

PROFESSIONAL SERVICES AGREEMENT

City Manager's Office
 701 Laurel St., Menlo Park, CA 94025
 tel 650-330-6620



Agreement #: 2817
AGREEMENT FOR SERVICES BETWEEN THE CITY OF MENLO PARK AND PUBLIC SECTOR EXCELLENCE (in the amount \$5,000 or less)
THIS AGREEMENT made and entered into at Menlo Park, California, this <u>10/22/2019</u> , by and between the CITY OF MENLO PARK, a Municipal Corporation, hereinafter referred to as "CITY," and PUBLIC SECTOR EXCELLENCE, hereinafter referred to as "FIRST PARTY."
It is agreed between the CITY and FIRST PARTY as follows:
1. SERVICES TO BE PERFORMED BY FIRST PARTY
In consideration of the payment by CITY to FIRST PARTY, as hereinafter provided, FIRST PARTY agrees to perform all the services for the City of Menlo Park as set forth in Exhibit "A," Scope of Services, attached hereto.
2. AGREEMENT TERM
The term of this agreement shall be from November 15, 2019 to November 15, 2019 unless mutually agreed upon by CITY and FIRST PARTY in writing.
3. COMPENSATION AND PAYMENT
In consideration of the services rendered in accordance with all terms, conditions and specifications set forth herein and in Exhibit "A," CITY shall make payment to FIRST PARTY in the manner specified herein and in Exhibit "A." This compensation shall be based on the rates described in Exhibit "A." Payments shall be monthly for the invoice amount or such other amount as approved by CITY. City shall have the discretion to approve the invoice and the work completed statement. CITY shall have the right to receive, upon request, documentation substantiating charges billed to CITY. CITY shall have the right to perform an audit of the FIRST PARTY's relevant records pertaining to the charges. In the event that the CITY makes any advance payments, FIRST PARTY agrees to refund any amounts in excess of the amount owed by the CITY at the time of agreement termination. CITY reserves the right to withhold payment if the CITY determines that the quantity or quality of the work performed is unacceptable. In no event shall total payment for all services under this agreement exceed \$2,800 unless mutually agreed upon in writing by the CITY and FIRST PARTY.
4. RELATIONSHIP OF THE PARTIES
FIRST PARTY agrees and understands that the work/services performed under this agreement are performed as an Independent Contractor and not as an employee of the City of Menlo Park and that FIRST PARTY acquires none of the rights, privileges, powers or advantages of City employees.

5. INSURANCE AND INDEMNITY

1. General liability insurance:

FIRST PARTY, at its own expense, shall provide and keep in force, commercial general liability insurance insuring against liability for bodily injury and property damage arising out of its work in an amount of not less than one million dollars (\$1,000,000) for injury to, or death of one person in any one accident or occurrence, and in an amount of not less than one million dollars (\$1,000,000) for injury to, or death of more than one person in any one accident or occurrence, and in the amount of not less than one million dollars (\$1,000,000) per occurrence in respect to damage to property. CITY shall be named as an additional insured on Contractor's commercial general liability insurance policy FIRST PARTY shall provide CITY with a certificate of insurance coverage evidencing said coverage, including a copy of all declarations of exclusions, before commencing work.

2. Automobile liability insurance:

The FIRST PARTY shall maintain automobile liability Insurance pursuant to this agreement in an amount of not less than one million dollars (\$1,000,000) for each occurrence combined single limit or not less than one million dollars (\$1,000,000) for any one (1) person, and one million dollars (\$1,000,000) for any one (1) accident, and three hundred thousand dollars, (\$300,000) property damage. To the full extent permitted by law FIRST PARTY agrees to defend, indemnify and hold CITY, its employees, agents, officials, and officers, harmless from any and all claims, liability for damages caused by contractor's negligent performance of services under this agreement.

3. Professional liability insurance:

FIRST PARTY shall maintain a policy of professional liability insurance, protecting it against claims arising out of the negligent acts, errors, or omissions of FIRST PARTY pursuant to this agreement, in the amount of not less than one million dollars (\$1,000,000) per claim and in the aggregate. Said professional liability insurance is to be kept in force for not less than one (1) year after completion of services described herein.

4. Indemnity:

The FIRST PARTY shall defend, indemnify and hold harmless the CITY, its subsidiary agencies, their officers, agents, employees and servants from all claims, suits or actions that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the FIRST PARTY brought for, or on account of, injuries to or death of any person or damage to property resulting from the performance of any work required by this agreement by FIRST PARTY, its officers, agents, employees and servants. Nothing herein shall be construed to require the FIRST PARTY to defend, indemnify or hold harmless the CITY, its subsidiary agencies, their officers, agents, employees and servants against any responsibility to liability in contravention of Section 2782.8 of the California Civil Code.

6. NON-ASSIGNABILITY

FIRST PARTY shall not assign this agreement or any portion thereof to a third party without the prior written consent of CITY, and any attempted assignment without such prior written consent in violation of this Section shall automatically terminate this agreement.

7. TERMINATION OF AGREEMENT

The CITY may, at any time, terminate this agreement, in whole or in part, for the convenience of CITY, by giving written notice specifying the effective date and scope of such termination. In the event of termination, all finished or unfinished documents, data, studies, maps, photographs, reports, and materials (hereinafter referred to as materials) prepared by FIRST PARTY under this agreement shall become the property of the CITY upon FIRST PARTY'S receipt of final payment and shall be promptly delivered to the CITY. Upon termination, the FIRST PARTY may make and retain a copy of such materials. FIRST PARTY shall be entitled to receive payment for work/services provided before termination of the agreement. Such payment shall be that portion of the full payment, which is determined by comparing the work/services completed to the work/services required by the agreement.

8. WORKERS' COMPENSATION INSURANCE

FIRST PARTY agrees and understands that the CITY does not provide workers' compensation Insurance to, or on behalf of, the FIRST PARTY for the work/services performed, but that said insurance is the sole responsibility of the undersigned.

9. PAYMENT OF PERMITS/LICENSES

FIRST PARTY shall obtain any license, permit, or approval if necessary from any agency whatsoever for the work/services to be performed, at his/her own expense, before commencement of said work/services or forfeit any right to compensation under this agreement.

10. NON-DISCRIMINATION

No person shall illegally be excluded from participation in, denied the benefits of, or be subjected to discrimination under this agreement on account of their race, sex, color, national origin, religion, age, or disability. FIRST PARTY shall ensure full equal employment opportunity for all employees under this agreement.

11. RETENTION OF RECORDS

FIRST PARTY shall maintain all required records for three years after the CITY makes final payment and all other pending matters are closed, and shall be subject to the examination and /or audit of the CITY, a federal agency, and the State of California.

12. MERGER CLAUSE

This agreement, including Exhibit "A" attached hereto and incorporated herein by reference, constitutes the sole agreement of the parties hereto and correctly states the rights, duties, and obligations of each party as of this document's date. Any prior agreement, promises, negotiations, or representations between the parties not expressly stated in this document are not binding. All subsequent modifications shall be in writing and signed by the CITY. In the event of a conflict between the terms, conditions, or specifications set forth herein and those in Exhibit "A" attached hereto, the terms, conditions, or specifications set forth herein shall prevail.

SIGNATURE PAGE TO FOLLOW

This agreement is not valid until signed by both parties.

FOR FIRST PARTY:

DocuSigned by:
Forrest Story
29BF6F1BA51543F...
Signature

10/21/2019
Date

Forrest Story
Printed name

Principal Consultant
Title

Tax ID568621365
Tax ID#

APPROVED AS TO FORM:

DocuSigned by:
William L. McClure
F91EFAD3E3774E1...
William L. McClure, City Attorney

10/21/2019
Date

FOR CITY OF MENLO PARK:

DocuSigned by:
Theresa DellaSanta
11DF45D94937468...
Theresa DellaSanta, Human Resources Manager

10/22/2019
Date

ATTEST:

DocuSigned by:
Judi A. Herren
39260A20D0BE491...
Judi A. Herren, City Clerk

10/22/2019
Date

Public Sector Excellence
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January 7, 2018

Sangita Bajpai
Management Analyst
City of Menlo Park
701 Laurel Street
Menlo Park, CA 94025

RE: Response to RFP: Mini Conference Training Series

Attached is our response to your Request for Proposal for employee training. Our company, Public Sector Excellence is an organizational development and training firm founded in 1995 that specializes in helping Public Sector leaders, managers, supervisors and employees build excellence in their organizations and in the services they provide. To help address the unique opportunities and constraints that public sector organizations face, the firm employs consultants and trainers who understand the public sector and have experience working with city, county, state and federal government, school districts, courts, educational institutions, boards, commissions, joint powers and other public organizations.

