The City was (and still is) hiring many new employees. The program is for new and newly promoted employees, as well as longer-term employees interested in participating and moving up.

In December 2005, the City held a training program for Managers volunteering to become Mentors.

The Management Committee developed:

- Mentoring Guidelines
- Agreement Form
- Sample Program Plan
- Brochure containing Mentor bio and contact information

On March 2, 2006, Kevin O'Rourke invited new employees to an informational meeting on the Mentor Program. Employees from across City Departments attended. Highlights of the March 2 meeting included:

- Welcome
- Explanation of the Mentor Program
- Sharing Stories and Experiences
- Next Steps

On June 8, 2006, the City held a Mentoring Program Meeting for new and newly promoted employees, as well as all employees interested in preparing for higher-level positions.

# MENTORING AND COACHING

## City of Fairfield Mentoring Program

### JURISDICTION INFORMATION

*Population: 105,601*

*Total Full-Time Employees: 591*

*Total Operating Budget: \$298 million*

1

We sent a follow-up message to all employees offering resources to those who were interested, but could not attend. We also provided contact phone numbers and the names of Management Committee members in their department.

### PROGRAM SUCCESSES

About two-dozen Managers and Executives volunteered to serve as Mentors and to participate in Mentor training held in December 2005.

Managers from all City Departments participated in the Management Committee that designed the Mentor Program. These Managers also take an active role in citywide presentations and meetings about the Mentor Program.

### LESSONS LEARNED

Support from the top is important! City Manager Kevin O'Rourke promotes the program and sends lots of kudos to our committee.

Although Fairfield started out with a "formal" program, with Mentoring Guidelines and an Agreement, we support the numerous "informal" mentoring relationships that have developed within the organization.

Publicize the program in a variety of ways. We have written articles for the City's Employee Newsletter and have posted events on the e-bulletin board.

Encourage employees to seek Mentors from a variety of sources. While a Mentor within the employee's department is helpful, sometimes it works better for employees to have a Mentor in a different City department, or in an external professional organization.

Challenges include tracking and getting feedback on the level of participation. Next steps include: targeted outreach to individual City employees; adding as part of the new employee orientation program; and, encouraging employees to share stories about their Mentor experiences since the program began.

### TOTAL PROGRAM BUDGET

Preparing Next Generation activities are included within the existing City budget. All City departments share in the costs.

#### PROGRAM'S LEAD CONTACT

Barbara Dillon, *Director of Human Resources*

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bdillon@ci.fairfield.ca.us

## PROGRAM DESCRIPTION

**The City of San Luis Obispo, through its Organizational Vitality Program, has identified ten key values that employees hold as essential to an effective and successful organization. In support of those values, the city has initiated a number of new programs and activities. The Mentoring Program is one of them and supports the following values:**

- Employee Development and Recognition
- Leadership and Support
- Initiative and Accountability

The Mentoring Program is designed to enable an employee to learn new skills, to become exposed to different career options, to learn to operate new equipment or technology, and/or to become familiar with the different City operations. In some situations, an employee may be preparing him/herself for future promotional opportunities.

The Mentoring Program is voluntary and may require the supervisor's approval if limited on-duty time is necessary to fulfill the objectives of the individual mentoring plan. Also, the use of equipment or other City resources toward the achievement of the mentoring plan's objectives requires a supervisor's approval.

This program recognizes that for some employees confidentiality will be important to enable them to fully explore the mentor relationship without fear of disclosing their specific career interests or progress in meeting plan objectives. The mentoring relationship, plan specifics, and outcomes are confidential. To the extent that the partners (i.e., the mentor and the participant) in an individual mentoring relationship want to share their experiences, seek outside "consultant" help or use resources from the Human Resources Department, the Human Resources Director or other management employees can provide assistance. The Human Resources Director serves as the program's coordinator and oversees the "mechanics" of the program.

To become involved in the Mentoring Program, employees will need to develop a Mentoring

Program Plan and complete a Mentoring Agreement Form. Prior to the actual plan development, they need to contact the program coordinator and express their preference for two or more mentor choices. Based on this input the program coordinator, with a small volunteer team, will suggest a match. The actual match will be mutually agreed to by the mentor and participant.

An orientation and mentoring training, on City time, will be provided to all participants and mentors and will cover topics such as how to develop an effective mentoring plan and devise an appropriate mentoring agreement, how to develop a positive mentoring relationship, and what resources are available to assist those involved in mentoring.

Employees who decide to become involved in mentoring would have a schedule that looks like this:

# MENTORING AND COACHING

## City of San Luis Obispo Mentoring Program

JURISDICTION INFORMATION *Population: 44,439*

*Total Full-Time Employees: 348*

*Total Operating Budget: \$59.2 million*

2

1. Notify the program coordinator of your interest in pairing up with a mentor and give her two or more prospects as mentors. (You may request someone from a list of potential mentors or suggest someone you would like the program coordinator to ask to serve as your mentor.)
2. Attend the Mentoring Program Orientation and receive training on how to set up a mentoring plan and what resources are available to assist you.
3. As an option, complete the behavioral style interest profiles and submit them to the outside consultant for scoring and interpretation. Your confidential results will be mailed to you directly. You can use the survey indicators to assist you in developing your mentoring plan if you so choose.

4. Meet with your mentor and devise an appropriate mentoring agreement and agree upon a mentoring plan with desired action steps.
5. Meet regularly with your mentor and undertake the activities listed on your action plan.

Upon completion of the objectives and/or the conclusion of the mentoring relationship, contact the program coordinator and complete an evaluation.

In an effort to “keep it simple,” there are only two forms that need to be completed: The Mentoring Program Plan and the Mentoring Agreement Form. They are presented in Exhibit 2 and 3 below. (Exhibit 1 is a guideline for completing the Program Plan.)

The Program Plan remains confidential between the two parties. The Mentoring Agreement Form needs to be forwarded to the program coordinator so that she knows who is involved in the program for follow-up. Once the objectives have been accomplished and/or at the conclusion of the relationship, the program coordinator will ask participants to complete an evaluation form so that the program's effectiveness can be measured. Again, the feedback that the coordinator is seeking is about program design and mechanics (i.e., how well they helped you achieve your objectives). Obviously, the more feedback the program coordinator receives the better so that the Mentoring Program can be refined if needed.

Each goal is recorded on a separate Development Plan sheet. Goals may be professional, educational, or personal. Some

examples include career advancement, expanded knowledge and/or development of personal or technical skills. The

Development Plan is to be completed by the participant. Spaces are provided for:

### EXHIBIT 1. MENTORING PROGRAM PLAN GUIDELINES

<b>NAME:</b>	(yours)
<b>MENTORING GOAL:</b>	In this space write the goal you wish to achieve. Make the statement in terms of the outcome, or end result, rather than the process you will use to get there.
<b>COMPLETION DATE:</b>	Date by which you'd like to have accomplished the goal.
<b>ACTION STEPS:</b>	List detailed, sequential steps for how to achieve this goal.
<b>TARGET DATES:</b>	For each action step, enter a target date for completion of the step. Pencil these dates in your daily planner to help keep on schedule.
<b>RESOURCES DESIRED:</b>	You may need assistance from other than your mentor. List people, places, funds, and any other items you anticipate needing to accomplish each action.
<b>STATUS/PROGRESS</b>	Use this column to prepare for discussion with your mentor and for reinforcing yourself for completing scheduled action steps. Enter comments about the status of each action, progress made since the last review, etc.
<b>COMMENTS:</b>	Add action steps and additional target dates when appropriate.

# MENTORING AND COACHING

## City of San Luis Obispo Mentoring Program

### EXHIBIT 2.

### SAMPLE MENTORING PLAN FORM

2

NAME: _____			
MENTORING GOAL: _____			
COMPLETION DATE: _____			
ACTION STEPS:	TARGET DATES:	RESOURCES DESIRED STATUS/PROGRESS	COMMENTS

**Exhibit 3. MENTORING AGREEMENT FORM**

We are voluntarily entering into a mentoring relationship which we expect to benefit both of us and the City. We want this to be a rich, rewarding experience with most of our time together spent in substantive developmental activities. To minimize the administrative details we have noted these features of our relationship:

- Confidentiality \_\_\_\_\_  
\_\_\_\_\_
- Duration of the relationship (We suggest an initial term of 90 days or less) \_\_\_\_\_  
\_\_\_\_\_
- Frequency of meetings (We suggest at least once a month) \_\_\_\_\_  
\_\_\_\_\_
- Approximate amount of time to be invested by mentor \_\_\_\_\_  
\_\_\_\_\_
- Specific role of the mentor (model, guide, observe and give feedback, recommend developmental activities, facilitate learning, suggest/provide resources, etc.) \_\_\_\_\_  
\_\_\_\_\_
- We have discussed the mentoring experience as a further developmental opportunity and its relationship to the policies and procedures of the City.
- The skill areas to be the focus of the current development period are noted on the individual development plan maintained by the participant.
- We agree to a no-fault conclusion of this relationship if, for any reason, it seems appropriate.
- We understand the mentor program activities are to occur on our own time unless other arrangements have been made with our supervisors' approvals.
- Any use of City equipment requires the approval of the supervisor who is responsible for that equipment.
- We agree to consult with the City's Risk Manager prior to undertaking physical activities that exceed our current job requirements for which we have not had adequate training. We agree to follow all City safety policies and to exercise the utmost care in operating City equipment in pursuit of this agreement.

# MENTORING AND COACHING

## City of San Luis Obispo Mentoring Program

### PROGRAM SUCCESSES

Although we have not formally tracked data relating to this program, the success rate of employees who have participated has been very high. Recently, there has been more interest in the program.

### LESSONS LEARNED

While the Mentoring Program encompasses the basics and is a great resource for both managers and employees, it will be updated in the near future. In addition to this program, there are more informal mentor relationships occurring: including discussions, job shadowing, and cross training.

### TOTAL PROGRAM BUDGET

There are no specific budget allocations to administer this program. However, participants do use staff time, in addition to personal time, to achieve the program's objectives.

### PROGRAM'S LEAD CONTACT

Monica Irons,  
*Director of Human Resources*

(805) 781-7252

[mmoloney@slocity.org](mailto:mmoloney@slocity.org)

## PROGRAM DESCRIPTION

**In 2002, the City of Santa Clarita initiated the development of a Mentoring Program to develop future leaders from within the organization and strengthen the mentoring skills of existing leaders. Several studies have shown that organizational mentoring is a cost effective means of retaining talent and cultivating employees. The Mentoring Program is now five years old and has become very popular among City employees.**

The City of Santa Clarita created a Mentoring Program with the following goals in mind: to provide employees with growth and development opportunities; institutionalize mentoring and support the City's Philosophy and core values; address issues identified in an employee survey that showed desire among employees to engage in mentoring relationships; to invest in our human capital; to identify leaders and potential leaders; to build and deepen leadership capacity; to provide training and resources; and provide a support and recognition network for those seeking growth and development opportunities.

The process to develop the Mentoring Program involved extensive input from the City's executive and senior level management. This input process allowed the Program to receive acceptance and empower a sense

of responsibility among top level management to prepare the City's next generation of rising stars.

Subsequent to the input process from top level management, the following Program scope was developed:

- The Program is managed by a Mentoring Committee which is composed of the City's Executive Team. This includes the City Manager, Assistant City Manager, and four Executive Directors. The Mentoring Committee has the responsibility of providing guidance and advice on the program scope and design, providing acknowledgement and recognition of Mentor/Protégé relationships, and occasionally participates in the program through serving as instructors/trainers. The active participation and support of this Committee

demonstrates the credibility and significance of the Program within the organization.

- The Program is open to all classifications of regular employees (management, non-management, union, etc.).
- The Program is a year-long effort.
- The Program is voluntary and participants need only to present a Request to Participate Form to the Mentoring Committee.
- All participants are required to self-select. This means that the City does not match Mentors and Protégés. Instead, interested participants are required to take the initiative to seek potential Mentors within the organization that best match their own leadership

# MENTORING AND COACHING

## City of Santa Clarita Mentoring Program

### JURISDICTION INFORMATION

*Population: 175,314*

*Total Full-Time Employees: 364*

*Total Operating Budget: \$139,044,919*

3

characteristics. The Mentoring Program does maintain a list of available Mentors should an employee need ideas on who to select.

- Once in the program, a Mentor/Protégé pair can mutually agree upon a development plan for the one-year program. This development plan outlines the purpose of the relationship and the key areas of focus. Creating this plan provides a framework for the relationship and helps with clarity and meaning. This plan is used by the pair to facilitate the relationship and potential activities. Although the plan is not required to be turned in as part of the Program, it is highly encouraged that pairs develop this.

- Mentor/Protégé pairs can decide how often they need to meet. The majority of participants meet at least once a month for an hour.

Mentors are responsible for providing the Protégé with professional or career guidance focusing on long-term development; serving as a channel for communicating the organizational mission and priorities/decisions; discussing development progress and goals; serving as a confidant/advisor; being a role model; and providing opportunities to work on challenging and significant projects either within or out of the Protégé's department/division (in cooperation with and approval of the immediate supervisor).

Once accepted into the Mentoring Program, participants are given the opportunity to participate in a comprehensive training and networking schedule. At the start

of the Program, an introductory training session is provided to help participants (Mentors and Protégés) understand the concept of mentoring and how to make sure that their experience is successful. For this introductory training, the City invests in bringing renowned key note speakers, such as Chip Bell who is the author of the international best seller *Managers as Mentors*.

In addition to the introductory training, the City Manager meets with the Mentors to facilitate a discussion about key values they should be passing on to their Protégés. This is to ensure that Mentors are giving Protégés advice that is consistent with the City's Philosophy and core standards for excellence in municipal operations.

Program participants can also attend two professional development trainings. Some of the trainings have included topics

on business etiquette, leadership, conflict management, successful negotiation, creativity in the workplace, project management, and service excellence.

To help Program participants network and provide continuous feedback to the Mentoring Committee and other Program participants, three focus group meetings are scheduled during the course of the year-long program. These focus group meetings serve as period check-in sessions where participants can share what they are learning, give advice to other participants, and give constructive feedback for the betterment of the Program.

In addition to the focus group meetings, participants can log on to the Mentoring Program web site, which is located on the City's intranet system. This web site allows participants to post information that was helpful to their mentoring relationships and provides additional educational resources that all participants could benefit from. Some of these resources include, tips on how to

select a Mentor, how to be a good Mentor or Protégé, professional development articles, and testimonials from Program participants.

At the end of the Program, the Mentoring Committee organizes a small reception for Program participants. During this reception, participants are recognized by the City Manager for their participation in the Program and are given a Certificate or small token of appreciation to commemorate their experiences in the Program.

### **PROGRAM SUCCESSES**

The City of Santa Clarita Mentoring Program has been embraced and valued by all levels of employees. Since its implementation, mentoring has become more than just a program, it is what we naturally do and value as an organization.

During the first two years of the Program, approximately thirty-five to forty employees participated each year. Last year, 2004-2005 participation increased significantly with sixty-nine

employees participating. The 2005-2006 session just kicked off with ninety-six participants, which represents nearly one-third of the City's regular employees. This growth illustrates the Program's popularity among employees.

The successes of the Program could not have been accomplished without the support of the City's Executive Management Team. The City's Executive Management Team is committed to the success of the Mentoring Program. In addition to their advisory and advocacy roles, the Management Team encourages their staff to participate, allows participants to use work hours for mentoring activities, provides guidance, and serves as role models to others. The City has further demonstrated its commitment to the Program by creating a logo unique to the Santa Clarita Mentoring Program, and branding the Program to employees. Other agencies aware of Santa Clarita's Mentoring Program have sought information and advice on implementing similar Programs in their agencies.

# MENTORING AND COACHING

## City of Santa Clarita Mentoring Program

3

An even stronger indication of the Program's success is the outcome of the end of the Program survey. Participants are given a survey to determine their overall satisfaction with the Program. Here is what the participants had to say:

- Every year, one hundred percent of the participants say that they thought the Mentoring Program was worth their time and they would recommend it to other employees.
- Ninety-one percent of Mentors felt that they understood their roles as mentors and one hundred percent felt that they understood the goals of their protégés and were able to provide honest feedback that helped in their professional development.
- One hundred percent of Protégés felt that they were honest with their Mentors in discussing goals, achievements, and setbacks.

- Ninety-five percent of Mentors said that they were able to learn and grow professionally from their experiences as Mentors.
- One hundred percent of Protégés expressed that the mentoring relationship helped them with their day-to-day work and achieving their goals.
- Over half of the respondents stated that their mentoring relationships would not have developed without the Mentoring Program.

In addition to the consistently positive comments received through the satisfaction survey, of the 249 participants since 2002, over fifty-eight or 23 percent of employees have actually been successful in promoting within the organization to take on higher level or more complex jobs. Ten employees who participated in the Program were able to accept promotions to management positions at other organizations, including three who were promoted to Department Head

positions. Several employees who have participated as Protégés have gained sufficient confidence through the Program to later participate as Mentors, furthering the support network and deepening the leadership capacity in the City of Santa Clarita.

### LESSONS LEARNED

A common sentiment that Mentors have shared is that their mentoring relationships helped give them a different perspective or a better understanding of issues taking place at other levels within the organization or within other Departments. Many Mentors have stated that these discoveries have helped them in their own jobs. Mentors also candidly express that the Program helped them develop a sense of responsibility to lead by example, be good role models, and exemplify the City's core values and philosophy. Mentors have expressed that they have a sense of pride in knowing that they are passing on their wisdom and helping other employees learn.

At first, potential Protégés were skeptical of the Program, thinking it was being implemented as a tool for managers to keep a closer

eye on their employees. However, this “Big Brother” view of the Program was quickly laid to rest once the Program began. Protégés

learned that the Mentors truly had the Protégés' best interests in mind and were helpful in advancing their career goals.

## City of Santa Clarita Mentoring Program Request to Participate

**TO:**           **The Mentoring Committee / Executive Team**

**FROM:**       \_\_\_\_\_ – **Mentor**

                  \_\_\_\_\_ – **Protégé**

**DATE:**       \_\_\_\_\_

Please accept this memo as our request to participate in the Mentoring Program. I, \_\_\_\_\_ have selected \_\_\_\_\_ to be my Mentor in the Mentoring Program because he/she demonstrates leadership characteristics aligned with the City’s Philosophy and exhibits a deep knowledge of the organization, rich experience, technical expertise, proper use of authority, ability to establish ambitious and realistic goals for my professional development, ability to teach desirable skills, deep knowledge of formal and informal business ethics, honesty, and generosity in sharing wisdom, openness to change, ability to provide constructive feedback, and the ability to delegate.

I \_\_\_\_\_ have selected \_\_\_\_\_ to be my Protégé in the Mentoring Program because he/she has high quality work performance potential, motivation in taking on challenges, ability to identify and address development needs, and willingness to accept feedback.

**Attached to this request is the Protégé Development Plan also for your consideration.**

\_\_\_\_\_  
**Mentor**

\_\_\_\_\_  
**Protégé**

# MENTORING AND COACHING

## City of Santa Clarita Mentoring Program

Positive experiences and the subsequent word-of-mouth affect directly resulted in the Mentoring Program's growth every year since

its implementation as more employees wanted to be a part of it.

### TOTAL PROGRAM BUDGET

The City appropriates \$10,000 per fiscal year to implement the Mentoring Program.

3

### City of Santa Clarita Mentoring Program Protégé Development Plan

**Growth & Development Areas:** What are one to three areas that I want to work on over the next year?

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**2. Growth & Development Activities:** What types of activities would be beneficial to assist in developing and growing in those areas?

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**3. Time Commitments:** How much time do we need and agree to spend working on these areas? How often should we meet (should be minimum of once per month)?

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#### PROGRAM'S LEAD CONTACTS

Ken Striplin,  
*Assistant City Manager*

(661) 255-4336

kstriplin@santa-clarita.com

Tina Haddad,  
*Assistant to the City Manager*

(661) 284-1412

thaddad@santa-clarita.com

## PROGRAM DESCRIPTION

**Continue the development and mentoring of the January 2002 CDAC participants and other interested managers through a program conducted by County executive managers.**

### What outcomes would participants expect?

As a result of this program, participants will:

- Understand their individual strengths and areas for improvement.
- Understand the requirements of an executive-level management position.
- Develop and practice leadership and management skills.

### What is the design of the Program?

Participants will attend a training session once a month conducted by a County executive manager on the following topics:

- Leadership Expectations – competencies you need to succeed (County Manager)
- Shared Vision 2010/Community Outreach

and Involvement (County Supervisor)

- Outcome Based Management – Fiscal management for the non-financial manager (Deputy County Manager & Human Resources Director)
- Coaching, Counseling, and Confronting Employees (Health Director & Assistant Human Resources Director)
- Corrective Action (Employee Relations Manager)
- Program/Change Management – Assessing, planning, implementing, monitoring, and evaluating programs (Former Human Resources Director)
- Political Astuteness – Interacting with the Board, County Manager, and others (Human Services Agency Director & Former Human Resources Director)

- Legislative Process – Navigating through the process (Deputy County Manager/Legislative Director)
- Employee/Labor Relations – Establishing positive and successful relationships (AFSCME Associate Director & Assistant Human Resources Director)
- Facilitation – The art of running meetings (Medical Center CEO)
- Laws/Legal – What managers should know (County Counsel)

### PROGRAM SUCCESSES

- Participants have gained knowledge/insight into areas they never would have had the opportunity to if not for this program.
- Participants have promoted after attending the program.

# MENTORING AND COACHING

## San Mateo County / Mentoring Program

### JURISDICTION INFORMATION

*Population: 724,104*

*Total Full-Time Employees: 5,708*

*Total Operating Budget: \$1,645,608,036 billion*

4

- Participants have indicated in their evaluation comments that they will change the way they do things back at the workplace (transfer of learning) because of what they learned in the session.
- The program is both cost effective and embraced by participants because we are using internal subject matter experts who are in leadership positions.
- Participants were able to obtain mentoring from subject matter experts in leadership positions. Normally, they wouldn't have even had the opportunity to benefit from their knowledge, much less receive direct advice/help/mentoring.
- Don't underestimate the demand for such training. We typically have had wait lists.
- Programs need not be complicated, in order to be effective. Easy to administer, yet highly effective based on participant evaluations/feedback.

### TOTAL PROGRAM BUDGET

Training is provided by internal staff members, thus there is no budget associated with implementation of this program.

### LESSONS LEARNED

- Use of internal subject matter experts in leadership positions attracts participants.

#### PROGRAM'S LEAD CONTACT

Teresa Henderson,  
*County Training Manager*

(650) 363-4430

thenderson@co.sanmateo.ca.us

## PROGRAM DESCRIPTION

**Established in 1980, the Management Assistant Program offers an intense and fulfilling one-year apprenticeship in the City of Long Beach, City Manager's Office, to individuals who have earned a Master's Degree in Public Administration, Public Policy, Business Administration or related field.**

**Engaging Rotations.** Learn about the challenges and opportunities of managing a large organization by working in four different departments during your year as a Management Assistant. All participants in the Program will be required to complete rotations in the City Manager's Office and the Department of Financial Management. After that, explore the diverse issues facing local government and gain operational experience by working alongside leaders in departments such as Public Works, Technology Services, Parks, Recreation & Marine, Planning & Building or Health & Human Services.

**Access to Executive Management.** Work alongside highly accomplished career managers and be privy to the highest level of executive decision-making. The expectations and the workload for Management Assistants are very

high, and program participants provide direct support to the organization's top management. Management Assistants attend weekly executive management meetings and take part in high level discussions. In addition, they attend local and regional professional conferences during the year and receive professional development and guidance from a Department Director Mentor.

**High-Priority Projects.** Develop your management skills by taking a leadership role on challenging citywide projects. Management Assistants are considered key members of the City Management Team and are given assignments in critical areas that develop project management, program evaluation, report writing, research, presentation, and analytical skills to prepare them for a successful career in city management.

Management Assistants have worked on projects including:

- **Financial Strategic Planning:** developing solutions to a \$102 million structural deficit and assisting with the development of the City's \$2.2 billion Annual Budget.
- **Project Management:** supporting major evaluation studies in areas such as Fire Services, Code Enforcement, Emergency Dispatch, Fleet Services, Crossing Guards, Permitting, and Custodial Services.
- **Community Outreach:** developing and delivering presentations to City boards, commissions, and neighborhood associations, and researching community support for City services and budget decisions.

# EMPLOYEE ATTRACTION AND RETENTION

## City of Long Beach / Management Assistant Program

### JURISDICTION INFORMATION

*Population: 491,000*

*Total Employees: over 5,500*

*Total Operating Budget: \$2.2 billion*

5

- Legislation: conducting studies of Federal, State, and Local legislation and its impacts on City operations as well as evaluation of best practices.

**Career Advancement.** Jump-start your career in organizational leadership and prepare yourself for the next step. Management Assistants who successfully complete the one-year program are well-prepared to compete for professional positions within the City of Long Beach. Prior Management Assistants have competitively secured employment directly following completion of the Program.

Former Management Assistants hold many positions in the City including Deputy City Manager, Assistant to the City Manager, Manager of Government Affairs, Project Development Manager, Manager of Planning and Conservation, Budget Division

Officer, and Administrative Analyst.

Positions held by former Management Assistants outside the City of Long Beach include: City Manager (Lafayette, CA); City Manager (Grand Chute, WI); City Manager (Santa Paula, CA); Director of Administrative Services (Los Alamitos, CA); and Deputy of Constituent Services for the Democratic National Convention.

**Competitive Salary:** The annual salary for the one-year program is \$46,000. The City has a comprehensive benefit package, which includes vacation accumulated after one year of service; executive leave; personal holiday leave; sick leave; medical, dental, and life insurance for employees and dependents; and membership in the State of California Public Employees' Retirement System (PERS).

**Qualifications:** Applicants must have completed the requirements for a Master's Degree in Public Administration, Public Policy, Business Administration or related field by July 2007. Proof of degree will be required prior to starting employment.

**Application Review Process:** All applications will be carefully reviewed by a staff committee to determine top applicants who demonstrate critical thinking and effective writing skills, the ability to work as a team as well as individually, the ability to demonstrate leadership and innovation, and the ability to manage complex projects.

**Assessment Center:** Top candidates will be invited to the City of Long Beach for a one-day Management Assistant Assessment Center. This rigorous series of analytical exercises, budget activities, and interviews provides the final selection

committee of department directors with a comprehensive view of your critical thinking, writing, and presentation skills. The selection committee will make final job offers at the conclusion of the Assessment Center.

### PROGRAM SUCCESSES

This year the Management Assistant Program is celebrating its 25th Anniversary. For the past 25 years, the City of Long Beach Management Assistant Program has been attracting the country's top graduate students and professionals to work in the exciting field of local government. The Management Assistant Program, California's oldest municipal management development program, provides talented individuals with the experience to gain the knowledge and skills to be effective local government practitioners. The Management Assistant Program is a unique and rewarding opportunity to work in local government and make a difference in a community.

The Management Assistant Program is an important asset to the City of Long Beach and Management Assistants are highly valued as integral players on the City Team.

- **Education.** Management Assistants bring fresh perspectives to the organization about public administration and public policy from top research and professional institutions and offer unique outside perspectives and experiences to the organization.
- **Energy.** Management Assistants provide enthusiasm and focused energy to important City projects. Management Assistants are a tremendous resource that the City Manager and departments rely on to assist on high-priority projects.
- **Versatility.** Management Assistants play an important role coordinating and facilitating priority City projects that require the involvement of multiple departments. Management

Assistants have specific expertise in some key areas but are also strong generalists.

- **Future Leaders.** Management Assistants are dedicated to becoming leaders who can effectively navigate the organization. Management Assistants gain experience in many different aspects of local government, which is a benefit to them and the City after they transition to other positions in the City or go on to become leaders in other communities across the country.

The Management Assistant Program is also successful because of the tradition of the strong alumni network. With over sixty alumni of the program, the current Management Assistants have a unique resource to help them navigate their career. Today, the Alumni Working Group, a group of alumni who work for the City, continue to meet quarterly to discuss program improvements, assist with recruitment efforts, and hold social events to further strengthen the program.

# EMPLOYEE ATTRACTION AND RETENTION

## City of Long Beach / Management Assistant Program

5

The City of Long Beach has seen consistent placement of Management Assistants after the conclusion of the one-year program. Thirteen former Management Assistants work for the City and multiple others feed the local government profession across the country. Former Management Assistants hold many positions in the City including Deputy City Manager, Assistant to the City Manager, Manager of Government Affairs, Project Development Manager, Manager of Planning and Conservation, Budget Division Officer, and Administrative Analyst. If Management Assistants leave the City, they are surely making a difference in their chosen career and community. Positions held by former Management Assistants outside the City of Long Beach include: City Manager (Lafayette, CA); City Manager (Grand Chute, WI); City Manager (Santa Paula, CA); Director of Administrative Services (Los Alamitos, CA); President of Information Design Consultants; Government Affairs

Representative for Long Beach Transit; District Director for Senator Alan Lowenthal; Senior Project Coordinator for the Office of the Chief Executive in Santa Barbara County; and Deputy of Constituent Services for the Democratic National Convention.

### LESSONS LEARNED

One lesson learned that has attributed to this program's success is a comprehensive recruitment strategy. The Long Beach recruitment strategy is comprised of two major components: (1) Recruitment Activities and Timeline and (2) Marketing and Outreach Tools and Materials.

### RECRUITMENT ACTIVITIES AND TIMELINE

- The City establishes a target universe of approximately 400 graduate programs to send promotional materials. These 400 graduate programs are selected as top graduate programs in Public Administration or Public Policy (as determined by

NASPAA, APPAM, US News and World Report, National Research Council's school rankings, BusinessWeek's rankings, and Princeton Review's top values), or are local, regional or state graduate schools, schools the City gets frequent applications from or graduate programs that Management Assistant Alumni have attended. This multi-tiered approach includes a broad mailing campaign as well as targeted outreach to specific graduate schools. The City also sends materials out to professional organizations like ICMA, Cal-ICMA, MMASC, etc.

- When recruiting for the Management Assistant Program, the City utilizes current Management Assistants and Management Assistant Alumni for national recruitment events in regional centers where multiple graduate programs are represented. Such events are tailored for employers who

want exposure to a large number of students from multiple graduate programs.

- The City conducts year-round recruitment. In order to most effectively gain awareness for the nationally recognized Management Assistant Program, it is important that the City recruit year-round for the program.
- The City's application deadline is the last week in January. This deadline allows for candidates to utilize and return from winter break and still have ample time to submit their application. The program's Assessment Center is held as close to the last Thursday and Friday in March as possible, missing all holidays and school spring breaks. The City's program begins in July with a two-week orientation period.

### MARKETING AND OUTREACH TOOLS AND MATERIALS

- This Management Assistant brochure is the main tool used to recruit for the Management Assistant Program. The program's brochure was significantly updated in 2006 to revise the message, create a brand for the program, and reflect the program's 25th anniversary.
- The City recognizes that the Internet is an important tool for students who are searching for job opportunities, thus all information about the City of Long Beach's Management Assistant Program is available on the Internet. (<http://www.longbeach.gov/citymanager/maprogram/default.asp>)
- Once the City determines which schools it will send information to, a packet of materials is assembled including a letter from the City Manager inviting

students to apply, copies of the brochure, a promotional poster, Facts-At-A-Glance, and articles about the City of Long Beach. Materials are packaged in a folder from the City Manager's office, which also includes a CD of information in PDF format so a school can put the materials on their website or e-mail copies to students.

- The City places advertisements in industry publications such as Public Management Magazine, Western Cities Magazine, Job Opportunities Bulletin, and many more.
- The City utilizes Listservs to get information out to students where it is often free to post information. Many graduate students search graduate program Listservs for job opportunities.

