Leadership Expectations & Accountability Plan

SELF-ASSESSMENT & REFLECTION

FOR CITY EXECUTIVE LEADERS

Developed by the City of Seattle Workforce Equity Planning & Advisory Committee
January 2021

PART 2 of 3

City of Seattle

Acknowledgements

We would like to thank the following people and teams for their time and insights in developing this version of the Leadership Expectations and Accountability Plan (LEAP). Without their contributions, these tools and resources would not have been possible. This work exists because of a deep commitment to workforce equity, race, and social justice by the employees and leadership at the City of Seattle. Thank you:

City Leadership

- Jenny Durkan, Mayor
- Casey Sixkiller, Deputy Mayor
- Bobby Humes, Director, Seattle Department of Human Resources (SDHR)
- Mariko Lockhart, Director, Seattle Office for Civil Rights (SOCR)

LEAP Development Team

- Dr. Andrea Ramirez, Equity Learning & Leadership Development Manager, SDHR
- Bailey Hinckley, Workforce Equity Program Manager, SDHR
- Felecia Caldwell, Workforce Equity Division Director, SDHR
- Tamar Zere, Manager Race and Social Justice Initiative, SOCR

Contributors & Reviewers

- Debbie White, Workforce Planning Strategic Advisor, SDHR
- Diana Falchuk, Office of Arts & Culture & SOCR
- Patricia Narvaez-Wheeler, Professional Development Learning Partner, SDHR

Special Thanks

- Manal Al-ansi
- Lori Krutzsch, Seattle Municipal Courts

Workforce Equity Planning and Advisory Committee (WEPAC)

- Mariko Lockhart, Director, Office for Civil Rights – Co-Chair
- Bobby Humes, Director, Seattle Department of Human Resources – Co-Chair
- Tamar Zere, Office for Civil Rights – Lead
- Felecia Caldwell, Seattle Department of Human Resources – Lead
- Lovell Davis, Office of Arts & Culture
- Diana Falchuk, Office of Arts & Culture and Office for Civil Rights
- Joseph Russell, Central Budget Office
- Elisa Young, Finance & Administrative Services
- Norma Garza, Human Services Department
- Jessica Smith, Seattle Center
- Reagen Price, Seattle City Light
- Linda Elwood, Seattle Department of Construction and Inspections
- Bailey Hinckley, Seattle Department of Human Resources
- Geoff Miller, Seattle Department of Human Resources
- Andrea Ramirez, Seattle Department of Human Resources
- Barbie-Danielle DeCarlo, Seattle Department of Transportation
- Orion Baker, Seattle Fire Department
- Erwin Chappel, Seattle Fire Department
- Maliaka White, Seattle Municipal Court
- Loraine Greening, Seattle Police Department
- Darryl Cook, Seattle Parks and Recreation
- Michael Davis, Seattle Parks and Recreation
- Mary Keefe, Local 763
- Alisha Gregory-Davis, Local 17

A NOTE ON THIS TOOL

The LEAP Self-Assessment and Reflection tool has been designed for executive level leaders to use personally for growth and development. As you work through the self-assessment, you will notice that the equity journey is continuously evolving, therefore you may never arrive to completion. Use this tool as a guide and know that it should challenge you to think more deeply about your contribution to equity work on many levels. The LEAP should be used as way to target and create a plan for ongoing, equitable leadership development. As with any learning tool, there will always be more items that could be added and you are encouraged to continue to discover additional learning and work you might do, that is not named in this document.

Self-Assessment—Leadership Expectations & Accountability Plan (LEAP)

City leaders are expected to make thoughtful, interdisciplinary decisions that serve the community while striving for a work environment where all people, regardless of their background or identity, are included and equipped to realize their potential. The requisite leadership attributes are: vulnerability, inspirational, visionary, inclusive, equitable, collaborative, and self-aware. This leadership leads with race and social justice in mind and is committed to uplifting and centering the experiences of those most impacted by structural racism. At the City, those most impacted are the employees and the people who live and work in Seattle. This leadership understands that department culture and staff treatment cascades into how well and equitably the City serves the people who live and work in Seattle – and ultimately is revealed in the workforce and in City outcomes.