The response that follows includes the information that you requested in the RFP. I have listed some employee development workshops that incorporate many of the subject areas that are listed in the RFP. It hopefully will give you some ideas on how to meet your objectives no matter what firms you end up selecting.

I will be the principal consultant/manager and trainer for this RFP.

Thank you for requesting our response and best wishes in your training efforts.

Forrest L. Story
Principal Consultant & Trainer



1. Qualifications and Experience

Public Sector Excellence is an organizational development and training firm founded in 1995 that specializes in helping Public Sector leaders, managers, supervisors and employees build excellence in their organizations and in the services they provide. Our work focus since we went into business is almost identical to what is listed in your scope of services. We have over 23 years experience in those areas. More importantly, our consultants worked in the public sector doing leadership and management, building trust, competence in the workforce, fostering open communication, building job management skills, and most importantly, striving to build a workforce of mutual respect.

Government Client Experience – Partial Listing

Public Sector Excellence client and workshop participant organizations have included:

City of Palo Alto	Chino Valley Unified School District
City of Stockton	City of Long Beach
City of Concord	County of Orange
Sanitation Districts of Orange County	County of San Luis Obispo EOC
County of Los Angeles Social Services	County of Mendocino
City of Carson	Internal Revenue Service
City of Ventura	County of Napa
Employee Involvement Association	California Judicial Council
The State Bar of California	City of Galt
Santa Ana College	County of Sonoma
California Assoc. of School Business Officials	County of Kern
City of Manhattan Beach	City of Fresno
City of Huntington Beach	City of Beverly Hills
California Joint Powers Insurance Authority	City of Paramount
County of Los Angeles Internal Services	The Cambodian Family
City of Thousand Oaks	City of Modesto
California Association /Tax Collectors/Treasurers	City of Whittier
California Assoc. of County Clerks and Recorders	City of Chino
City of Avalon	Newport-Mesa Unified School District
Family and Children Together (FACT)	City of Santa Monica
City of Solvang	Berkeley Unified School District
Port of Oakland	California Assessor's Association
Ukiah Unified School District	County of Orange Superior Court
United States Navy	Los Angeles Unified School District
Asian Pacific American Institute for Congressional Studies	

Available Training Topics

Supervision - *The Academy*
Management – *The Academy*
Leadership – *The Academy*
Preparing for Supervision
Leadership at all Levels- *The Academy*
Customer Service in the Public Sector - *Staying Courteous Under Pressure*
Improving Employee Performance – *Dealing with Unacceptable Employee Behavior*
Building High Performance Work Teams
Being an Awesome Team Player
Conflict Resolution: Helping Employees Get Along
Coping With Negative People
Public Service Ethics
Being a Great Team Player
Building a Workplace of Mutual Respect
Leadership at Your Level: Being a Great Employee & Co-Worker
Business Not as Normal - *Our Public Image: the Leader's Role*
Evaluation Skills for Analysts
Conducting Effective Performance Evaluations & Appraisals
Managing Your Work Life, Time & Priorities
Self-Managed Career Development
Preventing Harassment
Strategic Planning: Building Mission, Vision and Values
Deliver the Winning Interview - *Stand Out In A Crowd*
Selecting Winners - *Interviewing & Hiring the Best*
Life is a Rough Draft - *Building Balance into Your Life*
Managing Your Energy – *Going the Distance at Work and in Life (HPS)*
Creating a Future of Your Choice
Job/Person/Environment Assessment
Managing Conflict & Improving Interpersonal Relationships in the Workplace
Managing Change
Making Effective Presentations – To The Boss, To The Board & To The Public

Consulting

Strategic Planning
Coaching – All Levels
Organizational Development
Training and Development “Needs” Analysis
Teambuilding
Building a Workplace of Mutual Respect
Self-Managed Career Development
Job/Person/Environment Assessment

2. About Our Consultants and Trainers

Forrest L. Story*

***Principal Consultant, Project Manger and Trainer/Facilitator for this Program**

Forrest L. Story is Principal Consultant for Public Sector Excellence (PSE). Prior to founding PSE, Forrest spent over 25 years working in the public sector, 20 of which were in managerial and supervisory positions. He started his government career as a Staff Aide and rose through the analyst ranks to Principal Administrative Analyst. He went on to hold program management positions in Human Resources and Social Services.

Forrest was the Director of Organizational Development & Training for the County of Orange, CA. In that capacity he was responsible for consulting and facilitating programs in strategic planning, team building, leadership, management and supervisory development, and organizational change. He had leadership assignments in environmental management, human resources, children's & social services, budget & management services and in organizational development. He was the first recipient of the Instructional Systems Association national achievement award for the results of his work in developing productivity improvement programs for local government.

As a consultant through Public Sector Excellence, he has designed and presented hundreds of workshops on the subjects of teambuilding, strategic planning, change management, critical thinking and problem solving, conflict resolution, assertive communication, public sector customer service, leadership, management, supervision, working with challenging employees, presentation and facilitation skills, time management, cost-benefit analysis, stress management, preventing harassment, achieving work life/personal balance, and interview and interviewing skills,

He is often called on to give keynote presentations to civic groups, professional organizations, and to executive and management teams. Because he has "been in the trenches" as a public sector supervisor and manager, he brings a "real world" focus to his training and development programs.

Forrest has a Masters in Public Administration from the University of Southern California and a BS in Criminology from California State University, Long Beach. He also serves on the adjunct faculty at Santa Ana Community College teaching a range of leadership and management topics. He served as President of the Orange County Management Forum as well as its Program Director.

Email: publicsectorexcellence@gmail.com

Website: publicsector-excellence.com

John J. Perry, Associate Consultant

John J. Perry is an associate consultant specializing in diagnosis and needs analysis for organization and human development. He is President and founder of Human Productivity Systems. His focus is on organizational diagnosis, coaching at all levels, and building workplace mutual respect. He has developed concepts and tools, including the Job-Person-Environment Assessment (JPEA) and The Assessments of Readiness (TAR), which identify and integrate the relational or behavioral factors that affect people at work.

Using these concepts and associated tools, Perry conducts assessments and diagnoses to determine the organization's "readiness" for change and develops strategies that assist clients with the design and implementation of a wide variety of change initiatives and other interventions. His intervention specialties include organization and leadership development, team-building, and strategic coaching. He has also developed several training programs, including Building a Workplace of Mutual Respect, Self-Managed Career Development, and Leadership and Partnership Development. He has served many organizations, large and small, in the public and private sectors, both for-profit and not-for-profit, including, City of Palo Alto, Antelope Valley College, California Joint Powers Insurance Authority, City of Long Beach, City and County of Los Angeles, County of Orange (CA), Lockton Companies, Marley Cooling Tower Company, NASA Dryden Flight Research Center, San Diego State University, State of California Board of Control, University of San Diego, the U.S. Air Force, Army, and Navy, United Care, Inc., Walden Family Services, and World Vision.

John earned a BS degree in Mathematics from Florida A&M University and an MBA degree in Management Decision Systems from the University of Southern California. The National Aeronautics and Space Administration (NASA) employed him for more than 22 years prior to him becoming an independent consultant in 1982. During his NASA career, he held positions in several disciplines, including simulation engineering, functional and project management, financial management, and internal consulting in the area of management systems. While at NASA he was also project manager responsible for designing the flight simulator for the X-15.

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3. References

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4. Technical Approach and Timeline

To accomplish the objectives outlined in Exhibit A of the RFP, Public Sector Excellence will:

- Meet, confer, design, review, and facilitate a process to accomplish the general objectives outlined in the RFP and to meet the more specific objectives and outcomes as identified in meetings with City of Menlo Park staff.
- Work collaboratively with all staff members, and Senior Management to ensure that all ideas are captured;
- Identify strategies, organizational goals, opportunities for improvement and organizational challenges that need to be incorporated into quarterly meetings and coaching endeavors.
- Design and facilitate training workshops and meetings that provide an atmosphere for open and direct communication, ensures that everyone has the opportunity to contribute, promotes a wealth of practical ideas and solutions, and results in an enjoyable experience for participants; and
- Design and facilitate coaching and organizational development strategies for executive development and team building.
- Develop programs that are in line with Menlo Park’s vision, mission and values
- Assist all those who participate in directing their focus towards personal and organizational success, and operational excellence;
- Identify the leadership challenges, including the skills and knowledge necessary to meet current and future demands; and
- Provides teams and individuals with the opportunity to achieve ownership of and commitment to strategies and goals.
- Meet with City staff to update, revise and recommend subjects and learning objectives for quarterly staff development programs.

For all of the above, ensure a focus on meeting the broad goals stated in the RFP yet remain flexible enough to ensure focus on emerging issues and concerns that will help Menlo Park accomplish its mission.

