

# Leadership Expectations & Accountability Plan Competencies Overview FOR CITY EXECUTIVE LEADERS

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

PART 1 of 3



**City of Seattle**

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### City Leadership

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- Mariko Lockhart, Director, Seattle Office for Civil Rights (SOCR)

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## A Message from WEPAC

In 2016, during the development of the Workforce Equity (WFE) Strategic Plan, City employees and City leaders highlighted the need for City leadership to be more accountable on racial equity work. When the Workforce Equity Planning and Advisory Committee (WEPAC) was tasked with implementing the WFE Strategic Plan, one of the first strategies they started working on was a leadership accountability mechanism, now titled the Leadership Expectations and Accountability Plan (LEAP).

WEPAC chose a learning tool as a first step in leadership accountability because it demands that leaders at the City fully embody and embrace the journey that racial equity work is and help target what they are moving towards. Leaders must assess their current competencies and areas in need of growth in anti-racist work, highlight key areas of focus, and develop a professional action plan to which employees can hold them accountable. It is one tool, primarily targeted towards executive leaders, department directors and their executive teams. This is not a comprehensive tool with all the answers but one of many tools to foster personal growth. Many more tools, resources, policy, and culture changes will be needed to enable full leadership accountability at the City. The LEAP is just the start.

WEPAC would like to thank the many Seattle Department of Human Resources and Seattle Office for Civil Rights employees who helped bring the LEAP to life, in addition to WEPAC's own work on the LEAP. These employees, in order of the date of their first contributions to the LEAP include: Patty Narvaez-Wheeler, Andrea Ramirez, Felecia Caldwell, Bailey Hinckley, Tamar Zere, Diana Falchuk, and Debbie White.

The LEAP is a dynamic tool and WEPAC is always open to your input. Please email: [Debbie.White@seattle.gov](mailto:Debbie.White@seattle.gov) or [Andrea.Ramirez@seattle.gov](mailto:Andrea.Ramirez@seattle.gov) with your contributions.

# LEAP Competencies Overview

## Purpose

The Leadership Expectations and Accountability Plan (LEAP) measures and supports the growth of racial equity leadership skills for Executive leaders at the City of Seattle (City). City leadership can only promote good governance through racially equitable practices. These practices will advance both workforce equity and the dismantling of institutional racism at the City and in its service to the people who live and work in Seattle.

## Background

The LEAP is a leadership development tool developed by the Workforce Equity Planning and Advisory Committee (WEPAC). It ensures the City understands good governance to be rooted in holding itself accountable and that our leaders view the accomplishment of Workforce Equity (WFE) and Race and Social Justice Initiative (RSJI) goals as the center of their individual and departmental work.

The City currently reflects the greater institutional and structural racism found in society, affecting our organizational effectiveness, and interfering with our voiced values of RSJI and WFE. City leadership is charged with upholding a workforce that reflects the demographics of the people we serve and a workplace culture that is rooted in a practice of racial equity. To do so, they must have the leadership and analysis skills to challenge institutional and structural racism, power, and other workplace norms actively and strategically. The LEAP helps City leaders identify areas of progress, as well as areas in need of growth, to strengthen those leadership skills and analyses.

## How to use the LEAP

The LEAP is based on equity competencies, self-assessment, and action-planning documents. After reading through the introduction, leaders truthfully complete the self-assessment to identify their strengths and weaknesses in racial equity work. From there, leaders identify two to three areas of growth and move through the action planning document. This includes the critical work of transparently sharing the director's focus areas with department staff and with the Mayor's Office. This process of striving for excellence and accountable leadership never ends. At the end of the year, directors and leadership teams reassess and identify new racial equity focus areas for the following year.

## Foundations

The LEAP is informed by and aligned to the following citywide vision, commitments, values, and expectations:

### RACE & SOCIAL JUSTICE INITIATIVE (RSJI)

The City of Seattle's commitment to ending institutionalized racism in City government was formally implemented with the creation of the Race and Social Justice Initiative (RSJI) in 2004. The initiative's long-term goal is to change the underlying system that creates race-based disparities in our community and to achieve racial equity.

One of the initiative’s short-term goals asks each department to apply a minimum of four [Racial Equity Toolkits](#) (RETs) annually. This entails action and commitment from all levels of leadership to implement RETs with fidelity and intent at the front end of projects, programs and/or policies. Leadership must ensure the full and thoughtful completion of RETs.