The LEAP and this self-assessment is designed to provide executive leaders and their leadership teams with a tool to develop this type of leadership. This self-assessment helps identify expectations, practices, and metrics to develop skills towards these City best practices:

a. Excellence in leadership
b. Equity and Inclusion
c. Accountability and Action

d. Race and Social Justice Initiative (RSJI) and Workforce Equity (WFE) and addressing and preventing discrimination and harassment.

This self-assessment has seven sections or competency areas. These competency areas will help City leaders achieve excellence in the above LEAP domains:

1. **Personal Practice and Professional Development—**It is vital to practice self-awareness, understanding, and responsiveness to the impacts of inequity, racial justice, social justice, social identities, power, oppression, privilege, assumptions, and bias on leadership decision-making. Learning is a part of personal development, along with other opportunities to focus on community.
2. **Workforce Equity Metrics—**Leadership needs metrics and data to track and act on inequitable outcomes in department work. This allows leaders to make data-driven improvements to strategies that support workforce equity, addresses, and prevents discrimination and harassment, and advances the RSJI.
3. **Tools—**The City has outlined helpful resources and tools to aid departments and leaders to find and analyze the manifestation of racism and inequity in the workplace. Racism and inequity need targeted assessment and evaluation to improve daily practices. Visible leadership support and use of these tools are vital.
4. **Collaboration—**Addresses systemic injustice, focuses on those most impacted, fosters change leaders, and makes space to listen to employees and the people who live and work in Seattle. Leaders at the City are expected to actively connect with a variety of stakeholders to foster collective change.
5. **Resource Allocation—**Leaders within the City are expected to prioritize resources to support workforce equity and RSJI. This includes, but is not limited to, employee time, budgetary and contracting practices, procurement practices, and funding for RSJI Change Teams and employee affinity groups.
6. **Staff Management—**City employees are the heart of our organization. Their voice, personal experience, and professional development should be prioritized. Supply the necessary resources, support, education, training, and development for employees to develop their racial equity lenses.
7. **Communication—**To be accountable to communities, leaders must be transparent and communicate authentically. This means sharing information openly, in a timely fashion, and in diverse ways.

How to Use the Self-Assessment

This tool has been developed as a personal self-assessment for City department directors and leaders to assess their current knowledge and skills in meeting WFE leadership expectations. Assessment results are then used to build personal and department action plans. Utilizing this tool and putting the results into practice supports personal growth towards racial equity, which ideally institutes racial justice through department practices and policies. The subsequent culture shift enables our workforce to better serve the people who live and work in Seattle.

Step 1: Review

Review the competencies in the separate *Introduction* and consider some of the following questions:
- What do I know about the task/skill named?
- Have I applied this task/skill?
- Do I understand the basic concepts?
- Do I use this task/skill in daily practice?
- Can I discuss the basic principles of this task/skill and clearly explain it to someone else?

Step 2: Complete the Self-Assessment and Reflection Questions

Directions

This tool encourages personal reflection and will take time (potentially more than an hour). You may consider completing one section at a time.

Reflection Questions

Each section is accompanied by suggested reflection questions. These questions further examine your current knowledge and skills. You are encouraged to use these questions or to develop your own targeted questions to further challenge yourself.

Terminology

Circle any terms you do not understand and then continue with the assessment. Review and look up the definitions of the circled words after you have completed each section.

Step 3: Choose Three Areas of Focus

Action Plan

Choose three areas to prioritize for your Action Plan from statements where you rated yourself In Discovery (a), Ready to Learn (b), or Learner (c).

Regular Practice

Review statements where you rated yourself a Distributor of Power (d) or Vulnerable Teacher (e) and decide how to incorporate this task or skill into regular practice.

Self-Assessment Scale

Use this letter-based scale to identify how well you currently understand and practice skills or tasks in each category:

(a) IN DISCOVERY
I have no experience and/or have completed no work in this area.