Timeline

For most of the subject areas listed in the RFP, Public Sector Excellence has developed similar programs for other municipalities. That said, we do not provide “off the shelf, one size fits all” training. While we can “hit the bricks running” in developing training and development programs, we also structure the curriculum to meet the unique opportunities and constraints that Menlo Park faces.

January & February: Planning meetings, annual plan and curriculum development
March: Initial “Mini Conference.”

5. Investment

Item	Investment
1. Planning Meetings & Design	
Two in-person meetings	\$2,400 per day
Virtual meetings	\$200 per hour
2. Handout materials	No Charge
Up to 50 people per session	
3. Course preparation and development	No Charge*
• If needs analysis is required	\$2,400 peer day
4. Program facilitation & delivery	\$3,200 per session
5. Coaching	
On site	\$2,800 per day
Virtual Coaching	\$300 per hour
6. Coaching Assessments	
Myers-Briggs	\$15 per person
Job Person Environment Assessment (JPEA)	\$150 per person



Attachment

Sample of Public Sector Excellence Programs, Workshops (Partial Listing)

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Leadership at All Levels

Public Service & Worklife Balance Workshops

Building a Foundation For Service Excellence

To maintain a reputation for excellence, it is important that public sector organizations create and maintain an environment that encourages people to bring and give their best...every day. There are simple (though not easy) ways to achieve this end. It starts with ensuring that there is respect for everyone's ability to contribute value. It continues with helping organizational leaders recognize the fact that they can encourage, enable, and support excellence, but they cannot demand it. This proposal is for a training process that helps leaders to provide that encouragement and support, and to build a foundation for service excellence.

We believe the training outlined below will give employees at all levels the understanding, knowledge and skills to help them bring their best to their employer each day. The academy consists of five modules.

I. Being an Effective Player: *Building a Workplace of Mutual Respect*

II. Can-Do Customer Service: *Staying Courteous Under Pressure*

III. Managing & Resolving Conflict in the Workplace – *Dealing with Difficult Situations and Coping With Negative People*

IV. Managing Work Life/Balance, Time & Priorities: *Taking the Initiative to Improve Personal Productivity*

V. Public Service Ethics: *Serving Others with Honesty and Integrity.*

Being an Effective Team Player

Course Outline

Part I: Core Values, Ethics and Mission in Building Effective Teams and Team Behavior

- Identify and define the values that must be present when communicating and performing as a team.
- Identify the personal commitment that is required for team success.
- Explore the “great contradiction” to work effectively with others.
- Identify who has a stake in team success and what that stake is.
- Develop methods for building trust and for avoiding the behaviors that can destroy trust.
- Describe good and bad team experiences – what happened and why?
- Identify the reasons why people feel good about being on a team and why they don't.

Part II: Being a Team Player: Working Together – What to Do?

- Learn how to deal with “difficult” team members and with difficult situations.
- Develop ways to create a positive and a productive approach to solve problems and overcome obstacles to team success.
- Learn how to work together – what to do?
- Practice dealing with confrontations in group settings so the results are positive and productive.
- Develop rules of conduct for meetings.
- Identify team play indicators for better communication in meetings.

Part III: Resolving Conflict & Building Trust Within a Team

- Identify the choices available when resolving conflict.
- Learn how to give and receive feedback.
- Learn how conflict can be constructive and how it can be destructive.
- Practice conflict resolution skills and assertive communication techniques.
- Learn the importance of promoting healthy conflict to promote team vitality.
- Identify ways to communicate problems and concerns so that people will want to work with you and not against you.
- Build a personal team player code of ethics.

Taking the Initiative

Building a Foundation For Service Excellence

I. Being an Effective Team Player: *Building a Workplace of Mutual Respect*

This workshop is designed to build an understanding of the importance of teamwork in public service; to provide ways for employees to develop teamwork and team spirit; and to build skills to succeed as a team member. Participants will learn the impact teamwork has on customer service; methods for resolving conflict and solving problems; characteristics of effective teamwork; the importance of mission, vision and values in building team cohesiveness; and the team's role in helping the organization accomplish its goals and mission. Major topics include:

- Building community in the workplace
- The role of a team and its members
- Conditions for team success
- Working with and accepting change
- Team communication
- Leader expectations – what leaders need from employees in a team environment
- How to become someone others enjoy with.
- Techniques to be a team player and team energizer.
- Develop ways to communicate with diplomacy and tact.
- Learn how personal prejudices undermine teamwork, create a close-minded culture and sabotage respect.
- Working with difficult team members
- Benefits of a team approach
- The importance of core value, ethics and goals in team building
- Conflict resolution within a team
- A “philosophy for the trenches” – getting really good at what you do
- Skills to create a trust climate with your peers and team members.
- Build constructive techniques to challenge the process and offer ideas for improvement.
- Develop a code of ethics for individual and team behavior.

II. Working Successfully With Customers: Staying Courteous Under Pressure

All of us who work for the City have customers. For some, your customer is external to the organization – a citizen, a visitor, a vendor, a person seeking help or information about a City policy, process, service or requirement. For all of us, there is another group we serve – our internal customers – a co-worker, a Council Member, a commissioner, a colleague from our own or another City department. This workshop is designed for employees, supervisors, managers and executives who have direct contact with the public or who supply a valuable customer service role to internal customers. Major topics include:

- The Importance of “CAN DO” Customer Service for the City
- Identify who your customers are and what they expect from a City employee.
- Establish the standard and level of service you have to provide to be successful.
- Learn why "high quality" service is critical for the customer and you.
- Learn how to communicate with a customer "what their needs are" even if is not "what they want to hear."
- Building a good customer relationship from the “get-go.” Apply techniques to tell customers what they “need” to hear even when they don’t “want” to hear what you have to day.
- Learn solid telephone techniques that will enhance the image of you, your organization, and deliver bottom line quality customer service.
- Learn how to “strengthen” the relationship with a difficult customer.
- Learn how to build GOOD WILL even with the most difficult customer.
- Develop an understanding of management's role in reinforcing, supporting and recognizing quality customer service.
- Learn some techniques to "manage stress before it manages you.
- Develop an understanding of the responsibilities of each employee - from the top to the bottom of the organization - in delivering quality customer service.
- Learn what motivates others to work cooperatively with you or to work against you.
- Develop strategies to keep discussions with customers open, less defensive and keep the focus on problem solving.
- Learn how to build a "trust climate" so your internal customers will want to work with you to solve problems and get the job done.
- Practice the "choices" you have when dealing with conflict with internal customers.
- Develop skills to stay "grounded" when someone attacks you personally or is trying to manipulate you.
- Learn how to stay assertive when someone is uncivil and behaving in an “ugly” fashion.
- Develop an understanding of how body language, inflection and pitch influence interactions with others.
- Skill practice using empathy when dealing with an upset or highly emotional customer.

III. Managing & Resolving Conflict in the Workplace – *Dealing with Difficult Situations and Coping With Negative People*

Conflict is inevitable. Combat is optional. This portion of the academy provides participants an opportunity to learn how to take the initiative to personally resolve conflict; avoid *combat*; and better handle conflict in order to increase morale, minimize the level of conflict and ultimately increase productivity. While there is often no way to avoid the conflict we face at work and in our lives, we do have choices for resolving the conflict, for improving relationships both on and off the job, and for improving the quality of our work life.

This workshop is designed to help employees recognize the choices people often make in conflict, identify the reasons for avoiding conflict and be able to resolve conflict with and between other employees. Major topics include:

- Listening effectively without becoming defensive.
- Implement effective communication tools to disarm verbal attacks.
- Overcome internal and external obstacles to effective listening.
- Using a Conflict Management Model, devise a plan for successful conflict resolution.
- Identify common workplace issues that lead to conflict.

III. Managing & Resolving Conflict in the Workplace – *Dealing with Difficult Situations and Coping With Negative People (continued)*

- Learn how perception, differing goals and needs, values and work styles help to create conflict and how they impact workplace relationships.
- Develop ways to let emotions out in a constructive way.
- Identify methods to determine the real cause of the conflict and develop strategies for successful outcomes.
- Learn how to build “collaborative” efforts in resolving conflict and improving workplace relationships.
- Develop approaches to cope with negative workplace behavior – be it the boss, a colleague or an external customer.
- Develop ways to reduce the “we-they” in your workplace culture.
- Learn to use empathy to keep discussions open and non-defensive.
- Learn how to listen as a “learner” and not as a “judge” when resolving conflict.

IV. Managing Your Work Life, Time & Priorities: *Taking the Initiative to Improve Personal Productivity*

In this session participants will learn how to manage time before it manages them. Put simply, this session gives participants some practical and workable techniques to use their time more effectively. They will also learn some ways to manage the stress and strain that comes from working in a challenging and changing work environment. The session will end with participants developing a practical plan for work life balance.