Another lesson that Long Beach has learned is that it is important to have support for the Program throughout the organization.

# EMPLOYEE ATTRACTION AND RETENTION

## City of Long Beach / Management Assistant Program

- Management Assistants have the most optimal learning experience when they work alongside highly accomplished career managers and are allowed high-level access to the City Management team and Department Heads.
- In addition, the assistance of a mentor (a Department Head or high-level manager) gives a unique perspective and professional development and guidance to the Management Assistants throughout their program. Management Assistants attend weekly executive management meetings and take part in high-level discussions.
- Management Assistants also attend local and regional professional conferences during the year.

### PROGRAM'S LEAD CONTACTS

Stephen Scott,  
*Assistant to the City Manager*

(562) 570-6835

Stephen\_Scott@longbeach.gov

**To see the Program website, visit:**

<http://www.longbeach.gov/citymanager/maprogram/default.asp>

### TOTAL PROGRAM BUDGET

Three Management Assistants  
(fully loaded costs): \$149,000

Program Administration and  
Recruitment: \$12,000

## PROGRAM DESCRIPTION

**Brea understands that the future of public service leadership and the effective delivery of public services are dependent on the people we have today. We know we will be losing experience and institutional knowledge over the next several years because of retirements. We also know that, in order to be organizationally prepared for the future, we have to tap current employees and leaders to define the essential knowledge, skills, and abilities for continued success. We recognize that, if we provide the resources and opportunities for people to develop, Brea will have the right balance of continuity and flexibility.**

What we do not know presents the challenge:

*Who can and will be here to fill key roles in the future?*

*Why would skilled people choose (or avoid) those roles in Brea?*

*What attracts quality people to Brea, and why do they stay for the long-term?*

The answers can only come from the people in the workforce today. So we asked them.

We engaged volunteers, representing a cross-section of the workforce, in a dialogue using the 21st Century Collaborative Leadership model. We asked them two questions:

*Why did you come to Brea?*

*Why have you stayed in Brea?*

These simple questions began the “Why Brea?” conversation throughout the organization. Further discussion led to more questions about: what is good and bad about public service; the tangible and intangible compensation and benefits of working in Brea; the opportunities for growth and development; and accepting leadership responsibility. Because this is a continuous dialogue, the questions are refined as we go, and the answers are accepted for what they are, generating new questions and allowing for new ideas and opportunities to evolve.

### PROGRAM SUCCESSES

The Why Brea? working group just reported their findings to the City Council and will now begin developing the implementation details.

### LESSONS LEARNED

Our initial venture confirmed some of our intuitive beliefs: recruitment and retention of highly competent employees are equally important; the organization’s reputation and culture play large roles; and increased flexibility in compensation, staffing, and development opportunities keeps highly motivated employees engaged. As we work collaboratively on strategies to implement recruitment, retention, and development tools, the Why Brea? process will continue, providing additional insights and opportunities to ensure the next generations of Brea leadership.

As far as lessons learned, we found that the collaborative process (engaging as many employees as possible) works

# EMPLOYEE ATTRACTION AND RETENTION

City of Brea / Why Brea?

## JURISDICTION INFORMATION

*Population: 39,560*

*Total Full-Time Employees: 372*

*Total Operating Budget: \$75.5 million*

6

well, and the group found that we were not communicating with employees (and future applicants/candidates) about the existing benefits of working in Brea (work schedule flexibility, shadowing programs, support for learning and creativity, and competitive wages and benefits, among others). The group acknowledged that we need to be trumpeting our successes. Personnel Services will be adding these features to our employment brochures and advertising.

### PROGRAM'S LEAD CONTACT

Gordon Youngs,  
*Personnel Services  
Director*

(714) 990-7719

[gordony@ci.brea.ca.us](mailto:gordony@ci.brea.ca.us)

### TOTAL PROGRAM BUDGET

Budget impacts of implementing a program are to be determined. To date, the project expenses have been minimal (working lunches, tech support, etc.).

## PROGRAM DESCRIPTION

**In 2002, Beaumont took on the challenge of attracting younger generations to city government. This came with numerous questions and concerns, at forefront of which was how to expose the city's student population to local government and educate them about how it works, while encouraging them to consider a career in government. Along with this, we had to figure out how to overcome the students' own attitudes and misconceptions.**

Many students and adults alike think that government consists of highly paid and educated politicians in Sacramento and Washington, D.C. Most do not realize that police officers, firefighters, planners, lifeguards, bus drivers, and city maintenance workers are all government employees. Many were simply "turned off" by the notion of government; both apathetic and skeptical about their ability to really "make a difference" in the system. Overall, the challenges were formidable and needed to be overcome in a hands-on, accessible, informative, and fresh new way in order to proactively bring local government to the students.

Beaumont's answer was Student Government Day, an event that brings together students and local government. The event targets high school seniors at both traditional and alternative schools, most of whom have begun to give serious thought about their post-graduation career or educational plans, making it an ideal time to introduce city government.

Students are shown a PowerPoint presentation during their government or economics class the day prior to Student Government Day. The presentation is prepared by the agencies involved with the program and contains information about what the agency does, the

types of jobs that are found at the agency, and the type of training and or education that is required for each job. Students are encouraged to ask questions and to study handouts that are distributed in conjunction with the presentation.

The following day, seniors are invited to the school gymnasium for the two-hour event. As they enter, each student receives a "passport" containing the name of each participating agency and a spot to get a stamp from each. The passport also contains the student's name, their government or economics teacher's name, space to write questions or comments about the event or a

# EMPLOYEE ATTRACTION AND RETENTION

City of Beaumont / Student Government Day

## JURISDICTION INFORMATION

*Population: 23,145*

*Total Full-Time Employees: 104*

*Total Operating Budget: \$20,284,000 million*

7

specific agency, and a follow-up survey. This feature allows the City to get useful feedback in order to improve the event each year.

After receiving their blank passports, the students assemble in the bleachers and are greeted by the Mayor and the high school Principal. Following this, the Community Services Director hosts a “game show” based primarily on the information provided in the PowerPoint presentation. A student from each of four bleacher sections is asked to volunteer to be a contestant in the game. Representing their section, the students race to correctly answer questions as

their peers cheer them on. The first contestant to correctly answer each question wins a point and the contestant with the most points at the end of the game wins prizes for themselves and their entire section.

Following the game show, the students are given time to visit a series of tables that the local government agencies have set up. In the past, this has included City Hall, the Police Department, the Fire Department, the Library District, the School District, Transit, the local hospital, and a local community college. At each table, students are given informational materials and shown displays and hands-on

activities that are designed to explain what the agency does and what career opportunities are available within it.

Representatives are available to answer students’ questions and to give them more information on possible internships and jobs. Interested students can also put their name on a list to hear more about the agency and opportunities at a later time. After stopping by each table, students have a representative stamp their passport as proof of their visit. Once the students have had a chance to visit each of the tables, the completed passports are collected and a prize drawing is held.

Following the event, the participating agencies meet to discuss the overall event and to review the comments written by the students on their passports. Some of the students who participated in the event are also included in order to get more input from those involved. We are still trying to overcome some of the challenges, but the event is a work in progress and has evolved for the better every year.

### **PROGRAM SUCCESSES**

Follow-up surveys have indicated that overall, students like the event. On the back of their passports, students are asked if they have any constructive suggestions to help improve the event. In 2005, over half of the

students indicated that they would change nothing about the program. Among the suggestions, students said they would like more hands-on activities, more information from agencies, more departments/representatives, and more time. The students have a thirst for knowledge and a desire to know even more. They are showing an active interest in the event and are enthusiastic participants. Many have requested more information and numerous students have gone on to gain internships and employment with the local government agencies. All of these factors have proven that the event is meeting with success.

### **LESSONS LEARNED**

Since the origin of the event, we have learned a number of lessons. As a result of the follow-up surveys, we learned early on that students were the most interested in the departments that offered hands-on activities, such as the Police Department, Fire Department, and the local hospital. In order to ensure that students pay attention to the PowerPoint presentation, the majority of the quiz questions are based off of the presentation. To make sure that students visit all of the agencies, they are required to get a stamp on their passport from each table they visit. Those students who have a completed passport have their names entered into a prize drawing that includes

# EMPLOYEE ATTRACTION AND RETENTION

City of Beaumont / Student Government Day

7

free gifts, coupons, and tickets, including two free tickets to the Senior Program. The City has also learned that in order for the program to be successful prior to the actual event, there needs to be cooperation and communication between all of the agencies involved.

## PROGRAM'S LEAD CONTACT

Darci Carranza,  
*Special Projects Manager*

(951)572-3221

[dcarranza@ci.beaumont.ca.us](mailto:dcarranza@ci.beaumont.ca.us)

## TOTAL PROGRAM BUDGET

This amount varies per agency depending on the number of staff in attendance and the types and quantity of handouts, displays, and prizes. There is no charge for the facility and most of the prizes are donated.

## PROGRAM DESCRIPTION

**The City of Walnut Creek has embarked on an exciting and broad-based plan to reinvigorate our effectiveness at achieving our mission of being an “employer of choice.” What began as a focus on expanding our efforts in the areas of employee development and succession planning has quickly evolved to include other factors that contribute to employee satisfaction. Three teams have been chartered, each focusing on a separate theme developed from organizational-wide input, to identify priorities and develop programs that will help the City move “from good to great.” The efforts described here are a work in progress but they already reflect positively on a progressive workplace where dedicated employees make a difference.**

Employee development and succession planning in Walnut Creek mean more than just preparing staff to fill specific positions and developing future leaders. It also means attracting and retaining good people, ensuring staff feels they belong to an organization that respects and values them, and adapting the organization to the needs of our future leaders. While we have always viewed these as important topics and have committed resources to their achievement, we are broadening awareness and expanding involvement to include all staff in this effort.

Previous efforts in this area included a management/leadership academy, tuition reimbursement and career development programs, targeted job-related training,

project and “acting” assignments. Recently, however, when several long-term staff announced their retirements, we began to experience some of the same challenges faced by other public agencies, that is, the prospect of losing vital “institutional knowledge” as aging baby-boomers approach retirement and the impact of changing demographics on our ability to attract and retain high-quality employees. We saw this as an opportunity for the City as a whole to address these issues head on. Our action plan was to first define and understand the problem(s); next raise the level of awareness and involvement throughout the organization; and finally, commit to act on the highest priority ideas generated by the process.

### **Managers Resolve to Take on the Challenge**

The City’s sixty-five managers and supervisors met in May 2006 to discuss what “being an employer of choice” means to us, to assess our current performance, and to identify challenges impeding our ability to do even better. The managers also heard from Frank Benest, Palo Alto’s City Manager and a leader in the succession-planning field, who led a discussion of changing workforce demographics and the specific implications for the City of Walnut Creek. The trends across the country are stark— 53 percent of all government employees are now eligible to retire and far fewer young people are interested in government service than when the current generation began in public service.

# EMPLOYEE ATTRACTION AND RETENTION

City of Walnut Creek / Employer of Choice

## JURISDICTION INFORMATION

*Population: 66,111*

*Total Full-Time Employees: 382*

*Total Operating Budget: \$124,642,897 million*

8

Walnut Creek is not immune to these trends: Almost 40 percent of our managers will be eligible to retire within the next five years, while another 40 percent of the managerial staff have been in their positions less than five years.

In discussing what will be different when we achieve our vision of “being an employer of choice” ideas focused on retaining our high-quality staff, creating new training and career development opportunities for employees at all levels, enhancing cross-departmental activities and expanding special assignments, enhancing already successful programs, and promoting a culture where employees at all levels are actively engaged in the future of the organization. Throughout the often lively discussion, we affirmed that managing these changes takes creative and deliberate action and

collectively we committed to work together to make whatever positive steps are necessary to engage the organization in this initiative.

### **Involving the Organization**

Following our May management session, we began an outreach effort to involve the other 300 members of the City organization in the same discussions. Each City department invited their workforce to participate in discussions of four key questions:

1. What does being an employer of choice look like in Walnut Creek?
2. What are critical needs of our current employees and our future leaders?
3. What are we currently doing well to respond to those employee development needs?
4. What else can be done to improve our employee and

leadership development?

In response to these questions, we received a number of tangible suggestions as well as broader thoughts about changes to the organizational culture. The major realization was that this organization is seeking to do more than simply plan for who will take on the next vacant position. Our staff clearly expressed a desire to enhance and sustain a culture that attracts great people, keeps them engaged as partners, and supports the development of all employees. The major themes that emerged from the employee feedback were all consistent with the values that the Walnut Creek organization seeks to live by, including:

- Increase commitment and accountability
- Build better relationships and trust

- Embrace change and encourage creativity and risk-taking
- Expand, improve, and broaden communication

Based on this input, we broadened the focus of our efforts from “succession planning” to “employee and workplace development” and included other factors that contribute to employee satisfaction. To demonstrate that Walnut Creek is committed to being an employer of choice, the themes identified through these feedback sessions serve as our goals.

### Three Areas of Emphasis

A Citywide planning group, including representatives from all departments, came together to lead the next steps. Based on the employee feedback and on our desire to focus the organization’s energies on specific issues, the planning group identified three “areas of emphasis”:

1. Implement training and career development programs
2. Increase employee participation
3. Recognize and acknowledge employees

### Planning for the Roll-Out

Next, all Walnut Creek employees were invited to participate in developing specific ideas within one of the three areas of emphasis. Individuals self-selected for participation on the teams based on their personal interest in a particular focus area resulting in teams being comprised of a diverse cross-section of the organization, each member of whom has a personal commitment to the team’s success. Thus far, forty staff members have volunteered, and have come up with a number of ideas:

#### 1. Implement training and career development programs

- a. Develop a management academy for developing new supervisors
- b. Design and implement a training and career development model based on core competencies for each job family

- c. Provide more informal training opportunities
- d. Support job exchanges within and outside of the City
- e. Include employee development plans within each performance evaluation

#### 2. Increase employee participation

- a. Further engage employees at all levels in major decisions
- b. Enhance staff involvement in the implementation plans of significant changes
- c. Create more opportunities for collaborative, cross-departmental problem solving

#### 3. Recognize and acknowledge employees

- a. Create more informal recognition opportunities
- b. Develop 360-degree feedback and evaluation programs
- c. Create a vehicle to recognize work groups’ achievements
- d. Recognize the efforts of employees who have improved themselves through training, seminars, conferences, etc.

# EMPLOYEE ATTRACTION AND RETENTION

City of Walnut Creek / Employer of Choice

The challenge ahead of us is to continue to generate new ideas, flesh out the concepts, prioritize the few most important concepts, identify the implementation strategies, and present them to the managers and supervisors in November. At that meeting we expect to share these key ideas, seek feedback, and identify a plan to roll them out to the organization.

## Next Steps

Managers and supervisors meet again in November. At this workshop, we plan to introduce the major initiatives, seek feedback, and identify implementation strategies. We intend to continue moving forward with the employee and workplace development work by identifying the critical issues, involving staff across the organization, creating an implementation strategy, and identifying resources necessary to carry it out. As we noted in the introduction, this is not a one-time event that we will check off the list in November. Our efforts

will continue to expand beyond implementing the key ideas so that more employees participate, people see the results of what we are doing, and the culture continues to change in positive ways. With the support and leadership of the City Manager and executive staff, our planning group will remain in place to guide this effort.

The evolving program described in this article is just one illustration of why Walnut Creek is a special place not only as a community in which to live and play, but also for those of us who work here.

## TOTAL PROGRAM BUDGET

The Walnut Creek City Council set aside \$30,000 during the 2006-07 budget to address the following training and development areas: basic supervision/management, advanced supervision/management, customer service, basics of administration, and new employee orientations.

### PROGRAM'S LEAD CONTACTS

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8

EMPLOYEE ATTRACTION AND RETENTION

## PROGRAM DESCRIPTION

**Program to Attract, Develop and Retain Talented, Energetic and Visionary Staff**  
**Sausalito's seventy-seven regular employees and numerous part-time employees are responsible for keeping Sausalito safe, clean, attractive, and well-served. The array of services provided to Sausalito's residents is both extensive and unusual for a small municipality.**

The City of Sausalito provides rapid response police and fire services, seven-day-per-week library service, seventeen parks, landscaped medians, frequent special events, diverse recreation programs, a multi-million dollar rental property portfolio, an extensive land use planning and historic preservation program, and a municipal parking program that generates \$1.3 million in revenues annually.

The single most important action that the City can take to ensure a high level of service to our residents is to recruit highly qualified, energetic, ethical, and customer-oriented employees. This requires that the hiring departments determine the skills and abilities they seek in new employees, and use a well-executed screening and background checking process.

The second most important task is to provide a work environment where those talented, energetic, and customer-oriented employees will grow and thrive. Research<sup>1</sup> tells us that the most important factors in retaining good employees are (in this order):

1. Challenging and meaningful work
2. A chance to learn and grow
3. Great co-workers
4. Fair pay
5. Supportive management/good boss
6. Recognition and respect
7. Being recognized, valued, and respected
8. Benefits
9. Meaningful work, making a difference
10. Great work environment and culture
11. Autonomy, creativity, and control

12. Flexibility: work hours, dress, etc.

13. Location

14. Job security and stability

15. Diverse, challenging work assignments

16. Fun on the job

17. Being part of a team

18. Responsibility

19. Loyalty, commitment to the organization or co-workers

20. Inspiring leadership

Sometimes, despite the best recruitment efforts, an employee is hired who does not meet the City's needs. The probationary period for new employees is critical in validating that the selected employees are meeting the job requirements. Supervisors must monitor and evaluate performance of probationary employees on an ongoing basis, and invest generously in training and motivation.

# EMPLOYEE ATTRACTION AND RETENTION

## City of Sausalito / Program to Attract and Retain Employees

### JURISDICTION INFORMATION

*Population: 7500*

*Total Full-Time Employees: 77*

*Total Operating Budget: \$21,104,300 million*

9

If necessary, the probationary period should be extended to determine an employee's capability to meet organizational needs. Ultimately, however, if extensive training and coaching fails to result in measurable improvements in sub-par performance, termination during the probationary period is the best course of action.

### STAFF ATTRACTION

Staff attraction is a function of a variety of factors, including general economic conditions, the pool of workers seeking new positions, and the quality of work experience, compensation, and benefits offered by the recruiting agency. During booming economic times, recruitment becomes more difficult as the pool of workers decreases and competition for the most qualified workers increases.

The City of Sausalito has had a

*1 Kaye and Jordan-Evans, Love 'Em or Lose 'Em: Getting Good People to Stay: 26 Engagement Strategies That Work*

generally good success rate in recruiting qualified workers to fill its vacant positions in the last several years. Anecdotal evidence from other Marin County agencies is that Sausalito's recruitment challenges are similar, and in some cases, less severe than those being experienced in other agencies. The typical attraction challenges that Marin County agencies face are:

- Competition from other, higher paying agencies outside of Marin
- Lack of affordable housing opportunities in Marin
- Long commute times and lack of public transportation opportunities

### RETENTION ISSUES

Turnover is a normal phenomenon in all public agencies, and is becoming more significant with the aging Baby Boomer population reaching retirement age. In a small agency like the City of Sausalito, where promotional opportunities are limited, it is expected that talented employees will periodically resign their positions to take positions with greater responsibilities and compensation in other agencies. Turnover can result in increased training costs and lowered productivity as new employees become familiar with Sausalito's unique characteristics.

While excessive turnover can affect institutional knowledge and skill levels, there are some positive benefits to turnover. New employees often bring new perspectives and skill levels from

other agencies where they have worked, providing added insight to the organization. Staff vacancies can also allow the City to restructure departmental staffing in order to better address priority City needs. Often a vacancy creates an opportunity to recruit new staff that bring specific expertise lacking among existing employees.

As part of this review, exit interviews from prior employees were reviewed. Some of the reasons cited for leaving are:

- Retirement
- Opportunity for advancement
- Desire for more diverse policing challenges
- Position eliminated
- Better compensation
- Commute too long
- Public transportation not convenient
- Failed to complete probation

Retirement and pursuit of opportunities for advancement are part of a normal employment succession process. It is unrealistic

for the City of Sausalito to hire talented young employees and expect them to stay in that same position until retirement. In a small agency, succession opportunities are limited, and may not coincide with the personal needs of the employees. So, the City must be prepared to invest generously in the development of some employees who may eventually go on to more challenging opportunities that arise elsewhere. Occasionally, as with the case of a police officer who left Sausalito and later returned to be a successful Police Chief, the City may have the opportunity to re-recruit former employees as vacancies occur, and take advantage of the years of experience and career growth that may have occurred since their departure.

Providing competitive wage and benefit packages for employees is an important element in the overall recruitment, attraction, and retention strategies, but will not be sufficient by itself to meet the City's desired objectives. As noted above, employee satisfaction

is based on a broad array of important factors that are unique to each employee. By learning the needs and goals of the individual employees, the City can be more successful in tailoring employee-specific attraction, development, and retention strategies.

The present fiscal constraints the City faces will require continual evaluation of the trade-offs between increasing wage and benefit packages for employee groups, restricting the growth in the number of employees, and, when vacancies occur, evaluating how those positions are filled in order to achieve optimal results for the organization. In general, the City's strategy has been to have fewer, more qualified, better trained, more productive, and better paid employees.

The following lists of strategies for the recruitment, attraction, and retention of talented, visionary, and energetic employees were developed in consultation with the City's management team in fulfillment of the Strategic Plan goal:

# EMPLOYEE ATTRACTION AND RETENTION

## City of Sausalito / Program to Attract and Retain Employees

### Recommended Attraction Strategies

1. Identify likely avenues for reaching talented candidates and market the opportunity. In addition to the “tried and true” methods, consider the following:
  - a. Utilize our own workforce to contact colleagues and friends for recommendations on candidates; establish rewards for employees who refer a selected candidate, such as a day off with pay.
  - b. Attend job fairs at local colleges as a way to recruit young talent for entry-level jobs.
  - c. Market Sausalito and the special attributes of working in a small, innovative, and close-knit community.
  - d. Tailor the use of outreach methods (e.g., Jobs Available, professional associations, Craig’s List, Direct Mail to cities) for specific recruitments.
  - e. Identify impediments to recruitment, such as lack of affordable housing, and explore opportunities for partnering with others to minimize those impediments.
  - f. Market the “team” of employees as a recruitment tool.
2. Tailor the screening process to identify the best candidates for the job.
  - a. HR Actions:
    - i. Identify in advance the kinds of traits and skills that are needed for the job, and develop a screening process that matches those skills.
    - ii. Utilize a screening panel that is composed of top performers.
    - iii. Gauge skills/education match for the job.
    - iv. Note gaps in employment or job-hopping as potential “warning signs.”
  - b. Probe candidates for attitudes, beliefs, and behaviors on how they will treat our citizen customers and interact with peers.
- c. Include carefully crafted behavioral questions in the interview, e.g.:
  - i. Describe a work incident when you were totally honest. What were the risks to you in being honest in that situation?
  - ii. Tell me how you motivated a group of people to do something they did not want to do?
  - iii. Give me an example of how you handled a recent situation where the direction from your supervisors was unclear and the circumstances were fluid.
- d. Conduct a thorough background review.
  - i. Routinely review police background checks, DMV records, and verify college degrees and certifications.
  - ii. With the candidates’ permission, expand the

- list of references to include a broad variety of exposures (e.g., supervisor, subordinate, co-worker, elected or appointed official, citizen, critic)
- iii. Have a written list of questions that measure skills, communication ability, and behaviors that are asked of all references and ask them to add anything pertinent that might not have been covered.
  - iv. Listen carefully to what is not said by references, and look for other clues (e.g., references who struggle to find the right, diplomatic things to say).
  - e. Recognize and shed any biases about what the ideal candidate should look or sound like. The “right fit” does not mean hiring someone who is exactly like you. Appearance, color, age, gender or familial status have nothing to do with job qualifications.
  - f. Avoid desperation hiring; if managers have doubts about the finalist candidates, regroup, determine what can be done to improve the recruitment outreach, and start over.
  - g. Hire people who are the right fit for Sausalito’s needs and are:
    - i. Passionate about their profession.
    - ii. Attracted to our organizational values and culture.
    - iii. Committed to a strong customer service orientation.
    - iv. Respectful of diversity and tolerant.
    - v. Hard-working and fun-loving.
    - vi. Attracted to Sausalito as a community and feel privileged to work here.
    - vii. Team players.
    - viii. Honest and ethical.
  - vix. Respectful of work/life balance.
3. Use a rational business model to analyze how vacant positions are filled.
- a. Are there alternative ways to perform the work more cost effectively, e.g.:
    - i. Using a non-sworn staff instead of sworn staff to perform administrative duties.
    - ii. Using part-time hourly employees vs. full-time benefited employees.
    - iii. Contracting the services.
    - iv. Improving workforce productivity with automation tools.
  - b. Analyze whether the City been successful in attracting and retaining qualified individuals to perform the job duties at the compensation levels offered.

# EMPLOYEE ATTRACTION AND RETENTION

## City of Sausalito / Program to Attract and Retain Employees

### Recommended Retention Strategies

4. Provide for the right mix of training, varied work experience, and supportive interactions with fellow employees and citizens to keep workers motivated.
5. Reinstigate the Customer Service Team, and cross section of front line workers from all departments for cross-training, skills development, and customer service reinforcement.
6. Require supervisors to regularly solicit feedback from workers.
7. Use other feedback methods (including employee surveys) to gauge employee satisfaction.
8. Continue the same incentives we use to recruit employees to keep those employees satisfied.
9. Continually keep employees informed on the City of Sausalito's strategic directions and goals, the organization's future, emerging trends and new developments, and the cultural and political realities of the organization.
10. Allow employees to have fun and laugh in the workplace. They will perform their jobs with more vigor and have a better attitude.
11. Nurture personal and professional connections in the workplace—help employees build relationships with the organization as a whole, the team or department, the local community, and professional associations. People who feel connected are less likely to leave an organization. Such links can include:
  - a. Nurturing personal relationships.
  - b. Helping individuals achieve visibility and appreciation.
  - c. Teaching or mentoring.
  - d. Informing, both from the bottom up and top down.
  - e. Advising people, and pointing out good advice-givers in the organization.
12. Use a rational business analysis in calculating the cost of losing a talented, highly productive employee. Such costs might include:
  - a. Recruitment costs and time spent interviewing.
  - b. Employee's lost time prior to leaving (disengagement).
  - c. Work put on hold until the replacement is on board.
  - d. Orientation and training time for replacement.
  - e. Lower morale and productivity among remaining employees.
  - f. Potential loss of other employees who might follow the exiting employee.
13. Solicit employees' ideas on opportunities for enriching their careers and utilize those ideas in crafting incentives.
14. Create opportunities for advancement for the high achievers in the organization.
15. Ask all managers and supervisors in the

organization to demonstrate passion for their work; it will be contagious to others.

16. Encourage workers to question the “way we have always done things.” If the old ways are not working, change them. Reward employees who seek creative new approaches.
17. Practice flexibility in work schedules, office attire, and personalizing of work spaces—but make sure that employees understand that freedom and flexibility also require offsetting responsibility and accountability on their parts.
18. Emphasize life/work balance and employee wellness.
19. Recognize that there is not a “one-size-fits-all” strategy. Tailor different strategies depending on whether the employees are goal-oriented, people-oriented, self-starters, or “good soldiers.”
20. Also take into account the generational differences between the Pre-Boomers, Baby Boomers, Generation X,

and Generation Y (the “Echo Boomers”).

21. Require department heads to actively engage in the retention strategies as part of their performance evaluation.
22. Continue the practice of conducting exit interviews and use the information gathered at those interviews to improve attraction and retention strategies.

### **Recommended Strategies for Improving the Work Environment Within the City of Sausalito**

23. Build new police and fire facilities that provide safe and decent workplaces for employees.
24. Program funds for incremental improvements in City Hall and the Corporation Yard. Priorities for City Hall include better heating and ventilation systems, decent bathrooms, and adequate work areas to allow staff to perform effectively.

### **Recommended Strategies for Employee Recognition**

25. Continue quarterly employee luncheons.
26. Ask employees which forms of recognition (besides money) that they would appreciate. Examples:
  - a. An award, given in front of peers or at a City Council meeting.
  - b. A framed plaque or certificate.
  - c. A note to the City Council or City Manager about excellent performance.
  - d. Frequent “pats on the back.”
  - e. The City actually implementing employee’s ideas.
  - f. A chance to work on an exciting project.
  - g. A bonus day off.
  - h. Words of praise in front of family members.
  - i. Lunch with senior management.

# EMPLOYEE ATTRACTION AND RETENTION

## City of Sausalito / Program to Attract and Retain Employees

- j. An opportunity to work with people from other departments.
- k. A change in title.
- l. A small gift or memento.
- m. Flexibility in work schedules.
- n. Greater freedom or autonomy.
- o. Additional training opportunities.

### Recommended Strategies for Employee Orientation

- 27. Require department heads and supervisors to find out what motivates employees and will keep them happy on the job.
- 28. Require management staff to get to know employees as individuals.
- 29. Require department heads to take new employees to all departments and introduce them to co-workers.
- 30. Introduce new staff members at City Council meetings or staff luncheons.
- 31. Require department heads to ask new employees about their specific strengths, what

they enjoy doing most, the type of workplace they value, what things they need to work at their best, and the results they feel they can be expected to deliver.

- 32. Require management team to demonstrate respect for the insights of new employees from previous experiences and invite them to share new perspectives.

### Recommended Strategies for Performance Appraisals

- 33. Make sure that the performance appraisal instrument adequately gauges the qualities sought in employees and sets out specific performance goals for the next appraisal period.
- 34. Provide annual performance appraisals.
- 35. Ask employees to fill in a pre-evaluation survey asking the following questions:
  - a. What makes for a great day at work?
  - b. What could the City of Sausalito do to make your job more satisfying?

- c. What can we do to support your career goals?
- d. Do you get enough recognition?
- e. What can we do to keep you here?

- 36. Require supervisors to give regular honest feedback that is:

- a. Private.
- b. Not rushed.
- c. Frequent.
- d. Focused on future rather than past behavior.
- e. Is specific, with examples.
- f. Suggests areas for growth and improvement.
- g. Allows for discussion.
- h. Sets out follow-up steps

### Recommended Strategies for Improving Employee Training and Skill Development

- 37. Require computer literacy for all employees except Public Works field staff and selected part-time employees.

- 38. Require department heads to identify needed skill improvements for staff and budget annually for training to develop those skills. Set goals within employee evaluations for skill development.
- 39. Reward high performing employees with additional training and enrichment opportunities.

### **Recommended Transition Planning Strategies**

- 40. Identify high performing, high potential employees and provide them with special training, leadership development, and mentoring to prepare them for advancement within the organization.
- 41. Create opportunities for cross-training, work in other departments, and special projects to develop the skill sets of high performing, high potential employees.

- 42. As appropriate and feasible, take advantage of vacancies that occur to offer promotional opportunities to high performing, high potential individuals.

Create an organizational culture where it is clear that opportunities for advancement exist for employees who excel; conversely, as appropriate, encourage employees who are not a good fit for Sausalito to seek opportunities that are in keeping with their skills and desires.

### **PROGRAM SUCCESSES**

The City Council has done a comprehensive compensation adjustment for the management employees and adopted a pay for performance system that will encourage future productivity and employee growth.

A contractual consolidation of the Fire Department with a local fire protection district allowed the City to increase compensation by 20 percent but keep budgetary costs stable.

The program goals have been incorporated into the City's Strategic Plan and budgetary goals.

### **LESSONS LEARNED**

Sausalito has made a commitment to maintain a lean but highly skilled and well compensated staff as opposed to increasing staff levels. This was a conscious decision made by decision-makers and supported by both the rank and file employees and management staff. The responsibility for implementation of the program is shared by all management staff.