(b) READY TO LEARN
I have little experience and/or have completed little work in this area.

(c) LEARNER
I have some experience and/or have completed some work in this area.

(d) DISTRIBUTOR OF POWER
Good experience and/or have completed most work in this area.

(e) VULNERABLE TEACHER
Extensive experience and/or have completed deep work in this area.

Step 4: Set Use the LEAP Workbook

After filling out the assessment and reviewing some key reflection questions, use the LEAP Workbook to help you with steps 5 and 6.

Step 5: Set Expectations and Create Action Plan

Create a professional action plan, like a personal RSJ action plan. Determine which tasks/skills you will focus on improving and how you will carry out these goals. In addition to your self-assessment, use employee feedback from a 360-degree review, employee exit and engagement survey data, the employee RSJI survey data, and supervisor feedback to develop your goals. Share your goals with all your department staff and then input your goals into your annual performance management system.

Step 6: Be Accountable

Track your progress and share with all your department staff and supervisor. If multiple leaders in your department use the LEAP, the team is encouraged to also build a leadership team department action plan for accountability to department employees. This can and should sync with action steps required after citywide employee surveys. Start at step 2 each year to develop a new, annual action plan.

Ways to Dive Deeper: Note that this is not a comprehensive tool that can name every way to expand your knowledge and practice. Look the other ways to challenge yourself to diver deeper into your learning and practice as a leader. The LEAP Part I Overview is one tool that can be used to challenge yourself to further learn and develop in areas not named in the LEAP Assessment.

Accept Imperfection

This self-assessment is a learning tool to guide your reflection on your role in supporting and engaging with the RSJI and WFE and in addressing and preventing workplace discrimination and harassment. The tool uses an **a** through **e** personal scoring process to gauge current knowledge and skills. No one can get a "perfect score." This tool supports a personal learning and development journey. Recognize that your greatest learning will take place after identifying learning gaps and you create opportunities for further development using the [Action Planning Workbook](#).

> Push back on institutional racism by accepting imperfection. Those who accept opportunities for growth with more a's and b's in the self-assessment are further on their racial equity awareness journey than those who identify all e's.

Personal Practice and Professional Development

Section Significance: Developing racial equity leadership skills in government relies on self-awareness, understanding intersectional identities, commitment to skill-building in racial equity analysis and the responsiveness to that analysis, and institutional and structural impact analyses. This section highlights City Leaders' level of growth in these areas.

Please supply a rating for each statement using the provided rating scale on page 4, choosing (**a**) In Discovery, (**b**) Ready to Learn, (**c**) Learner, (**d**) Distributor of Power, or (**e**) Vulnerable Teacher.

	a	b	c	d	e
1. I can share what it means to be anti-racist.	☐	☐	☐	☐	☐
2. I can name historical inequalities in society.	☐	☐	☐	☐	☐
3. I share knowledge of Seattle's history of oppressive practices. (i.e., settler-colonization, removal of indigenous people, red-lining, etc.)	☐	☐	☐	☐	☐
4. I can name current racial inequities in my communities.	☐	☐	☐	☐	☐
5. I can share my racial positionality and how it intersects with minoritized identities I hold.	☐	☐	☐	☐	☐
6. I can name how institutional racism shows up in the city's workforce and the communities the City serves.	☐	☐	☐	☐	☐
7. I can explain how equity-focused practices and changes have been implemented in the department because of my engagement in race and social justice.	☐	☐	☐	☐	☐
8. I can communicate an understanding of my identities and intersectionality.	☐	☐	☐	☐	☐
9. I can explain a foundational understanding of racial justice, social justice, and inclusion within the context of city government.	☐	☐	☐	☐	☐
10. I understand and can discuss the business case for actively working towards racial equity.	☐	☐	☐	☐	☐
11. I understand how my social identities can affect how I do my work (i.e., recognizes leadership, develops budgets, interviews, employees conduct, performance development, and work with communities).	☐	☐	☐	☐	☐
12. I proactively name and discuss current local, national, and global events that are likely to affect the workplace. (ex. Black Lives Matter, COVID-19 pandemic, civil rights, human rights, sexual harassment, policing, immigration, environment, etc.)	☐	☐	☐	☐	☐
13. I understand how workforce equity, racial equity, social justice, and city workplace values and expectations are lived and demonstrated.	☐	☐	☐	☐	☐
14. I can name how white supremacy culture thinking is influenced by my behavior (ex. perfectionism, a sense of urgency, defensiveness, worship of the written word, belief in only one right way, paternalism, either/or thinking, power hoarding, fear of open conflict, individualism, etc.)	☐	☐	☐	☐	☐