### WORKFORCE EQUITY (WFE)

In 2014 the City developed a strategic plan to advance WFE. The vision is to obtain “a workforce that is inclusive of people of color and other marginalized groups at a rate representative of the greater Seattle area at all levels of city employment; where institutional and structural barriers impacting employee attraction, selection, participation and retention have been eliminated, enabling opportunity for employment success and career growth.”

Achieving WFE requires fundamental culture change that dismantles barriers, real or perceived, and enables an inclusive workplace. WFE also needs specific investments in the workforce itself. Leadership shares a substantial responsibility in shaping departmental culture and environment, as well as ensuring the sustained implementation of strategies to advance WFE.

### PERFORMANCE MANAGEMENT

As part of the Workforce Equity Strategic Plan, a Performance Management system was implemented to move towards an equitable and consistent process for employee development. Accountability and action are integral parts of furthering equity and inclusion, regardless of which system is adopted. The City defines “equity and inclusion” as well as “accountability and action” as performance competencies that all City employees are expected to demonstrate.

Personal proficiency in these competencies is defined as a person who:

- Challenges and updates organizational practices that cause harm and exclude people based on race, gender, ability, etc. and seeks to change such practices
- Initiates procedures, programs, or policies to foster racial equity and address harmful practices, including everyday work
- Consistently applies RETs
- Proactively seeks out learning opportunities on RSJI and applies learning to everyday practices
- Actively participates, and encourages others to participate, in RSJI training opportunities and acts as a department resource for the RSJI
- Works to improve policies, procedures, and support for accountability measures with consistent and accessible communication strategies
- Encourages learning and improvement in themselves and others
- Demonstrates initiative in actions and decision-making
- Consistently evaluates RSJI, WFE, anti-discrimination and anti-harassment efforts, and course corrects when necessary\*
- Invests in and allocates resources towards departmental equity and inclusion efforts\*

*\*Not included in original E3 definition*

## ANTI-DISCRIMINATION AND ANTI-HARASSMENT

During the summer of 2018, an Anti-Harassment Interdepartmental Team (IDT) developed Citywide recommendations for addressing and preventing workplace harassment and discrimination. These recommendations identified multiple strategies to enhance the commitment and accountability of leadership and departments in maintaining safe, healthy, and inclusive workplace cultures and environments. Mayor Durkan has since used the IDT recommendations and issued the Anti-Harassment and Anti-Discrimination Executive Order. To complement and highlight these Citywide priorities, specific expectations related to anti-harassment and anti-discrimination have been identified within the LEAP.

### Key Definitions

The following definitions are key to understanding the LEAP:

#### **Accountability**

The fact or state of being accountable or responsible.

Individuals and departments are held responsible for their decisions and actions, and for their work to include and reflect racial justice and equity principles and priorities. This requires each department and its leadership to commit and be responsible for identifying communities most impacted by racial oppression.

#### **Institutional and Structural Racism**

Institutional Racism is racism expressed and upheld through social and political institutions and systems by the engagement and intersection with any individual who is not a part of White Dominant Culture.

In our role as government civil servants, individuals and departments are held accountable to understand institutional and structural racism and to identify strategies to dismantle racism within our institutions and structures.

#### **Relational Culture**

The ideology, norms, values, and customs that are inclusive of different ways of thinking, working, living, and being. Relational Culture is rooted in human connection, acceptance of whole people, and the alignment of interpersonal relationships and institutional practices in empathy, respect, and belonging.

#### *Culture of Belonging*

- Ideology, norms, values, and customs that lead people of different backgrounds to feel like they belong in that group (e.g., all employees feel wholly recognized in the workplace culture, instead of feeling the need to hide aspects of themselves to conform to the workplace culture)

### **Inclusion**

- The action or state of being included within a group or structure, particularly when it comes to decision-making and meaningful contributions, without being required to hide aspects of themselves to conform. Hence, a culture of belonging is at the core of inclusion, as both provide a space for different people to be themselves, think as themselves, and contribute to decision-making as themselves.

Individuals—especially those in leadership—and departments are held accountable for shifting workplace culture away from White Dominant Culture and towards Relational Culture.

### **Voices of Those Most Impacted**

The phrase “voices of those most impacted” references people who are marginalized by systems of oppression. These systems of oppression operate on a personal level, and on institutional and societal levels, to perpetuate and produce cumulative inequalities on the bases of race, sexual orientation, gender identity, immigration status, age, and whether or not one is able-bodied.