### **TOTAL PROGRAM BUDGET**

\$130,000 for management compensation adjustments

Incremental increases for training and team-building

# EMPLOYEE ATTRACTION AND RETENTION

City of Sausalito / Program to Attract and Retain Employees

**PROGRAM'S LEAD  
CONTACT**

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9

## PROGRAM DESCRIPTION

**In 2004, the City of Santa Clarita began an internal planning process intended to measure employee satisfaction and performance against organizational values, enhance the City's service culture, and prepare the City to compete effectively in retaining and attracting the most qualified employees during the anticipated shortage of qualified workers.**

The program was made up of three parts, two preparatory and one analysis and planning process. The two preparatory parts of the program included a very detailed employee survey and a service excellence training and evaluation. Both of these efforts produced data on the state of the organization that formed the foundation for the larger workforce and organizational planning process.

The highly participatory planning process included six teams made up of sixty-eight volunteer members of staff (20 percent of the City's regular employees) from all departments: six middle Managers, four Department Heads, the Assistant City Manager, and the City Manager. The result of the planning process is the City of Santa Clarita's Workforce & Organizational Plan.

The planning process started with the 2004 Employee Survey. Over 80 percent of the City's employees participated in the survey process. The results were excellent with the City receiving an overall score of 76 out of 100 (using a four-point scale without an "average" performance choice, any number over 67 was considered Good on up to Very Good with a maximum score of 100) with only a few areas identified for possible improvement. The City's leadership determined that the time was right to expend time and resources to actively shape the culture of the organization to bring it more closely into alignment with the City philosophy. The planning process spanned almost two years with team activities occurring at various times throughout.

The process to develop the Workforce & Organizational Plan included the following key components:

### **Values Identification &**

**Clarification** – The City's Executive Team identified the set of values, taken from the City's Philosophy Statement, that form the foundation for Santa Clarita as an employer and an organization. These values were defined through a description of how they would work in the day-to-day life of the organization.

**Research** – This step included data gathering through the implementation of two organizational efforts: the 2004 Employee Survey and the Service Excellence Program. These efforts provided objective data regarding organizational performance and employee satisfaction. The data were reviewed, using the values identified by the Executive Team,

# EMPLOYEE ATTRACTION AND RETENTION

City of Santa Clarita / Workforce and Organizational Plan

## JURISDICTION INFORMATION

*Population: 175,314*

*Total Full-Time Employees: 364*

*Total Operating Budget: \$139,044,919 million*

10

and additional clarification of the results was performed by interdepartmental teams of staff from all levels in the organization.

**Analysis** – The data were analyzed by the interdepartmental teams to identify common or recurrent issues, either positive or negative, within the organization. The teams then determined the likely causes for the occurrence of the issues in the day-to-day life of the organization.

**Solutions Development** – The analysis was used to generate a set of solutions or action items for review by the Executive Team for possible implementation. The analysis also produced a set of Best Practices of things each individual should do on a daily basis to make the organization a better place to work which is for consideration by the Executive Team.

The implementation of the Plan is ongoing with a large emphasis placed on incorporating the Best Practices into the daily life of the organization.

### PROGRAM SUCCESSES

The workforce and organizational planning process resulted in a document that will shape the organization's culture into the future and it resulted in the following immediate benefits to the organization:

- increased understanding by staff of why things are done the way they are done and by management of the employees' perspective of it.
- increased morale in all departments through the work and reporting back to department staff by members of the teams.
- exposure of staff to a Department Head and a middle Manager that they

may have had no or very little contact with in their regular job duties.

- mentoring of an up-and-coming middle Manager by a Department Head that he/she does not usually report to.
- growth opportunities for a group of middle Managers to learn to plan for and facilitate meetings with subject matter outside of their technical fields.
- enhanced working relationships among the members of the team when they do work together in the normal routine of City business.
- proof that the "management" would follow up on the survey results.

Throughout the process the question was asked, "Is this really worth the enormous time and effort that is being spent?"

Looking back at the process, the Plan itself, and the other results just listed, the answer would have to be a resounding yes.

### LESSONS LEARNED

Lessons were learned throughout the process by management and staff. Upper management learned that a well-designed participatory evaluation and planning process can be trusted to produce quality results. Staff learned that they could trust management to follow through on making changes and developing programs in response to the feedback provided. This was reinforced by the fact that the survey scores were very high and action would not have been required on any but a few items.

The process was lengthy and required the commitment of many staff hours to complete it. Several staff members dropped out of the process due to lack of interest. Most of the team members remained committed and even took work home when they did not have time at the office to complete the planning requirements. It was difficult to maintain a tight time frame for

the project because the staff had volunteered to serve on the committee in addition to maintaining their current workload in their positions. The time line was changed several times to be sensitive to workload issues. This flexibility helped to keep staff engaged and to reduce stress.

### TOTAL PROGRAM BUDGET

The budget for the project was minimal. The cost to the organization was significant in terms of staff time spent on developing the Plan. There were small costs associated with printing the Plan document and updated City philosophy statements.

#### PROGRAM'S LEAD CONTACT

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# EMPLOYEE ATTRACTION AND RETENTION

## City of Santa Clarita / Workforce and Organizational Plan

10

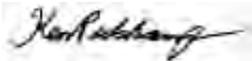
### CITY OF SANTA CLARITA WORKFORCE & ORGANIZATIONAL PLAN

Dear City of Santa Clarita Employee:

I am pleased to present the City's Workforce & Organizational Plan. We believe that our employees and the culture that is created as we work together as a team to serve and enhance our community are the foundation for an exceptional organization. The City is committed to continual improvement with the goal of becoming the premiere municipal employer in the State of California. To help us achieve this goal, the Plan was developed and is being implemented.

As you read the Workforce & Organizational Plan reflect on the important role you play in making this organization a better place for you, your co-workers, and the people we serve. Thank you for your commitment and hard work every day to make Santa Clarita a better place to work, live, and play.

Sincerely,



Ken Pulskamp  
City Manager

## INTRODUCTION

The City of Santa Clarita has established a goal to become the Premiere City Employer in the State of California. To achieve this goal, the City invested time and resources to evaluate current organizational performance and develop a plan to build on our strengths and minimize our weaknesses. The City is taking a very proactive approach to ensure attraction and retention in a competitive workforce. This research, analysis, and solutions development process resulted in the Plan presented in this report. This Plan was developed through the tireless work of over eighty staff and management members without whose commitment and belief in the process, would not have been completed.

## BACKGROUND

### External Conditions Preparing the Next Generation

The U.S. workforce is changing dramatically. The aging and huge Baby Boomer generation is retiring, leaving jobs for the smaller generations that followed the Baby Boom to fill. There is

projected to be a large labor shortage over the next five to twenty years. The anticipated labor shortage is expected to reach 4.8 million in ten years, 19.7 million in twenty years, and 35.8 million in thirty years.

The impact on the government workforce will be significant. Out of 20.6 million workers, half are forty-five years of age or older. This contrasts with the private sector where only 31 percent of the employees are over forty-five years old. This translates into a higher percentage of loss due to retirements in the government sector.

Finding qualified workers will also be a big challenge. Government jobs tend to require more training and skills than private sector jobs. It is estimated that 50 percent of government jobs require specialized training and skills compared to 29 percent of public sector jobs.

In light of this shortage of employees, retention and attraction of qualified employees must be a priority. Due to the City's relatively young age

compared with other government agencies, the impact of employee retirements from the City's employee ranks will not be a major issue. The average age of the City's staff is forty-one. The City's challenge will be to keep staff members that are experienced and well-prepared to fill vacancies in management positions in other government agencies, as well as to prepare employees to fill jobs throughout the organization.

## Internal Conditions

### Santa Clarita Employee Demographics

The City employs a workforce of 323 full-time employees with an almost equal split between women and men. The average age of the workforce is forty-one and is evenly split between Baby Boomers (1946–1964) and Generation X (1965–1979). The City also has some employees from the Traditional (1929–1945) and Generation Y (1980+) age groupings. The City has four different generations in the same workforce. The average tenure of City employees is just over six years.

# EMPLOYEE ATTRACTION AND RETENTION

## City of Santa Clarita / Workforce and Organizational Plan

10

### 2004 Employee Survey

Employee surveys have been conducted on an ongoing basis through the City Manager's Office. In 2004 the employee survey process was expanded to address the specific goals and feedback of the Executive Team and the Staff Focus Group that assisted with the development of the survey process and the survey itself. Over 80 percent of the City's 323 regular employees participated in the survey effort. The overall score of the survey was 76 out of a possible score of 100. This score falls within the Good to Very Good categories in the survey. The survey data provided information on satisfaction as well as benchmark information for future efforts.

Follow-up activities associated with the survey feedback have been incorporated into the assessment and action planning process for the Workforce & Organizational Plan.

### Service Excellence Program

The City has consistently focused attention and resources on providing excellent customer service. Through implementation

of the City's Service Excellence Program, this effort was expanded in order to improve the already high level of customer service. This program resulted in the identification of key areas where City processes could be enhanced to provide better service to both internal and external customers. The issue categories identified were as follows:

- Employees
  - \* Understanding Other Functions (Over 90 percent of employees listed this issue)
  - \* How We Treat Each Other...Working As A Team
- Supervisors & Managers
  - \* Support Employees
  - \* Build Strong Work Teams
  - \* Lead By Example
  - \* Get Out There...
  - \* Clarify Job Roles
  - \* Communication & Updated Information
  - \* Recognition

The process also provided training for all City supervisors on the following six subject areas:

- Qualities for Successful Supervision
- Improving Supervisory Communication
- Supporting Service Excellence
- Supervising for Improved Employee Performance
- Assessing Employee Performance
- Building a Service Excellence Team

Follow-up activities for the Service Excellence Program have been incorporated into the assessment and action planning process for the Workforce & Organizational Plan.

### PHILOSOPHY

The City's philosophy is the guide for the way we do business with our customers and one another. This philosophy was developed by the City's first employees when the City was formed eighteen years ago. It has stood the test of time and remains our guide today. Several items have been added as a result of the planning process. These new items are shown in bold italics.

## City of Santa Clarita's Philosophy

As City employees, we are proud to say that WE ARE THE CITY OF SANTA CLARITA. We take pride in our organization, our community, and ourselves. Our mission is to deliver the best and most cost-efficient municipal service to the citizens and City Council of Santa Clarita.

### We value excellence

We provide high quality and timely services.

We encourage education and ***continual professional development.***

We have a strong commitment to the community, the organization, and individual professions.

We conduct ourselves professionally.

We believe that prudent management of our resources demonstrates our respect for the citizens whose monies support this organization.

***We believe that diversity among staff and in the community creates strength.***

### We value a humanistic approach

Our actions recognize humans, human feelings, and the importance of the individual.

We believe in participative management.

We encourage employees to enjoy their time at the work site.

We encourage ideas that improve the mental and physical health of the employees.

We are united in our efforts to support, respect, and encourage individual talents and contributions.

### We value creativity

We have a bias for action.

We believe in taking reasonable risks.

We accept innovative people.

### We value a futuristic approach

We want decisions that will endure the test of time.

We want a City that future generations will love.

### We value our enthused workforce

We encourage actions which keep employees motivated and competent.

We respect loyalty to the City.

### We value ethics

We believe the soundest basis for judging the rightness of an action is a test of its morality, *legality*, and its effects on human rights.

***We treat our fellow employees and community members fairly and equally, without prejudice or bias.***

### We value an open and non-bureaucratic government

We keep the public informed of what we do.

We share ideas, information, and feelings with employees.

We are helpful, courteous, and cooperative with the public and one another.

***We encourage decision making on the front lines.***

***We are an integrated organization, we are a team.***

# EMPLOYEE ATTRACTION AND RETENTION

## City of Santa Clarita / Workforce and Organizational Plan

### **We value our City Council and public service**

We recognize the importance of the process which elected the Council.

We recognize the importance and difficulty of the Council's job.

We are fully prepared for Council meetings.

*We understand the importance of public service.*

*We are committed to advancing the well-being of the community.*

### **THE PROCESS**

The process to develop this Workforce & Organizational Plan involved the participation of staff and management from all work groups and levels within the organization. The process included the following key components:

#### **Values Identification &**

**Clarification** – The City's Executive Team identified the set of values, taken from the City's Philosophy Statement, that form the foundation for Santa Clarita as an employer and an organization. These values were defined through a description of

how they would work in the day-to-day life of the organization.

**Research** – This step included data gathering through the implementation of two organizational efforts: the 2004 Employee Survey and the Service Excellence Program. These efforts provided objective data regarding organizational performance and employee satisfaction. The data was reviewed, using the values identified by the Executive Team, and additional clarification of the results was performed by interdepartmental teams of staff from all levels in the organization.

**Analysis** – The data were analyzed by the interdepartmental teams to identify common or recurrent issues, either positive or negative, within the organization. The teams then determined the likely causes for the occurrence of the issues in the day-to-day life of the organization.

**Solutions Development** – The analysis was used to generate a set of solutions or action items for review by the Executive Team for possible implementation. The analysis also produced a set of Best Practices of things each

individual should do on a daily basis to make the organization a better place to work which is for consideration by the Executive Team.

### **VALUES**

#### **Defining Santa Clarita's Values**

The values identified by the City's Executive Team were described in more detail as an "ideal" to strive for in the daily life of the organization. The value statements defined below exist to expand and describe the concepts included in the City philosophy in an effort to assist staff and management with the daily implementation of it into the life and culture of the organization.

#### **Commitment to Public Service, Service Excellence, Personal Excellence & Ethical Behavior**

A committed public servant is a person that fosters a service excellence approach and delivers the highest level of results with a humanistic approach when dealing with fellow employees, the community, and other organizations. This person continually expresses a positive attitude while giving exceptional

customer service. Committed public servants do not lose sight of the true purpose of being a City employee and remain happy to be a part of a service excellence culture. With customer service as a top priority, a public servant feels empowered to make decisions that would best serve the public and the community of Santa Clarita. This person also strives to provide the highest quality personal performance through continual learning and refinement of professional skills.

In addition, as public servants we are responsible to abide by standards that are above all others without reproach. We treat our fellow employees and the community fairly, equally, and without prejudice or bias. We accept an ethical duty to serve morally and in the public's best interest. We abide by all laws and respect all human rights.

#### **Leadership**

Effective "leadership" encourages all employees to be trained and prepared; honest and direct in their communication style; approachable and humanistic; empowered and decisive; cool and

calm; innovative and visionary; and foster decision making among staff and be supportive of their ideas.

#### **Accountability, Honest & Direct Constructive Feedback**

Accountability, honest and direct constructive feedback in the workplace means that rules are applied consistently, communication is open and interactive, and everyone has a good sense of their performance on an ongoing basis. On a daily basis, accountability, honest and direct constructive feedback includes sufficient one-on-one time for employees with their supervisors, clear communications of expectations, and timely and thorough follow-up. To accomplish this, performance evaluations should reflect an honest appraisal of an employee's performance, be completed on time, and should be reflective of ongoing communication between supervisors and their employees, with no surprises.

#### **Humanistic Treatment, Morale & Work Climate**

An organization that fosters humanistic treatment and high

morale provides an atmosphere and attitude that treats employees with compassion, concern, respect, appreciation, and a genuine feeling of understanding. It also trusts, empowers, and enables employees to do their jobs. These elements help to facilitate an outstanding work climate where employees generally look forward to coming to work. On a daily basis, it includes a free flow of information throughout all levels of the organization, general courtesy between all employees, honest feedback, and a fair distribution of work.

#### **Employee Attraction, Retention, Succession Planning & Mentoring**

An organization that fosters employee attraction and retention provides tools necessary to facilitate effective and successful recruitment and retention of qualified individuals which would include a competitive salary and benefit package; highlight that the Santa Clarita community is a desirable place to live, work, and play; an agency that encourages mentoring, growth opportunities, and innovation; and highlight the organization's reputation as being

# EMPLOYEE ATTRACTION AND RETENTION

## City of Santa Clarita / Workforce and Organizational Plan

a leader among other local governmental agencies.

Effective mentoring matches every employee who desires a mentor to someone with the right skill set. While supported by a formal program, mentoring also occurs informally in an open environment that encourages learning. Mentoring helps employees build the soft skills and networks needed to excel in their current jobs and move to the next level in their career.

A career development program is an employee working together with his/her supervisor and mentor to develop a career growth plan, setting goals, and looking for learning opportunities both inside and outside the work environment. The goal of the program is to develop staff to a point where they are ready to take over for their supervisors or promote externally.

### **Creativity & Innovation**

A creative environment is one that fosters open-mindedness and innovation and accepts and encourages taking risks; where management is trained on fostering a creative environment;

where creative visioning is supported; where you are encouraged to make a bigger box or think outside the box; and has dynamic leadership.

### **Attitude, Enthusiasm & Team**

A positive and enthusiastic employee greets everyone with a smile and exhibits a genuine compassion for others. An enthusiastic employee also takes his/her position with the City seriously and communicates clearly and listens thoroughly before taking action. This employee is the first to volunteer for new projects, goes the extra mile to get the job done, dresses appropriately, and sets a good example for all to follow. This is the employee that is valued by management and co-workers and feels like he/she has a voice in the organization. This employee is compensated fairly, has job security, ample opportunities for growth, and is encouraged to advance his/her career.

An organization that fosters effective “team orientation” provides an environment of open and honest communication; where management is encouraged to be

accessible and available to staff as a resource; where there is a genuine willingness to assist co-workers and peers; and all employees are empowered and dedicated to making the organization as effective and as efficient as possible.

### **Flexibility & Non-Bureaucratic**

An organization that fosters flexibility and a non-bureaucratic environment would have staff members cross-trained to provide versatility in providing services; fewer policies; flexibility in interpreting the codes; no micromanaging; and doing everything we can before saying “No.”

An organization that fosters a “non-bureaucratic” environment provides the tools necessary to facilitate effective and efficient problem solving which would include simple and comprehensive processes that are implemented consistently throughout the organization; open and honest communication; staff would be encouraged to be pro-active versus re-active in their approach to solving problems; and staff would be dedicated to making

decisions that would benefit the overall organization.

**Flow of Information, Interdepartmental Coordination & System Integration**

An environment where information is proactively communicated and readily available to the stakeholders (external and internal), individuals seek out information and utilize current communication tools, and the means for obtaining the information can be quickly identified.

**Conflict Resolution**

Effective conflict resolution in Santa Clarita would provide the tools necessary to facilitate conflict resolution, which would include training, third-party facilitator, education, a forum where open and honest communication can take place, and where people are respectful of each other.

**Diversity**

An organization with effective diversity has employees with a mix of different ideas, perspectives, education, and cultures. The organization fosters

a respectful environment with continued awareness and sensitivity to the diversity of employees and the public.

**Organizational Performance by Value**

The 2004 Employee Survey Results were analyzed in groupings by value area. Each question in the survey was assigned to an organizational value as an alternative and bigger picture approach to the data analysis. The results provide a good baseline for comparison in

future years. The 2004 Employee Survey did not measure the organization's performance in every value area. All but two questions in the survey utilized a four-point scale with scoring as follows: 100 = Very Good, 67 = Good, 33 = Poor and 0 = Very Poor. The two morale related questions used a five- point scale with scoring as follows: 100 = Very Good, 75 = Good, 50 = Average, 25 = Poor and 0 = Very Poor. The survey scores by value area were as follows:

Accountability/Honest & Direct Constructive Feedback	<b>79.36</b>
Attitude/Enthusiastic & Team	<b>77.90</b>
Commitment to Public Service, Service Excellence, Ethical Behavior & Personal Excellence	<b>82.80</b>
Conflict Resolution	<b>72.24</b>
Creativity & Innovation	<b>81.92</b>
Employee Attraction & Retention, Succession Planning & Mentoring	<b>69.19</b>
Flow of Information & Interdepartmental Coordination/System Integration	<b>72.51</b>
Humanistic Treatment & Work Climate	<b>77.33</b>
Morale	<b>69.25</b>
(See note #1)	
Leadership	<b>78.65</b>

# EMPLOYEE ATTRACTION AND RETENTION

## City of Santa Clarita / Workforce and Organizational Plan

### Notes:

1. The morale questions measured whether or not morale had increased or decreased since the prior year. A score over 50 indicates that morale is higher than the year before. A score below 50 indicates that morale is lower than the year before.
2. The Diversity, Flexibility and Non-Bureaucratic values were not identified until after the 2004 employee survey was completed, therefore no data relative to organizational performance is available.

### BEST PRACTICES

The following Best Practices were identified as daily activities that should be implemented to achieve the City's goal of becoming the Premiere City Employer in the State of California. These daily activities, when implemented by each individual employee regardless of position or department, will result in a highly functioning organization that is also a great place to work. The Best Practices are listed under the appropriate headings from the City's Philosophy to assist staff in

implementing the philosophy on a daily basis.

### Excellence

- Encourage acceptance of all employees and the diverse opinions of the community
- Shield co-workers and staff from personal issues that may be difficult
- Refrain from gossiping about a conflict and take initiative to speak with the person that has the knowledge and authority to address your concerns
- Practice good business etiquette by being prepared, on time, and wearing appropriate business attire
- Identify, discuss, and acquire/participate in the appropriate tools and training necessary for you to provide exemplary customer service
- Demonstrate an example that you would like others (co-workers, supervisors, etc.) to follow
- Ensure follow-through on projects/tasks
- Practice and reinforce Service Excellence principles – internally and externally

- Act as an advocate for staff, division, and department
- Be polite and professional and have a positive attitude
- Be personally motivated and responsible for overall organizational and co-worker success
- Practice principles learned through the Character Counts program
- Make a conscience effort to employ a diverse workforce
- Create professional development plans and seek and provide guidance, use your supervisor as a resource to create your personal growth plan
- Create and volunteer for cross-training opportunities to promote versatility in providing services to the public
- Invest in yourself by seeking projects or opportunities that allow you to enhance your professional skills to provide better service to succeed in future promotional opportunities, assist others in this effort as well

- Take action to address an issue in a timely manner or explain any delays
- Respond to requests and questions in a timely fashion (within twenty-four hours or less)
- Learn and know the laws, regulations, and policies related to your job
- Remember that you may be the only person a member of the public ever deals with at the City, you represent the City as a whole
- Employ good listening skills and be open to concerns and suggestions
- Communicate through personal contact rather than email, when appropriate
- When faced with a conflict, focus on the issue and not placing blame
- Be respectful of all co-workers
- Trust the abilities of staff
- Take time to recognize staff, even on the little things, and promote the existing recognition programs

### Humanistic Approach

- Attend and actively participate in division staff meetings
- Practice and take advantage of open doors
- Hold regular (at least monthly) 1:1 meetings and try not to miss or change the date and time, and be sure to give the person your undivided attention
- Have a visible presence and be actively engaged in day-to-day activities
- Recognize your (un)official role as a mentor to others and look for opportunities to provide for professional growth opportunities and development
- Provide autonomy to managers to approve scheduling flexibility
- When making decisions, be fair and consistent
- Be engaged in projects without micromanaging
- Move events and activities to different facilities (e.g., Corp Yard, Aquatics Center)

### Creativity

- Look for opportunities to improve your work environment
- Accept and look forward to new challenges and change
- Be personally motivated, be pro-active not re-active
- Provide a safe environment where risks and innovation can be discussed and implemented, be open to new ideas and take every opportunity to implement them
- Be creative in your approach to your work and community service
- Be open to new ideas and take every opportunity to implement them

### Enthusied Workforce

- Request feedback on a consistent basis from your boss and those that work for you
- Give immediate constructive feedback, debrief with staff on projects
- Encourage a positive approach and foster team spirit

# EMPLOYEE ATTRACTION AND RETENTION

## City of Santa Clarita / Workforce and Organizational Plan

- Have a full and balanced life outside of work and support this among staff
- Understand and put into practice the City's philosophy statement
- Regularly monitor and discuss employee workloads and strive for consistency
- Show others that you take pride in working for the City of Santa Clarita
- Be a positive ambassador for the City
- Give timely evaluations and incorporate these Best Practices

### Ethics

- Recognize all diversities whether professional or personal
- Look for opportunities to learn and educate each other about diversity awareness
- Always use ethical standards in making decisions and interacting with staff and co-workers

### Open and Non-Bureaucratic Government

- Attend other division staff meetings

- Utilize RNet, the Weekly Update program, and Tidemark to share information and learn more of City views and issues
- Communicate pertinent and important information to staff in a reasonable and timely manner through frequent informal, stand-up meetings, and share information with co-workers
- Share ideas with managers and the Executive Team
- Own and support frequent updates between departments and maintain healthy team relationships
- Involve and brainstorm with co-workers from other departments about new ideas or concepts
- Be engaged in cross-department meetings for project updates
- Be willing and eager to lend assistance to co-workers
- Consider, don't lose sight of, how your role and projects impact the community's quality of life and how to best share the information with the community

- Provide consistent opportunities for staff and the public to share ideas on ways to improve services (e.g., customer surveys)
- Use interdepartmental/divisional teams
- Initiate conversations between supervisors and co-workers to better understand their roles in the organization

### City Council & Community

- Make commitment to public service a priority
- Encourage participation in community and non-profit organizations (volunteer and leadership roles).

### ENHANCEMENT PLAN

The following Action Plan was developed through suggestions from the multi-departmental teams that worked through all of the issues and data in the planning process. These action items will be further defined and implemented upon approval of the Plan.

Action Item	Lead	When
1. Implement a comprehensive Citywide training program for staff, supervisors, and managers that addresses each of the value areas and is tied to the principles and Best Practices included in the Workforce & Organizational Plan.	HR	
1. Evaluate and update the performance evaluation and process, including Supervisor/Manager training on how to effectively utilize the process.	HR	
1. Create and implement a marketing plan to provide information to the organization about the Executive Team, including membership on the team, activities, etc.	CMO	
1. Establish an "idea center" for submitting new ideas.	CMO/Tech Services	
1. List the benefits of working for the City of Santa Clarita, evaluate the effectiveness of current marketing and publicity efforts, and identify enhancements that could be implemented to promote City employment opportunities for recruitment and retention activities.	HR	
1. Explore innovative ideas that increase the effectiveness of retaining employees (e.g., retirement enhancement – 2.7% @ 55, 1959 Survivor Benefit, tuition reimbursement for non-degreed educational opportunities, WorkWell programs).	HR	<ul style="list-style-type: none"> <li>• 2.7% at 55 – Done</li> <li>• Survivor Benefit – Done</li> <li>• Comp. Time/Stand-By Pay/Call-Back Pay – Done</li> </ul>
1. Conduct a comprehensive organizational classification and salary survey and update all job descriptions.	HR	Done
1. Create and implement a communication plan to promote the City's culture and values, including the philosophy statement, best practices, etc.	CMO	
1. Enhance communication and understanding among staff (e.g., Ask Me What's Happening at City Hall, Message from the City Manager, Project Tracking).	CMO/ET	
1. Emphasize the importance of attendance at quarterly mixers.	ET/HR/ Div Mgrs	
1. Add life to break rooms, hallways, and meeting rooms by displaying color and art to celebrate the impacts of City accomplishments.	HR/ WorkWell/ Facilities	

# EMPLOYEE ATTRACTION AND RETENTION

## City of Santa Clarita / Workforce and Organizational Plan

10

1. Enhance the new employee orientation process through creation of a “buddy system” and new materials that discuss the City’s values, organizational structure, budgeting process, form of government, etc.	HR/ WorkWell	
1. Grow the Mentoring Program through development of more marketing materials and activities and evaluate the possibility of establishing a shorter more intense program (i.e., six months instead of one year).	CMO	
1. Explain the recruitment and selection practice and procedure to all staff and communicate the process regarding the methods used and results of process (e.g., when someone new is hired).	HR	
1. Explain the reclassification practice and procedure to all staff and communicate the process regarding the methods used and results of the process (e.g., when re-classes are approved).	HR	
1. Develop a Citywide customer service program that includes: <ul style="list-style-type: none"> <li>• Customer Service “Secret Shopper” program to review in-house processes and recommend improvements.</li> <li>• Departmental customer service plans that address ongoing customer service evaluations and employee-generated suggestions for enhancements.</li> </ul>	ET	
1. Evaluate organizational needs for succession of key positions and focus on development and training to ensure that an adequate pool of talent is ready and available.	HR/ET	
1. Evaluate increasing the education reimbursement program to pay for more of the cost associated educational activities.	HR	
1. Evaluate Travel and Training Policy to allow more flexibility in approvals at Department Head level.	CMO	Done
1. Evaluate inter- and intra-departmental information sharing practices with the goal of increasing the effectiveness and frequency of communication.	ET	
1. Increase the visibility of the City Manager, Assistant City Manager, and Department Heads (i.e., Executive Team) throughout the organization (e.g., regularly visit various departments and divisions located at City Hall and other staff locations).	ET/CMO	
1. Develop a formal citywide recognition program and strategies for informal recognition activities.	HR/ WorkWell	Formal program – Done.
1. Evaluate expanding the use of interns to develop new staff.	ET/HR	

1. Expand recruiting outreach activities to include additional colleges, universities, and trade schools.	HR	
1. Develop an internal job and career awareness program that provides existing staff members with information on the qualifications and experience requirements and duties of the various jobs within the City to encourage ongoing professional development among existing staff.	HR	
1. Develop an ongoing mechanism to utilize special project teams made up of staff volunteers who are seeking professional growth opportunities to accomplish key City goals and programs (i.e., The Big Picture).	ET/CMO	
1. Develop an ongoing mechanism for Department communication regarding the goals and values included in the W&O Plan.	ET/CMO	

### PLAN IMPLEMENTATION, PROGRESS REPORTS & COMMUNICATION

Implementation of the Plan has been ongoing since the planning process began. Many enhancements have already been implemented, for example, the Travel & Training Policy has been reviewed and modified based on feedback from the 2004 Employee Survey and a comprehensive Compensation and Classification Study has been completed and the recommendations have been implemented.

The success of this Plan to improve the organization rests with each employee and the way each of us chooses to conduct ourselves in the workplace every day. The Plan contains a set of tools for employees and

managers. These tools include the City Philosophy, Values & Best Practices. These three resources paint a vivid picture of what it should be like to work in Santa Clarita. These are the standards by which our activities at work will be judged by one another and the City's management. They are a point of reference on days when things may not be going as planned to help get us back on track and consistent with the culture we are trying to build.

The Implementation Plan for the City Philosophy, Values and Best Practices is as follows:

#### All Employees

- Post the City Philosophy where you can easily refer to it in your workspace

- Review the Philosophy, Values and Best Practices and consider your behavior and work style, then determine what, if any, changes you might make to bring your activities into alignment with these statements
- Discuss the Philosophy, Values and Best Practices with your co-workers to clearly determine what they mean to your team

#### All Managers

- Review the Philosophy, Values and Best Practices and consider your management style and practices, then determine what, if any, changes you might make to bring your leadership style into alignment with these statements

# EMPLOYEE ATTRACTION AND RETENTION

## City of Santa Clarita / Workforce and Organizational Plan

- Review and discuss the Philosophy, Values and Best Practices with your team and determine specific areas to focus on improving from a team perspective

The Enhancement Plan portion of the Workforce Plan includes items such as training and updating the performance evaluation process that will integrate the Philosophy, Values and Best Practices into the ongoing activities of the City. This will ensure that all organizational activities are consistent and supported by the same set of values. The Employee and Manager implementation activities included above will help all staff members to participate effectively as the organizational culture evolves to become more and more consistent with the Philosophy, Values and Best Practices.

The Enhancement Plan will be implemented through the efforts of the work groups identified in the “Lead” column of the document. The organization will be kept informed of progress on each item through quarterly updates provided by the City Manager’s Office.