- Plan your day without taking all day to do it.
- Clarifying work priorities with your boss and the people who depend on you
- Reduce needless interruptions.
- Set realistic priorities so deadlines are met.
- Help your boss help you manage your workload
- Identify time wasters that get in the way of meeting your objectives and deadlines.
- Overcome some common “myths” and “excuses” for not planning and managing your use of time.
- Cut time spent on the internet, phone and other electronic time vampires.
- Organize files, tools, records and “stuff.”
- Build a step-by-step action plan to improve your use of time – both on and off the job.
- Develop practical, realistic approaches for building good job management habits.
- Develop a time for “protected” time.
- Develop a plan to deal with the “stress” that consumes your time and your thoughts.
- Identify workable and realistic actions you can take to manage stress.
- Learn the importance of attitude in creating and dealing with stress.
- Develop a practical and balanced approach for dealing with negative stress and reducing its impact on your effectiveness.
- Establish techniques to work with “jerks” who try to give you grief, have no interest in helping you, and who just want to be a “pain.”
- Build a realistic plan to put balance in your life so that professional and personal goals can be identified and realized.

V. Public Service Ethics & Workplace Dynamics: *Working, Accepting and Dealing With Change*

Employees sometimes have to make difficult choices as members of a public sector organization. The choices are difficult not only because of technical or legal complexity, but also because of the ethics that are involved. In other words, public employees often must make choices in situations where they must determine what is the right way to behave and what is the right thing to do. Those choices can have a monumental impact on an individual, a family, an organization, and the community. In addition, since public employees are in a fish bowl - where everyone is watching what they do – the importance of behaving “ethically” and making “ethical” choices is magnified.

- The impact of ethical and unethical behavior on the organization, its employees and the public.
- Clarifying n of personal and organizational values to determine right from wrong.
- Applying the City’s core values and core competencies when making decisions, and when working with and serving co-workers, citizens and the community.
- Establishing working definitions (the ethics) that are necessary to maintain personal, team and City values.
- Developing a personal code of ethics for workplace behavior.
- Identify “traps of logic” that are used to rationalize unethical behavior.
- Defining integrity and taking personal responsibility to se to that integrity happens.
- How does change affect you? Complete a personal reflection on some changes you have experienced, how they affected you and how you dealt with them.
- Identify some of the events that cause change – in society and at work. It’s not just the budget we have to deal with. Sometimes change is within ourselves.
- Change does come with some pain. Some of it imposed externally and a whole lot imposed internally. What are some of those pains and how can we effectively deal with them
- Why do we resist change – the good reasons and the not so good
- What are the consequences of changing/not changing? How does affect us emotionally, physically and professionally
- Discuss some ways to come to “Grips With Reality” when change happens. In fighting the change learn when to “give-up, toughen-up and wise-up.
- Learn ten strategies to help change work for you. It will help you to keep your focus, perspective and professionalism in the face of tough organizational times.

Fundamentals of Supervision

Level I

INTRODUCTION

This Leadership Academy: *Fundamentals of Supervision* is designed to teach fundamental, modern, realistic, practical, “nuts & bolts” leadership and supervisory principles. The program offers those who are engaged in the day-to-day tasks of supervision the thinking, perspective, skills, methods, and strategies to be effective in their role. The program is designed for supervisors - both new and experienced, lead-workers, those thinking of moving up to the job of supervisor, and for managers who want to revisit the basics. The program addresses the unique leadership and supervisory opportunities and challenges found in *public sector* organizations. Academy trainers/facilitators have extensive leadership and supervisory experience working in the public sector. They have “been in the trenches” as workers, supervisors and managers. The program is presented with a style that is skill based, collaborative, upbeat, motivating, and down-to-earth.

The Academy is comprehensive and highly interactive. It does not “cut corners” and requires a strong commitment from all who participate. This program is not a series of “training events.” It is a training and development *process*. The program offers a thorough immersion into the supervisory role, what it takes to be successful in that role, the opportunities to pursue, and the traps to avoid.

ACADEMY FORMAT

This full academy consists eleven modules conducted over six full days. The program can also be presented in half-day formats. In some instances, modules can also be presented as a stand alone workshop. A combination of lecture, group discussion, role play (skill practice), case studies and experiential exercises are used in the workshops.

ACADEMY TOPIC OUTLINE

1. The Role of the Public Sector Supervisor
2. Decision Making and Problem Solving
3. Developing Organizational Talent: Delegation, Orientation, Coaching and Training
4. Building High Performance Work Teams, Diversity and Work Styles
5. *Setting and Communicating Performance Expectations*
6. *Dealing With Unacceptable Employee Behavior*
7. Creating a Future of Your Choice: Building Partnerships (JPEAssessment)
8. Managing Your Energy: Having the Fuel to Do the Job (JPEAssessment)
9. Managing Management Time & Stress
10. Providing and Reinforcing Quality Customer Service
11. Managing Change, Public Service Ethics & Building a Workplace of Mutual Respect

MANAGEMENT REINFORCEMENT COMPONENT

This program includes a Management Reinforcement Component for those managers who have "direct reports" participating in the program. The purpose of this component is to give managers the opportunity to reinforce the application of what is covered and practiced in the Academy. The reinforcement component also provides managers with a formal mechanism to encourage program participation.

Academy participants will be asked to set up a "checkpoint meeting" with their manager after each Academy session. The meeting also gives the Academy participant and their manager an opportunity to discuss the support necessary to be successful in applying Academy concepts. Program participants will be asked to present the results of their reinforcement meetings at each subsequent training session. The reinforcement of learning "back on the job" is critical to program success and for ensuring that there is a return on investment for the time spent in training.

CURRICULUM

Module 1: *The Role of the Public Sector Supervisor*

"If I want to ensure compliance, I have got to know the rules.

- Identify supervisory expectations: what does management expect from supervisors.
- Identify supervisory expectations: what do "direct reports" expect from supervisors.
- Build understanding of how authentic communication and feedback builds and sustains trust.
- Learn twelve basic steps (and missteps) supervisors can take to establish their leadership; improve morale; increase motivation; encourage teamwork and improve productivity
- Learn how to manage the transition when going from "worker" to supervisor.
- Identify top management's role in reinforcing and providing support in your efforts to carry out your role as a supervisor.

Leadership Principle: *Model the Way*

Leadership Ethic: *Unquestionable Integrity*

Experiential Exercises:

- *What do Supervisors Do?*
- *Supervisory Inventory: The Role of the Supervisor*
- *Two Attitudes: "Golden Rule" vs. "Platinum Rule" Integrating the two to work with differences in work style and background.*

Module 2: *Decision-Making, Problem Solving & Conflict Resolution*

“Half this game is ninety percent mental.”

- Identify the kinds of decisions supervisors need to make and why.
- Learn a seven-step process to making informed decisions.
- Establish leadership styles that promote employee involvement in problem solving.
- Develop ways to take the initiative and “sell the boss” on a good idea.
- Learn the “politics” of the decision making process.
- Get creative; “think outside the box;” learn how to positively challenge the process, the system, the rules and the policies.
- Learn and practice some basic and proven assertive communication skills to stay focused on the real issues involving conflict.
- Practice ways to “give up your need to be right.”
- Build skills to communicate firmly but without “rigidity.”
- Identify top management’s role in reinforcing and providing support in your efforts to make informed decisions, solve problems and improving the way things “get done.”

Case Study: *Sure I Invite Dissent*

Leadership Principle: *Challenge the Process*

Experiential Exercises:

- *What are the kinds of decisions supervisors need to make and why?*
- *Communicating with diplomacy and tact.*
- *Identifying pitfalls and behavior traps in the decision-making process.*
- *Discussion: When is conflict constructive; when is conflict destructive.*

Module 3: *Developing Organizational Talent: Delegation, Orientation & Training*

“Leading is about teaching. Both activities are about the same thing: showing the way.”

- Define what delegation truly is and how to do it.
- Learn a step-by-step method for delegating and allowing others to act on your behalf.
- Establish ways to work with your employees to set appropriate controls and limits for authority.
- Learn how to work with your boss to gain more delegated authority to get the job done.
- Identify ways to redirect employees when changes are made after a task is well underway.
- Identify and overcome some common mistakes supervisors make when delegating.
- Learn active listening skills to make sure others understand the job and the expectations.
- Learn how to teach someone a job, one-to-one and to keep them motivated to learn.