	a	b	c	d	e
15. I understand what it means to create relational culture in the workplace.	☐	☐	☐	☐	☐
16. I can share about what it means to be an antiracist leader.	☐	☐	☐	☐	☐

Reflection Questions

Please write down a response to one or all the following questions:

1. What is the purpose of understanding historical inequalities and discrimination in Seattle and the United States?

2. How do my personal identities affect how I lead the department and engage with others?

3. How have I used information from equity, race-, and social-justice-related trainings to update the practices of the department/division/unit/workgroup/team?

4. What actions have I personally taken to support anti-racist work? RSJI?

5. What white supremacy culture practices do I take part? How might they be harmful? How do I apply antidotes to address such practices?

6. Which equity, race-, and social-justice-focused personal practice and professional development areas do I believe others would name for me as areas of improvement? What areas would I name for myself as areas for improvement?

Training and Learning Courses

Section Significance: Learning opportunities create the groundwork for personal and professional growth in racial equity and social justice mindsets and skills. The following list includes some general learning opportunities the City has available for its leaders. This section highlights areas for City leaders to seek more learning opportunities.

Please write down the following RSJI-focused trainings you have attended in the past five-year period.

	Yes	No		Yes	No
Race the Power of an Illusion	☐	☐	Gender Diversity in the Workplace	☐	☐
Racial Equity Toolkit	☐	☐	Anti-Harassment & Anti-Discrimination (annual)	☐	☐
Implicit Bias 1.0	☐	☐	Internalized Racial Inferiority or Internalized Racial Superiority	☐	☐
Implicit Bias 2.0	☐	☐			

List any added equity, trauma informed practices, gender identity, harassment, discrimination, racial equity, social justice, and anti-racist focused trainings you have attended during the past calendar year.

Workforce Equity Metrics

<u>Section Significance:</u> Workforce equity metrics and data allows leaders and departments to lead with evidence-based strategies and to hold themselves and their departments accountable to making improvements to workforce equity, anti-discrimination and anti-harassment, race, and social justice. This section highlights areas for City leaders on which to continue building.

Please supply a rating for each statement using the provided rating scale on page 4, choosing (**a**) In Discovery, (**b**) Ready to Learn, (**c**) Learner, (**d**) Distributor of Power, or (**e**) Vulnerable Teacher.

	a	b	c	d	e
1. I have established baseline WFE data (quantitative and qualitative) for my department/division/unit/workgroup/team.	☐	☐	☐	☐	☐
2. I review and assess employee data by race, gender, and the intersection of race and gender, including Head count, Gender, Job Title, Tenure, Wage/All-In Pay, Supervisory Authority, Exits, and Out-of-Class Assignments.	☐	☐	☐	☐	☐
3. I track and assess employee data to the following by race and gender and the intersection of race and gender including: Promotions, Complaints, Step Exceptions, Merit Leave, Discipline, Reclassifications, Applicant Pools, Executive Leave Days, Performance Evaluations, Sabbaticals, Alternative Work Schedules including telecommuting, FMLA Approval, and Sick Days.	☐	☐	☐	☐	☐
4. I collect and review department-level exit and engagement survey responses to shift department/division/unit/workgroup/team culture.	☐	☐	☐	☐	☐
5. I ensure department-level exit and engagement survey responses are used to achieve the vision of WFE.	☐	☐	☐	☐	☐
6. I ensure department-level exit and engagement survey data is used to enhance department/division/unit/workgroup/team practices.	☐	☐	☐	☐	☐
7. I can discuss how 360-degree evaluations and employee feedback is being integrated into performance evaluations of department supervisors and managers.	☐	☐	☐	☐	☐
8. I conduct regular department climate surveys to assess how discrimination and harassment are being addressed and prevented in my department/division/unit/workgroup/team.	☐	☐	☐	☐	☐
9. I can name how related metrics for discrimination and harassment response and prevention are incorporated into employees' performance reviews.	☐	☐	☐	☐	☐
10. I collect department data on employee discipline practices and address inequities.	☐	☐	☐	☐	☐
11. I ensure data on intakes and investigations are collected, posted, addressed, and incorporated in department action plans.	☐	☐	☐	☐	☐