Keeping the organization informed about the status of progress toward implementation is critical. A Workforce & Organizational Plan link has been added to the City’s RNet system. This document will be posted on the RNet as will all update materials as implementation of the plan moves forward. The RNet also includes a feedback feature that allows any staff person to provide feedback to the City Manager’s Office regarding any aspect of the Plan and its implementation. The City’s email system will be utilized to share information about the Plan and to highlight the Philosophy, Values and Best Practices on an ongoing basis. Staff, managers, and the Executive Team should take every opportunity to discuss the Philosophy, Values, Best Practices, and progress on the Enhancement Plan. These opportunities include one-on-one meetings, regular staff meetings, department meetings, and any other team meeting where it would be appropriate. In this fashion, all employees will hear about the Plan in enough detail to understand the goals and

outcomes expected from the implementation process and to participate effectively.

This Plan is a “living document” which means that it will not simply sit on a shelf or in a file and expire at some point. The Plan will evolve as the organization matures. The list of Best Practices will be modified and refined and the list of Action Items will be changed as items are added as they arise and removed as they are completed. The information contained in this Plan will be used to chart our organizational performance in the key value areas. It will also serve as the foundation for the development of management and staff training programs.

### CONCLUSION

The City recognizes the need to have a well-trained and talented workforce. At the same time, the City is taking a proactive approach to the changing and more competitive workforce trends. This effort and Plan create a starting point for the City.

## PROGRAM DESCRIPTION

**actively learn about county government and ways they can contribute to their communities. Two academies convene each year: one geared toward high school juniors and seniors, and another that is tailored to adults. The purpose is to engage residents in their local government and increase their knowledge of County services through interactive sessions.**

The Alameda County Leadership Academy brings together a highly diverse group of people to actively learn about county government and ways they can contribute to their communities. Two academies convene each year: one geared toward high school juniors and seniors, and another that is tailored to adults. The purpose is to engage residents in their local government and increase their knowledge of County services through interactive sessions.

Each Leadership Academy is a free, five-session interactive forum that takes place at various County worksites over a five-month period. Sessions cover a variety of program areas ranging from County funding sources and budgeting in the adult Academy to careers and job skills in the youth Academy. Other areas covered include but are not limited to: an overview of the

County, public protection, health care, and social services. Sessions provide a broad overview of services and may include special activities such as a tour of the County Crime Lab or Office of Emergency Services. The sessions are designed to be informative, interactive and fun, and provide opportunities to exchange ideas with Board Members, County officials/employees, and students from other high schools. A session might include a group exercise, case studies, presentations by participants and employees, role-playing and/or hands-on experience. At the final Youth Leadership Academy session, youth divide into small groups to make presentations to their families, friends, and County staff on controversial subjects of their choosing such as youth violence, teen pregnancy, teen depression, and media influence. For adults,

the last session includes a mock Board of Supervisors budget hearing. Both sessions culminate in a graduation ceremony presented by members of the Board of Supervisors and the County Administrator.

Through small group discussions and mock public policy exercises, the Leadership Academy provides an excellent opportunity for participants to develop and practice leadership and communications skills. Not only do the participants learn about how Alameda County works, but, perhaps more importantly, the County benefits from the exchange of ideas between its citizens and government leaders.

### PROGRAM SUCCESSES

Successes included: (1) improved communication between Alameda County government and its residents; (2) increased knowledge

# EMPLOYEE ATTRACTION AND RETENTION

Alameda County-Leadership Academy.

## JURISDICTION INFORMATION

*Population: 1,421,308*

*Total Full-Time Employees: 8,924*

*Total Operating Budget: \$2.19 billion*

about county government—the wide range of services that we provide, the similarities and differences between cities and the County, the challenges we face, and the many accomplishments of our dedicated employees; and (3) citizens interacting with each other and engaging in civic activities.

### LESSONS LEARNED

Allowing the presenters to format how they will conduct their sessions allows each session to be distinctive and keeps participants from becoming bored. Word of mouth from academy graduates is the most effective recruiting device. For our adult academy, we tried to do a tour of various County facilities for the first Academy. This was particularly well-received but was very challenging due to cost, scheduling (we wanted to do this

during a working day so that participants could see the County “in action” but it was hard for participants to take off from their jobs), and potential liability. Ultimately, this was not a sustainable activity, though we’d like to re-incorporate the activity in a different format. For our youth academy, we found that a lecture format isn’t effective no matter how interesting a topic—the sessions have to be interactive, include a variety of activities, and include opportunities for students to “speak out.”

### TOTAL PROGRAM BUDGET

There are no specific budget allocations for this program. The program is run by volunteers so there is no staff cost. There are minimal costs associated with providing food, binders, and other supplies for participants.

#### PROGRAM'S LEAD CONTACTS

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## PROGRAM DESCRIPTION

**The goal of this newly established program is to develop our own employees to become future Supervisors, Division Managers, and Department Heads in order to replace those planning to retire from the workforce in the coming years. This is accomplished by identifying employees from a wide range of leadership levels to form an “acceleration pool.”**

These employees are then developed through training and job experience to maximize their potential contributions to the organization. The program requires a significant commitment of employee time, including time after normal work hours, and requires participation for two years starting in August 2006. The first year employees will participate in the Program training and the second year they will be required to mentor someone else participating in the Program.

Employees interested in participating in the program must submit a resume and cover letter providing their one, five- and ten-year career goals as well as identifying why they think they would be a good candidate for the program. The final list of Program attendees will then be approved by the Succession Planning Committee and the City Manager.

### Key Objectives:

- Expose participants to the rewards and advantages of a career in management with the City of San Bernardino.
- Hold panel discussions with Department Heads about management issues.

Expose employees to the benefits associated with moving into management positions.

1. Identify an “acceleration pool” of employees that have the highest potential for advancement
  - Succession Planning Committee and Department Directors invite employees to apply for inclusion. The final list will be approved by the Committee and City Manager, and the employee must agree to participate.

- Participants can/should include all levels of employees, including Division Managers, Department Heads, field staff, office/professional, etc.
- Participants will submit a resume and cover letter, which should include their one, five- and ten-year goals.
- Participants will agree to a set of standards that must be met for continued participation in the program during the program cycle (i.e. must have satisfactory performance evaluations, come to training classes, participate in group projects, meet with their mentor, etc.).
- Define program for participants and mentors.

# SUCCESSION PLANNING

## City of San Bernardino / Management Development Program

JURISDICTION INFORMATION *Population: 201,823*

*Total Full-Time Employees: 1,250*

*Total Operating Budget: \$133.8 million*

12

- New list of participants identified each fiscal year.
- 2. Establish a mentor/protégé program
  - Participant may recommend a mentor for consideration and approval by the committee or will be assigned a mentor.
  - Participant will meet monthly with their mentor from within the organization.
  - Participants will agree to a two-year commitment and must identify someone else in the organization that they will formally mentor the second year. Their protégé cannot be someone else in the Management Development Program and must be approved by the committee prior to selection.
- 3. Develop the supervisory and management skills of program participants
  - Participants will attend an orientation.
  - Participants will attend a minimum of twelve hours of supervisory training provided through the Inland Empire Employee Relations Consortium (Liebert Cassidy Whitmore).
  - Participants will attend a minimum of four 1–2 hour training sessions offered in-house. Possible topics:
    - i. Workers' Compensation
    - ii. Employee discipline/Skelly process
    - iii. Sexual harassment/EEO/diversity issues
    - iv. Coaching/employee development – department head panel
    - v. City processes related to employees (Civil Service, payroll, in-processing/out-processing, evaluations)
    - vi. Project management/contract management
    - vi. Agenda item prep/process
    - vii. Ethics Training
- Participate as a group in ICMA Coaching conference calls on supervisory and management topics, and have group discussion afterward.
- 4. Broaden the organizational perspective of program participants

- Provide opportunities to interact with the City Manager, Mayor, and Council through the utilization of brown bag lunches, evening dinners, and panel discussions.
  - Invite local business and community leaders to meet with the group to talk about important community issues and expectations of how local government is involved (Chamber of Commerce, Rotary).
  - Hold participant networking meetings periodically to encourage relationship building within the group. Meetings can be held at off-site locations around the City (community centers, City Yard, library, Police Station).
  - Provide some basic overview training about structure of City government; development of ordinances, resolutions, etc.; City budget; community demographics.
  - Shadow assigned mentor.
  - Include police and fire personnel in some program activities.
  - Attend one City Council Meeting and one other board or commission meeting and provide a one-page summary of the meeting.
5. Look at changes in the organizational structure that support management development as an important goal
- Consider rotations or temporary assignments of employees to other departments, when possible.
  - Promote the establishment of lines of advancement within departments; in order to provide opportunities for advancement within the organization.

### PROGRAM CALENDAR OF EVENTS:

- A.** Participate in at least two Cal-ICMA Coaching Telephone Panel discussions:
- B.** Attend a minimum of twelve hours training through the East Inland Empire ERC conducted by Liebert Cassidy Whitmore held at Sierra Lakes Golf Club in Fontana:
- Supervisory Skills for the First Line Supervisor/Manager (six hours)

# SUCCESSION PLANNING

## City of San Bernardino / Management Development Program

12

- Preventing Workplace Harassment, Discrimination, and Retaliation (three hours)
  - Ethics in Public Service (three hours)
  - Privacy Issues in the Workplace (three hours)
  - Issues and Challenges Regarding Drugs and Alcohol in the Workplace (three hours)
  - Personnel Issues: Hiring, Reference Checks, and Personnel Records & Files (six hours)
  - A Guide to Labor Negotiations (six hours)
- C.** Attend Management Development Program orientation (one hour)
- D.** Attend a minimum of four training sessions on topics taught by City staff focusing on understanding how the City operates and issues important to supervisors and managers:
- Agenda item preparation and process
  - Workers' Compensation
  - The role of a City Council member
  - Sexual Harassment/Discrimination Policy/EEO
  - The role of the Mayor
  - Police Department functions
  - RFP Process
  - Fire Department functions
  - The role of the City Manager
  - Review of Boards and Commissions
  - Putting together the City Budget
  - Public speaking skills
  - Understanding our City Charter and the Municipal Code
- Writing Skills
- E.** Attend and provide a one-page summary of one City Council meeting and one other Board or Commission meeting.
- F.** Attend and provide a one-Participate in the mentor/protégé program:
- Select a mentor from either the list provided to you or one of your own choice. If you cannot decide on a mentor the committee will assign one to you. The committee will have final approval on mentor selection.
  - Meet at least monthly with your mentor during a year period.
  - Identify someone within the organization that you would like to mentor (a protégé) for a year. Your protégé cannot be someone else in the Management

Development Program and must be approved by the committee prior to selection.

- G. Select one conference/seminar on a topic relevant to your career path and/or Department’s function. Approval to attend must be received by your Department Head.
- H. Attend Supervisory Skills Training (six hours) conducted for the City of San Bernardino by Liebert Cassidy Whitmore.
- I. Throughout the fiscal year other opportunities may arise that require attendance, such as:
  - Opportunities to interact with community leaders.
  - Networking meetings with others in the Management Development Program.

- Tours of City facilities.
- Brown-bag lunches with Department Heads and Council Members.
- Attending a City of San Bernardino Neighborhood Association meeting.

**PROGRAM SUCCESSES**

Although the program is still in its early stages, we have received great feedback from participants thus. Staff was very involved in the process reflecting the enthusiasm for the program. Twenty-one employees were selected for the program and are very excited about the forthcoming opportunities.

**LESSONS LEARNED**

The greatest lesson learned thus far is that the timing of the program’s start-up proved to be difficult for some employees. Starting the program after the first of the year would have been more convenient and would not interfere as much with the holidays and employees’ vacation time.

**TOTAL PROGRAM BUDGET**

This program does not have an official budget as it is being absorbed by the Human Resources Division budget.

Trainings provided through the Inland Empire Employee Relations Consortium (Liebert Cassidy Whitmore) cost \$31 per person.

# SUCCESSION PLANNING

City of San Bernardino / Management Development Program

12

**PROGRAM'S LEAD  
CONTACT**

Linn Livingston,  
*Director*

(909) 384-5104

livingston\_li@ci.san-  
bernardino.ca.us

## PROGRAM DESCRIPTION

The City of Thousand Oaks embarked on a Succession Planning Program in the fall of 2005. Following is a brief description of the program, challenges we encountered, successes we achieved, and our ambitious plans for the future.

### MISSION STATEMENT

- Develop the next generation of City leaders through the implementation of a comprehensive succession plan.
- This succession plan will grow future leaders within the organization and raise awareness and enthusiasm for public service in the larger community.
- A flourishing succession plan will contribute toward the high levels of service that the public expects and that the City provides.

### PROGRAM FOUNDATIONS

- Mentoring Program
- Thousand Oaks Leadership Academy
- Community Outreach Efforts
- Internships

- Management and Supervisory Training
- Conejo Valley Speakers Series
- Management Book Discussion Group
- Advanced Educational Programs

### HOW WE STARTED – OUR SUCCESSION TIMELINE

- January 2005 – Executive Retreat
  - \* Reviewed potential programs
  - \* Planned Presentation to all Supervisors & Managers
  - \* Discussed Implementation Concepts
- September 2005
  - \* Presentation to all Supervisors & Managers by Frank Benest
  - \* Five Committees Formed Same Day

- Mentoring Program
- Leadership Academy
- Community Outreach
- Analyst Rotation Committee
- Mission Statement
  - \* Member of Executive Team installed as chair of each committee
- November 2005
  - \* Mission Statement Completed
  - \* Framework established for four formal programs
    - Mentoring Committee
    - Leadership Academy
    - Community Outreach
    - Intern Program (formerly Analyst Rotation)
- April 2005
  - \* Promotional folders developed for school presentations

# SUCCESSION PLANNING

## City of Thousand Oaks / Succession Planning Program

### JURISDICTION INFORMATION

*Population: 127,644*

*Total Employees: 600+*

*Total Operating Budget: \$170,440,589 million*

13

- \* Analyst Rotation Program integrated with Internships
  - Resistance of managers to move high-performance employees into other departments, even on temporary basis
  - Internships designed to cross over department lines in lieu of analyst rotations
- \* Internship Plan developed with local university and teen placement programs
- \* Get acquainted breakfast planned for new fall students to introduce them to variety of career opportunities at City of Thousand Oaks
- \* Curriculum on public service developed

- \* DVD highlighting City service for presentations to students designed to serve dual purposes with recruitment efforts
- June 2006
  - \* Mentoring Program and Leadership Academy presented to all Managers and Supervisors
  - \* Mass e-mail sent to all employees advising them of upcoming development programs
  - \* Brown-Bag Lunch Presentations on Mentoring Program and Leadership Academy held for all interested employees
- July 2006
  - \* Application period for Mentoring and Leadership Academy Participants

- September 2006
  - \* Mentoring Program Begins
- October 2006
  - \* Leadership Academy Begins

### PROGRAM DETAILS AND GOALS

- **Mentoring Program**
  - \* Goal – To grow future leaders within the City
  - \* Written application and supervisor approval required
  - \* Pairs matched based on skills and professional interest
  - \* Program duration – 12 months/meet as needed basis
  - \* Four (4) hours per month to be used toward mentoring goals

- \* Progress toward goals to be monitored by Human Resources
- **Leadership Academy**
  - \* Goal – To provide knowledge and skills to assist in becoming future leaders in Thousand Oaks
  - \* Six-month Program
  - \* One class per month, full-day
  - \* Class size limited to 18–20
  - \* Different city locations and speakers at each session
  - \* Course Requirements
    - Homework projects (management book report, progress report on group assignment)
    - Final project
    - Attend at least one City Council meeting
- Attend at least one Committee or Commission meeting
- \* Graduates conduct next year's program
- **Community Outreach**
  - \* Goal – to develop interest in public service through relationships with local university, school district, and business groups
  - \* Establish a speaker's bureau on City career opportunities
  - \* Conduct career days presentations for students at high schools and colleges
  - \* Develop DVD with overview of City, introduction by City Manager
  - \* Develop public relations brochure for presentations and recruitment purposes
- \* Participate in job shadowing events, job sharing programs, government day, etc.
- **Internship Programs**
  - \* Goal – to create learning opportunities in a variety of City departments and functions
  - \* Duration limited to 1,000 hours
  - \* Dual programs
    - Bachelor's and Master's Students – Assignments must cross departments to provide well-rounded experience
    - High school graduates – opportunities for semi-skilled or entry-level employees
- **Enhancement of Existing Programs**
  - \* Emphasize career

# SUCCESSION PLANNING

## City of Thousand Oaks / Succession Planning Program

- development of subordinates as dimension in performance evaluations
- \* Encourage utilization of promotional process
- \* Offer generous selection of leadership and management development classes
- \* Encourage utilization of tuition reimbursement program
- **New Programs on the Horizon**
  - \* Great Leaders Speakers Series
    - Area business and government leaders
    - Bi-monthly evening program
    - Open to all interested employees
    - Scheduled for January 2007

- \* Management Book Discussion Group
  - Noontime or evening group
  - Conducted weekly
  - Reading list provided
  - Facilitated by members of City Executive Team and Senior Managers

### Why it works in Thousand Oaks

- City Council Goal #10
  - \* *Prepare for the transition of City workforce to ensure sufficient succession planning takes place and develop an employment base reflective of the community*
  - \* Regular updates provided to Council on progress

- Executive Team Support
  - \* Executives chair each existing committee
  - \* All executive team members actively involved in one or more programs
  - \* All managers and supervisors involved in initial planning process
  - \* It's creative, it's fun, and it just makes sense

### PROGRAM SUCCESSES

Our single biggest success was a 25 percent increase in in-house promotions this year, attributed to a greater awareness of the potential within!

### LESSONS LEARNED

The biggest lesson learned with the implementation of our Succession Planning Program is never to underestimate the level of enthusiasm of our employees. Both our Mentoring Program and

Leadership Academy were filled to capacity the first year.

Applications for the programs clearly showed that expectations were high and even the most finely tuned Leadership Academy Session had to be re-thought and sharpened up to meet those expectations. And, although the original Academy committee was hoping to turn the entire program over at the end of the year to the participants, there is a reluctance to let go of such a success!

We also found that our outreach committee was stretched very thin, and the more ambitious plans to add curriculum to the existing Masters in Public Policy and Administration at our local university had to be toned down to a more manageable future one-time session.

In retrospect we could have spread the introduction of the programs out over a two- to three-year period, but the momentum and enthusiasm were so high that we just ran with them. Long-term maintenance of the programs will be one of the true measures of our success.

### **TOTAL PROGRAM BUDGET**

In our next two-year budget cycle, we will allocate \$4,000 for the Leadership Academy (\$250/20 attendees–2 sessions) and approximately \$6,000 for materials, primarily for public outreach, for a total two-year Succession Planning Budget of \$10,000. This past year, we had no budget, departments paid the \$250 attendance fee for the Leadership Academy, and promotional outreach materials were printed utilizing Human Resources recruitment funds.

### **How We Finance These Programs**

- Leadership Academy – Each department billed \$250 for participating employees
- Internships – \$10 to \$15 per hour utilizing salary savings or interdepartmental transfers to salary accounts
- Mentoring Program – departments agree to allow four hours per month to each participant
- Outreach efforts – DVD and promotional brochure utilized for recruitment purposes and funded through Human Resources budget

# SUCCESSION PLANNING

City of Thousand Oaks / Succession Planning Program

13

**PROGRAM'S LEAD  
CONTACT**

Connie Hickman,  
*Human Resources Director*

(805) 449-2140

Chickman@toaks.org

## PROGRAM DESCRIPTION

**The City Management Institute (CMI) is one of the City’s succession planning strategies and is designed to provide highly qualified City of Sacramento supervisors and managers with assessment and development activities to help them pursue senior management and executive challenges and positions in the City. The goals of the CMI include:**

- Establish a highly qualified and diverse pool of candidates for consideration for City leadership advancement.
  - Provide participants with a broad perspective of the complexities of City operations.
  - Assess participants’ individual leadership strengths and identify development opportunities.
  - Expose participants to core leadership and management competencies that are required to perform successfully as a Division Manager or Department Head.
- Possess increasingly responsible and successful experience in supervision, management, project management and/or policy development (within the City or elsewhere).
  - Completion of a bachelor’s degree.
  - Overall performance meets or exceeds expectations.
  - Demonstrated competency and commitment to successfully perform as a Division Manager or Department Head, including leadership talent and the ability to work effectively with diverse individuals and teams.

The CMI seeks a diverse pool of leadership candidates that can commit to attending a comprehensive program in its entirety (see schedule below) and who meet the following criteria:

- Completion of the City’s two-day Inclusion Commitment Workshop (Creating an Inclusive Workplace).

Captain, Parks/Recreation Superintendent, Police Lieutenant, Special Projects Manager, Program Manager, Program Specialist, Senior Management Analyst, and Supervising Engineer. Applicants will receive additional consideration for completion of each of the following City University (or equivalent) programs: Leadership Certificate Program, SMART Certificate Program, Project Management course, and City Council courses (Surviving the Podium and Preparing Staff Reports).

CMI participants will participate in a comprehensive “360-degree” leadership assessment to identify strengths and development opportunities. The aggregate assessment data will be used to focus the curriculum. The curriculum typically includes the following topics:

- 17 Core Public Sector Leadership Competencies

# SUCCESSION PLANNING

City of Sacramento / City Management Institute

## JURISDICTION INFORMATION *Population: 457,514*

*Total Full-Time Employees: 5,109*

*Total Operating Budget: \$991.9 million*

- City Operations
- Project Management and Team Facilitation
- Conflict Management and Negotiation
- Policy Development
- Legislation
- Media and Public Relations
- Strategic Planning
- Financial Management
- Human Resource Management / Organizational Development

To assure practical application of content, the following components are incorporated:

- Each participant will complete an individual “Leadership Development Plan” in response to their “360-degree” assessment, identifying strengths, development goals, and activities.
- Class content and discussions will be applied to “real” City policies and issues.
- Each participant’s department head will serve as their

mentor during the duration of the program.

- Participants will have the opportunity to shadow a member of the Executive Team for a day.

Participants will complete an organizational improvement project and present recommendations to the Executive Team. Past projects include: CMI Evaluation, Measuring the City’s Strategic Plan, Workplace Violence Policy, Employee Separation Policy, New Employee Processes, and Succession Planning.

### PROGRAM SUCCESSES

- Approximately seventy-five employees have completed CMI since its formation in 2001.
- Approximately 60 percent of CMI graduates have been promoted at least once into higher level positions.

### LESSONS LEARNED

- Establish very clear eligibility criteria and selection processes.

- Involve senior leadership in the recruitment and selection process.
- Do not rely solely on classroom learning; utilize assessment centers, 360-degree feedback, mentoring, executive shadowing, developmental assignments, and projects.
- Incorporate relevant and attainable team projects.

### TOTAL PROGRAM BUDGET

The City budgets \$1.3 million for the Organizational Development Division, which includes funding for the City University, Career Development, and City Management Institute programs.

#### PROGRAM'S LEAD CONTACT

Brian Moffitt,  
*Ed.D., Organizational  
Development Manager*

(916) 808-5943

[bmoffitt@cityofsacramento.org](mailto:bmoffitt@cityofsacramento.org)

## PROGRAM DESCRIPTION

**In an effort to enhance employment opportunities for current City employees who desire to move from one position to another, and to provide department heads with a list of current employees interested in employment opportunities within their departments, the Employee Opportunity Program was developed.**

This policy replaces the old "Employee Transfer Policy." The old policy covered transfer opportunities for General Unit employees only and involved filling out "Job Interest Cards." The new Employment Opportunity Program is for all regular, non-probationary, and temporary City employees. The Program is designed to give current employees a window of opportunity to apply for and possibly transfer or promote into another classification when there is a vacancy prior to the start of an outside recruitment. This process does not apply to department head recruitments.

When a department submits a request for a regular position, an e-mail is sent to all employees (with department secretaries responsible for providing a hard copy to those not connected to e-mail) informing them of the

opening. Employees interested in applying for the position must submit an application within five working days of the notification to the Department of Human Resources. Due to time constraints, no application will be accepted after the five day notification period.

Human Resources staff will then review the applications to determine if the employees meet the minimum qualifications as listed on the current job description. If an employee fails to meet the minimum qualifications, their application will be removed from the process. Applications may also be rejected by the Director of Human Resources pursuant to the Personnel Rules and Regulations. The department head will be notified of the City employees who meet the minimum qualifications.

After a review of the qualified applications, the department head and the Director of Human Resources will determine if an outside recruitment or an in-house promotional is appropriate. If the final decision is to conduct an outside recruitment, those qualified City applicants will be included in the recruitment process. All employees who have applied for the position will be notified of the status of their application and the recruitment process within five working days of the recruitment decision.

### PROGRAM SUCCESSES

Between June 2005 and October 2006, the City filled forty-two out of 111 positions, approximately 38 percent, through the Employee Opportunity Program.

# SUCCESSION PLANNING

City of San Luis Obispo / Employment Opportunity Program

**JURISDICTION INFORMATION**    *Population: 44,439*  
*Total Full-Time Employees: 348*  
*Total Operating Budget: \$59.2 million*

15

## LESSONS LEARNED

This program saved the City significant recruitment costs and provides an equitable process for advancement from within. The program has also proven to work very effectively, and as we address succession planning in the organization, this process will be key.

### PROGRAM'S LEAD CONTACT

Monica Irons,  
*Director of Human Resources*  
  
(805) 781-7252  
  
mmoloney@slocity.org

## TOTAL PROGRAM BUDGET

This program has limited costs, requiring only staff time to interview associates, and reduces the cost of advertising and recruiting for open City positions.

## PROGRAM DESCRIPTION

**In July 2006 the City of Daly City implemented a three-phase Workforce Management Program to address the imminent retirements of the many baby boomers holding key leadership positions in our organization. The program's main objectives are as follows: to ensure leadership continuity; to involve our Department Heads in planning for the future; to retain and develop employees with leadership skills; to encourage sharing of human resources across departments; and to reduce executive recruitment costs.**

We are currently in the first phase of this program which involves utilizing a Taskforce comprised of mid-level managers designated by our City Manager, to assist in the implementation of the various components of the program. The Taskforce is working closely with Department Heads to identify key positions at the supervisor level and above, and to identify the associated management competencies. The Taskforce is also developing an internal Management Exchange Program which will include asking Department Heads to identify potential developmental opportunities such as short-term projects or assignments that they would be willing to offer to employees who currently work outside of their departments. At the end of this phase the Taskforce will present to the City Manager and Human Resources

the information they received from Department Heads, and a decision will be made by our City Manager as to which key positions pose the highest risk and/or immediacy if an incumbent leaves. Five to six positions will be targeted for this program.

The second phase of this program includes the selection and development of participants. Employees will be invited to attend an informational session on this program and all interested employees may apply for participation. To determine participation in the program, applicants will be required to undergo a selection process and those candidates who most closely meet the competencies associated with the targeted positions will be selected. Once selected, participants' strengths and areas for improvement will be assessed

using tools such as the 360 degree evaluation and the Emotional Intelligence instrument. Each participant will receive a learning plan that will include objectives that address the development gaps between current and necessary competencies. Participation in the Management Exchange Program, individual coaching and/or other training may be part of their plan. Taskforce Members will also serve as mentors to participants and will meet with them on a regular basis to review their progress.

The final phase is to evaluate program effectiveness. The program's success will be measured by employee interest in the program; the number of participants completing their learning plan; the percent of targeted positions that are filled with program participants; and how the stakeholders rate their satisfaction with the program.

# SUCCESSION PLANNING

City of Daly City / Workforce Management Program

## JURISDICTION INFORMATION

*Population: 105,427*

*Total Full-Time Employees: 551*

*Total Operating Budget: \$160 million*

16

### PROGRAM SUCCESSES

Although our program is still in the infancy stage, we have already had many small successes. Our City Manager's enthusiasm, commitment, and support for this program have generated the greatest successes and benefits thus far. She was able to get our Department Heads interested and willing to assist in "tweaking" a succession plan model to their satisfaction. Without Department Head "buy in," the program had the potential of becoming "just another fluffy HR initiative." Our City Manager also empowered and energized our Taskforce Members by attending all of their initial meetings and showing her appreciation for their dedication to this program. Equally beneficial is the opportunity that Taskforce Members have to work outside of their own departments and "comfort zones," which in and of

itself is a component of succession planning.

### LESSONS LEARNED

Succession Planning is a huge undertaking with a risk of losing momentum when stakeholders such as Department Heads or the City Manager do not get the results they expected. Take small bites, have a clear work plan with specific deadlines, and make sure that all stakeholders have the same program expectations.

Market the program well, and make sure that key meetings and correspondences are facilitated and generated by the City Manager so that executive management and the workforce take the program seriously.

Make clear to participants that participation in a succession program is not a job guarantee, but rather should be viewed as an avenue to exposure and opportunity.

Be flexible!

### TOTAL PROGRAM BUDGET

- The budget for the first phase of the WFM Program was approximately \$1,500.
- The budget for the second phase of the program is approximately \$12,000.
- The budget will be used for training, coaching, and related costs.

#### PROGRAM'S LEAD CONTACT

Shawonna Marques-Maltbie,  
*Acting Director of Human Resources*

(650) 991-8248

smaltbie@dalycity.org

## PROGRAM DESCRIPTION

**The City of Santa Ana’s Public Works Agency has developed, and will soon implement, a pilot succession plan program with the overall goal of identifying, training, and mentoring up-and-coming talent in order for them to step into leadership roles as they become available.**

Nearly 50 percent of the Agency’s workforce is either at retirement age, or will be in the very near future. Fifty-two percent of Agency managers and supervisors are currently eligible to retire today, and 40 percent of Agency staff are younger than forty. A large portion of the Agency’s workforce consists of long-term employees who have developed a tremendous amount of institutional knowledge. As these employees begin to retire, they will take with them this knowledge as well as deprive the Agency of a strong leadership base. As such, the Agency has begun the process of capturing that information and will begin replacing these long-term employees before their positions are vacated. To that end, the Agency has adopted the following process to ensure long-term continuity in service delivery, a strong leadership base, and long-term employee development:

### Phase 1

Managers and supervisors will determine which positions are most critical to sustaining their operations and which positions entail unique duties and assignments that provide critical support to ongoing City programs.

Managers and supervisors will be asked to analyze the state of their service deliverables and asked to project into the future any changes to services and programs which will require changes to the workforce’s skill sets, and to identify opportunities to combine or realign positions and/or responsibilities and duties.

Once critical positions have been identified, and if the incumbent is at or near retirement age, managers and supervisors will need to meet with those individuals to obtain their retirement plans.

Retiring incumbents will be asked to provide detailed information

related to their day-to-day duties, assignments, and responsibilities. In addition, they will be asked to describe in detail the skill sets they have developed over the course of their tenure needed to successfully perform in the position.

Incumbents will be asked for their opinion of how the position has changed during the course of their tenure and which skill sets future incumbents will need to develop in the future. Incumbents will also be asked to provide their input regarding the reorganization or realignment of duties and responsibilities to achieve organizational efficiency and reduce bureaucratic delays in service delivery.

### Phase 2

Conduct formal, citywide promotional recruitments for critical positions currently staffed by employees who have solidified retirement plans. Encourage employees who display potential

# SUCCESSION PLANNING

## City of Santa Ana / Succession Plan Pilot Program

### JURISDICTION INFORMATION

*Population: 345,000*

*Total Full-Time Employees: 198*

*Total Operating Budget: \$89,590,640 million*

for promotion to apply for eligible positions. (Employees not selected, but show excellent potential for promotion into other positions, should be encouraged to apply for other positions.)