Leadership Principle: *Remove Obstacles to Performance*

Leadership Ethic: *On-Going Recognition*

Experiential Exercises:

- *The importance of orienting and training employees.*
- *Mary Miller’s beginning: getting off to a good start.*
- *Delegation: What to do and not to do to delegate effectively.*

Module 4: *Building High Performance Work Teams*

“There is nothing more unequal than the equal treatment of unequals>”

- Learn how vision, mission and values are the bedrock for teamwork.
- Develop a code of ethics (expectations & standards) for being team player.
- Participate in open discussions about team diversity and how that diversity is crucial to team success, and in building a community in the workplace.
- Practice a step-by-step approach to lead meetings, and to make them relevant and efficient.
- Learn a step-by-step process for resolving conflict within the team.
- Discuss methods to build trust within a team and avoid the pitfalls that destroy trust.
- Learn how to collaborate to resolve conflict and to develop solutions to problems.
- Develop a plan on working together: what to do to stay focused and on task.
- Learn management’s role in reinforcing and providing support in your efforts to build teams and teamwork.

Leadership Principle: *Enable Others to Act*

Leadership Ethic: *Unconditional Empathy*

Experiential Exercises:

- *What are our values and how do they promote or inhibit team success?*
- *Value programming and diversity: what you are is what you were when.*
- *Writing a code of ethics for team work and team behavior.*
- *Identifying team play indicators (behaviors)*

Module 5: Setting and Communicating Performance Expectations

*The first responsibility of a leader is to define reality.
The last is to say thank-you. In between, the leader is a servant.*

- Learn how to make job expectations behaviorally focused and job specific.
- Learn how to keep motivated employees motivated.
- Identify “do’s and don’ts” to effectively direct, coach and inspire quality performance.
- Practice a step-by-step approach to prepare for, document and discuss performance.
- Learn a step-by-step process to prepare and plan for performance appraisals.
- Learn the “true/false” about performance evaluations – busting the “merit” myth.
- Learn the importance of making performance appraisals a daily occurrence.
- Learn management’s role in reinforcing and providing support in your efforts to establish, communicate and reinforce performance expectations and goals.

Leadership Principle: *Encourage the Heart*

Leadership Ethic: *Clear and Honest Communication*

Experiential Exercises:

- *Identifying coaching pitfalls.*
- *Body language, voice tone and pitch: impact on discussions.*
- *Techniques for keeping performance discussions “psychologically safe.”*

Module 6: *Dealing With Unacceptable Employee Behavior: Coaching and Conflict Resolution*

“Pick battles that are big enough to matter and small enough to win.”

- Build coaching and conflict resolution skills to deal with difficult employees and situations.
- Learn planning & preparation techniques to deal with confrontational behavior.
- Learn how to keep performance discussions honest, open, on track, defensible and in accordance with sound human resources practices.
- Develop techniques to build “good will” while discussing a negative performance issue.
- Skill practice using a step-by-step method for working with unacceptable employee behavior.
- Skill practice the art of giving and receiving feedback.
- Learn how to respond assertively when others criticize you.
- Workplace harassment:
 - What is it?
 - Do you know it when you see it?
 - What is your role in dealing with it?
- Learn the importance of consulting with your boss and with the Human Resources Department when dealing with unacceptable employee behavior.
- Learn management’s role in supporting your efforts to improve employee performance.

Leadership Principle: *Being Accountable for Outcomes*

Leadership Ethic: *Communicate Your Intentions*

Experiential Exercise:

- *Role playing: dealing with challenging employees and situations.*

Module 7: *Creating a Future of Your Choice: Building Partnerships**

* Modules 7 & 8 include the Job/Person/Environment Assessment (JPEA)

See Page 8 for JPEA description.

- Going beyond teamwork: Learn what it takes to build true partnerships with colleagues, bosses, direct reports and the people you serve.
- Build ways to work with others who are “different” in their background, their journey and in their work styles.
- Identify and develop partnerships with key others to build a solid foundation for your success.
- Learn when it makes sense to do the hard work of building partnerships.
- Provide staff with tools that will help them to develop partnerships through valuing others’ uniqueness and how that uniqueness contributes to success at Learn4Life.
- Build stronger teams through the application of a common and non-judgmental language to discuss differences and similarities in work styles.
- Learn the importance of having a shared vision and building win-win relationships in carrying out the mission, vision and values of the organization.
- Learn management’s role in helping you to build workplace partnerships.

Assessment: *The Job/Person/Environment Assessment*

Leadership Principle: *Building Community within the Organization*

Leadership Ethic: *Listening to Others as a Learner and Not as a Judge*

Experiential Exercises:

- *Diversity and the JPEA: Working successfully with differing work styles and behaviors.*
- *Apply techniques to listen to others as a learner and not as a judge.*

Module 8: *Creating a Future of Your Choice: Managing Your Energy.*

Having the Motivation and Fuel to Carryout Your Supervisory Role

- Learn your preferred leadership style vs. the style required for job success.
- Learn how you are required to behave on the job to be a successful supervisor and manager.
- Apply the JPEA technology to your selection and promotion strategies.
- Build strategies to maximize the energy you have to give to the job and to those you support.
- Identify the factors that are most likely to affect the energy your staff has to get the job done.
- Assess your own energy level and determine the sources of energy gain and drain.
- Determine the impact of key work relationships on personal energy and assess the impact of personal preferences on those relationships.

Leadership Principle: *Empowering People: A Do-It-Yourself Project*

Leadership Ethic: *Learning and Competence Matter*

Module 9: *Managing Management Time & Stress: Work & Life Balance*

*"All work and no play make Jack a dull boy.
But all play and no work makes Jack a deadbeat."*

- Learn planning techniques to meet multiple job demands; setting priorities.
- Identify and use practical and realistic "time-savers."
- Reduce needless interruptions through the establishment of protected time.
- Cut time holding meetings - the number one time waster in organizations.
- Reduce stress and save time with "physical organization."
- Identify workable and realistic actions you can take to manager stress.
- Learn the importance of attitude in creating and dealing with stress.
- Build a realistic plan to put balance in your life so that professional and personal goals can be identified and realized.
- Learn management's role in helping you to manage time and stress well.

Leadership Principle: *Develop Mastery while Letting Go*

Leadership Ethic: *Honor Other's Time & Commitment*

Experiential Exercises:

- *Identifying time wasters.*
- *Your leadership role in practicing effective time management.*
- *Time management action plan – put class work to work.*

Module 10: *Providing and Reinforcing Quality Customer Service*

*Public service is just a day in, day out, ongoing, never-ending, preserving,
compassionate type of activity.*

- Develop an understanding of the responsibilities of each employee in delivering world-class customer service at Learn4Life.
- Reinforce performance standards to improve customer relations.
- Develop ways so you and your employees can "stay courteous under pressure."
- Develop skills to "stay grounded" when customers get upset, angry and emotional.
- Build teamwork in the delivery of customer service.
- Establish ways to resolve customer problems at your level, and when it is appropriate to take issues to management.
- Learn management's role in reinforcing and providing support in your efforts to practice quality customer service.

Leadership Principle: *Inspire a Shared Vision*

Leadership Ethic: *Keeping an Open Mind*

Experiential Exercises:

- *Who are your customers and why do they depend on your unit, division, department.*
- *Leadership techniques to reinforce the delivery of quality public sector customer service.*

Course Topics (continued)

Module 11: *Managing Change, Public Service Ethics & Building a Workplace of Mutual Respect*

“Change is never easy. You fight to hold on and you fight to let go.”

- Learn the drivers of change that impact people in public sector organizations.
- Identify why people resist change – even when it is beneficial.
- Develop a step-by-step supervisory approach to overcome resistance to change.
- Learn why people don’t act to change the same way and what to do about it.
- Define what a work-related ethic is.
- Learn how values drive decisions and ethics.
- Build a code of ethics for workplace behavior.
- Apply the “Philosophy for the Trenches” to help improve morale, to work ethically and deliver principled public service.
- Develop a strategy to help those you lead to strive to be someone others enjoy working with.
- So What? Now What? Develop a personal plan for improving personal, supervisory and leadership effectiveness.
- Learn management’s role in helping to make change work with you, and for facing and resolving ethical dilemmas you face as a manager.