Individuals—especially those in leadership—and departments are held accountable for centering the voices of those most impacted by uplifting, trusting, and valuing the lived experiences of the people most impacted by the issue(s) and inequity(ies) you want to address.

### **White Dominant Culture**

The ideology, norms, values, and customs that align and are most comfortable to white people and communities, which in turn are already established and expected to be the ideology, norms, values and customs of all people despite their backgrounds. White Dominant Culture is embedded in institutional and structural racism and is the workplace culture reproduced by most institutions in our society.

Individuals—especially those in leadership—and departments are held accountable for shifting workplace culture away from White Dominant Culture and towards a culture inclusive of different ways of thinking, working, living, and being.

### **White Supremacy Culture**

White supremacy culture is the idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to Black, Indigenous, People of Color and their ideas, thoughts, beliefs, and actions. Characteristics of white supremacy culture are used as norms and standards without being pro-actively named or chosen by the group and are damaging because they promote white supremacy thinking and behavior.

### Characteristics of White Supremacy Culture

- Perfectionism, a sense of urgency, defensiveness, valuing quantity over quality, worship of the written word, belief in only one right way, paternalism, either/or thinking, power hoarding, fear of open conflict, individualism, belief that I'm the only one (who can do this 'right'), the belief that progress is bigger and more, a belief in objectivity, and claiming a right to comfort.

Individuals—especially those in leadership—and departments are held accountable for shifting workplace culture away from White Supremacy Culture and towards Relational Culture.

### **Workforce Equity**

Workforce Equity is achieved when a workforce is inclusive of Black, Indigenous, People of Color and other marginalized or under-represented groups at a rate representative of the greater Seattle area at all levels of City employment; and where institutional and structural barriers impacting employees' attraction, selection, participation and retention have been eliminated, enabling opportunity for employment success and career growth.

Individuals and departments are held accountable for moving the department towards Workforce Equity.

## **Seven LEAP Competencies and Explanations**

Understanding how to move a department and its work towards racial equity is at the core of leading in City government. The LEAP is a tool to help City directors develop those racial equity strategies, skills, and cultural competencies in their personal and professional development so they can better lead at the City. The LEAP helps leaders identify their strengths and areas of improvement so they can seek out resources and professional development opportunities to build upon areas of improvement.

The LEAP assesses seven competencies and practice areas:

1. **Personal Practice & Professional Development**--Investing in areas of improvement in this section helps a leader practice self-awareness, understanding, and responsiveness to the impacts of inequity, racial justice, social justice, social identities, power, oppression, privilege, assumptions, and bias on their decision-making.
2. **Workforce Equity Metrics**--Investing in these areas of improvement helps a leader build on the capability to track workforce equity metrics and data, so that leadership can predict and act on inequitable outcomes in department work. This allows leaders and departments to make improvements to strategies supporting workforce equity—especially as it relates to anti-discrimination, anti-harassment, and the RSJI.
3. **Tools**--Investing in areas of improvement in this section helps a leader build the resources and tools to aid their department in finding and analyzing individual, institutional, and structural



racism in department work, practice, and outcomes. This targeted assessment and evaluation can improve daily practices and overall department leadership.

4. **Collaboration**--Investing in areas of improvement in this section helps a leader address systemic injustice, focus on those most impacted, foster change, and create space to listen to employees and the wider Seattle community. Leaders at the City are expected to actively take part in and connect with a variety of stakeholders to foster collective change. Building on the knowledge and skills in this section will help a leader participate on this level.
5. **Resource Allocation**--Investing in areas of improvement in this section helps a leader redefine priorities in workforce equity and RSJI, and work towards developing budget strategies that support workforce equity and RSJI. This includes, but is not limited to, allocating sufficient employee time, general budget practices, procurement, and funding for RSJI Change Teams and Employee Resource Groups (or affinity groups), and contracting dollars/standards.
6. **Staff Management**--Investing in areas of improvement in this section helps a leader to recognize City employees as the heart of our organization and so value their voices, personal experiences, and professional development as a priority. Leaders help supply the necessary resources, support, education, training, and development for employees to develop their racial equity lenses and build a stronger workforce community.
7. **Communication**--Investing in areas of improvement in this section helps a leader build effective, responsive, and inclusive communication with staff and community.

These competency areas are broken down into detailed learning levels of Learner, Distributor of Power and Vulnerable Teacher. These three learning levels align with the upper three learning levels of the self-assessment. Please read through the learning levels for each competency below prior to taking the self-assessment. Then after taking the self-assessment, use the separate LEAP Workbook and examples in the competencies you have identified to build your action plan.