Candidates who demonstrate the greatest amount of aptitude and who will commit themselves to developing the skills, knowledge, and abilities needed to successfully perform, should be considered for promotion.

Identify the promoted employee's strengths and weaknesses and competency gaps with regard to the necessary skill sets needed to successfully perform in the position, now and in the future.

Prepare individual employee development plan to close job competency gaps prior to assuming job duties. Development plans will include, but not be limited to: Educational advancement, job shadowing with current incumbent, workshops and seminars, professional

certifications, and mentoring.

The employee's progress in developing the new skill sets should be closely monitored with regular progress reports from the incumbent.

### PILOT PROGRAM

The Agency's Office Supervisor has announced her retirement effective June 30, 2007, and the Agency has already begun the recruitment process to replace her. The advantages of this are two-fold: Her replacement will be selected prior to the position becoming vacant, thus allowing the new incumbent to job shadow and learn the intricacies of the job while absorbing the institutional knowledge the current office supervisor has developed; and this method will allow for a seamless transition and continuity in service. By providing the new incumbent several months to learn the position and develop the skill sets needed to successfully perform in the position, the new

incumbent will be able to "hit the ground running." Those of us in the public sector can attest to how long the recruitment process can last, while in the meantime, critical positions are left unfilled and service levels and productivity suffer. We hope to dramatically lower the "learning curve" for the new incumbent before they even formally assume the position.

### TOTAL PROGRAM BUDGET

No funds have been budgeted for this program. Funding for job-related training is budgeted each year and available for use in this program.

#### PROGRAM'S LEAD CONTACT

Luis Estevez,  
*Senior Management Analyst*

(714) 647-5050

lestevez@ci.santa-ana.ca.us

## PROGRAM DESCRIPTION

**The Strengthening the Bench Initiative is an ongoing effort to respond to the wave of baby-boomer retirements, especially among management and professional staff. The initiative is comprised of several interrelated elements: Workforce Analysis, Employee Survey, Training in Succession Planning, Identification of Talent Pool, and Providing Leadership Development Experiences.**

### Workforce Analysis

City Management has analyzed the demographics of our current work force, including the average ages of department directors and other executive managers (fifty-four years of age) and division managers (fifty-two years of age). Each department organization chart has been color-coded, indicating which positions are likely to become vacant due to retirement within five years.

### Employee Survey

To further identify the dimensions of our demographic and leadership challenges, and suggest programmatic responses, the Strengthening the Bench Initiative conducted a confidential employee survey via a third party. The survey queried all employees regarding:

- Intentions and timing of retirement

- Their motivations for retiring
- Creative arrangements to maintain their involvement in the work of the organization after retirement
- Feedback about current leadership development programs
- Suggestions about helping employees develop their potential and move up in the organization

Based on the survey, the third-party survey firm, DataCycles, provided a summary report and recommendations to the City's Executive Team.

### Training in Succession Planning

City Manager Frank Benest conducted a training session in Succession Planning for the City's Senior Management Team, consisting of Department Directors, Division Managers, and other key managers. As part of

the training session for the Senior Management Team, the sixty participants conducted discussions addressing four key questions:

1. What are some of the critical development needs of high-potential employees in our organization?
2. What are the most important barriers to succession planning in our organization? How do we respond?
3. With respect to leadership development, what are we doing well? What are we not doing well?
4. To help us "grow" our leaders, who are some potential partners and what could they provide?

The summaries of the discussion groups helped in formulating a final plan for the **Strengthening the Bench Initiative**.

# SUCCESSION PLANNING

City of Palo Alto / Strengthening the Bench Initiative

JURISDICTION INFORMATION *Population: 60,000*

*Total Full-Time Employees: 1100*

*General Fund Budget: \$129 million*

18

## Identification of a Talent Pool

Based on the workforce analysis, the results of the employee survey, and discussion with key employees in each department, the Executive Team conducted an off-site meeting to identify and assess our talent pool. At this session Department Directors discussed and received feedback on anticipated vacancies due to retirement and high-potential employees who could be further developed to move into key management and professional positions. Directors also discussed and got feedback on learning and development activities for employees in the talent pool. Finally, members of the Executive Team evaluated employees who could move into mission-critical vacancies in other departments. At follow-up off-site sessions, Executive Team members will report on leadership development experiences of aspiring managers

as well as update our talent pool and succession plans.

## Leadership Development Experiences

A working group of the Senior Management Team is currently evaluating the array of leadership development opportunities provided by the City, identifying gaps in program offerings and making recommendations to the Executive Team. Current leadership development and career-acceleration programs include:

- **Leadership Academies.** In addition to a wide array of skill-building courses, the City's Learning Program offers a Management Academy for up-and-comers. The eight-week curriculum offers classroom training, an experiential team project, and peer-to-peer classroom learning and networking opportunities. The City

recently initiated a higher-level eight-week Executive Leadership Academy for seasoned employees with potential to move into Senior Management.

The Academies and other learning programs are also provided to any local government agency in the Bay Area through the Public Agency Training Center operated by the City of Palo Alto.

- **Management Talent Exchange Program.** On behalf of the City Manager Associations of Santa Clara and San Mateo Counties, the City of Palo Alto provides the Management Talent Exchange Program (MTEP) for local government agencies in the Silicon Valley. Funded by two associations, participating agencies and the executive recruiting firm of Avery & Associates, MTEP provides a

three-month exchange for aspiring managers in another agency plus group learning forums among the participants. Through MTEP, participants gain new skills, experiences, and relationships to boost their careers. (See Attachment D for announcement of 2006 MTEP.)

- **Special Assignments.** The City offers high-potential employees the opportunity to take on a special assignment outside their department (e.g., budget analyst, project team leader) to learn new skills and develop leadership capabilities.
- **“Future Palo Alto” Brown-Bag Lunches.** On a periodic basis, City management offers an informal brown-bag lunch forum to aspiring managers. Selected Senior Managers tell their personal stories, discuss career paths, identify resources for career advancement and answer questions.
- **Cal-ICMA Coaching Program.** The City heavily promotes the Cal-ICMA Coaching Program which

features telephone panels on leadership and career topics, one-to-one coaching matchups, regional networking lunches with City Managers and Department Heads, and intensive workshops.

- **Learning Plan.** All management and professional staff propose learning plans as part of their annual work plans. They are subsequently evaluated and rewarded based in part on completing the learning activities.
- **Development Conversations.** The City Manager conducts a “development conversation” with Department Directors in respect to how they are developing their up-and-comers. In turn, the Department Head conducts development conversations with Division Managers regarding the leadership development of their staff.

### PROGRAM SUCCESSES

The **Strengthening the Bench Initiative** has produced a number of positive outcomes for the Palo Alto City organization.

First of all, the workforce analysis and employee survey generated hard data to better address our challenge. Specifically, the data helped our senior management team and City Council understand the dimensions and magnitude of the next generation problem and conclude that we had to act now. They “get it.”

Second, the effort engaged our entire senior management team in creating program ideas, energy, and ownership of the problem.

Third, individuals in the talent pool, who have been targeted for accelerated development are receiving a variety of resources, feel appreciated, and are more likely to stay.

Fourth, we have received valuable feedback from participants in the Management Talent Exchange Program (MTEP), the Cal-ICMA Coaching Program, and the Management Academy. Based on the feedback, we have modified MTEP and the Management Academy and enhanced our participation in the Coaching Program.

# SUCCESSION PLANNING

## City of Palo Alto / Strengthening the Bench Initiative

Finally, by including learning plans and development goals in employee annual work plans, we have been able to ensure accountability.

### LESSONS LEARNED

**The Strengthening the Bench Initiative** has suggested a number of lessons:

- In order to build a strong business case for “growing our own leaders” and developing a succession plan, it is necessary to do a workforce analysis and share the numbers with elected officials, managers, and all other employees and the Senior Staff.
- Even though the Leadership Development/Succession Planning effort may be managed by the Human Resources Department, it must be “owned” by the Executive Team. Without strong support and involvement by the Chief Executive and Department Directors, the effort will fail.
- Given all the demands placed on local government organizations, Leadership

Development/Succession Planning must be identified by the Chief Executive and Executive Team as a top priority. Otherwise, there will be insufficient time, energy, and attention devoted to this critical function.

- Recognizing the equity values of public service, it is desirable to offer skill-building courses and leadership development opportunities to all employees. However, given an organization’s limited resources, it is necessary to target (at least initially) resources on “stars” and high-potential employees who have been identified as part of the talent pool.
- To effectively develop a Succession Planning process all organizational systems must be aligned. For instance, it is not sufficient to merely offer leadership development opportunities if employees do not have learning plans; or managers are not evaluated and rewarded according to their efforts in developing employees; or testing and promotional processes do not

adequately support the **Strengthening The Bench Initiative**.

- In order to ensure political support for Leadership Development/Succession Planning, top management must share the workforce analysis with elected officials, provide articles discussing the demographic crisis facing local government, and promote the need to “grow our own leaders” if the Council’s policy agenda is to be effectively carried out.
- Ultimately, we need to re-conceptualize the role of managers so that “talent development” is a primary (not secondary) responsibility.

### FUTURE EFFORTS AND CHALLENGES

As the Strengthening The Bench Initiative proceeds, the City of Palo Alto needs to respond to a number of challenges:

- What are the gaps in our leadership development program efforts? How do we respond? Who are appropriate partners?

- How do we assess our progress in succession planning? Are there some private sector metrics we could modify and adopt?
- Do we need specific criteria to identify high-potential employees for our talent pool?
- How do we best target our efforts?
- Do we need to identify core competencies for leaders in our organization and then align our training and leadership development experience to promote those competencies?
- What are some practical and resource-efficient methods for transferring institutional knowledge from key employees to their successors?
- How do we gain support or neutralize any opposition from unions?
- How do we maintain an organizational focus on this critical issue?

## TOTAL PROGRAM BUDGET

Other than normal staff costs, additional budget allocations have been made for the following program elements:

Employee Survey (one-time cost)	<b>\$ 5,000</b>
Management Academy (one Academy per year)	<b>\$21,000</b>
Management Talent Exchange Program  (annual cost paid by the participating agencies, two City Management Associations plus corporate sponsor Avery & Associates)	<b>\$25,000</b>

## PROGRAM'S LEAD CONTACT

Frank Benest, *City Manager*

(650) 329-2563

frank.benest@cityofpaloalto.org

Russ Carlsen, *Human Resources Director*

(650) 639-2124

russ.carlsen@cityofpaloalto.org

# SUCCESSION PLANNING

City of Palo Alto / Strengthening the Bench Initiative

September 2006

## **City of Palo Alto Succession Planning**

### **1. Premises**

- A great number of senior managers will be retiring in the next three to five years.
- We confront a shrinking talent pool for local government management on a regional, state, and national basis.
- The wave of vacancies will allow us to reorganize the management and supervisory structure of our departments and cut personnel-related costs.
- Further cutting of personnel-related costs will require reductions in services.
- Some of our professional staff are ready to move into vacant senior management positions; some are not.

### **2. Goals**

- Re-structure departments and service delivery and reduce where appropriate personnel-related costs.
- Develop pool of talented employees within organization who are prepared to replace retiring managers within their department or in other departments.
- Attract outside talent into vacant senior management and key professional positions in order to revitalize our organization and provide new perspectives and ideas.
- Develop political and union support for talent development and succession planning.

### **3. Responsibilities**

- Use Executive Staff to conduct workforce analysis and develop Succession Plan.
- Use Senior Management Team to identify gaps in leadership development programs provided by City of Palo Alto and others and then propose how to fill gaps.

### **4. Basic Approach**

- a. Analyze workforce and identify likely vacancies due to upcoming retirements.
- b. Develop a plan to restructure organization based on opportunities.
- c. Identify who is ready or may be ready for new assignments inside or outside department.
- d. Analyze legal issues regarding the development of unionized employees and take appropriate steps so they can move into professional and management positions.
- e. Use interim positions, special assignments, job shadowing and mentoring to ready high-potential employees.

- f. Explore other options for high-turnover period
  - Part-time employment of retired staff
  - Contracting with retired employees or other practitioners.
  - Outsourcing certain functions.
- g. Take measures to better attract outside talent to our organization, including?
- h. Other?

#### **5. Initial Steps**

- a. Develop general approach.
- b. Color-code department organization charts to delineate likely vacancies due to retirements in next three years.
- c. Provide overview to Senior Management Team on September 19 and form subgroup to focus on gaps in leadership development program efforts.
- d. Conduct ES offsite in October 2006 to develop initial Succession Plan.
- e. Use upcoming annual performance evaluations of Department Heads to discuss leadership development efforts by each Department.
- f. Use learning plans in upcoming performance evaluations to focus on development of high-potential employees.
- g. Analyze legal issues in order to develop approach for training of high-potential SEIU employees.
- h. Discuss succession planning efforts with Council Members.

# SUCCESSION PLANNING

City of Palo Alto / Strengthening the Bench Initiative

18

## Management Academy 06

One of our most popular programs, the Management Academy, provides a framework for understanding current management expectations, practices, and issues and is geared toward professionals on a management fast track. This is accomplished by providing attendees with professionally delivered training classes on topics identified as critical to effective management. Certificates will be awarded at a graduation ceremony upon successful completion of the Academy.

Classes listed below are scheduled one day, every other week, with varying ending times. Participants are expected to attend all sessions and devote a high level of commitment to the Management Academy training.

### **Enrollment Process**

The specific audience for the Academy is middle managers, first-line supervisors, and lead workers who have zero to five years of supervisory experience. Department Heads nominate candidates for the Academy.

Applications are available at <http://www.ci.yofpaloalto.org/hr/ma/>

### **Kickoff Meeting and Pre-Assessment**

**Meeting of Managers and Academy participants to take pre-assessments, and discuss Academy purpose and responsibilities. Attendees set expectations and competencies to improve.**

### **Introduction to Management /Supervision / Leadership**

Attendees are introduced to fundamental management and leadership aspects and supervision skills in managing people.

### **Project Management I**

This class is an overview of basic project management process and techniques. Attendees will select project from list of three projects recommended by Executive Staff and begin structuring project objectives, timelines, criteria and how to manage the project.

### **Workplace Communication / Conflict Resolution**

Communication is the foundation for good management and leadership. Participants learn effective communication skills, how to master listening, and how to speak with diplomacy and assertiveness. Attendees learn to employ alternatives to avoidance or confrontation during conflict and develop knowledge and confidence in conflict resolution strategies.

### **Navigating Change**

Participants gain an understanding and awareness of adapting to change while gaining tools in understanding and guiding others through change. **Managing Multiple Responsibilities**

Employees will gain specific tools to identify and manage priorities in a proactive, effective manner that benefits both the organization and the individual. **Presentation Skills**

Attendees will improve their presentation performance by evaluating every element of a successful presentation from how to gauge audience reactions, to how to handle presentation challenges. Intensive one-on-one practice sessions provide an opportunity for assessment and immediate feedback. **Meeting Management**

Participants will learn how to select meeting participants and rooms, set agendas, open a meeting, establish ground rules, manage the meeting, evaluate, and close the meeting.

### **Project Management III**

In this session, participants will assign presentation responsibilities, review project accomplishments and progress, critique for content and rehearse final presentation for graduation.

### **Project Presentation / Graduation**

Participants present class projects they developed during class and are awarded certificates in a graduation ceremony.

# SUCCESSION PLANNING

City of Palo Alto / Strengthening the Bench Initiative

## Executive Leadership Academy

Developing future leaders is critical for the city's future. The Executive Leadership Academy was designed to develop high-potential leaders across the organization to achieve "breakthrough" results in leadership effectiveness. This Academy is open to all managers with at least five years of management experience, who have completed the City's Management Academy, and who have been nominated by their Department Head to attend.

### Enrollment Process

The specific audience for the Academy is middle managers, first-line supervisors, and lead workers who have at least five years of supervisory experience. Supervisors must approve candidates for the Academy.

### Tools for Successful Leadership

This class launches and sets a high-level quality for the new Executive Leadership Academy. One of the key skills that make a leader successful at any level is self-awareness. Participants will be asked to come to class having completed a cutting edge, online management self-assessment profile. The class will explore together current successes as executives and analyze the areas of management style that could use enhancement. As a group, participants will begin a dialogue about what it means to be a leader in the City and lay the groundwork for successful leadership.

### Learning Objectives:

- Determine what works well in individual management styles.
- Identify areas of learning opportunities up front—so that valuable time spent together in the Academy can be optimized.
- Explore the challenges of being a leader in the City and identify the tools and systems in place to assist us with those challenges.

### Primal Leadership / Emotional Intelligence

If leaders fail in the primal task of driving emotions in the right direction, nothing else they do will matter. Great leaders move their teams by igniting passion and inspiring success. Great leadership acknowledges and applies the complex mix of social and interpersonal behaviors that incorporate intuition, character, integrity, motivation, communication ability, and relationship skills.

### Learning Objectives:

- The four primary domains of emotional intelligence styles.
- Discover preferred styles and how they enhance or detract from leadership styles.
- Understand the degree of balance displayed in your emotional intelligence.
- The five discoveries for becoming a resonant leader.

### Powerful Presentations / Meeting Management

Delivering effective presentations to Councils, commissions, and the community is an important aspect of effective leadership. In this interactive session, participants will learn how to develop the

message, design presentation materials, deliver the message, and handle questions. Participants will participate in a mock presentation and critique for content and style.

**Learning Objectives:**

- Options for presenting to the public and community.
- Develop and deliver the message.
- Design effective presentation materials
- Set the stage for a presentation and getting prepared
- How to handle questions effectively
- Balance comfort and confidence in presentations.

**Cultural Diversity, Meeting the Challenge**

This workshop on meeting the challenge of cultural diversity is designed to help participants in developing communication, interpersonal, and group facilitation skills that will help them work more effectively with individuals from different cultural backgrounds.

The workshop builds awareness of key cultural differences, focuses on key cross-cultural communication skills, enhances skills in building relationships across cultures, and provides skills for working effectively in a multi-cultural team.

**Learning Objectives:**

- Understand how specific cultural differences affect communication, interpersonal relationships, and teamwork in the workplace.
- Develop strategies for resolving on-the-job situations that produce misunderstandings and conflicts.
- Understand how to build relationships with international employees.
- Work effectively in a multi-cultural team.

**Coaching and Mentoring for Succession**

As leaders and managers we coach others on a regular basis. Utilizing a quick and easy profiling system with class participants will determine the predominant style they gravitate toward in coaching situations; how each style is successful in motivating employees to reach goals; and possible pitfalls to avoid. Participants will also discuss the strong interrelatedness between the ability to effectively coach employees and their level of trust in us. Attendees will come up with daily ways to walk their talk and gain credibility.

**Learning Objectives:**

- Understand the importance of trust and credibility for the coaching relationship.
- Explore ways to legitimately increase employees' trust in us.
- Determine individual coaching styles and explore potential areas of strengths and weaknesses.
- Begin to recognize employees' preferred style of receiving feedback.
- Review the steps for designing a realistic and successful coaching program
- Troubleshoot stumbling blocks in the coaching relationship.
- Review the City's need and expectations for a succession planning program.

# SUCCESSION PLANNING

City of Palo Alto / Strengthening the Bench Initiative

18

## Change Management

This class offers an individual and interactive approach to understanding and managing change. Participants will gain a heightened awareness into their own processes of adapting to fundamental change while gaining tools in understanding and guiding others through change.

### Learning Objectives:

- Understanding the mechanics of change: Phases of change
- Strategies for managing/coping with change
- Benefits of change
- Change embracers and change resisters
- Seeing problems as opportunities; cognitive restructuring
- Develop a Change Action Plan

## High Performance Teams

As teams develop, they go through four stages, with each stage possessing individual goals, roles, and relationships. In this workshop, participants will learn how to deal with each team development stage, how to build a solid foundation of a team, and what the characteristics are of high-performing teams.

Attendees will learn the stages of team development and the criteria for building successful teams.

### Learning Objectives:

- The four stages of team development
- The team-building hierarchy
- Characteristics of high-performing teams
- Team effectiveness strategy

## Working with Boards / Commissions / Councils

What is the Brown Act? How do you run a Commission meeting and what is the protocol? In this workshop, participants will learn the proper process in conducting commission meetings, how staff and the chair of a board or commission should interact, what is the correct communication etiquette, and how to deal with conflicts of interests. Open to staff, commission, board, and council members.

**Learning Objectives:**

- The Brown Act
- Conflict of Interest
- Robert's Rules of Order
- Palo Alto Procedures
- E-mail and Communications
- Public Records
- Chair and Staff Liaison Relationship

**Organizational Leadership – From the Bottom Up!**

Many organizations promote leadership and talk about the importance of solid leadership, but many people have a much different definition of leadership and its meaning. This course is designed to provide participants with a new vision of leadership, a new approach to organizational values, and a strategy on how to promote leadership at all levels in the organization.

**Learning Objectives:**

- Definition of true leadership
- Organizational values, ethics, and decision-making
- 21<sup>st</sup> Century Leadership Model
- The public policy process
- Leadership in action
- How to sustain organizational change

**Graduation / Celebrating Successes**

Part of being a leader is promoting recognition in the workplace. Studies indicate that employees find personal recognition more motivational than money. While most employees want to be appreciated, showing appreciation is often ignored by organizations. With decreasing budgets, recognition and rewards can provide an effective low-cost way of encouraging performance on the job. Learn to celebrate successes and reward employees for a job well done in this fast-paced energetic session, and then reap your own personal award for completing the Executive Leadership Academy.

# SUCCESSION PLANNING

City of Palo Alto / Strengthening the Bench Initiative



## Are You a Star Performer?

### Answer the call.

Are you looking for new experiences to enhance your public service career? Would you like to acquire new skills and competencies? We're looking for top local government performers who are eager to learn and grow. As part of the "Preparing the Next Generation" effort by the City Managers Department of the League of California Cities, the City Managers Associations of Santa Clara and San Mateo counties sponsor a Management Talent Exchange Program (MTEP) for aspiring managers.

## Management Talent Exchange Program

### How does MTEP work?

With your approved application, you will be placed in a talent pool and matched with positions in other local government agencies in Santa Clara and San Mateo counties.

Program participants will be placed in another agency for three months to acquire new experiences, relationships and competencies. Your agency pays \$800 for your placement.

In addition, your organization will receive a star performer from another agency who will bring fresh ideas, an eagerness to learn, and complementary skills.

### Find out more:

Charlotte Carlson (650) 329-2125  
charlotte.carlson@cityofpaloalto.org  
www.cityofpaloalto.org/mtep

### Who is eligible?

Star performers with potential to move into senior management who are currently in positions such as:

- assistant city manager
- department head
- assistant department head
- division head
- assistant to the city manager
- management analyst or similar position
- program staff

### 2006 Timeline

Informational Meeting: April 5, 2006  
Applications Due: May 12  
Interviews: May 12 – June 9  
Placements Announced: June 30  
Orientation/Kickoff: September 7  
Placements Begin: September 7  
Placements End: December 7

*Our corporate partner: William Avery & Associates*



## **Preparing the Next Generation of Managers**

### **– Brown-Bag Discussion –**

- |    |  |                  |
|----|--|------------------|
| 1. | Welcome, Introductions & Purpose<br>(5 min)                                      | Frank & All      |
| 2. | A Quiz – “What Skills Are Really Important?”<br>(10 min)                         | Emily & All      |
| 3. | Frank’s “Personal Journey” (as well as<br>more typical career paths)<br>(10 min) | Frank &<br>Emily |
| 4. | Worksheet & Discussion<br>(30 min)   | All              |
| 5. | Follow Up Activities – What Would Be Helpful?<br>(5 min)                         | All              |
| 6. | Resources  | Frank            |

City of Palo Alto  
Universities  
Professional Organizations  
Preparing the Next Generation Guidebook  
Cal-ICMA Coaching Program

# SUCCESSION PLANNING

City of Palo Alto / Strengthening the Bench Initiative



## Announcing the 2006 Cal-ICMA Coaching Program

**FREE**

### New and Expanded Ways to Boost Your Career

The Cal-ICMA Coaching Program will help you succeed in your local government career. Tap this resource to guide you. Demand for local government talent will soar in the coming years as baby boomers retire. Be prepared for the exciting opportunities.

Experienced city and county managers have expanded the FREE coaching program in 2006 to serve aspiring supervisors, department heads, and managers even better. There are panel discussions, volunteer coaches, and resources for each level.

**Busy schedule?** Career development resources await you 24/7 at [www.cal-icma.org/coaching](http://www.cal-icma.org/coaching).

**Don't miss out.** Subscribe to the Cal-ICMA Coaching Program email list to receive updates on events and the availability of recorded sessions. See [www.cal-icma.org/coachingList](http://www.cal-icma.org/coachingList).

#### Coaching Telephone Panel Schedule:

**It's Not a Career. It's an Adventure!**

Thu., Feb. 16 • 3-4 p.m.

**Top Ten Keys to a Successful Management Career in Local Government**

Wed., Mar. 8 • 2-3 p.m.

**Becoming and Thriving as a First-Time Supervisor**

Thu., Mar. 23 • 2-3 p.m.

**Gaining a Department Head or Director Job**

Thu., Apr. 6 • 3-4 p.m.

**Ethical Dilemmas at the Line Management Level\***

Wed., Apr. 26 • 3-4 p.m.

Dial (646)519-5883 (PIN: 7592#) to join these sessions. Simply mark your calendar and call in to discuss leadership strategies important to your future.

\*Session sponsored by C/MMA

\*\*Session programmed by the Intergovernmental Response Network

**Getting Line Experience in a Staff Job**

Wed., May 10 • 3-4 p.m.

**Latest Updates in Technologies for Local Government\***

Thu., May 25 • 3-4 p.m.

**Preparing Yourself for a Chief Executive Position**

Thu., Sept. 21 • 2-3 p.m.

**Resiliency— How to Deal with Criticism and Adversity**

Wed., Oct. 4 • 3-4 p.m.

**Serving Diverse Communities— Best Practices\*\***

Wed., Oct. 11 • 2-3 p.m.

#### Special Features for Panel Discussions

- Find focused sessions to fit your interests with panels for aspiring supervisors and department heads as well as persons on the executive track.
- Ask questions of the panelists directly or email your questions to [cal-icma@doimartuska.com](mailto:cal-icma@doimartuska.com) (the telephone panel moderator) before or during the sessions.
- Review an outline of follow-up questions for group discussion in your organization—use the panel discussions as a springboard for career development sessions to strengthen your team.
- Access digital recordings of each panel and additional resources via the "Coaching Corner" at [www.cal-icma.org/coachingPanels](http://www.cal-icma.org/coachingPanels). Subscribe to podcasts of each panel so that you never miss a session. You can learn and grow your career anytime, anywhere.

OVER

**EXPANDED****One-to-One Coaching Matches**

Choose from more volunteer coaches. In addition to senior executives, volunteer coaches include successful department heads and directors. You can find the right person for you. Recipients of One-to-One Coaching have successfully advanced. Dozens of volunteer coaches are ready to serve you.



- Search the new "Coaches Gallery" on the Cal-ICMA website; review the profiles of seasoned managers and contact one of them to begin your own personalized coaching relationship.
- Trouble choosing? The Cal-ICMA Coaching Program has engaged a group of retired

city managers and executive recruiters who will help you find the right fit.

**NEW****eCoaching**

*What you always wanted to know, but you were afraid to ask.*

Submit email questions on career topics to [eCoach@doonmaruska.com](mailto:eCoach@doonmaruska.com). The program director will forward them anonymously to a team of volunteer coaches (senior managers and executive recruiters). You'll receive a response via email and the answers (without identification of the questioners) will appear in the "Dear eCoach" column at [www.cal-icma.org/coachingcoach](http://www.cal-icma.org/coachingcoach).

What would you like to ask? Now's your chance!

**Local Area Networking Events**

Area manager groups will host a networking event in your area as part of the 2006 coaching program. This event provides you the opportunity to interact with city and county managers about building your career in executive management. Talk to your city or county manager about the upcoming schedule.

**Confidential Management Style Analysis — just for you!**

- Visit the "Coaching Corner" to complete a questionnaire that will identify your management style. See [www.cal-icma.org/coachingProfile](http://www.cal-icma.org/coachingProfile). Limited availability for MMANC and MMASC members.
- Review your personalized profile report.
- Listen to a recording on how to use your Management Style Analysis Profile to be more effective in your work and be better understood by others.

**NEW****So Now You're the Boss!**

—special program for first-time city and county managers.

July 13-14, 2006 (tentative date)

Atrium Hotel at Orange County Airport

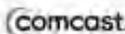
**Future City Managers Workshop**

November 10-12, 2006 (tentative date)

Contact: California City Management Foundation (CCMF), Executive Director, Bill Garrett: [bill@calcitymanagers.org](mailto:bill@calcitymanagers.org)

Sponsored by CCMF

The Cal-ICMA Coaching Program is funded through the generosity of:



[www.cal-icma.org](http://www.cal-icma.org)

# SUCCESSION PLANNING

City of Palo Alto / Strengthening the Bench Initiative

## PROGRAM DESCRIPTION

Provides employees with continuous assessment and learning opportunities in ten core competency areas called “schools,” including Business, Career Development, City Operations, Communication, Inclusion, Leadership, Safety, Supervision & Management, Technology, and Wellness. Classes are aligned with the City’s Employee Development Policy, Skills Inventory, and Individual Development Planning process. City University offers two certificate programs in Leadership and Supervision/Management to cultivate the next generation of leadership.

### PROGRAM SUCCESSES

- The “City Tool Box” received a 2003 silver CAPPPIE Award from the Sacramento Public Relations Association.
- In 2004, the City of Sacramento was awarded the Sacramento Workplace Leader (SWEL) award by the Sacramento Area Human Resources Association, largely due to the City’s Organizational Development programs and services, such as City University.
- Deliver over 300 classes and workshops each year with over 3,000 participants.
- Over 90 percent of courses are rated 4.0 or higher (1–5 scale).

### LESSONS LEARNED

- Align class offerings with your organization’s strategic direction, including core competencies and priority skill areas.
- Engage senior leadership by serving as advisors (“School Deans”) and faculty.
- Establish an organization-wide employee development policy to establish a common language, definitions, and processes and roles of employees, supervisors, and managers.

### TOTAL PROGRAM BUDGET

The City budgets \$1.3 million for the Organizational Development Division, which includes funding for the City University, Career Development, and City Management Institute programs.

### PROGRAM'S LEAD CONTACT

Brian Moffitt,  
*Ed.D., Organizational  
Development Manager*

(916) 808-5943

[bmoffitt@cityofsacramento.org](mailto:bmoffitt@cityofsacramento.org)

Visit the City University program at:

[www.cityofsacramento.org/cityu](http://www.cityofsacramento.org/cityu)

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / City University

## JURISDICTION INFORMATION

Population: 457,514

Total Full-Time Employees: 5,109

Total Operating Budget: \$991.9 million

**City University**  
True Partner in Lifelong Learning  
www.cityofSacramento.org/cityu

# cityU TOOLBOX

City University Tool Box is published by the City of Sacramento, Department of Human Resources, Organizational Development Division for your personal and professional development.

### CLASSES

- 20 HR Updates
- 16 Organizational Development Services
- 4 Enrollment Information
- 5 School of Business
- 6 School of Career Development
- 7 School of Communication
- 8 School of Inclusion
- 9 School of Leadership
- 10 School of SAMMIT
- 11 School of City Operations
- 12 School of Safety
- 13 School of Testimony
- 14 School of Wellness
- 15 Enrollment Form

### ARTICLES

- 20 Citywide ERP Project Update: Lots of Career Development in HR
- 5 The City's Budget Process
- 6 Guidelines for Being and Having a Mentor
- 7 The Right Facility: Key to Community Meeting Success
- 8 Race, Ethnicity, and Culture
- 9 What Does It Take to Be a Leader?
- 10 Tips for Accommodating Employees
- 11 The City Clerk's Document Review System
- 14 Beating the Holiday Blues

Sacramento will be the most livable City in America.