Reflection Questions

Please write down a response to one or all the following questions:

1. In what ways have I used WFE data as a baseline to address inequities in the department/City?

2. How do I currently encourage and infuse workforce equity and race and social justice in department/division/unit/workgroup/team culture? What is my role and what actions have I personally taken?

3. What plans does my department/division/unit/workgroup/team have in place to address harassment and discrimination? How is progress being measured?

4. What plans does my department/division/unit/workgroup/team have in place to prevent harassment and discrimination?

5. What department/division/unit/workgroup/team changes are being made based on employee feedback in exit, engagement, and RSJI surveys?

6. Which WFE Metrics areas do I believe others would identify for me as areas of improvement? What areas would I identify for myself as areas for improvement?

Tools

Section Significance: The City has resources and tools to help departments and leaders identify racism and inequity, analyze where it comes from, and lead work against it. This section highlights areas for City leaders on which to continue improving.

Please supply a rating for each statement using the provided rating scale on page 4, choosing (**a**) In Discovery, (**b**) Ready to Learn, (**c**) Learner, (**d**) Distributor of Power or (**e**) Vulnerable Teacher.

	a	b	c	d	e
1. I can name how the department regularly communicates the City's Guidance on Gender Identity in the Workplace to staff, strategies for incorporation, and how practices are being implemented.	☐	☐	☐	☐	☐
2. I use Equal Employment Opportunity Commission (EEOC) guidance and risk assessment as a foundation to address workplace discrimination and harassment.	☐	☐	☐	☐	☐
3. I can describe how the department is assessing discrimination and harassment risk factors and share what steps are being taken to minimize those risks.	☐	☐	☐	☐	☐
4. I can list and discuss my department/division/unit/workgroup/team annual plan and strategies for addressing and preventing discrimination and harassment.	☐	☐	☐	☐	☐
5. I can describe how the plan for addressing and preventing discrimination and harassment and strategy will be assessed for progress.	☐	☐	☐	☐	☐
6. I have implemented measures to assess the department's climate and workplace culture for employees.	☐	☐	☐	☐	☐
7. I can share how I address bias incidents affecting employees.	☐	☐	☐	☐	☐
8. I can outline department accountability strategies for managers and supervisors to prevent and respond to discrimination and harassment.	☐	☐	☐	☐	☐
9. I can outline prevention efforts that specifically support education and reporting mechanisms for interns and youth employees related to discrimination and harassment.	☐	☐	☐	☐	☐
10. I can describe how workplans will be reviewed, approved, and audited equitably.	☐	☐	☐	☐	☐
11. I can name current steps in place to address and change department culture towards an anti-racist multi-cultural institution.	☐	☐	☐	☐	☐
12. I can list the current Racial Equity Toolkits (RETs) the department has conducted in the past year.	☐	☐	☐	☐	☐
13. I can discuss the point in the process the RET was applied to each item listed.	☐	☐	☐	☐	☐
14. I can describe how the department decides when to apply a RET to each project, program, policy, service, or budget decision.	☐	☐	☐	☐	☐