Leadership Principle: *Those Closest to the Job Know it Best*

Leadership Ethic: *Building Spirit and Morale*

Experiential Exercises

- *Why do we resist change?*
- *Ways to become a leader others enjoy working with.”*
- *Making ethical decisions that are in the “grey” zone – what to do?*

Follow Up Academies

Level II: The Leadership Academy: Fundamentals of Leadership

Level III: The Essentials of Leadership

The Job/Person/Environment Assessment

1. Provides an objective and non-judgmental language for discussing “job-related” performance issues with employees. It can help in finding the source of the problem, and identify how the job is impacting the employee’s “energy” for getting the job done. This can be helpful for those employees who now excel in the job and for those who, at times, test the lower limits of productivity.
2. Identifies the perceived behavioral demands of a job and compare those demands with the behavioral preferences of the job incumbent. This comparison can be used to:
 - A. Identify where there is an energy drain or gain that can impact individual performance.
 - B. Identify the source of poor job performance if the incumbent is in a job that is not a “good fit.”
 - C. Open a dialogue between supervisor and employee on ways to change the job to provide a better behavioral fit – and a more energized employee.
 - D. Identify factors in the environment that constrain or enhance job performance.
3. Gives leaders, and human resource professionals a tool that will help them to make more informed decisions when:
 - Recruiting, selecting and hiring new employees;
 - Promoting or placing current employees as a career management strategy;
 - Assessing employee performance and motivational concerns;
 - Identifying the behavioral demands of jobs and improving the job fit for the incumbents to help them become more fully engaged;
 - Improving employee performance;
 - Determining how the work environment is affecting employee morale and commitment to goals and objectives;
 - Taking teambuilding beyond lip service and creating focused and energized partnerships;
 - Determining the effectiveness of training and organization development strategies; and
 - Building a stronger risk management strategy.
4. Provide a tool for employee involvement by helping to identify environmental factors that inhibit performance and contribute to energy drain in the workforce.
5. Provide a tool for hiring decisions by identifying key behaviors required in a job and matching a candidates preferred behaviors to the job’s required behaviors.
6. Work as a teambuilding tool to identify how differences or similarities in behavioral preferences can enhance or inhibit teamwork.

Fundamentals of Leadership

Level II

“Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them.”

INTRODUCTION

The Level II Leadership Academy, *Fundamentals of Leadership*, focuses on the leader’s role for building teamwork, raising performance to higher standards, taking initiative to solving problems, and improving the quality of worklife for those who work and serve for the City of Long Beach. The Level II Program supports and builds on the concepts and skills presented in the Level I Fundamentals of Supervision program.

The *Fundamentals of Leadership* is designed for:

- First-line supervisors
- Lead staff
- Those who are considering moving into a supervisory or management position
- Experienced managers and executives who want to update their leadership knowledge and improve on meeting their role as a leader.
- Line workers who want to be effective in meeting their leadership and team player roles.

The *Fundamentals of Leadership* program is made up of eight modules:

Module I: Building a High Performance Work Team: Establishing a Shared Purpose

Module II: *Team Leadership, Motivation & Challenging the Process: The Productivity Challenge in Tough Times*

Module III: Developing Organizational Talent:
Coaching, Mentoring, Quality of Work Life & Morale

Module IV: Meeting Leadership – Fostering a Climate of Consensus, Collaboration, Trust and Authentic Communication

Module V: Taking the Initiative: Problem Solving and Critical Thinking

Module VI: Building Your Mission, Vision & Values

Module VII: Thinking Strategically: Putting Your Vision into Practice

Module VIII: The Will to Succeed

Fundamentals of Leadership: Topic Outline.

Module I:

Building a High Performance Work Team: Establishing a Shared Purpose

Team building can receive a lot of “lip-service” in organizations. That can be especially true when those in supervisory positions, at any level, get trapped and mired into the practice of “over-managing” and “under-leading.” Workers manage themselves. Leaders manage relationships. This module is designed to help supervisors understand the difference between managing and leading.] Participants will:

- Learn to build a participative work environment that leads to improved performance, better productivity and “Can Do” customer service.
- Identify the attributes that make the team a truly effective team.
- Learn the importance of having a shared team purpose.
- Identify supervisory leadership skills required in team development.
- Identify what it takes to build team trust, respect and credibility.
- Identify the values critical to leadership, “follower-ship” and teamwork.
- Learn the difference between being a leader and being a manager, and how both those roles are vital to supervisory success.
- Practice skills that “empower” others, and that give team leaders the freedom to lead and team followers the freedom to follow.

Module II:

Team Leadership, Motivation & Challenging the Process – The Productivity Challenge

Leadership at all times and especially in tough times requires doing business “not as normal.” Crucial to success in serving citizens is practicing leadership that helps everyone on the team keep their “eye on the horizon” and that promotes a spirit of public service. In this module participants will identify and practice team leadership skills that impact motivation, commitment to service, morale and creativity. Participants will:

- Practice leadership in a nutshell: Six things to do to become a better leader.
- Create performance expectations to guide team behavior, establish accountability and clarify goals and objectives.
- Learn how “production” and “productivity” differ and how to practice the latter.
- Explore the value of “empowerment” and go beyond the fluff to establish some leadership techniques that truly work when empowering others to achieve results.
- Learn to teach “initiative” and to encourage employees to present their ideas for improving processes, policies and methods for serving the public and each other.
- Identify ways to reinforce and encourage quality customer service and team work.
- Learn to create a climate where communication is open and frequent, rewards and recognition are meaningful, and team members encourage suggestions from each other.

Fundamentals of Leadership: Topic Outline.

Module III:

Developing Organizational Talent

– Coaching, Mentoring, Quality of Work-Life & Morale.

Leaders leave legacies. For supervisors at all levels, there is a fundamental responsibility to prepare people so that they can take on higher levels of responsibility in service to the City. Succession planning, staff development, coaching, teaching and mentoring are what leaders do. In this module, participants will:

- Learn an eight step coaching model to guide their staff development efforts.
- Learn to coach employees so they become more consistent performers.
- Learn the role of the leader as a facilitator – for one-on-one interactions, team interactions and group interactions.
- Discuss and practice the essentials of facilitation.
- Learn how to establish the habit of thanking employees for their day-to-day efforts.
- Practice techniques that promote creativity and problem solving.
- Identify ways to maximize the on-the-job behavior change that results from training and development activities.
- Learn how, through coaching and mentoring, to remove obstacles to performance.

Module IV:

Meeting Leadership – Fostering a Climate of Consensus, Collaboration, Trust and Authentic Communication

To be relevant, meetings need not be about production; rather they need to be about helping those who attend them to become “production capable.” They are also a primary venue for building strong team relationships, a spirit of consensus and collaboration, and fostering a climate of trust and open communication. Meetings can be where team spirit is built or team spirit is destroyed. In this module, participants will learn how to lead meetings so they result in decisions, assignments, enlightenment and a sense that we are all in this together. Participants will:

- Identify those who have a stake in team success and how all will benefit from having meetings that promote a spirit of collaboration and consensus.
- Learn how to practice and teach collaboration and consensus.
- Learn some basic conflict resolution techniques when working with groups.
- Identify how conflict can be constructive and how it can be destructive?
- Practice brainstorming techniques to promote ideas to solve problems in a group setting.
- Learn how to facilitate a meeting so that something productive and worthwhile happens.
- Learn to write effective agendas to guide meetings and keep meetings on track.
- Practice techniques to deal with difficult people and situations.
- Write a “code of ethics” for meeting behavior.

Fundamentals of Leadership: Topic Outline.

Module V: Taking the Initiative: Problem Solving and Critical Thinking

This workshop session will provide participants with some tools to critically think through a problem, develop solutions and present those solutions to management. The session will give participants a step-by-step approach to problem solving and critical thinking. Participants will:

- Learn four rules to never forget when “challenging the process.”
- Learn ten tips for being a good project manager.
- Apply a systematic approach for completing “staff work” that is thorough, acceptable and easy to understand.
- Apply a step-by-step method to evaluate and analyze problems.
- Learn a focused and realistic approach to sell others (including the boss) on an idea, approach or recommendation to solve a problem.
- Discuss methods to gain consensus by applying the “value” of collaboration.
- Learn basic organization skills when presenting ideas and solutions to problems.

Module VI: Building Your Mission, Vision & Values

Leading and managing require two different skill-sets and two different mind-sets. Those in management positions, to be effective, must both lead and manage. However, one mind-set tends to be rewarded more frequently than the other. This introductory module will give participants an opportunity to explore and discuss what it means to be an effective leader and how that differs from being an effective manager. Topics include:

- Exercise: The difference between leading and managing.
- “In the beginning...” The importance of building a vision for leadership.
- Leadership principles “in a nutshell.” Six things leaders do and must do well.
- The “empowering” leader – fact or fiction?
- Reinforcing accountability in the decisions we make.

Fundamentals of Leadership: Topic Outline.

Module VII: Thinking Strategically: Putting Your Vision into Practice

Creating a vision is about possibilities, whereas identifying opportunities is about the probabilities. We must have an accurate and complete survey of the landscape ahead. This module is about adding realism to our vision for the future. We must not only identify what value we offer and who will benefit from it, but we must also look ahead to try and identify those things that could get in our way. Topics in this session include.