## How to Beat the Holiday Blues

See page 14

### Need to Convene and Facilitate a Community Meeting?

See page 6

### Find out about the City's Budget Process

See page 5

# fall 2006

OCT 7<sup>th</sup> THROUGH DEC 31<sup>st</sup>

## HR Updates

### Citywide ERP Project Update

The Citywide Enterprise Resource Planning (ERP) project continues moving forward on schedule. The project steering committee and working subcommittees have been concentrating on the acquisition phase of the project, which included engaging the Government Finance Officers Association to facilitate and assist the City in selecting and acquiring a system solution, then issuing a request for proposal for both the system solution and system implementation partner.



Ric Elkins (right) congratulates Dean Fujimoto for his winning "e-CAPS" name!

*(continued on page 13)*

### Lots of Career Development in HR

Career development is alive and well in HR! Case in point is the Organizational Development (OD) Team. Dalna Gauthier has moved on to become the City's Permit Manager in the Finance Department; Dave Newman, formerly Personnel Analyst, has filled Dalna's Organizational Development Specialist slot, focusing on supervisory and management development. Delia Genora has moved on to help with e-CAPS change management within HR Administration; Thomas Moore will be assuming Delia's

responsibilities. Eveña Barrios has moved on to the Benefits Division as a Personnel Technician; Denise Guess, also a Personnel Technician, has moved from Benefits to OD. And, Eric Brown has moved on to pursue a Personnel Analyst position in the Employment and Classification Division; Sabrina Henry, formerly a limited-term employee, is now a full-time career employee and the new City University Registrar! The new OD team can be seen on page 3. Congratulations to all for their career development!

Current and previous Tool Box issues can be found on the web at [www.cityofsacramento.org/od](http://www.cityofsacramento.org/od)  
 © 2006 City of Sacramento - Distributed to the employees of the City of Sacramento. 4 issues annually, March, June, September, December. For more information about The City of Tool Box newsletter contact Thomas Moore, Marketing & Projects Analyst (916-1974).



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**City of Sacramento**

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**HEATHER FARGO,**  
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<b>ROBERT KING FONG,</b> Council District 4	<b>BONNIE J. PANNELL,</b> Council District 8

**RAY KERRIDGE,**  
City Manager

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / City University

## ORGANIZATIONAL DEVELOPMENT SERVICES

Training  
Lapad Baran  
Facilitation



**City University**  
Do you have general questions about City University classes? Do you want to schedule a customized "Training on Demand"? Do you need more information about the City U Toolbox or the Department Training & Development Coordinator's (TDC) network? If so, contact **Tom Moore**, Program Analyst, at 808-1974.



**Strategic Initiatives**  
Do you need help with achieving strategic goals or initiatives, such as organizational assessment and change, PAS, performance trend management, customer service or succession planning? If so, contact **Brian Moffitt**, Organizational Development Manager, at 808-5943.



**Administration**  
Do you need information about our new New Employee Orientation? Are you interested in donating blood? Are you in need of a chair massage? If so, contact **Denise Guess**, Personnel Technician, at 808-8441.



**Registrar**  
Do you need help with class enrollment or confirmation? Do you want a copy of your transcript? Do you want to know if you fulfilled the requirements for a certificate program? Do you want information about the resource library? If so, contact **Sabrina Henry**, Senior Staff Assistant, at 808-7265.



**Inclusion Commitment**  
Do you need help with creating a more inclusive work environment or enhancing your organizational culture? If so, contact **John Goldberg**, Organizational Development Specialist, at 808-8509.



**Continuous Improvement**  
Do you want to pursue SMART, OMI or other supervisor/manager development? Do you need help with meeting facilitation, team building, or other organizational needs? If so, contact **David Newman**, Organizational Development Specialist, at 808-8954.



**Career Development**  
Do you need to determine if your skills, values, interests and personality are a fit for your current position or career? Do you need to clarify your career goal and path? Do you need information about the Education Assistance Program? If so, contact **Kristin Mortensen**, Program Specialist, at 808-5279.

**Wellness**  
Do you need to know how to keep your six dimensions of wellness in balance (physical, emotional, social, intellectual, occupational and spiritual)? Do you need to know about the many Wellness and EAP resources available to you and your family? If so, contact **Kristin Mortensen**, Program Specialist, at 808-5279.

VISIT OUR WEB SITES

Internet: [www.cityofsacramento.org/od](http://www.cityofsacramento.org/od) - Intranet: <http://citynet/> (click on "Human Resources/Organizational Development")

## Enrollment Information

### You may register:

- IN PERSON** 921 10th Street, Suite 400  
Monday through Friday,  
8 am to 5 pm
- BY FAX** (916) 808-7951
- BY MAIL** City University  
921 10th Street,  
Suite 400  
Sacramento, CA 95814
- INTER-OFFICE** Organization Code # 1560  
Attention:  
Sabrina Henry, Registrar

**BY E-MAIL** You may GroupWise an enrollment form to us by filling it out in Word or Word Perfect and saving it to your desktop. Then you can attach it to an e-mail and send it on to your supervisor for approval. Your supervisor can then forward the enrollment form and indicate approval in an e-mail message to "City University" (cityu@cityofsacramento.org).

**ENROLLMENT** Submit an Enrollment Form approved by your supervisor using any of the five options listed above.

before the start date of the class to cancel or transfer your registration. If you fail to cancel a registration five days prior to the class start date, City University will charge your department the full course fee. These fees range from \$35 to \$250, depending on the class.

**CHANGE POLICY** City University reserves the right to change a class date, time, location, and instructor due to unforeseen circumstances. Enrollees will be notified of any changes.

#### PARKING VALIDATION

City University will now provide validation cards for parking (ONLY at the City Hall Garage, 10th and I Street) for employees who attend any City University class and do not currently have a City issued parking pass or personal parking permit. Simply show your parking ticket to your City U instructor to request a validation card. That's it! Special thanks to the Department of Transportation's Parking Services Division for helping to make this possible!



**CONFIRMATION** The City University Registrar will send enrollment confirmation within 24 hours of receipt. If you do not receive a confirmation, please call the registrar, Sabrina Henry, at (916) 808-7285.

**CANCELLATION** If you are unable to attend class, you may find a substitute in your department, and you must contact City University within five working days

For more information, call City University at 808-7285, or send an e-mail to [cityu@cityofsacramento.org](mailto:cityu@cityofsacramento.org)

- City Hall**  
915 I Street, Conference Room
- Council Chamber**  
145 I Street, 4th Floor
- Sacramento Convention Center**  
1400 I Street
- Corporation Yard**  
5730 24th Street, Building 7
- City University Computer Lab**  
921 10th Street,  
Suite 400

- City University Learning Center**  
921 10th Street, 1st Floor
- Library Galleria - East**  
601 Meadowbrook, 828 / Street
- Meadowview City Service Complex**  
Building 1 or Training Room  
5040 Woodland, 1st / Meadowview Rd.
- South National Community Center**  
2521 Hunt Road
- Sacramento River Room**  
6600s, 1155 35th Avenue

### Employee Benefits Open Enrollment

**October 2 - 20**  
Benefit fairs at 3 locations:

**October 5th**  
WISLINGTON/WHITTAKER CENTER

**October 10th**  
NORTH AREA COMMUNITY CENTER

**October 12th**  
CITY HALL COURTYARD

*Watch for more details!*



# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / City University

## SCHOOL OF BUSINESS

Questions?  
Call Tom at  
808-1974

### "FOCUS" – Franklin Covey Time Management

This time management/personal productivity seminar is your opportunity to learn how to accomplish what is most important in your professional and personal life. You will learn:

- How to focus on your top priorities.
- How to keep focused with a planning system that integrates the tasks you want.
- How to reduce stress by eliminating low-priority activities and distractions.

**Tuesday, October 24**

8:00 am – 4:30 pm

CITY UNIVERSITY LEARNING CENTER  
Kathleen Barton, President;  
The Success Connection

### Pesticides: Use, Safety and Integrated Pest Management

This course is designed to train pesticide applicators in methods of Integrated Pest Management (IPM), and safe handling/application of pesticides. If you apply pesticides at work, then this class will fulfill some of the required annual training you need (and possible CE hours for licensed staff). **Space is limited; therefore, please call Roxanne Livingston, 808-1458, for approval before sending your enrollment form to City University.**

**Tuesday, October 31**

7:00 am – 11:00 am

MEADOWVIEW CITY SERVICES COMPLEX  
Sam Samuelson, Golf Course  
Superintendent, Convention Culture &  
Leisure; Pam Gamma, Park Superintend-  
ent, Parks and Recreation; Roxanne Living-  
ston, Stormwater Engineer, Utilities.



### Introduction to Budget Preparation and Development

This course provides an introduction to the City's operating budget preparation process and the mechanics of budget development (geared toward department fiscal representatives). You will learn:

- The basic steps of the operating budget development process.
- How and where budget detail is developed.

**Wednesday, November 7**

8:30 am – 12:30 pm

CITY UNIVERSITY LEARNING CENTER  
Leyne Milstein, Budget Manager

### Becoming the Best Boss You Can Be

Becoming a "best boss" presents both challenges and rewards. This course will focus on the 5 behaviors of great bosses. Through the use of the Best Boss Inventory, participants will gain insight into their own strengths and areas for improvement.

**Tuesday, December 5**

8:30 am – 12:30 pm

CITY UNIVERSITY LEARNING CENTER  
Lynn Belzer, (H.D.), Consultant

### RECOGNITION... Ways to Enhance Volunteer and Employee Performance

This class will provide you with a variety of methods to recognize employees and volunteers who are members of your team. You will learn:

- What rewards volunteers and employees expect.
- About informal rewards and non-cost recognition.
- How to match the reward to the achievement.

**Wednesday, December 6**

8:30 am – Noon

CITY UNIVERSITY LEARNING CENTER  
Bill Welch, EdD., Consultant



## The City's Budget Process

The City's fiscal year runs from July 1st to June 30th. The City Charter requires the City Manager to present a proposed annual budget to the City Council by May 1st and requires that the City Council approve a balanced budget for the following fiscal year by June 30th. These charter requirements drive the deadlines and timelines for the operating budget process.

#### January to March

- Midyear review of the current adopted budget includes the evaluation and modification (if necessary) of revenues and expenses.

#### February through June

- Development and consideration of the Proposed Operating Budget for the coming fiscal year and the five-year Capital Improvement Program.

#### Ongoing

- Department adjustments to non-labor expense categories, within the same fund, in order to accurately reflect management spending plans.
- Implementation of Council Adopted Budget Resolutions increasing or decreasing the approved operating capital and grant budgets.

Learn more about the City's budget process by attending the "Introduction to Budget Preparation and Development" class.

19

LEADERSHIP AND WORKFORCE DEVELOPMENT

## SCHOOL OF CAREER DEVELOPMENT



Questions?  
Call Kristin at  
808-5279

### Guidelines for Being and Having a Mentor

<b>Model</b>	positive actions and behaviors as they may be duplicated
<b>Encourage</b>	career risk-taking and personal growth
<b>Network</b>	and learn by making new contacts in the workplace
<b>Teach</b>	new skills and competencies
<b>Observe</b>	and encourage positive behaviors to discontinue less desirable behaviors
<b>Reward</b>	and acknowledge good progress and behaviors in yourself and others

**W**hether you want to be a mentor or are seeking a mentoring relationship to give your career development a boost, these tips will be helpful in establishing and maintaining a purposeful and developmental mentoring relationship.

#### The MENTEE should:

- Be aware of your career development goals
- Create a relationship that is based on reflective listening, a professional, friendly and open and should include: encouragement, rapport, trust, respect and motivation
- Customize communication styles to increase understanding with the mentor
- Encourage 2-way communication in the mentoring relationship
- Be open to new ideas and innovations; practice suggestions and offer feedback to the mentor
- Be purposeful in your mentoring relationship by identifying goals to accomplish

#### The MENTOR should:

- Offer your support to mentee (i.e. "How can I support you in this?")
- Actively become an "introducer" by offering and creating opportunities for mentee to network and develop (introduce mentee to key players, involve mentee in highly visible projects, and encourage mentee's positive exposure via presentations)
- Model behavior you expect mentee to practice
- Share wisdom & experience with mentee (i.e. process of "telling your story")

#### And Avoid:

- **Crossing boundaries**—listen, empathize, sympathize, brainstorm BUT avoid counseling or advising on areas outside your expertise
- **Complicating relationships**—be clear on your motives for mentoring relationship (i.e. development of mentee)

### Finding Your Purpose & Passion

This course will help you to discover your purpose and passion for your career and life. You will learn:

- How to recognize your values, priorities and passions.
- To define your interests, strengths and unique contributions
- Qualities and characteristics that are important to you.

**Tuesday, October 3**  
8:30 am – 11:30 am  
CITY UNIVERSITY LEARNING CENTER  
Kathleen Barton, Owner,  
The Success Connection

- **Criticizing**—utilize "constructive feedback" instead of "constructive criticism"
- **Giving advice**—empower the mentee by sharing your experience and knowledge, brainstorming, and creating a dialogue so that mentee arrives at own conclusion
- **Rescuing mentee**—crucial for mentees to learn from their mistakes and mis-judgments
- **Playing favorites**—ascertain what each mentee can offer and how you can help them develop

A helpful tip for both parties is to create a "contract" for the mentoring relationship that highlights expectations, rules, and timelines from each party. Possible "contractual" questions could include:

- What key points do we want our agreement to contain?
- What are my expectations of the relationship as a Mentee? As a Mentor?
- What are the Mentee's and Mentor's responsibilities in the relationship?
- What timetable do we want for a check-up regarding agreement AND what do we want to discuss?
- What can break our agreement, thereby ending the mentoring relationship?

### How to Build a Mentor Network to Fast-Forward Your Career

This course will help you build mutually beneficial mentoring relationships and gain new skills. You will learn how to:

- Find, approach and acquire mentors who will support you.
- Plan your strategy to connect with others.
- Build and maintain effective relationships.

**Tuesday, October 31**  
8:30 am – 11:30 am  
CITY UNIVERSITY LEARNING CENTER  
Kathleen Barton, Owner,  
The Success Connection

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / City University

## SCHOOL OF Communication



Questions?  
Call Tom at  
808-1974

### High Performance Memory

Memory is the great differentiator between successful people and those who continue to struggle. You will learn:

- Memory influencers.
- Different memory methods to remember lists, technical information, important dates, and phone numbers.
- To remember speeches, text, faces and names.

**Wednesday, October 4**

8:30 am – 12:30 pm

CITY UNIVERSITY LEARNING CENTER  
Michael Greene, Memory Spring

### Best Practices in Cross Cultural Communication

In this workshop you will learn:

- Relationship-building: Appropriate assertiveness.
- Uncovering causes of cultural misunderstanding: Conflicts pros and cons.
- Stereotypes – Who, What, When, Where, Why, How.

**Tuesday, October 17**

9:00 am – 4:30 pm

CITY UNIVERSITY LEARNING CENTER  
Dr. Lawrence Flores, President, Institute for Career Advancement

### Effective Change Management

This course is open to anyone interested in learning how to manage change. You will learn:

- The nature of change and the dynamics of change processes.
- To effectively deal with common challenges associated with change: uncertainty, ambiguity, and resistance.

**Wednesday, October 25**

9:00 am – 4:30 pm

CITY UNIVERSITY LEARNING CENTER  
Chaim H. Eyal, Eyal & Associates

### Graphic Recording: Making Your Mark!

Graphic Recording is the art of creating a visual record of a conversation, presentation, or meeting. It increases collaboration, creativity, a sense of participants' inclusion, and overall group effectiveness. Learn how to incorporate graphic recording theories and practices into your facilitation or consulting work.

**Tuesday, October 31**

8:30 am – 12:30 pm

CITY UNIVERSITY LEARNING CENTER  
Michelle Wankel, Graphic Recorder

### Myers-Briggs Type Indicator: An Introduction to Personality Type at Work

By understanding ourselves, we can then begin to understand and appreciate those who differ from us. You will learn to:

- Increase your self-awareness and confirm self-perception.
- Discover normal differences in people, such as energy source, information gathering, decision making and life style.
- Appreciate your gifts and strengths as well as those of others.

**Tuesday, November 14**

8:30 am – 12:30 pm

CITY UNIVERSITY LEARNING CENTER  
Jennie Hagen-Greene, HCG Training

### Convening and Facilitating Community Meetings

This two-day workshop is designed for employees who are responsible for convening and/or facilitating community meetings. You will learn:

- How to prepare for a community meeting.
- Types of community meeting designs.
- Facilitator and recorder tools.
- How to handle charged conversations.

**Wednesday, November 15 and**

**Thursday, November 16**

9:00 am – 4:00 pm (both days)

LIBRARY GALLERIA

Carolyn Perry, Co-Director, Community Ground: Center for Cooperative Solutions

## The Right Facility: Key to Community Meeting Success

Often, the most important work for a successful community meeting happens in advance of the meeting. When planning a community meeting, try to match the facility with the meeting purpose. Meeting purposes can include the sharing of information, the gathering of information, interaction, and mixes of those purposes. Facility issues include the way that chairs are arranged, whether tables are provided, room size, and room shape.

For example, avoid holding a meeting that is about interaction in a room with all chairs fixed and facing forward. Instead, seek a room that allows everyone to sit in a circle and see each other. If each meeting participant will have an equal say, avoid settings that provide for some participants to sit higher than everyone else. If the purpose of the meeting is to include as many voices as possible, avoid a setting that allows only a small number of people at a table with all other attendees situated along the walls. If the purpose of the meeting is to share information in as many ways as possible, you may want to look for a large meeting space that allows for displays.

Plan for a setting that matches the purpose of the meeting and you will be on your way to community meeting success. To learn more, attend the "Convening and Facilitating Community Meetings" class on November 15 & 16.

19

LEADERSHIP AND WORKFORCE DEVELOPMENT

## SCHOOL OF Inclusion



Questions?  
Call John at  
808-8509

### Race, Ethnicity, and Culture

*Definitions of the terms "race," "ethnicity," and "culture" are elusive.*

#### Race

Most people think of race as a biological category — as a way to label groups based on biological traits (e.g., skin color or shape of facial features). But, there are no biological criteria for dividing races into categories. No consistent racial groupings emerge when people are sorted by physical characteristics.

Visible physical traits associated with race, such as hair and skin color, are defined by a tiny fraction of our genes. As more is learned about the human genome we find that variations cannot be used to distinguish groups from one another because they are outweighed by genetic similarities across so-called racial groups.

There is overwhelmingly greater genetic variation within a racial group than across racial groups. One study found that 85 percent of human genetic diversity is found within a given racial group.

Race is not a biological category, but it does have meaning as a social category. Different cultures classify people into racial groups based on characteristics that are socially significant. The concept of race is especially potent when certain social groups are separated, treated as inferior or superior, and given differential access to power and resources.

#### Ethnicity

Ethnicity refers to a common heritage shared by a group. Heritage includes similar history, language, rituals, and preferences for music and foods. Historical experiences are pivotal to understanding ethnic identity.

In the 1980 U.S. census, Native Hawaiians and Vietnamese Americans were classified

together in the racial category of "Asian and Pacific Islander Americans." Native Hawaiians, however, have very little in common with Vietnamese Americans in terms of their heritage. Because hispanics are an ethnicity, not a race, the different Latino American ethnic subgroups such as Cubans, Dominicans, Mexicans and Puerto Ricans include individuals of all races.

#### Culture

Culture is defined as a common heritage or set of beliefs, norms, and values. It refers to the shared, and learned, attributes of a group. Anthropologists describe culture as a system of shared meanings. People who are placed into the same racial or ethnic group are often assumed to share the same culture. This is an over-generalization. Not all members grouped together in a category share the same culture. Many identify with other social groups to which they feel a stronger cultural tie such as being Catholic, Texan, teenager, or gay.

Culture is as applicable to groups of whites, such as Irish- or German-Americans, as it is to racial and ethnic minorities. "Culture" also applies to shared values, beliefs, and norms in social groupings such as adults trained in the same profession or youth who belong to a gang.

The phrase "cultural identity" refers to the culture with which someone identifies and to which he or she looks for standards of behavior. Given the variety of ways in which to define a cultural group, many people have multiple cultural identities.

Excerpted from *Mexico: Ethnic Culture* (Eds.: Ethnicity - Supplement to *Mexico Handbook*, Report of the Superior General of Arts (<http://www.mexicanheritage.com/arts/ethnicity>)).

### Creating An Inclusive Workplace: A Workshop For All Employees

Participants will discuss and apply practices and tools to help create an inclusive organizational culture. You will learn:

- The goals and business imperatives of the City's Inclusion Commitment
- How City employees and citizens can benefit from the Inclusion Commitment
- Inclusion practices

All classes are from 8:00 am to 5:00 pm each day.

**Tuesday-Wednesday, October 24-25**

**SOLID WASTE, BUILDING 1**

Terrance Davis, Program Specialist; Ken Guss, Parking Enforcement Officer and TBD

**Thursday-Friday, October 26-27**

**SOUTH NATOMAS COMMUNITY CENTER**

Alex Vargas, Program Supervisor; Robert Wilson, Street Maintenance Laborer and TBD

**Tuesday-Wednesday, November 14-15**

**SOLID WASTE, BUILDING 1**

Ken Fleming, Equal Employment Manager; Laura Va, Environmental Health and Safety Specialist and TBD

**Thursday-Friday, November 16-17**

**SOUTH NATOMAS COMMUNITY CENTER**

Alex Vargas, Program Supervisor; Robert Wilson, Street Maintenance Laborer and TBD

### 3rd Annual Asian Pacific American Luncheon

*"Celebrating Asian Pacific Leadership within the Community"*

Please join us in celebrating Cultural Diversity within the City of Sacramento and meet this year's honoree: **Ken Nishimoto, Retired Assistant City Manager**

**Wednesday, September 13**

11:30 am - 1:30 pm

**WILLIAM LAND PARK (ACROSS FROM THE ZOO AND FAIRYTALE TOWN)**

All City employees welcome

For tickets, call Laura Va at 808-7232.

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / City University

## SCHOOL OF Leadership

Questions?  
Call Dave at  
808-8954

All courses on this page count towards a leadership certificate.

### Clarifying Performance Expectations

This workshop provides a process for handling conversations about work expectations in a way that reduces ambiguity, increases trust and strengthens the working relationship between supervisor and employee.

**Thursday, October 19**

8:30 am - 12:30 pm

CITY UNIVERSITY LEARNING CENTER

Bill Spencer, Administrative Officer,

Department of Transportation

### Conducting Performance Reviews

This workshop presents a collaborative approach to the formal performance review. Participants learn how to prepare employees for a review, how to manage expectations during the session, and how to create an atmosphere that encourages openness about concerns and plans for the future.

**Wednesday, November 9**

8:30 am - 12:30 pm

CITY UNIVERSITY LEARNING CENTER

Bill Spencer, Administrative Officer,

Department of Transportation

### Correcting Performance Problems

This workshop provides modeling and practice in how to hold discussions with employees about unacceptable performance. It focuses on discussions that are necessary after less formal feedback and coaching have failed to result in a turnaround. It includes a process that leaders can use to get an individual's performance back on track and to build motivation for continual improvement.

**Thursday, November 16**

8:30 am - 12:30 pm

CITY UNIVERSITY LEARNING CENTER

Bill Vanhels, EH & S Specialist,

Risk Management

## What Does It Take to Be a Leader?

The following three leadership strategies form a common job description for everyone in a high-performance organization.

### Create a compelling future

No matter how well written, an organization's mission statement is not enough. Employees need to know how it affects their work. Leaders must be able to communicate the mission statement in images and concepts that make it come alive for everyone. It is about helping others find the emotional commitment to stay the course through the difficult and uncertain times that change can bring.

### Providing Constructive Feedback

The purpose of this workshop is to provide skills for participants to give constructive feedback in a way that builds openness and mutual respect and promotes problem solving and learning.

**Wednesday, November 29**

8:30 am - 12:30 pm

CITY UNIVERSITY LEARNING CENTER

Raron Chang, Senior Management

Analyst, Finance; Pam Prater, Program

Supervisor, Parks and Recreation



### Let the customer drive the organization

Unless a focus on the customer is seen as part of everyone's job, the organization as a whole cannot fully focus on customers and will be vulnerable to competitors that can. This strategy is about acting as a visible and passionate advocate for our organization's customers.

### Involve every mind

No organization can prevail without people who are actively committed to contributing their best efforts. As a leader, you need to help the City make the best use of its knowledge base. In most cases, the people closest to the work know the most about it. Whenever possible, it's important to involve our employees in the decisions that affect their work.

This strategy is about creating a workplace where everyone can grow, develop skills, and be creative.

*Source: "The Leadership Practices Inventory: A Global Perspective" by John Kegan and David A. Argyris. Copyright 1997 by Jossey-Bass.*

### The Principles and Qualities of Genuine Leadership

The purpose of this workshop is to help participants achieve results for their organizations by applying the principles and developing the qualities of leadership and applying them to their role as a leader.

**Thursday, December 7**

8:30 am - 12:30 pm

CITY UNIVERSITY LEARNING CENTER

City U Leadership Facility

19

LEADERSHIP AND WORKFORCE DEVELOPMENT

## SCHOOL OF SMART

Supervisor & Manager Required Training

Questions?  
Call David at  
808-8954

All courses on this page count towards a SMART certificate.

### Accommodating Employees With Disabilities

As a supervisor it is important to respond effectively to a request for an accommodation. In this course you will learn the required steps to take when an employee identifies a disability or asks for an accommodation, how to avoid illegal questions and requests for information, and techniques to engage in the required interactive process.

**Thursday, October 5**  
8:30 am – 12:30 pm

CITY UNIVERSITY LEARNING CENTER  
Carol Bradley, ADA Coordinator

### Risk Management Orientation For Supervisors

This course helps supervisors understand their responsibilities for providing a safe workplace. You will learn about the City's illness and injury prevention program (IIPP), how to respond to and report accidents and injuries, and how vehicle operation policies apply to your division.

**Tuesday, October 24**  
8:00 am – 12:00 pm  
(Continental breakfast served at 7:30 am)

CORP YARD BUILDING 3  
Environmental Health and Safety Staff

### Workplace Violence

This course covers the City of Sacramento's Workplace Violence Policy (AP# 44). You will learn about the City's Threat Assessment Team, how to recognize warning signs, how to conduct a hazard assessment of your workplace and how to respond to workplace violence incidents.

**Tuesday, November 7**  
1:00 pm – 3:30 pm

NEW CITY HALL ROOM 1217  
Laura Fisher, EH&S Officer, Greg Nansimare, Recreation Superintendent, Jane Norton, Administrative Analyst and Laura Va, EH&S Specialist

## Tips for Accommodating Employees with Disabilities

### Leave Administration

In this class you will learn the regulations and policies that govern leave administration: Labor - MDUS, Civil Service rules, City Charter, AP#40, and past practices; and the "rule book" in use to correctly interpret the rules and procedures for all types of leave.

**Tuesday, November 14**  
9:00 am – 11:00 am

CITY UNIVERSITY LEARNING CENTER  
Jimi Kinney, Administrative Analyst

### Workers' Compensation: Injury On Duty

In the supervisors' view, you will learn the premier system designed to protect employees from financial loss related to job injuries. You will learn reporting requirements for injuries on the job, the consequences of fraudulent claims, and who to call with questions about Workers' Compensation.

**Thursday, December 7**  
8:30 am – 12:30 pm  
CITY UNIVERSITY LEARNING CENTER  
Workers' Compensation Staff

### Understanding Domestic Violence

This two-hour class is required for all City of Sacramento supervisors and managers. You will learn the City's policy against domestic violence, the types of abuse (including the cycle of abuse), and how in process, whether or not an employee discloses domestic violence.

**Tuesday, December 12**  
1:00 pm – 3:00 pm  
SACRAMENTO RIVER ROOM (35TH AVE.)  
Kathy Howard, Administrative Analyst and Laura Fisher, EH&S Officer

The City has a responsibility to consider reasonable accommodation for employees with disabilities. An employee must make the City aware of a need for an accommodation. AP# 11 outlines the City's procedure for considering reasonable accommodations.

Reasonable accommodations are adjustments or changes that allow an employee with a disability to perform the essential functions of his or her job.

### Accommodation in the Present Job

Using an interactive process with the employee, identify the limitations that affect job performance. Review medical information if needed. Look for alternatives, assistive technology or any other option that may be available that would allow the employee to do the job.

### Look Department & Citywide

If the employee can't be accommodated in his or her current job, the department is required to identify other vacant positions which the person is qualified for and can perform with or without reasonable accommodation.

### Finally

Employee request for reasonable accommodation are confidential and each step of the process should be documented and stored in a confidential manner. You should consult with the City ADA Coordinator, Carol Bradley, by phone at (916) 808-8795 or by TTY at (916) 264-5707 or email (cbradley@cityofsacramento.org). For more information, attend the "Accommodating Employees with Disabilities" class on October 5.

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / City University

## SCHOOL OF City Operations



Questions?  
Call Brian at  
808-5343

### California Environmental Quality Act (CEQA)

In this half day workshop, participants will receive an overview of CEQA to help them better understand its intent and processes. You will learn:

- General overview and history of CEQA.
- Guidelines for implementation.
- The City's environmental review process.

**Wednesday, October 11**

1:30 pm – 4:30 pm

CITY UNIVERSITY LEARNING CENTER  
Lezley Bulford, Manager,  
Environmental Planning Services  
Tom Bulford, Senior Planner

### Open Government: The Public Records Act and Confidential Documents

This seminar will focus on the preservation of confidential materials and information within the reality of California's "open government" environment. You will learn:

- The concept of "open government" as envisioned by the CA Legislature, and as expressed in the CA Public Records Act, as modified by Prop 59.
- How to respond to requests from the public for government documents.
- Which documents and information fall outside of "open government"
- How to avoid pitfalls.

**Wednesday, October 25**

9:00 am – Noon

SACRAMENTO CONVENTION CENTER,  
ROOM 204

Joseph Russell, Senior Deputy City Attorney  
James Wilson, Senior Deputy City Attorney



### City Contracting Procedures and Requirements

Various procedures and requirements govern the procurement and performance of City contracts. You will learn:

- How to comply with procurement procedures and requirements.
- How to handle a bid protest or contract claim.
- How to make changes after a contract has been awarded.

**Wednesday, October 25**

1:30 pm – 4:30 pm

SACRAMENTO CONVENTION CENTER,  
ROOM 204

Joe Robinson, Senior Deputy City Attorney  
Lan Wang, Deputy City Attorney  
Chris Stewart, Procurement Services  
Manager

### The Council Agenda: Journey to Transparent Government

In this session you will learn the new efficient process and technology to deliver accurate timely information to Mayor/Council, the public and City staff providing a "transparent government". You will learn:

- Terms and concepts, such as public meetings vs. hearings, report sections, ABC's of writing reports, electronic report review and legislative documents/official records.
- Forms and templates, including agenda, report, legislative documents, public hearing notices, and cover sheets.
- Technologies and resources, such as electronic editing, computer training, and mentor availability.

**Wednesday, November 15**

9:00 am – Noon OR

**Wednesday, December 6**

1:30 pm – 4:30 pm

COUNCIL CHAMBERS

Dawn Bullwinkel, Assistant City Clerk

### The City Clerk's Document Review System

This Citynet site, sponsored by the City Clerk's Office, is for documents, reports, and other files pertaining to Agenda items that are submitted for review by other interested City staff. Those items are referred to here as "documents" no matter what the format of the file.