	a	b	c	d	e
15. I know the membership of each RET team and who is represented (i.e., RSJI Change Team members, project managers, front-line staff, etc.)	☐	☐	☐	☐	☐
16. I can describe each RET's community engagement plan and how it focuses on the voices of those most impacted.	☐	☐	☐	☐	☐
17. I can discuss how the voices of those most impacted informed the RET process and outcome.	☐	☐	☐	☐	☐
18. I can describe the plan and commitment to continue to sustain the relationships developed during each RET's community engagement practice.	☐	☐	☐	☐	☐
19. I document and share how and why each program, policy, practice, budget decision, or service change resulted from an RET.	☐	☐	☐	☐	☐
20. I document and can discuss the department's annual RSJI Workplan and recent progress being made.	☐	☐	☐	☐	☐
21. I can confirm the department's RSJI Workplan is posted and is viewable on the RSJI Outcomes, Strategies, and Actions (ROSA) website.	☐	☐	☐	☐	☐

Reflection Questions

Please write down a response to one or all the following questions:

1. How am I currently using the Citywide guides or tools mentioned above? What guides or tools do I need to read and/or implement into practice?

2. What is my team's plan for discussing and implementing strategies to address and prevent workplace harassment and discrimination?

3. How has my department/division/unit/workgroup/team changed practices or implementation of a project/program/policy due to the feedback received from an RET or equity review?

4. How does my department/division/unit/workgroup/team communicate with stakeholders and community groups after obtaining feedback?

5. Which tools areas do I believe others would identify for me as areas for improvement? What areas would I identify for myself as areas for improvement?

Communication

Section Significance: To be accountable to communities, leaders are expected to be transparent, authentic, and timely in their communication. This means actively communicating in accessible and diverse ways. This section highlights areas for City leaders on which to continue improving.

Please supply a rating for each statement using the provided rating scale on page 4, choosing (**a**) In Discovery, (**b**) Ready to Learn, (**c**) Learner, (**d**) Distributor of Power, or (**e**) Vulnerable Teacher.

	a	b	c	d	e
1. I advocate for racial equity as part of the departmental work.	☐	☐	☐	☐	☐
2. I recognize the benefits of promoting racial equity in the workplace for myself and my department/division/unit/workgroup/team.	☐	☐	☐	☐	☐
3. I can list and describe the actions I have taken to create a department/division/unit/workgroup/team culture in alignment with the WFE vision.	☐	☐	☐	☐	☐
4. I can discuss what steps I have taken to be transparent and communicate this vision with employees.	☐	☐	☐	☐	☐
5. I can list department/division/unit/workgroup/team strategies for communicating matters and progress on WFE, such as: Discrimination Complaints, Harassment Complaints, RSJI Citywide and Department Survey Results, RSJI Department Change Team Recommendations and Progress, Employee Exit Survey Results, and Employee Engagement Survey Results.	☐	☐	☐	☐	☐
6. I work with other members of the management team and/or union leadership to implement the equity commitments of the organization.	☐	☐	☐	☐	☐
7. I can list how my department/division/unit/workgroup/team is ensuring and incorporating inclusive and accessible communication strategies. (i.e., Plain Language, Translation, Interpretation, Closed Caption, Audio, etc.)	☐	☐	☐	☐	☐
8. I can explain how contractors, consultants, volunteers, and those performing work on behalf of the City are selected equitably and held accountable for RSJI and WFE priorities.	☐	☐	☐	☐	☐
9. I can explain how I communicate my department/division/unit/workgroup/team expectations concerning anti-discrimination, anti-harassment, and inappropriate behavior.	☐	☐	☐	☐	☐
10. I can discuss the department's online tools and employee resources for communicating accountability expectations, reporting processes, and related resources.	☐	☐	☐	☐	☐
11. I can list my department/division/unit/workgroup/team strategies for supplying mandatory reporters with consistent education and support in understanding department, Citywide values & expectations and requirements.	☐	☐	☐	☐	☐
12. I regularly update employees on department efforts for addressing and preventing workplace discrimination and harassment.	☐	☐	☐	☐	☐

	a	b	c	d	e
13. I can explain how contractors, consultants, volunteers, and those performing work on behalf of the City abide by City workplace expectations on preventing and addressing harassment and discrimination.	☐	☐	☐	☐	☐

Reflection Questions

Please write down a response to one or all the following questions:

1. How does my communication help create a department/division/unit/workgroup/team culture that is in alignment with the WFE vision?