- Develop awareness of your opportunities to do your job well in the future.
- Identify the outside forces that are likely to affect your ability to do your job.
- Strategic visioning: Identifying strengths, weaknesses, opportunities and threats.
- Identify opportunities to find out how key others feel about your work and your unit.
- Identifying key individuals who can benefit from your efforts.
- Clarify what other expect from you.
- Trust revisited - defining it and identifying what it looks like in work relationships.
- Practicing ways, as a leader, to engender trust. • The value of on-going recognition.

Module VIII: The Will to Succeed

At the core of effective leadership is the will to succeed. For organizations to change, for leadership to happen and for vision and strategic opportunities to be achieved, there must be a will to do so. Using the “Creating a Future of Your Choice” model as a guide, participants will:

- Identify the factors that are necessary to inspire success.
- Focus on and discuss the leader’s primary role which is to encourage, enable and support the creation of a collective will to succeed.
- Establish ways to identify and define the values, practices and performance standards that must be in place to recruit, promote, train, retain, reinforce and reward those who practice effective leadership and doing so “make a difference within the organization and within the community.
- Identify the behaviors that come from applying the value of ethical practices.
- A nut and a bolt: So What? Now What? Taking the workshop back to work.

Essentials of Leadership

Level III

"I learned this, at least, by my experiment: that if one advances confidently in the direction of his dreams, and endeavors to live the life which he had imagined, he will meet with a success unexpected in common hours."

--Henry David Thoreau

Philosophy

The *Essentials of Leadership* program is designed to help those who, by the virtue of being a supervisor, manager or executive, must also meet their responsibility for being a *leader*. The program offers those who are engaged in the day-to-day tasks of leadership the thinking, perspective, skills, methods, and strategies to be effective in their role. The workshops will focus not only on how to counter the turmoil and inertia that threaten "the best laid leadership plans," but also on how to keep *routine*, which "absorbs time and energy like a sponge," from sapping a leader's ability to lead and to truly make a difference

To maintain its reputation for excellence, it is important that cities create and maintain an environment that encourages people to bring and give their best...every day. There are simple (though not easy) ways to achieve this end. It starts with ensuring that there is respect for everyone's ability to contribute value. It continues with helping organizational leaders recognize the fact that they can encourage, enable, and support excellence, but they cannot demand it. Employees decide each day how much they will commit to their employer. Therefore, the leader's biggest challenge becomes one of creating a work environment and doing things that inspire their employees to choose excellence, and give their best, every day.

This program will address effective leadership during tough organizational times. When organizations experience tough times, it is not the time to "over-manage and under-lead." It is rather a time to reinforce the City's commitment to its customers, to the community and to each organization member's success. Strong leadership provides the leverage to pull the organization through. While paychecks may promote compliance by getting people to show up for work, it is the quality of leadership that inspires the commitment to excellence and to a higher standard. Tough times are not times for leaders to do less but to develop their talents, wisdom, skills and passion so that they can do more and do it better. It is in these times that it is the best of times to raise the standard in everything we do.

Note: Level III workshops are co-facilitated and include the Job/Person/Environment Assessment (JPEA). Investment pricing is varies for Level III workshop modules.

Level III Benefits

The leaders who work most effectively, it seems to me, never say "I." That's not because they have trained themselves not to say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but "we" gets the credit. This is what creates trust, what enables you to get the task done.

- Peter Drucker

Why spend time improving your leadership knowledge and skills? A Gallup study found that when people leave their organization, 65 percent of them are actually leaving their managers. The “boss” matters. *Leadership matters.* The quality of leadership is a primary source of inspiration for employees to do a good job, to excel and to serve. With good leadership the following *will* happen:

- Employees will gain more personal satisfaction with work and personal life.
- Greater ownership is transferred to the people who do the work.
- Workforce skills and competence are expanded.
- Creativity is nurtured and processes are challenged.
- Employees are more qualified and more fully developed.
- Stronger, more qualified leaders come up through the ranks.
- Resources and relationships are managed better.
- Citizen trust and confidence in services are inspired.
- Employees feel valued.
- Employees will be encouraged to hang in there during tough times.
- Enthusiasm will be created in times of challenge and difficult change.
- A workforce culture that engenders loyalty is nurtured.
- Productivity is encouraged – people are able to do more with less without being “squeezed” to do so.
- Accountability happens.
- Negative stress and associated liability costs are reduced.
- Organizational risk is reduced. Building and nurturing effective leadership is a smart risk management strategy. In fact, it is the smartest risk management strategy.

Level III Context

*People will perform:
When they are accountable for outcomes;
When they feel significant;
When learning and competence matter;
When they feel part of a community; and
When work is exciting.
- Warren Bennis*

The context of this program is a six-part leadership module called *Creating a Future of Your Choice: A Model for Change*. The model is based on the premise that we, as leaders, can and must create a future of *our* choice and that there are ways that we can enhance our chances for success. The six (6) parts of the model are *Energy*, our fuel for the journey, *Opportunities*, a survey of our current reality and the landscape ahead, *Vision*, the lens through which we view our future, *Plans*, the maps and the destination we choose, *Partnerships*, the key alliances we need to cultivate and nurture along the way, and *Leadership*, the "glue" that helps us to put and hold the parts together.

Leadership Tool: The Job/Person/Environment Assessment (JPEA). This series will incorporate the use of the Job/Person/Environment Assessment (JPEA). Participants will learn how to use the JPEA as a leadership tool for creating the future of their choice, for inspiring others to excel and to succeed, for discovering and developing organizational talent, for building teams and teamwork, for making more informed choices in delegating work, and for gathering insight and perspective into decision-making.

Course Format

This course consists of eight sessions three to three and one-half hours in length, and conducted in two week intervals. Each session supports and builds on the previous session. The workshops use a combination of lecture, group participation, case studies and experiential exercises. The content is rooted in practical leadership skills that have helped organizations move from the "losing" edge to the "leading" edge. The workshops are geared toward the realities, possibilities and potential that exists within public sector organizations.

Level III. Course Outline

Session I. Leadership

*“Most of what we call management consists
of making it difficult for people to get their job done.”
- Peter Drucker*

Leading and managing require two different skill-sets and two different mind-sets. Those in management and supervisory positions, to be effective, must both lead and manage. However, one mind-set tends to be rewarded more frequently than the other. That imbalance helps to sap energy, inspiration and commitment. This introductory module will give participants an opportunity to explore and discuss what it means to be an effective leader and how that differs from being an effective manager. Topics covered in this session include:

- The difference between leading and managing.
- “In the beginning...” The importance of building a vision for leadership.
- Leadership principles “in a nutshell.” Six things leaders do and must do well.
- The “empowering” leader – fact or fiction?
- A Model for Change: Creating the Future of Your Choice. Introduced here and covered in more detail throughout the series, this model focuses on the opportunities, vision, partnerships, energy and plans necessary for leadership to happen and for leaders to succeed.
- The Concept of the Four C’s: Reinforcing accountability in the decisions we make.
- Introduction to the Job/Person/Environment Assessment (JPEA).

Session II. Energy

*“Leadership should be born out of the understanding
of those who would be affected by it.”
- Marion Anderson*

The notion that you can “manage” employees is really a misnomer. What we must manage as leaders are our “relationships” with employees. In this module the Job/Person/Environment Assessment (JPEA) is discussed in detail. It is presented in a way that will help us to better manage relationships, improve communications and energize our employees. Topics covered in this session include:

- Assessment of readiness: Having the energy to meet the challenges of leadership.
- The role of “energy” and the key work place factors that affect it.
 - Fit: Are others and I in the “right” job.
 - Support: Are others and I in the “right organization?”
 - Relationships: Do others and I get along with those who are important to our success?
 - Vision: Can others and I get what we want by being successful here?
- The group’s assessment of the organization’s environment and how that environment not only impacts the leader’s energy to lead but the follower’s energy to follow.
- Leadership strategies to help develop a supportive organizational climate.

Session III. Partnerships

*“If your actions inspire others to dream more,
learn more, do more and become more,
you are a leader.”*

- John Quincy Adams

Partnership is the foundation on which organizational excellence is built. To build meaningful partnerships requires leaders to understand and articulate the roles of all involved in the enterprise. This module gives leaders some insight into themselves and others so they can make more informed decisions when building workplace partnerships: Topics in the session include:

- How "job fit" and "environmental perceptions" impact not only the leader's energy "to lead," but also the follower's energy "to follow."
- Maximizing the use of organizational talent.
- Faultless facilitation: Gaining consensus and support.
- Enrolling in a vision – defining and building the “trust” to accomplish great things as well as the not so great.
- The relationships continuum. How to build remarkable performance through partnership.
- The importance of shared vision, interdependence, shared values, open communication and shared responsibility in the development of teams and teamwork.
- The value of clear communication.
- A nut and a bolt: Working together. What to do?