If this is your first visit to the site, we recommend that you first look at these two screens. Each can be printed out for your reference, and will open a new "window" in your browser:

- **Document Work Flow** manual (the "Help" button). This is a basic instruction manual to use this system.
- **Document Work Flow** chart (the "Work-flow Chart" button). Shows the steps (work flow) involved in submitting, reviewing and merging documents.

A short training session is available from the City Clerk's office on the use of this system. Note that all staff submitting or reviewing documents must be using Microsoft Office 2003 Professional version. All reports must be edited using this version of Office, since the "Track Changes" feature is used during the review process. If you do not have Office 2003 Professional installed on your computer, please contact your computer help staff or the City's Help Desk at 808-7111.

Questions about this system or document flow should be directed to the City Clerk's office. If you are having technical problems with this web site or have comments or suggestions, use the "Problem / Comments / Suggestions" link at the bottom of any page. To learn more, attend "The Council Agenda" class on November 15 or December 6.

19

## SCHOOL OF SAFETY

Questions?  
Call Laura at  
808-7149



### Right-of-Way Work Zone/ Traffic Control Safety

The goal of this class is to provide safe and uniform traffic control practices for construction and maintenance work zones within City right-of-ways. You will learn:

- City policy and procedures regarding work in the right-of-way
- About permit issues and how to complete the permit forms.
- About lane, sidewalks, street closures and detours.



(Choose one)

**Monday, October 9**

**Monday, November 13**

**Monday, December 11**

8:00 am - Noon

CORP YARD BUILDING 3

City University Faculty

### Noise Hazards And Protecting Your Hearing

Are you exposed to loud noises at work? Are you part of the City's Hearing Conservation Program? If so, the class will provide the Cal/OSHA-required annual training you need. You will learn:

- About the effects of noise on hearing
- Where and when hearing protection devices (HPDs) are required
- The purpose, advantages, selection, fitting, use and care of various types of HPDs
- The purpose of audiometric testing, and how it works

**Wednesday, October 18**

8:00 am - 9:00 am

CORP YARD BUILDING 3

Shannon Lichly and Bill Vinnett,

EH&S Specialists

### Safety 101

This class provides Cal/OSHA-required safety training for all employees. It is a great introduction to the City's Safety Program and all employees are encouraged to attend. You will learn:

- How the City's Illness and Injury Prevention Program (IIPP) works
- How to implement an emergency action plan
- How vehicle operation policies apply to you
- How to use the principles of ergonomics to avoid injuries

**Tuesday, December 19**

8:00 am - 12:00 pm

(completes breakfast served at 7:30 am)

CORP YARD BUILDING 3

Environmental Health and Safety Staff

### Hazardous Waste Generators' Class

This course is required for any personnel who generate and dispose of hazardous waste such as oil, antifreeze or paint. You will learn:

- About the typical types of hazardous waste generated by the City
- The importance of segregating various classes of waste
- How long different types of waste can accumulate at one location
- How to properly maintain waste before its final disposal

**Tuesday, November 7**

8:00 am - 10:00 am

CORP YARD BUILDING 3

Shannon Lichly and Patrick Sadora,

EH&S Specialists

### Driver Awareness

This class will discuss techniques of defensive driving that you may have forgotten since originally obtaining your driver's license. These driving skills are especially important information as winter weather approaches. You will learn:

- How to increase awareness
- How to decrease your risk of getting into an accident
- How to avoid the risks of driving in residential areas

**Wednesday, November 8**

9:00 am - 11:00 am

CORP YARD BUILDING 3

Terri Davies, EH&S Specialist

### Vectorborne Diseases

This class will discuss the diseases carried by vectors (e.g., mosquitoes, mice, etc.) that you may be exposed to while working. You will learn:

- To identify some common vectors
- About the diseases carried by these vectors
- How you can minimize your risk
- Sources for additional information

**Tuesday, October 31**

9:00 am - 11:00 am

CORP YARD BUILDING 3

Terri Davies, EH&S Specialist and

Laura Fisher, EH&S Officer



# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / City University

## SCHOOL OF TECHNOLOGY



Questions?  
Call Tom at  
808-1974

continued from page 2

Meanwhile, a Citywide contest was concluded to officially "name that project". The winning entry, e-CAPS: Electronic Citywide Accounting and Personnel Systems, was submitted by Dean Fujimoto, a member of the Transportation Department.

The proposal evaluation subcommittee has reviewed all proposals received, and recently elevated three proposed system solutions, each with two proposed implementation partners, to demonstrate their proposed solutions to City staff. Demonstration sessions were scheduled over a three week period, allowing each solution vendor four days to demonstrate their proposed solution to City staff. More than 100 City employees participated in the product demonstrations and provided their feed-

back on system features and functions.

Next steps for this project phase include elevating two proposed solution teams, each to participate in a single day of presentations intended to address and clarify issues identified during the demonstration sessions and, finally, to engage in contract negotiations with the preferred solution teams. Once contract negotiations have concluded, the project team will begin the implementation phases of the project. The implementation schedule includes taking the selected Finance system replacement solution into production by the first of next fiscal year (July, 2007) and taking the HR/Payroll solution into production by the first of the subsequent calendar year (January, 2008).

### Standard Information Technology (IT) Project Life Cycle

This course presents an overview of the Project Life Cycle used by the City of Sacramento Information Technology Department. You will learn:

- Descriptions of phases, milestones and deliverables.
- Requirement definition.
- Requirement management and change control concepts.

**Thursday, November 9**

8:30 am - 12:30 pm

CITY UNIVERSITY COMPUTER LAB

Jim Boyle, Senior Information Technology Project Manager

### Beginning Groupwise 6.0

In this course participants will practice how to send and receive email and the various options for formatting messages. You will learn:

- How to create appointments.
- How to create a rule to respond to messages when you are out of the office.
- How to create and manage folders in the cabinet for storing emails.
- How to utilize the calendar effectively.

**Friday, November 17th**

9am - Noon

CITY UNIVERSITY COMPUTER LAB

Sandy Durry, Information Technology IT Support Specialist II

### Government Human Resources System (GHRIS)

This class provides training for using on-line GHRIS and processing IHR forms.

Prerequisite: Prior authorization to access personnel and payroll data. You must have a user ID and password BEFORE enrolling in this class. If you do not already have one, please call the Help Desk at 808-7111.

**Wednesday, October 11**

8:30 am - 4:30 pm

CITY UNIVERSITY COMPUTER LAB

Fran Gould, Consultant

### Microsoft Excel 2003 Introduction

In this course, you will learn to manage, edit, and print data, including:

- Create and modify a basic worksheet.
- Perform calculations.
- Format a worksheet and develop a workbook.
- Customise the layout of the Excel window.

**Thursday, November 2**

9:00 am - 4:30 pm

CITY UNIVERSITY COMPUTER LAB

IS Inc.

### Microsoft Word 2003 Introduction

Employees will learn the basic concepts required to create, edit, and enhance standard business documents. You will learn to:

- Edit documents by locating and modifying text.
- Format text and paragraphs.
- Use Word tools to make your documents more accessible.
- Add tables and graphic elements.

**Wednesday, October 25**

9:00 am - 4:30 pm

CITY UNIVERSITY COMPUTER LAB

IS Inc.



### Microsoft PowerPoint 2003 Introduction

Students will learn to create effective basic presentations for delivery in front of an audience. You will learn to:

- Format text slides.
- Add tables or chart data.
- Modify objects and add images.
- Print and package.

**Tuesday, November 28**

9:00 am - 4:30 pm

CITY UNIVERSITY LEARNING CENTER

IS Inc.

## SCHOOL OF WellNESS



Questions?  
Call Kristin at  
808-5279

### Beating the Holiday Blues

Conventionally, the holidays are thought of as a time of cheer, generosity, thanks, peace, acceptance of others and reconnection with family. But another side also exists during this season: holiday obligations can make a stressful schedule even more so. The pressure to spend can worsen financial anxieties. For many, the holidays underscore loneliness, sadness, anxiety, depression, a painful family situation or can re-ignite frustrations we thought were resolved.

Here are some suggestions for overcoming "holiday blues":

- **Set reasonable expectations.** Don't compare yourself and your family with the fictional depictions you see on TV. Accept your family members for who they are, expect that things will sometimes go wrong and be gentle with yourself and others. While nostalgia can be pleasant, remember that change is natural. Rather than romanticizing the past, celebrate the joys and challenges

of the present. Also, recognize that there will always be things that can't be fully controlled – like a sudden family illness or extra last-minute guests at the dinner table. Finding a balance between wanting to control everything and having no control at all is an important part of managing stress.

- **Manage your time and resources effectively.** Plan your time in advance, set work and personal priorities, and do not try to accomplish more than you

#### Yoga For Wellness

Combine simple body, breath and mind practices through yoga. Wear comfortable clothing. You will learn:

- Yoga techniques that are appropriate for beginning and intermediate students.
- Yoga poses for flexibility/mobility, tension and stress reduction, strength, balance, stamina and how to maintain peaceful/calm countenance in each pose.
- How to build your own home-based yoga regimen.

##### Segment A:

**Mondays, October 9, 16, 23, 30,  
November 6, 13, 20, 27, December 4**  
12:00 pm – 1:00 pm

CITY UNIVERSITY LEARNING CENTER  
Shakil Huss, Owner, Living Grace  
OR:

##### Segment B:

**Fridays, October 6, 13, 20, 27,  
November 3, 17, December 1, 8, 15**  
(no class November 10 & 24)

12:30 pm – 1:30 pm  
CITY UNIVERSITY LEARNING CENTER  
Shakil Huss, Owner, Living Grace

#### Adult CPR & AED

Learn CPR and AED techniques and skills to respond effectively in breathing or cardiac emergencies. You will learn:

- How to recognize emergencies, prioritize care and protect yourself before providing care
- How to perform rescue breathing.
- How to effectively use an automated defibrillator machine (AED).

##### Thursday, October 12

8:30 am – 12:30 pm

CITY UNIVERSITY LEARNING CENTER  
Kim Metcalf, Program Coordinator & Sami Bicking, Code Enforcement Officer

#### Fire Safety 101

Learn important fire-safety, life-saving strategies. First 25 students receive a FREE First Aid kit. You will learn:

- Fire safety at home and at work.
- Other topics, including cooking & electrical safety.
- To use a fire extinguisher with a demonstration.

##### Thursday, October 26

8:30 am – 12:00 pm

CITY UNIVERSITY LEARNING CENTER  
Jenita Mason, Public Education Officer & Bill Wierlein, EH&S Specialist

#### A Way Through Grief

A valuable course for people who have experienced loss and those who support them. You will learn:

- To gain a deeper understanding of the grieving experience.
- To become aware of some common mis-understandings about grief and mourning, as well as discover personal resources that allows moving through grief.
- To practice skills for communication that will enable you to be with a grieving person in a supportive way.

##### Tuesday, November 7

8:30 am – 11:30 am

CITY UNIVERSITY  
LEARNING CENTER  
Stephen Gilbert, Consultant



*Remember that flu season is upon us and that other illnesses, such as chicken pox, are also prevalent during this time. Make the time to get immunized.*

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / City University

19

LEADERSHIP AND WORKFORCE DEVELOPMENT

reasonably can. If you plan to do extensive gift shopping or card writing, try to start long before the holiday rush. Be flexible, break down tasks into smaller ones, and allow for additional time due to possible outside influences.

- **Don't try to control your family members.** Make room for the quirks and idiosyncrasies that have annoyed you in the past, because unless you embrace them or ignore them, they will most likely continue to annoy you. Avoid the temptation to preach to family members about their life choices, and if they preach to you, thank them graciously and change the subject.
- **Break the materialistic cycle.** Holiday spirit is not about buying the most lavish or expensive presents. Don't judge the value of a gift by its price. Give from

the heart. Look for opportunities to give of your time or resources, rather than receive material goods. When you're overwhelmed, responding to the needs of others can relieve anxieties, put your problems in perspective and can help you build a network for when you need assistance.

- **Make room for your emotions, time for your body and humor.** Don't buy into the cultural myth that everyone is happy all the time throughout the holiday season. Allow yourself to experience your full range of natural emotions, in particular, if you have recently lost or separated from someone, give yourself the emotional space you need and accept your feelings of loss or emptiness. Also, try to incorporate a balanced diet, physical activity daily and

enough sleep into your routine. Lastly, use humor to help you through the season. It may be difficult to see the funny side of stressful situations when you're in a crisis, but taking time to laugh with friends and keep perspective can be a great stress antidote.

Through the City's Employee Assistance Program, you have access to a full spectrum of telephonic consultations and other EAP services that can help you identify and cope with behavioral health challenges. To learn more, log on to [www.members.mhn.com](http://www.members.mhn.com) and type in the access code "cityofsacramento" or call 800-227-1060 (24 hours a day/7 days a week) and say that you want to utilize your "City of Sacramento Employee Assistance Program" for up to 5 free sessions of behavioral counseling per incident per year for employees and dependents.

## Self-Esteem Matters

This course explains how self-talk and beliefs often hinder our self-esteem without our realizing it. You will learn:

- The meaning and value of self-esteem and how to integrate these traits into your daily life.
- Ways to improve how you handle demands and challenges.
- How self-esteem contributes to a richer, fuller, happier life.

**Tuesday, November 7**

1:30 pm - 4:30 pm

CITY UNIVERSITY  
LEARNING CENTER

José Kritimer,  
MHN Consultant



For H&S members, contact <http://members.kau.spe.mntsb.org> and for HealthNet members, contact [www.healthnet.com](http://www.healthnet.com)

## Infant & Child CPR

Learn skills to assess and respond to breathing/cardiac emergencies in infants/children (under 9). You will learn:

- Choking prevention for infants and children.
- How to proceed when the child is unconscious or conscious.
- Rescue breathing and CPR techniques for an infant or child.

**Thursday, November 9**

8:30 am - 12:30 pm

CITY UNIVERSITY LEARNING CENTER

Meissa Aris, Program Coordinator &  
Laura Vo, EH&S Specialist

## Adult CPR & First Aid

Learn to respond to sudden illness and wounds, along with breathing and cardiac emergencies. You will learn:

- How to control bleeding, care for burns and apply a sling.
- How to properly care for head, neck and back injuries.
- To identify and treat heat- and cold-related emergencies.

**Thursday, November 30**

8:30 am - 2:30 pm

CITY UNIVERSITY LEARNING CENTER

Tom Davies, EH&S Specialist &  
Michelle Basurja, Program Specialist

## Understanding Elder Care

Elder care is a major challenge for families. Learn tips and resources from three experts. You will learn:

- The role of the caregiver, problems often faced by the caregiver and how to begin to develop solutions and a plan for current and future familial needs.
- About Alzheimer's Disease/Dementia.
- Tips and resources when working with hospitals and the discharge process.

**Tuesday, December 5**

1:30 pm - 4:30 pm

CITY UNIVERSITY LEARNING CENTER

Stephanie Wilson, Triple R Director, End Berman, MHN Consultant & Kate Tenney, Discharge Manager, Sutter Hospital

## Preparing Your Family For Disaster

It is not a matter of if a disaster will strike, but when. You need to learn how to handle such emergencies. In this class, you will learn:

- How to identify and mitigate your risk.
- How to create and practice a disaster plan.
- How to build family disaster kits for your home and car.

**Wednesday, December 20**

9:00 am - 11:00 am

NEW CITY HALL 1217

Greg Naramore, Recreation Superintendent and Laura Fisher, EH&S Officer

## Enrollment Form

**MAIL TO CODE: 1566  
FAX TO: 808-7951**

You can register for up to 4 courses per enrollment form. ALL INFORMATION IS REQUIRED – INCOMPLETE APPLICATIONS WILL BE RETURNED. Supervisory approval is required for all classes that meet during your work schedule.

[www.cityofsacramento.org/cityu](http://www.cityofsacramento.org/cityu)  
Please copy and reuse this form.



Jeanette Bonner is an Administrative Analyst with the Police Department and also serves on the Department Training and Development Coordinators' team. In this capacity, she disseminates information and participates in monthly meetings which give input to Organizational Development and City University.

COURSE TITLE:		DATE(S):
APPLICANT'S NAME (PRINT):	ID #:	ORG #:
<small>(LADY EMPLOYEES OF APPOINTMENT #)</small>		
DEPARTMENT:	JOB TITLE:	
APPLICANT'S SIGNATURE:	PHONE #:	
SUPERVISOR'S NAME:	SUPERVISOR'S SIGNATURE:	PHONE #:

REMARKS: If you DO NOT receive a confirmation call or email at 808-7951 in the 8 working days after the end of the class, please call 808-7951 or visit our website at [www.cityofsacramento.org/cityu](http://www.cityofsacramento.org/cityu) for more information.

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / City University

## PROGRAM DESCRIPTION

The City of Sacramento Career Development program provides the following services to employees:

- Individual, confidential career counseling and leadership coaching.
- Career development workshops via City University or customized “training on demand” for City Departments, Divisions, and teams.
- Special career-related events such as the City's Annual Wellness/Career Expo, consisting of one hundred health, wellness and education vendors attended by over 750 employees.

### PROGRAM SUCCESSES

- Design and deliver approximately twenty career development workshops per year.
- Provide approximately 200 hours of career and leadership coaching services per year.
- Follow-up surveys indicate employees who attend the Annual Wellness/Career Expo adopt an average of 1.5 positive behavioral changes.

### LESSONS LEARNED

- Establish clear career paths among key job classification families.
- Provide study guides to help employees successfully compete in testing and selection processes.
- Dispel the fears associated with the word “counseling.”

### TOTAL PROGRAM BUDGET

The City budgets \$1.3 million for the Organizational Development Division, which includes funding for the City University, Career Development, and City Management Institute programs.

### PROGRAM'S LEAD CONTACT

Brian Moffitt,  
*Ed.D., Organizational  
Development Manager*

(916) 808-5943

[bmoffitt@cityofsacramento.org](mailto:bmoffitt@cityofsacramento.org)

Visit the City's Career Development website at:  
[www.cityofsacramento.org/career](http://www.cityofsacramento.org/career) and the City's Wellness website at:  
[www.cityofsacramento.org/wellness](http://www.cityofsacramento.org/wellness).

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / Career Development

## JURISDICTION INFORMATION

Population: 457,514

Total Full-Time Employees: 5,109

Total Operating Budget: \$991.9 million

20



➔ Get your  
**FREE Fast Pass**  
Inside



➔ Employee work-life balance is a value of the City of Sacramento. The City's annual Wellness Expo provides employees with valuable information and tools for achieving this balance.

**Employees may attend on City time with supervisory approval. Based on past participation, 2 hours of release time is reasonable, including travel time.** Please make the most of your life by attending this year's Wellness Expo!

—CITY MANAGER, LAW HERRIDGE

**J**oin us this year for the Wellness Expo 2006 and speak with vendors that address the six elements of Wellness: Physical, Intellectual, Occupational, Social, Emotional and Spiritual Wellness.

Inside this Wellness Expo Guide, you will find pertinent information that will help you make the most of your time at the Expo:

- FREE PARKING at the T 4<sup>th</sup> & H City Memorial parking garage
- Vendors by Category and Booth Locations
- Health Screening Details
- Fast Pass Registration Form

### New for 2006!

**Personalized Wellness Profile** – take 15 minutes to complete a confidential Health Risk Assessment questionnaire, complete a Cholesterol & Glucose screening (\$5.00 price included), complete a Body Composition screening and complete a Blood Pressure screening. Receive a confidential 7-page Personalized Wellness Profile report mailed to your home based on the results of your questionnaire and your 3 screenings! This is a bargain at \$10.00 for the confidential report and the 3 screenings.

**City's Animal Care Services SNO Mobile Adoption Trailer** – visit with adorable and loving animals and experience how animals can bring health and balance to your life.

**Annual City Employee Motorcycle Ride and Annual Heavys For Dogs** – ever wanted to be on the open road on a motorcycle? Talk with a group of City employees who take road trips together and see their motorcycles in person!

### Back By Popular Demand

**Rock Wall:** FREE! All levels of climbing skill are welcome. If you will be participating, remember to wear comfortable clothing (climbing shoes will be provided).





➔ To speed through Registration, complete, detach and bring this form to the Wellness Expo!

## Wellness Expo FAST PASS Registration

(PLEASE PRINT)

NAME: \_\_\_\_\_

ORG # \_\_\_\_\_

WORK PHONE: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_

The area of most interest to me at the Wellness Expo is:

Education    Health Exhibits    Health Screenings

Is this your first time attending?    Yes    No

Did the Wellness Expo Guide influence your attendance?

Yes    No

Would you like to be a volunteer at the Wellness Expo next year?

Yes    No

In compliance with the Americans with Disabilities Act (ADA), if you need special assistance to participate in this event, please contact Brian Moffitt at [bmoffitt@cityofsacramento.org](mailto:bmoffitt@cityofsacramento.org) or 916-654-6343. Advanced notification will enable the City to make reasonable accommodation for participants.



## Free Parking!

If you are driving a City vehicle to the Wellness Expo, a limited amount of free street parking spaces (meter will be waived) will be available at 1000 Green (between Green 11 and 1500) (between 11:00am and 5:00pm).

If you are driving a personal vehicle (taxi/cab are encouraged), parking validation will be offered **ONLY** for the City's Memorial Campus (411 W H Street). To receive FREE parking, you must present your garage entrance ticket at the Registration Booth at the Wellness Expo to receive your parking validation pass.

Special thanks to our parking sponsor, Department of Transportation/Parking Services Division!



## ➔ Roger Crawford

is this year's speaker for the City's Exempt Management Meeting which precedes the Wellness Expo. Roger's remarkable life story proves that optimism and resilience can triumph over personal and professional obstacles. Although physically challenged, he is certified by the United States Professional Tennis Association and became the first athlete with a severe disability to compete in an NCAA Division I college sport. Because of his extraordinary accomplishments, he has appeared on *Good Morning America*, *Real People*, *CNBC*, and *Hour of Power*. NBC earned an Emmy Award for their television movie *In A New Light* featuring Roger.

Roger will join the Wellness Expo at 9:45am. **The first 200 City employees to visit Roger's table will receive a free, autographed copy of his book, *How High Can You Bounce? Turn Your Setbacks Into Comebacks*.** Catch him before supplies run out!



**Department of  
Human Resources**  
*Your Bridge To Success*

**Geni Hamby**  
Director, Human Resources  
Department

**Brian Moffitt**  
Manager, Organizational  
Development Division

**Kristin Mortensen**  
Program Specialist, Wellness Program  
& Career Development Program



**HEATHER FARCO**,  
Mayor

**RAY TRETHERWY**,  
Council District 1

**SANDY SHEEDY**,  
Council District 2

**STEVE COHN**,  
Council District 3

**ROBERT KING FONG**,  
Council District 4

**LAUREN K. HAMMOND**,  
Council District 5

**KEVIN MCCARTY**,  
Council District 6

**ROBBIE WATERS**,  
Council District 7

**BONNIE J. RANFILL**,  
Council District 8

**RAY KERRIDGE**,  
City Manager

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / Career Development

## Health Screenings

Tickets will be sold at the Wellness Expo for the health screenings. To participate in screenings please wear non-restrictive clothing and bring cash.

**NEW** ➔ \$10.00

**\*Personalized Wellness Profile –** New at the Wellness Expo! Complete a Personalized Wellness Profile and receive a confidential, comprehensive 7-page report mailed to your home based on your physical and family history and clinical data from 3 screenings at the Expo. Follow these 4 easy and quick steps to receive your 7 page report in 3 weeks:

- ➊ Complete a 15-minute Health Risk Assessment questionnaire
- ➋ Complete a Cholesterol & Glucose screening
- ➌ Complete a Blood Pressure screening
- ➍ Complete a Body Composition screening

\$10.00 cost includes the cost for the Cholesterol & Glucose Screening.

\*These additional screenings are included in the Personalized Wellness Profile or can be completed as separate screenings if you choose to not complete the Personalized Wellness Profile.

### ➔ Free

**\*Blood Pressure –** An important measurement of risk for heart attack and stroke. You will be told your systolic and diastolic numbers and advised as to steps you should take to improve your blood pressure.

**\*Body Composition –** Indication of body fat to muscle ratio.

**Bone Density –** Indicates the health of your "bone rank" and risk of osteoporosis. You will receive written results.

**Dermascan –** Reveals sun damage on your face and hands with a special light. The dark areas you see indicate sun damage.

**National Bone Marrow Registry –** Especially if you are of mixed ethnicity, this blood test enters you into the nationwide registry. They will contact you if your marrow "matches" that of a patient who needs a bone marrow transplant.

**Podiatry –** Are your feet behaving badly or are you experiencing back pain? Find out more here.

**Prostate Specific Antigen –** For men only. Restricted to men 50 or over, or for men 40 or over who are African-American, Hispanic, or who have a family history of prostate cancer. You will receive confidential results by mail.

### ➔ \$5.00

**Skin Cancer –** Let specialists and a dermatologist determine whether that "spot" should be checked out further.

**\*Cholesterol & Glucose –** Learn whether you are at risk for Coronary Artery Disease and Diabetes with only one blood draw. Receive results usually within 7 minutes of the blood draw.



Arck Wycanier of the Department of Transportation and Michele Heppner of Conventions, Culture & Leisure, will both be at the Wellness Expo with their motorcycles representing a City based riding group.

## Wellness Expo Highlights

### Education

Learn more about Executive Leadership Programs and On-Line Degree Programs at UC Berkeley, DeVry University & Kaplan University.

### City Benefits & Retirement

Ask those important questions of the City's Retirement and Benefits staff.

### Health Care Advising

Learn more about your rights and resources available to you from the Office of the Patient Advocate, California State Board of Pharmacy, Sacramento County Public Health, & Sacramento-Hale Mosquito & Vector Control.

### Medical Advising

Speak with a Pharmacist, a Dietitian and Health Educators from Kaiser, Mercy Medical Group and HealthNet.

### Mind/Body Relaxation

Check out from Center Tai Chi, Aya's Massage, Wellness Chair Massage Program, Quantum Touch & Blue Sky Day Spa.

### Financial Advising

To plan your financial future, speak with advisors at California Reverse Mortgage and By Design Financial Solutions.

## Wellness Expo '06

Thursday, May 11 • 9:00am-2:00pm  
Exhibit Hall C • Convention Center • 14<sup>th</sup> & J Streets

**Registration**  
 Entrance    Entrance    Mainstage Room

**A HUGE THANK YOU** to our  
 volunteers for helping make  
 Wellness Expo 2006 a success!

### WELLNESS EXPO

- 19 Door Prizes
- 32 Tickets
- table Roger Crawford Book Signing

### SCREENINGS

- Kaiser Personal Wellness Profile
- 2 National Bone Marrow Donor Registry
- 17, 18 Prostate Specific Antigen (for males only)
- 23, 63 Cholesterol/Glucose
- 24 Body Composition
- 33, 68, 79 Bone Density
- 41, 87 DermScan
- 34, 55 Podiatry
- 64 Blood Pressure
- 88, 89, 90 Skin Cancer

### HEALTH & WELLNESS

- 1 Wenmat Fitness
- 3 BloodSource
- 4 Meningitis Awareness
- 5 Mercy Medical Resources
- 7 Sacramento Walking Sticks
- 8 Dietician
- 13 By Design Financial Solutions
- 14 Quantum Touch
- 16 Office of the Patient Advocate
- 21 American Heart Association
- 22 24 Hour Fitness
- 26 Ajay's Karate
- 27 Blue Sky Day Spa
- 30 Office Rebel
- 34 Good Feet
- 37 Gillin & Reed Eye Care
- 40 American Red Cross
- 46 Ortho Activity
- 47 Sacramento-Yolo Mosquito & Vector Control
- 48 Invisi Guide Tai Chi
- 49 California Telephone Access Program
- 50 California Reverse Mortgage
- 51 California Family Fitness
- 52 Sacramento Area Organizers
- 56 Sacramento Chiropractic & Wellness Center
- 58 Save Ourselves, The Breast Cancer Organization of Sacramento
- 59 Oives
- 60 Mothers Against Drunk Driving
- 61 Active Life Chiropractic Center/Body Recess
- 62 California State Board of Pharmacy
- 66 KS Power 2 Play Health & Sports Nutrition
- 72 Casazza Chiropractic
- 73 SacPointLaser.com
- 74 Pharmacist
- 75 Sacramento County Public Health-HealthNet Resources
- 77 GoGerm
- 80 Spare Time Clubs
- 86 American Cancer Society

### EDUCATION

- 10 American River College
- 11 Cosumnes River College
- 12 Sacramento City College
- 20 Chapman University
- 25 UC Davis Extension
- 28 University of the Pacific, McGowan School of Law
- 29 National University
- 36 CSU Sacramento & College of Business & Continuing Education
- 39 DeVry University
- 33 Kaplan University
- 57 University of San Francisco
- 67 USC School of Policy Planning & Development
- 76 UC Berkeley Center for Executive Education
- 81 River City Toastmasters
- 82 University of Phoenix & On-Line Programs
- 83 Sacramento Public Library
- 84 Union Institute & University

### CITY OF SACRAMENTO

- City-Wide**
- 42, 43 Annual City Employee Motorcycle Ride/Annual Truvs for Truvs
- Human Resources Department**
- 6 City Benefits & City Retirement
  - 9 Employer Assistance Program
  - 51 Safety Office
  - 44 Chair Massage
  - 45 Chair Massage
  - table Organizational Development
- Fire Department**
- 65 Fitness Consultant
  - 85 Public Education
- General Services Department**
- 15 311 City Operator
  - 68, 70, 71 Animal Care Services
  - SND Mobile Animal Trailer
- Parks & Recreation Department**
- 35 50-Wellness & Recreation Division
- Police Department**
- 38 Child Passenger Safety Seats

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Sacramento / Career Development

## PROGRAM DESCRIPTION

The City of Anaheim has three leadership development programs:

- **Leadership Scholarship Program**
- **Degree programs on-site**
- **Project Excel**

These programs support the City's competency model for leadership development. They were developed because out of Anaheim's top managers, 93 percent are retiring or will be eligible to retire in the next ten years.

The city provides scholarships for high-potential managers to attend one-week executive leadership programs at such places as Harvard University, Center for Creative Leadership, and Columbia University. Scholarships are typically in the range of \$4,000–\$8,000, including tuition, transportation, and room and board. The city awards two or three scholarships per year.

Anaheim offers on-site degree programs, including a bachelor's degree program in organizational management and a master's degree program in organizational

leadership and public administration. The city does have a tuition reimbursement program.

The city also offers a six-month leadership academy called Project Excel. The curriculum covers such leadership practices as building trust, change management, and strategic leadership and vision. The target audience for these programs is high-potential managers. The intent is to prepare internal staff to be ready to move into department and division manager positions as they become available.

### PROGRAM SUCCESSES

Two of our recent program participants were promoted to division managers. A past program participant recently became our new human resources director.

### LESSONS LEARNED

The important lessons learned were to offer more than one type of program for leadership development depending on schedules, personality, and previous training/education of the individual. Also, putting many people through the program in a short period of time has huge payoffs for the organization in terms of creating synergy around key leadership concepts and moving toward a learning organization.

### TOTAL PROGRAM BUDGET

The Human Resources Department allocates about \$350,000 per year for employee development, excluding salaries. The above leadership programs are part of that budget.

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Anaheim / Leadership Development Programs

## JURISDICTION INFORMATION

*Population: 350,000*

*Total Full-Time Employees: 2,200*

*Total Operating Budget: \$980 million*

21

### PROGRAM'S LEAD CONTACT

Connie Phillips,  
*Senior HR Development  
Specialist*

(714) 765-5256

[cphillips1@anaheim.net](mailto:cphillips1@anaheim.net)

## PROGRAM DESCRIPTION

**The Executive Development Review program was created as a development tool to enhance the skills of employees to prepare them for promotion to positions of greater responsibility.**

Basically, the city leadership team meets periodically to evaluate the strengths and developmental needs of all its supervisory/management employees and/or up and comers in any position. We then examine promotability and color code each individual based upon the assessment. The results are used to ensure those reviewed get the appropriate training to enhance their future with the city.