2. How do I ensure my department/division/unit/workgroup/team are incorporating inclusive and accessible communication strategies?

3. What regular communication do I currently have with employees? What type of information do I share or not share? (i.e., positive news, recognition, negative news, policies, processes, etc.)

4. How might my current communication strategies impact employees both positively and negatively?

5. Which communication focus areas do I believe others would identify for me as areas for improvement? What areas would I identify for myself as areas for improvement?

Collaboration

Section Significance: To address systemic injustice, those most impacted must be centered and change leaders must collaborate. Leaders at the City are expected to actively connect with a variety of stakeholders to foster collective change. This section highlights areas for City leaders on which to continue improving.

Please supply a rating for each statement using the provided rating scale on page 4, choosing (**a**) In Discovery, (**b**) Ready to Learn, (**c**) Learner, (**d**) Distributor of Power, or (**e**) Vulnerable Teacher.

	a	b	c	d	e
1. I can list and name how I am actively support to the department's RSJI Change Team.	☐	☐	☐	☐	☐
2. I can discuss how I respond when challenged by individuals, groups, and teams requesting department/division/unit/workgroup/team change for workforce equity.	☐	☐	☐	☐	☐
3. I can list the strategies the department/division/unit/workgroup/team has implemented to empower the RSJI Change Team to better affect employees' work.	☐	☐	☐	☐	☐
4. I can supply documentation and discuss how teams and units are being held accountable to feedback from the Change Team.	☐	☐	☐	☐	☐
5. I can list department/division/unit/workgroup/team mechanisms for obtaining community participation.	☐	☐	☐	☐	☐
6. I can discuss how my department/division/unit/workgroup/team has adjusted RSJI Change Team members workload to account for their reallocated time and commitment to the work and how it is reflected in their performance reviews.	☐	☐	☐	☐	☐
7. I can outline how the department/division/unit/workgroup/team is and has engaged with department and Citywide affinity groups.	☐	☐	☐	☐	☐
8. I can share how the department/division/unit/workgroup/team is collaborating with the RSJI Change Team and partners on assessing strategies and plans for addressing and preventing workplace discrimination and harassment.	☐	☐	☐	☐	☐
9. I can outline how the department is engaging with employee groups in addressing and preventing workplace discrimination and harassment.	☐	☐	☐	☐	☐

Reflection Questions

Please write down a response to one or all the following questions:

1. Describe how you personally support your department RSJI Change team.

2. How can I further collaborate with the department's RSJI Change team? Department employee groups? Which collaboration-focused areas do I believe others would identify for me as areas of improvement? What areas would I identify for myself as areas for improvement?

Resource Allocation

Section Significance: Leaders within the City are expected to prioritize resources, including time and funding, to support WFE and RSJI. This requires identifying how current procurement and contracting practices and budgetary support for RSJI Change Teams focus on racial equity. This section highlights areas for City leaders on which to continue building.

Please supply a rating for each statement using the provided rating scale on page 4, choosing (**a**) In Discovery, (**b**) Ready to Learn, (**c**) Learner, (**d**) Distributor of Power, or (**e**) Vulnerable Teacher.