Session IV. Vision

*“Management is efficiency in climbing the ladder of success.
Leadership determines whether the ladder is leaning against the right wall.”*

- Stephen Covey

In this module the importance of developing a strategic vision, both individually and organizationally will be explored. Participants will write a draft vision statement to share with their workshop colleagues, and with colleagues at their job site. Participants will explore ways to energize people so they are not managed by promises of reward and fears of punishment, but rather by systems that facilitate work. Topics in this session include:

- Developing a strategic vision for the work unit, division and department.
- Introduction to strategic planning.
- Building a vision with staying power, quality and dedication.
- Ways strategic planning can serve as a guide for decision-making
- The importance of a “shared vision,” especially in tough economic times.
- Introducing and dealing with change.
- The value of a diverse workforce
- A nut and a bolt: Managing management time.

Session V. Emotional Intelligence

*Example is not the main thing in influencing others,
it is the only thing.
~Albert Schweitzer*

In this session participants will be introduced to the concept of emotional intelligence. Emotions, or lack of emotional control, often make the day's news as leaders and their employees are called out not just for misbehaving, but also for the business impact of their behavior. This can be especially true when organizations experience tough budget times, lay-offs and program cuts. It is not enough just to gauge our capabilities and performance potential on I.Q. alone. Our ability to master "emotional intelligence" (E.Q.) plays just as significant a role in our ability to perform and to enable others to perform.

Session VI. Opportunities

*The most dangerous leadership myth is that leaders are born
-that there is a genetic factor to leadership.
This myth asserts that people simply either have certain charismatic qualities or not.
That's nonsense; in fact, the opposite is true.
Leaders are made rather than born.
- Warren Bennis*

Creating a vision is about possibilities, whereas identifying opportunities is about the probabilities. We must have an accurate and complete survey of the landscape ahead. This module is about adding realism to our vision for the future. We must not only identify what value we offer and who will benefit from it, but we must also look ahead to try and identify those things that could get in our way. Topics in this session include.

- Develop awareness of your opportunities to do your job well in the future.
- Identify the outside forces that are likely to affect your ability to do your job.
- Strategic visioning: Identifying strengths, weaknesses, opportunities and threats.
- Identify opportunities to find out how key others feel about your work and your unit.
- Identifying key individuals who can benefit from your efforts.
- Clarify what others expect from you.
- Trust revisited - defining it and identifying what it looks like in work relationships.
- Practicing ways, as a leader, to engender trust.
- The value of on-going recognition.
- A nut and a bolt: Dealing with change and taking care of yourself.

Session VII. Plans

*Just because you put your boots in the oven,
that don't make them biscuits.
- Dallas D.J.*

Plans are the road maps to the future we envision as leaders, our destination. They must include everything from strategic plans to lists of daily activities, which when combined, become a “book of maps” for organizational success. Our plans, at all levels, must get us closer to the realization of our vision. They must include activities that are designed to replenish our energy, with stops along the way that will help us to top off our tanks. Topics in this session include:

- Planning to plan – a strategic approach to planning.
- Leadership exercise: The resources full house: talent, technology, time, facilities and finances.
- The value of participatory empowerment.
- Creating a future of your choice: An assessment of readiness: plans.
- Meeting leadership: Making day-to-day meetings productive and relevant.
- Taking it Back to the Job
 - *Writing a Personal Leadership Plan to Build Teams & Teamwork*
- A nut and a bolt: Our public image. The leader's role.

Session VIII. The Will to Succeed

*“In matters of style, swim with the current;
In matters of principle, stand like a rock.”
- T. Jefferson*

At the core of effective leadership is the will to succeed. For organizations to change, for leadership to happen and for vision and strategic opportunities to be achieved, there must be a will to do so. Using the “Creating a Future of Your Choice” model as a guide, participants will:

- Identify the factors that are necessary to inspire success.
- Focus on and discuss the leader's primary role which is to encourage, enable and support the creation of a collective will to succeed.
- Establish ways to identify and define the values, practices and performance standards that must be in place to recruit, promote, train, retain, reinforce and reward those who practice effective leadership and doing so “make a difference within the organization and within the community.
- Identify the behaviors that come from applying the value of ethical practices.
- A nut and a bolt: So What? Now What? Taking the workshop back to work.

Effective Presentation Skills

As public employees we are often called upon to give presentations to council, boards, panels and the public. You may be the subject matter expert in a particular area, the leader of a project team, or the person “selected” to tell the story. Public speaking can be challenging and for many of us, we have “butterflies when speaking. In fact, the “butterflies” are normal and having them is a good thing. What we will do in today’s workshop is to help you get those “butterflies” to fly in formation.

This workshop will help you to plan, prepare and give presentations that are clear, concise, focused and void of speaking distractions that can diminish your impact as a speaker. The workshop is highly interactive and you will be given the opportunity to give a short presentation in a non-threatening and supportive climate.

Learning Objectives

At the end of this workshop you will be able to:

- Apply key preparation steps to set you up for success with your presentation.
- Organize your thoughts and information so when they are presented they are understandable and make sense.
- Develop presentations with a beginning that inspires interest, a middle that informs and an ending that promotes results.
- Keep your presentation focused, on track and short.
- Field questions – even the tough ones – in a way that supports your objectives and adds to your credibility as a speaker.
- Overcome some common public speaking mannerisms that distract and annoy audiences.
- Develop visual aids that work for you and not against you.
- Develop ways to deal with the anxiety and nervousness that are normal reactions when having to speak in public and give important presentations.

Public Sector Excellence

Dealing Successfully With Customers – *Staying Courteous Under Pressure*

A workshop for those who work and serve in the Public Sector

Full Day Workshop

Objective: All of us who work in the public sector have customers. For some, your customer is external to the organization – a citizen; a person paying a utility bill, a fee or fine; a senior citizen; a child; a developer; a home or business owner; a taxpayer; a person looking for information on City processes and procedures; or a person who is lost and looking for directions. There is also another group of customer’s – our colleagues and co-workers. We are each other’s “internal” customers. This workshop is designed for employees at all levels in the organization who have direct contact with the public, or who provide a valuable service role to internal customers.

The program covers the importance of customer service in a public sector setting; how personal values and attitudes influence our dealings with customers; and gives participants an opportunity to learn and practice techniques for dealing effectively and successfully with difficult and not so difficult customers. The program also emphasizes how to remain *courteous under pressure* when working with people who are angry, emotional, or who are “just not getting what they want.”

Content

Topic: The Importance of Customer Service in a Public Sector environment.

- Identify who your customers are and what they expect from a City employee.
- Identify why your customers depend on you.
- Link mission, vision and values to the delivery of “world class” customer service.
- Establish the standard and level of service you have to provide to be successful.
- Learn why "high quality" service is critical for the customer, for you and for the City’s image.
- Learn how to communicate with a customer "what their needs are" even if is not "what they want to hear."

Topic: Getting Off to a Good Start

- Building a good customer relationship from the “get-go.” Apply techniques to tell customers what they “need” to hear even when they don’t “want” to hear what you have to say.
- Learn telephone techniques that will get you off to a good start and good image.
- Develop techniques to work with people who can be uncooperative over the phone.
- Learn how to “strengthen” the relationship with a difficult customer.
- Learn how to build GOOD WILL even with the most difficult customer.
- Learn some techniques to "manage stress before it manages you."

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Working Successfully With Customers

Topic: What Motivates People to Serve Customers Well

- Develop an understanding of the responsibilities of each employee - from the top to the bottom of the organization - in delivering quality customer service.
- Learn what motivates others to work cooperatively with you or to work against you.
- Develop strategies to keep discussions with customers open, less defensive and keep the focus on problem solving.
- Learn how to build a "trust climate" so your internal customers will want to work with you to solve problems and get the job done.
- Practice the "choices" you have when dealing with conflict with internal customers.
- Develop ways to address "the boss" when they are a part of the conflict and you need their help in resolving internal customer service problems.

Topic: Skills to Deal With Anger - Your Anger and Other People's Anger

- Develop skills to stay "grounded" when someone is trying to manipulate you.
- Learn how to stay assertive when someone is uncivil and behaving in an "ugly" fashion.
- Learn how body language, inflection and pitch influence interactions with others.
- Practice using empathy when dealing with an upset or highly emotional customer.
- Learn how colleagues can coach each other on the job to improve customer service, conflict resolution and interpersonal skills

Topic: Establishing a Personal Code of Ethics for Customer Service.

- Identify the ethics that must be practiced to successfully give can do customer service.
- Identify the customer service that management needs to give to all employees so they can be successful in serving all of the City's customers.

Topic: Don't Forget What Matters Most!

You cannot take care of other people unless you take care of yourself. In this final segment, participants learn some practical stress techniques to use both on and off the job. They will learn how to manage stress before it manages them.