### PROGRAM SUCCESSES

Based upon our last assessment, a number of talented people were identified for focused development, and several have been promoted.

### LESSONS LEARNED

Staff is very pleased with the current program.

### TOTAL PROGRAM BUDGET

This program does not have a budget. The only cost is the staff time taken to evaluate employees. Typically, fifteen to twenty evaluations can be done in one day by the city leadership team.

### PROGRAM'S LEAD CONTACT

Terry Fitzwater,  
*Assistant City Manager*

(916) 478-3623

[tlfitzwater@elkgrovecity.org](mailto:tlfitzwater@elkgrovecity.org)

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Elk Grove / Executive Development Review

## JURISDICTION INFORMATION

*Population: 130,000*

*Full-Time Employees: 200*

*Total Operating Budget: \$311 million*

22



## PROGRAM DESCRIPTION

**The Huntington Beach Leadership Development Program consists of three segments: (1) Management Book Club, (2) Special Assignments and, (3) Self-Directed Team workshops. Each segment was designed by a team of directors, managers, and in the case of self-directed team workshops, by line employees.**

**The Management Book Club** is operated by the Library Department, offering a collection of approximately 115 management books and books on tape that are delivered to the manager upon request to his/her workstation and may be returned via in-house mail. Managers select the titles for the collection, and each department contributes funds for the purchases. Groups of managers self-organize to discuss different books.

**The Special Assignments segment** offers managers a list of special cross-department assignments for volunteer work to develop their skills and increase exposure to other departments. Directors “loan” their employee for the special assignments with backfilling funds being offered in hardship cases. Assignments are submitted by all departments and include everything from analyzing an operational problem

to designing a program to meet a public need.

**Self-Directed Team Workshops** provide mandatory training for all employees in two groups—management and non-management. Teams of employees, representing each group are tasked with organizing an outrageous training program for their respective groups. Management workshops are designed twice annually and the non-management workshops are held annually. Themes and subject matter are determined by the groups and incorporate topics such as fitness, health, city project updates, improving performance, growing creativity, and providing excellent service. Outrageous themes have included sailing to islands, superheroes, lessons from the Titanic, and Surf City Adventure–Treasure Hunt.

## PROGRAM SUCCESSES

Exposure of middle managers to upper management resulting in promotions, including the appointment of a Deputy City Administrator, who was given a special assignment and succeeded, preparing him for his Deputy City Administrator role.

Circulation of 115 management books and books on tape to employees.

Public comments, touting the positive work ethics of employees.

Completion of five workshops—all receiving average ratings of above average to excellent by employees.

Overall improvement in employee morale following a history of employee/management strife.

Completion of ten special assignments in the first year, ranging from designing the management training program to

# LEADERSHIP AND WORKFORCE DEVELOPMENT

## City of Huntington Beach / Leadership Development Program

### JURISDICTION INFORMATION

*Population: 201,000*

*Total Full-time Employees: 1,192*

*Total Operating Budget: \$319 million*

23

implementing a quarterly capital project tracking system.

Expanded capacity of organization by developing managers across departments.

Established networking of employees across departments; employees cite benefit from networking in accomplishing their daily work tasks.

### LESSONS LEARNED

Employees can and will design relevant and exciting training programs if empowered to do so; it sounds risky, but the rewards to the organization surpass anything management could design alone.

Managers want to grow but are busy; providing convenient learning opportunities such as the Book Club that sends the books directly to them and allows them to recommend titles makes learning easy, plus they learn you value their time.

Learning is easy when it is made fun such as with Huntington Beach mingle bingo, treasure hunts in local businesses, and local jeopardy with special tours of city facilities being offered as prizes.

There are many low-cost ways to develop the next generation of managers. Engage employees in the quest and they will find solutions while growing in the process. Developing the next generation includes non-management employees so be sure to include them in the opportunities.

### TOTAL PROGRAM BUDGET

#### Segment 1:

##### Management Book Club

(Each department contributed for a total budget of \$12,000, but only \$2,326 was used to start the collection—all operating expenses done within regular scope of library duties)

**Total Budget \$ 2,326**

#### Segment 2:

##### Special Assignments

(Special assignments are absorbed within existing department budgets; salary savings may be used for backfill)

**Total Budget -0-**

#### Segment 3:

##### Self-Directed Team Workshops

(Includes one management and one non-management workshop for 1,200 employees)

**Total Budget \$24,000**

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**GRAND TOTAL \$26,326**

#### PROGRAM'S LEAD CONTACT

Bob Hall, *Deputy City Administrator*

(714) 536-5482

bhall@surfcity-hb.org

## PROGRAM DESCRIPTION

**The City of Roseville’s strategy will set the tone to assist staff in creating the workforce of tomorrow. To ensure a comprehensive approach is taken, the strategy consists of four stages that may not necessarily occur in a linear fashion:**

Set Strategic Direction – workforce planning is dependent on the development of a strategic plan that provides the model for long-term success. The plan will involve members from each department chartered to establish skills and competencies throughout the organization, first globally and then industry-specific. Ascertaining both overall and industry-specific skill and competency sets will provide baseline information necessary to comprehensively identify where to focus future developmental efforts.

Conduct Workforce Analysis – Departments’ will be required to examine their respective organizations and identify critical occupations that may be vacated due to retirements.

Supply Analysis – assessing the current workforce to determine what the current resources are and evaluating how things will

evolve over time. Baseline data will be attained through a skill and competency analysis, and trend analysis will provide both descriptive and forecasting modes assessing turnover and taking into consideration attrition patterns.

Demand Analysis – measuring future activities and workloads to make informed decisions relative to future workloads and work processes.

Gap/Surplus Analysis – compare supply and demand analysis to identify gaps. Inventorying the current workforce to ascertain if other current employees possess any of the needed skills or competencies necessary in the future ensures we are utilizing our in-house talent to its full potential.

Solution Analysis – identifying key areas of deficiency and establishing comprehensive plans to ensure gaps are minimized to their greatest extent. These

solutions might include conducting outreach to local community colleges and trade schools to further develop their current attendees with the intent of potential placement in future opportunities within the City.

Action Plan – develop solution strategies for closing gaps including a communication plan. Individual departments will incorporate industry-specific goals and timelines thereby creating a comprehensive plan. Additionally, an assessment of current practices relative to recruitment and retention may need to be reevaluated while new programs such as career development opportunities for staff may need to be developed. Other long-term succession planning programs may need to be reassessed and modified to meet the many needs of our growing workforce.

Implementation and Evaluation – it is recommended that all

# LEADERSHIP AND WORKFORCE DEVELOPMENT

## City of Roseville / Workforce Development Strategy

### JURISDICTION INFORMATION

*Population: 104,655*

*Total Full-Time Employees: 1,159*

*Total Operating Budget: \$483 million*

24

departments actively participate in the development of the City's future workforce. Regular communication throughout the organization is critical along with the continued assessment of components to ensure we are always at the forefront of each industry that is represented among the City.

In Step One, Set Strategic Direction, six bands were identified: Executives, Management; Professional, Technical, Trade, and Administrative. To date, the City has finalized skills and competencies for its Department Head level occupations (Executives) and has proposed Management-level Core and Specific Competencies. The core competency sets identified for the Department Head and Management-level occupations are:

**Business Acumen** Acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission, and the ability to use new technology to enhance decision-making.

#### **Building**

##### **Coalitions/Communications**

Advocate, and express facts and ideas in a convincing manner and to negotiate with individuals and groups internally and externally. It also involves the ability to develop an expansive professional network with other organizations and to identify the internal and external politics that impact the work of the organization.

##### **Continuous Improvement**

Develop and implement an organizational vision that integrates key city goals, priorities, values, and other factors. It also involves the ability to continually strive to improve

customer service and program performance within our local government framework; to create a work environment that encourages creative thinking; and to maintain focus, intensity and persistence, even under adversity.

**Leading Change** Maintain continuity in an ever-changing environment. Inherent in its foundation is the ability to recognize the potential within the workforce and adapt outcomes through the enhancement of an individual's strengths.

**Leading People** Design and implement strategies that maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals.

[www.opm.gov/ses/ecq3.asp](http://www.opm.gov/ses/ecq3.asp)

##### **Results-Driven Accountability**

and continuous improvement are elements of an effective leader within the City of Roseville. Additionally, the ability to make

timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies is required.

Sub-competencies will then be linked to each core competency and proficiencies set to identify baseline data. Once core competencies are identified throughout the organization, the process of gathering industry-specific skills and competencies will begin.

For example, Executive-level core competency and specific competency sets are:

- Business Acumen
- Financial Management
- Human Resources Management
- Technology Management Building
- Coalitions/Communications
- Influencing/Negotiating
- Interpersonal Skills
- Oral Communication
- Partnering
- Political Savvy
- Written Communication
- Continuous Improvement
- Continual Learning

#### Creativity and Innovation

- External Awareness
- Service Motivation
- Vision
- Leading Change
- Flexibility
- Change Agent
- Resilience
- Strategic Thinking
- Leading People
- Conflict Management
- Leveraging Diversity
- Integrity/Honesty/Ethics
- Team Building
- Results Driven
- Accountability
- Customer Service
- Decisiveness
- Entrepreneurship
- Problem Solving
- Technical Credibility

Incumbents are provided a self-assessment instrument to rank the level of proficiency necessary to the position. Small focus groups are then conducted to allow colleagues the opportunity to rank other similar occupations. These scores are tallied and compared to ensure a clear, valid understanding is determined relative to proficiency level.

Once the data is collected throughout the organization and entered into the database, the City will then begin Step Two of its Strategy and conduct a workforce analysis. We will have the skills and competencies by occupation; we will then need to inventory our current workforce to identify our Human Capital. Conducting a gap/surplus analysis, we will know where our workforce gaps will be if/when retirements occur. We will have the ability to see if others within our organization are prepared to fill anticipated vacancies or if we need to heighten our outreach efforts.

Additionally, employees will have the opportunity to chart career paths based on skills and competencies, identify courses/trainings that will help them develop in targeted areas, and provide the City with a systematic approach to dealing with anticipated workforce issues.

# LEADERSHIP AND WORKFORCE DEVELOPMENT

## City of Roseville / Workforce Development Strategy

### PROGRAM SUCCESSES

This process has allowed us to evaluate and validate occupations relative to skill and competency proficiency. Having followed a comprehensive city-wide classification study, we are taking a clean look at each position's value to the organization. To date, the highest value has been in the discussions about skills and competencies, what they mean to an organization and how important each of these are to the success of an individual, a department, and ultimately the City.

### LESSONS LEARNED

This type of process is one that will affect recruitment, on-boarding, retention, performance evaluation, career development, succession planning, and training functions. It is extremely complex and time intensive. To ensure success, a commitment of time and resources must be made first and foremost. This type of effort does not have an end date and is not considered a project. This type of effort is a new way of doing business.

### TOTAL PROGRAM BUDGET

We are working within our operating budget and with current staff—no monies have been allocated towards this “special project.”

#### PROGRAM'S LEAD CONTACT

Lisa Achen,  
*Training and Development  
Manager*

(916) 774-5205

[lachen@roseville.ca.us](mailto:lachen@roseville.ca.us)

## PROGRAM DESCRIPTION

**In order to help Covina's employees acquire the knowledge, skills, and abilities needed to effectively compete for the positions that will be opening up in the City in the coming years, the City established a self-directed multi-departmental team. The Emerging Leadership Team (Team) is made up of employees who are willing to take on the challenge of completing projects for various departments and participate in a mentoring program that involves formal and informal meetings with experienced Supervisors, Department Heads, and outside experts.**

The initial Team was chosen in the following manner:

A flyer outlining the opportunity and application process was provided to all employees.

A panel made up of the Human Resources Manager, Assistant City Manager, and the City Manager reviewed all the applications received and chose the Team members.

Criteria for selection included educational goals, career goals, and participation in current and previous training opportunities.

Because of the number of applications received, two multi-departmental groups of six to eight employees were chosen for the first Teams.

All applicants were invited to participate in the mentoring program.

The Teams have completed two to three projects each since their inception in May of 2005. The projects, provided to the Teams, afford learning opportunities in all areas of City government. The Teams established their own meeting schedules and project timelines with a goal of four to six months per project. The Director of Human Resources, as well as other Department Heads, made themselves available to advise the Teams and facilitated the initial meetings. At the conclusion of each project, Executive staff met the Teams to evaluate their output and the process that they used to accomplish the project. Departments provide their employees with the opportunity to participate and complete their assignments, but the employees' current workload expectations must continue to be met.

The mentoring program has included discussions with the City Manager, Department Heads, representatives from other local agencies, consultants, and recruiters talking about their experiences, the job market, and preparing for promotion and the growing opportunities available in public service.

### PROGRAM SUCCESSES

The projects that have been completed by the Teams include a new employee orientation program, a revenue generation feasibility study, a facility improvement grant, and employee recruitment videos. Five of the initial team members have successfully competed in recruitments and have been promoted to positions of greater responsibility. Four of those promoted to positions in Covina

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Covina / Emerging Leadership Team

## JURISDICTION INFORMATION

*Population: almost 49,378*

*Total Full-Time Employees: 180*

*Total Operating Budget: \$57 million*

25

and one to a position in another City.

### LESSONS LEARNED

In order for the ELT program to succeed, support from the City Manager and all the Department Heads is required. As in many organizations, time is at a premium in Covina. Without the support of Executive staff allowing the participating employees to work and attend meetings, the program cannot succeed. It has also been important to develop a list of projects so that the Teams can choose challenging projects that stretch their abilities.

### TOTAL PROGRAM BUDGET

The budget for the first year of the ELT was approximately \$2,500. The budget was used for training and training-related costs.

#### PROGRAM'S LEAD CONTACT

Robert Neiuber,  
*Director of Human Resources, IPMA-CP*

(626) 858-5551

[rneiuber@ci.covina.ca.us](mailto:rneiuber@ci.covina.ca.us)

## CITY OF COVINA FLYER JOIN THE EMERGING LEADERSHIP TEAM

Over the next five years, one out of every three City of Covina employees will be eligible to retire including over 70 percent of all Supervisors and Department Heads. Do you have the knowledge, skills, and abilities to successfully compete for the positions that will open? Join the Emerging Leadership Team and prepare yourself for future career advancement.

The Emerging Leadership Team (Team) is made up of employees who are willing to take on the challenge of completing projects for various departments, and participate in a mentoring program that involves formal and informal meetings with experienced Supervisors, Department Heads, and outside experts.

The City is looking for four to six additional employees willing to be part of a multi-departmental Team. Interested employees should submit a current resume and answer the questions at the bottom of the page. Although only four to six additional employees will be chosen for the Team, every employee that applies will be included in the ongoing mentoring program.

It is expected that the Team will complete two to three projects in a year and that the City will provide the resources necessary in order to successfully accomplish this goal. The projects, which will be provided to the Team, will afford learning opportunities in all areas of City government. Developing a customer service/Team building training program is just one of the upcoming projects. The Team will establish its own meeting schedule and project timeline with a goal of three to four months per project. The Human Resources Manager, as well as other Department Heads, will be available to advise the Team and facilitate initial meetings. At the conclusion of each project, Executive staff will join the Team to evaluate their output and the process that they used to accomplish the project. Departments will provide their employees with the opportunity to participate and complete their assignments, but the employees' current workload expectations must continue to be met.

This opportunity is open for all employees. The goal of this program is to assist employees in gaining the knowledge, skills, and abilities necessary to successfully compete for the positions that will be opening up in the City of Covina. If you are interested in participating in the Emerging Leadership

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Covina / Emerging Leadership Team

25

LEADERSHIP AND WORKFORCE DEVELOPMENT

Team, please submit a current resume and answer the following questions:

What are your career goals and what steps have you taken to prepare yourself to reach those goals?

What educational goals have you completed or plan on achieving that will help you to meet your career goals?

What specific training related to your career goals have you completed in the last three years?

What do you like most about public service?

Please answer the above questions on a sheet(s) of paper separate from the resume. Please make sure to put your name at the top of each page. Please submit the resume and answers to the Human Resources Department by December 14. Applicants will be notified by December 18.

If you have any questions, please notify the Director of Human Resources, Robert Neiuber, at extension 551.

## PROGRAM DESCRIPTION

The City of Santa Rosa recognizes employees must excel in two key areas to be successful: technical job skills and interpersonal skills. We look for employees with both skill sets and are committed to encouraging and supporting the further development of their interpersonal skills. The Leadership Program develops and encourages skills in effective communication, collaboration, and leadership.

### Goals of the Leadership Program are to:

- Enhance and improve individual and organizational communications.
- Establish organizational expectations of interpersonal interactions.
- Create a benchmark by which to hold all members of the organization accountable for being interpersonally competent.
- Build an organizational culture that fosters treating people with respect and dignity.

### Specific Objectives are to:

- Promote individual responsibility to raise issues and solve problems.
- Improve/enhance peer relationships.
- Develop effective group/team interactions.
- Build relationships between

employees and their direct supervisors.

- Promote interaction with the entire organization.

The Leadership program consists of two core elements: Skill-building and accountability.

### Skill-Building

All employees of the City are required to participate in the Leadership Program. The intent is to have all new employees enrolled in the program within their first few months of employment with the City of Santa Rosa. Currently, the training consists of six, half-day sessions. Each session addresses one topic:

**Day One:** Principles and Qualities of Genuine Leadership

**Day Two:** Coaching: Bringing Out the Best in Others

**Day Three:** Listening in a Hectic World

**Day Four:** Giving and Receiving Constructive Feedback

**Day Five:** Addressing Emotions at Work

**Day Six:** Resolving Conflicts with Your Peers

Leadership Program modules contain both positive and negative video-based examples. The modules and training materials are purchased from AchieveGlobal, Inc.

Basic Principles of interaction are the focus of the first session. The Basic Principles are:

- Focus on the situation, issue or behavior, not on the person.
- Maintain the self-confidence and self-esteem of others.
- Maintain good relationships with your employees, peers, and managers.

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Santa Rosa / Leadership Program

## JURISDICTION INFORMATION

*Population: 157,145*

*Total Full-Time Employees: 1,000+*

*Total Operating Budget: \$388 million*

26

- Take initiative to make things better.
- Lead by example.

These five statements have proven to be the key to our success in changing the culture of the City of Santa Rosa. All of the other training concepts (from Coaching to Resolving Conflicts) illustrate ways to utilize the Basic Principles.

### Accountability

The Basic Principles provide a framework for managers and supervisors to address interpersonal issues quickly. They are included in every employee's (including supervisors and managers) performance evaluation. Other key elements from the training appear in performance evaluations on a developmental basis.

## PROGRAM SUCCESSES

The Leadership Program (originally called the WORKING program) was initiated to address issues identified in an organizational health assessment conducted by an outside consultant. The study found the organization lacking in several areas: communication, common understanding about the values of the organization, and employee involvement.

This training has had a significant impact on the culture of the City of Santa Rosa:

- Expectations of the use of interpersonal skills are clearly communicated to all employees.
- Employees, supervisors, and managers regularly use the language learned in the training program. It's not unusual for employees to suggest using The Basic Principles as ground rules in

meetings that address contentious issues.

- Supervisors and managers use The Basic Principles to coach employees through difficult conversations.
- Employees recognize when they see a problem it is their responsibility to raise it and initiate some kind of positive action, instead of complaining about it.
- The training serves as a way to communicate and emphasize organizational values governing interpersonal interactions.
- The Basic Principles have become internalized and part of the culture. When necessary, employees remind each other to use them.
- Department Heads recognize the value of the training and actively support their employees' use of the skills. They understand they are

expected to be positive role models.

- The Leadership Program established a foundation that has allowed the City to adopt more collaborative processes such as Interest-Based Problem-Solving, and Mediation and Interest-Based Negotiations with most of our bargaining units.
- The combination of all the above programs at the City of Santa Rosa has made a significant, tangible difference. There are very few disciplinary issues. Grievances and harassment complaints are almost non-existent in our workplace.

### LESSONS LEARNED

*Create organizational systems* that will support the application of the skills. Without the use of systemic tools (e.g. performance evaluations) there is little hope for transfer of training from the seminar to the job site.

*Pre-packaged training programs are an excellent way to start.* The materials and videos utilized in

this training are not customized to the City of Santa Rosa. Starting with an off-the-shelf program allowed a level of consistency in the delivery of training that might not have been available without the use of a pre-packaged program.

*Utilize internal trainers.* The fastest way to learn something is to have to teach it to others. Employees from several different departments are certified instructors. This accomplishes two things:

- 1) It communicates that using good interpersonal skills is an organizational issue (not a Human Resources issue) and
- 2) It provides immediate, internal mentors and role models.

*Hold employees accountable for what they learn.* Many training sessions are delivered with little or no follow-up. There is no clear expectation that employees are expected to utilize the skills on-the-job. Building accountability into the performance evaluation system is a clear way to indicate the importance and value of applying the skills.

*Get executive management support up front.* There are a couple of facets to executive management support:

- 1) Funding. The cost of training materials is only part of the expense. The other cost is time away from the job. Department Head support allows participation in training to be a priority. During times of financial duress this program has not been cut, largely because of Department Head support.
- 2) Participation. Employees at all levels in the City attend this training—including Department Heads. Department Head attendance emphasizes the significance of the skills learned.

*Let the program evolve.* The original WORKING program consisted of thirteen half-day modules. As employees became more sophisticated and needs changed, the Leadership Program was adopted and shifted to six half-day modules.

Next year the Program will make another shift. Session One – The Principles and Qualities of

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Santa Rosa / Leadership Program

Genuine Leadership will remain the same. The other four modules are being developed in-house and will focus on: Providing Exceptional Customer Service, Communications, Conflict Resolution, and Critical Thinking and Ethical Decision-Making.

At the City of Santa Rosa we are fortunate to have two employees whose primary job responsibility is Training and Organizational Development. Most municipal organizations don't have this luxury. However, municipalities of varying sizes and structures can benefit from using this type of leadership model to build the skills of the next generation. You will be creating a culture with integrity and an environment that supports employees in building their capacity for good working relationships and effective problem solving.

## TOTAL PROGRAM BUDGET

The budget for program books runs approximately \$35,000 per year. There is an additional fee of about \$3,000 to certify instructors.

### PROGRAM'S LEAD CONTACT

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26

## PROGRAM DESCRIPTION

**A Leadership Book Club was instituted as a means of inspiring City of La Palma employees at all levels of the organization to read books on leadership and discuss ways of applying principles in the workplace.**

Additional goals were to:

1. Provide a forum for employees from all levels and departments of the organization to gather to discuss leadership and its benefits to the organization.
2. Provide an easy, inexpensive method for in-house training of employees.
3. Provide an opportunity for employees to improve their knowledge in areas other than technical topics.

The Book Club was open to any full- or part-time employee wishing to participate. Several “ground rules” guided the process.

1. Reading of the materials had to be done on the employee's own time.
2. Employees obtained the books at their own expense, unless extra copies were available within the organization.

3. Meetings of the Leadership Book Club were held during lunch hours, under a “brown-bag” format.

Book Club Participants were asked to submit titles for potential books to the Leadership Book Club Coordinator (in this case, the City Manager). The City Manager selected the first book for the group to read, *The Seven Habits of Highly Effective People* by Stephen R. Covey, and served as the primary facilitator for discussion. Subsequent books were selected by the consensus of the group, and different employees took turns leading the discussions. Meetings were held every three to four weeks, depending on the length and complexity of the book being read.

## PROGRAM SUCCESSES

Over a period of about eight months, the Leadership Book Club read three books on leadership. The Club attracted about ten participants (out of sixty-five full-time employees), primarily at the executive management and professional management levels. Overall feedback from the participants was very positive.

## LESSONS LEARNED

Participants will gravitate toward shorter, less time-consuming books, when given the choice-and when they are expected to facilitate the discussions. Sustainability of the group has proven to be difficult, particularly since most of the work is done on the employee's own time. New crises, changing Council priorities, etc., also impacted the time and interest of participants over time. One person should coordinate meeting scheduling and sending out reminders to participants.

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of La Palma / Leadership Book Club

## JURISDICTION INFORMATION

*Population: 16,081*

*Total Full-Time Employees: 65*

*Total Operating Budget: \$24.7 million*

27

## TOTAL PROGRAM BUDGET

N/A

### PROGRAM'S LEAD CONTACT

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## PROGRAM DESCRIPTION

**In the spring of 2000, the City of Santa Clara and the Director of Human Resources, Ms. Renée Rungis, initiated a management-level training Program of leadership development, designed to enhance existing leadership skills among Department Directors and Division Heads, as well as assist in the development or renewal of these skills among newer management within the City.**

The Program is entitled “Leadership in the 21st Century,” and over the years it has become an excellent source of knowledge and a frequent resource for City employees. The Program was developed by Zenger-Miller/Learning International, a worldwide leader in employee development. Several years ago Zenger-Miller merged with another company to become AchieveGlobal, Inc., and at present, all presentation materials, books and videos, as well as training for instructors, are available through AchieveGlobal. Due to the overwhelming popularity of the class, the City has presented approximately two “Leadership in the 21st Century” seminars per year during the past several years.

“Leadership in the 21st Century” (Program) focuses on leadership challenges that face everyone in today’s fluid, less centrally controlled organizations:

- Meeting day-to-day performance goals
  - Working effectively in a cross-functional environment
  - Demonstrating initiative and self-reliance and fostering these qualities in others
  - Combining both the generalist and specialist perspective
  - Tackling ambiguous, open-ended problems in a more free-form organization
3. The Program is open to Management employees, and occasionally outstanding supervisory employees aspiring to be future management employees.
  4. The Program is voluntary, and participants are selected for the Program by their Department Directors. Occasionally, employees request admission to the Program, and if there are openings they can obtain a recommendation from their Department Director.

### SCOPE OF PROGRAM

1. The Program is taught by an instructor licensed through AchieveGlobal, Inc., who is also the Training and Development Coordinator for a local county government-training center.
2. The Program is a four-hour session, one day per week for six weeks.
5. Program participants work with their managers on an “Action” plan, the focus of which is the implementation of the seminar into the employee’s schedule, skills to focus on while in training, and meetings with the manager to keep them advised of the training.

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Santa Clara / Leadership in the 21st Century

## JURISDICTION INFORMATION

*Population: 110,000*

*Total Full-Time Employees: 881*

*Total Operating Budget: \$492,000,000*

28

Participants are given several worksheets, one directed to their managers, and one to themselves, detailing areas in which they hope to improve, and areas on which their managers might want them to focus more closely.

Once the Program has started, the group attends a four-hour seminar once a week, for seven weeks, with activities, videos, interaction, role-playing and information-sharing, which applies to the particular topic of that meeting.

Topics include:

- I. Basic Principles for a Collaborative Workplace
  - Creates a collaborative climate for cooperation and sharing of ideas
- II. Managing Your Priorities
  - How to handle priorities, coordinate, and negotiate responsibilities

### III. Bringing Out the Best in Others

- Designed to maximize the performance of employees

### IV. Giving and Receiving Constructive Feedback

- Constructive approaches to honest, objective feedback

### V. Personal Strategies for Navigating Change

- An approach to navigating and dealing with change effectively

### VI. Influencing for Win-Win Outcomes

- Learn how to analyze, develop, and present new ideas

### VII. The Leader in Each of Us

- Critical strategies to encourage more effective leadership

In addition to the course content, the seminar incorporates the Ethics and Values of the City of

Santa Clara, and emphasizes their application within this Program. There is usually “homework” for each session, so that participants are able to utilize concepts immediately and put them to use in the workplace.

At the end of the seven-week seminar, there is a “graduation” reception held, and participants and their managers are invited, along with Department Directors, the Director of Human Resources and the City Manager. Certificates of completion are awarded to the participants, and both a verbal and a written evaluation of the class takes place at that time. Further, a reunion one full year later is held for participants, to foster idea exchanges and information.

## PROGRAM SUCCESSES

Leadership in the 21st Century has been an integral part of the training available in the City of Santa Clara for almost seven

years now. During the past few years, an average of twenty-eight to thirty management employees took advantage of the availability of the class. All of them have expressed their thanks and have recommended the Program highly to other City employees who have not yet gone through the Program. At the present time, 54 percent of current management employees have attended and completed the class since its introduction to the City of Santa Clara. In addition, many of our recently retired employees had completed the seminar. All of the graduates are unanimous in their praise of the principles, values, and strategies that are the backbone of this Program, and agree that it has benefited them greatly in the workplace.

### LESSONS LEARNED

This Program has taught, and continues to emphasize the core ethics and values of the City of Santa Clara within the framework of Leadership in the 21st Century, and allows employees to integrate and utilize these values and the

principles they have learned in the context of their jobs. The Program is a huge success. At the annual reunion of graduates each year, the instructor and the employees exchange ideas, situations, and strategies they have utilized, learned, and applied in their jobs. Employees frequently contact fellow classmates in other departments for assistance or just to keep in touch. This Program has promoted a closer interaction between departments, as well as growth and development of the City's management employees, which in turn allows the City to better serve the community.

### TOTAL PROGRAM BUDGET

The City's Human Resources Department budgets approximately \$10,000 per fiscal year to implement the Leadership in the 21st Century Program.

### PROGRAM'S LEAD CONTACT

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*Director of Human Resources*

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[rrungis@ci.santa-clara.ca.us](mailto:rrungis@ci.santa-clara.ca.us)

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Santa Clara / Leadership in the 21st Century

## LEADERSHIP IN THE 21ST CENTURY LETTER TO MYSELF

I understand that new knowledge, skills, and abilities are enhanced or become habit-forming when practiced. I, therefore, will challenge myself to study and/or practice some parts of each module on a weekly basis. I will write myself a letter, committing to change ineffective supervisory patterns to more productive ones as a product of this seminar. In this letter I will include:

1. the area(s) I'd like to work on during this seminar;
2. the type of practice I'm committing to during the workshop;
3. a measurable objective I have for myself as a result of this workshop; and
4. my plan for reviewing my own progress.

Date: \_\_\_\_\_

Dear: \_\_\_\_\_

\_\_\_\_\_  
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\_\_\_\_\_

Sincerely, \_\_\_\_\_

## LEADERSHIP IN THE 21ST CENTURY

### LETTER TO MY BOSS

Dear \_\_\_\_\_

I will be participating in the Leadership in the 21st Century Program over the next seven weeks.

These are the areas I'm hoping to gain and looking forward to enhancing by leadership abilities:

- 1.
- 2.
- 3.

What particular areas would you like me to focus on?

- 1.
- 2.
- 3.

In order to make this session productive I would like the following ongoing participation from you:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you, in advance, for your support of my learning and efforts during this workshop.

Manager's Signature \_\_\_\_\_

Participant's Signature \_\_\_\_\_

Date: \_\_\_\_\_

# LEADERSHIP AND WORKFORCE DEVELOPMENT

City of Santa Clara / Leadership in the 21st Century

28

## INCREASING THE BENEFITS OF PROFESSIONAL DEVELOPMENT

### Action Plan

1. When are you going to meet with your employee to discuss his/her participation in the program?
2. In order to enhance his/her overall performance, what specific skills will you suggest your employee focus on in the program?
3. What will you do to make it easier for your employee to attend all the sessions (e.g., scheduling work, meetings)?

### During the Training Program

4. How will you ensure that you and your employee will meet on a regular basis to discuss what is being learned?
5. What will you do to consciously model the Basic Principles?