	a	b	c	d	e
1. I can list how department/division/unit/workgroup/team procurement practices are reviewed and analyzed for equity.	☐	☐	☐	☐	☐
2. I can describe how department/division/unit/workgroup/team procurement practices apply equity, i.e., contracting with Women and Minority-Owned Business Enterprise (WMBE)	☐	☐	☐	☐	☐
3. I can describe how WMBE-use standards are applied in my department/division/unit/workgroup/team.	☐	☐	☐	☐	☐
4. I have documented and can discuss the fiscal resources allocated to WFE objectives within the department. (i.e., recruitment, trainings, 360-degree evaluations).	☐	☐	☐	☐	☐
5. I can outline how consultants and contractors are held accountable for applying racial equity and workforce equity.	☐	☐	☐	☐	☐
6. I can show how staff hours are dedicated to RSJI- and WFE-focused work.	☐	☐	☐	☐	☐
7. I can list current discrimination and harassment prevention efforts and name how they are resourced.	☐	☐	☐	☐	☐
8. I can list current staff time used to support discrimination and harassment prevention efforts.	☐	☐	☐	☐	☐
9. I can show how funding is used for anti-discrimination and anti-harassment strategies, support, resources, education, etc.	☐	☐	☐	☐	☐

Reflection Questions

Please write down a response to one or all the following questions:

1. What is my current role with resource allocation and what choices can I make or revise to make it more equitable?

2. How do I hold myself and others accountable to applying RSJI and WFE practices to resource allocation?

3. Which resource-allocation-focused areas do I believe others would identify for me as areas of improvement? What areas would I identify for myself as areas for improvement?

Staff Management

<u>Section Significance:</u> City employees are the heart of our organization and should be prioritized in supplying the necessary resources, support, education, training, and development. This section highlights areas for City leaders on which to continue improving.

Please supply a rating for each statement using the provided rating scale on page 4 choosing (**a**) In Discovery, (**b**) Ready to Learn, (**c**) Learner, (**d**) Distributor of Power, or (**e**) Vulnerable Teacher.

	a	b	c	d	e
1. I can list strategies I use so that hiring and promotion practices are nondiscriminatory.	☐	☐	☐	☐	☐
2. I can share how the department/division/unit is working towards building inclusive workgroups and teams.	☐	☐	☐	☐	☐
3. I can name how I reward employees who are meeting and/or exceeding expectations on workplace culture, race, and social justice.	☐	☐	☐	☐	☐
4. I can show how many department managers have taken classes to be better managers, specifically regarding race, social justice, and minimizing bias in employment decisions.	☐	☐	☐	☐	☐
5. I can list and explain the department's issues uncovered in employee engagement and exit surveys.	☐	☐	☐	☐	☐
6. I can share how each issue from these surveys has been acted on to improve the culture of the department.	☐	☐	☐	☐	☐
7. I can discuss how workforce equity is applied to how I grant merit leave.	☐	☐	☐	☐	☐
8. I can explain how I analyze performance reviews, merit leave, and salary placements for WFE.	☐	☐	☐	☐	☐
9. I can describe how I ensure WFE in coaching, mentoring, training approvals, and promotional appointments.	☐	☐	☐	☐	☐
10. I can report on how I hold supervisees accountable for RSJI and WFE activities that either are or are not happening.	☐	☐	☐	☐	☐
11. I supply opportunities for all employees to engage in social justice educational professional development.	☐	☐	☐	☐	☐
12. I can describe how individual staff and departmental performance indicators are linked with demonstrated commitment to racial equity, social justice, and workforce equity.	☐	☐	☐	☐	☐
13. I can list when and how the department conducts compliance training for employees, managers, supervisors, etc.	☐	☐	☐	☐	☐
14. I can describe specific strategies to support the education and development of interns and youth working with the department.	☐	☐	☐	☐	☐
15. I can name added learning courses and on-going education provided to staff concerning addressing and preventing harassment and discrimination.	☐	☐	☐	☐	☐

Reflection Questions

Please write down a response to one or all the following questions:

1. How does my personal power, privileges, and position affect my relationship with staff?

2. How do I connect performance reviews with demonstrated commitment to racial equity social justice and workforce equity?

3. How might I better apply elements of racial equity social justice and workforce equity support staff in the coming year?

4. Which staff allocation focused areas do I believe others would identify for me as areas of improvement? What areas would I identify for myself as areas for improvement?