## Personal Practice & Professional Development

Section Significance: Self-awareness, racial equity analyses and responsiveness, institutional and structural impact analyses, and understanding intersectional identities is essential to developing adequate leadership skills in government. This section highlights areas to build on for City leaders.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• Understand and articulate what it means to be anti-racist.</li> <li>• Name historical inequities in society.</li> <li>• Share knowledge of Seattle’s history of discrimination.</li> <li>• Understand and name Seattle’s history with first peoples.</li> <li>• Name current racial inequities in your communities.</li> <li>• Share one’s own racial position and how it intersects with additional minority identities.</li> <li>• Articulate one’s own identities and intersectionality.</li> <li>• Name how institutional racism manifests in the City’s workforce and the communities we serve.</li> <li>• Explain how practices or changes have been implemented in the dept. because of your engagement in RSJI.</li> <li>• Explain a foundational understanding of racial justice, social justice, and inclusion within the context of city government.</li> <li>• Understand and articulate the business case for working actively to create racial equity.</li> <li>• Understand how one’s social identities can affect how one does one’s work (i.e., recognizes leadership, develops budgets, interviews, employee conduct,</li> </ul>	<ul style="list-style-type: none"> <li>• Name how social identities, social group status, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases affect the workplace.</li> <li>• Understand how discrimination, inequity, and harassment can influence the systems which organize the depts.’ and City’s work.</li> <li>• Understand an advanced level of RSJI terminology.</li> <li>• Discuss how society sets all people up as participants in systems of power and in one’s personal relationship to those systems of power (whether one experiences oppression or privilege).</li> <li>• Discuss how leaders and government participates in white supremacy culture practices.</li> <li>• Advocate for social justice values in City goals and programs.</li> <li>• Develop and implement department and citywide anti-racist strategies.</li> <li>• Understand and articulate your responsibility for your dept.’s role in perpetuating discrimination, harassment, and oppression.</li> <li>• Demonstrate self-awareness of how one’s social identities can affect how one does one’s work (i.e., recognizes leadership, develops budgets, interviews, employee conduct, performance</li> </ul>	<ul style="list-style-type: none"> <li>• Supply consultation to other units, divisions, institutions, on strategies to end institutionalized racism in City government.</li> <li>• Integrate knowledge of racial justice, social justice, and inclusion, oppression, privilege, antiracist practices, and power into one’s daily practice.</li> <li>• Understand culture is dynamic and created constantly by people.</li> <li>• Facilitate training and development opportunities on RSJI and WFE to depts., units, Citywide, local, and national levels.</li> <li>• Practice and educate on community engagement and organizing skills based on anti-racist principles.</li> <li>• Facilitate and support conversation concerning racial equity and social justice.</li> <li>• Communicates the meaning of advanced RSJI terminology.</li> <li>• Demonstrate a commitment to a regular, integrated practice of racial equity rooted in relational ways of being that cultivate connection and belonging.</li> </ul>

<p>performance development and work with communities).</p> <ul style="list-style-type: none"> <li>• Understand and articulate the City and Dept.’s history with discrimination and harassment.</li> <li>• Name how race and gender impact discrimination and harassment in the workplace.</li> <li>• Name unacceptable conduct beyond legal protections.</li> <li>• Read and understand the personnel rule.</li> <li>• Proactively discuss current local, national, and global events that are likely impact the workplace.</li> <li>• Actively remind the workforce of the types of conduct that are unacceptable in the workplace.</li> <li>• Understand how workforce equity, racial equity, social justice, and <a href="#">workplace values and expectations</a> are lived and demonstrated.</li> <li>• Understand and articulate the impacts and antidotes of white supremacy culture.</li> <li>• Articulate what it means to create relational culture in the workplace.</li> <li>• Share what it means to be an antiracist leader.</li> </ul>	<p>development, and work with communities).</p> <ul style="list-style-type: none"> <li>• Name strategies to address social, environmental, and structural dimensions of racial injustice and social injustice.</li> <li>• Practice strategies of distributive leadership and culture shift towards relational culture.</li> <li>• Know the racial undertones of terms such as “respect” and “intimidation.”</li> <li>• Articulate one’s own social identities and social position and, if applicable, intersectionality.</li> <li>• Articulate how you implement trauma informed practices.</li> <li>• Understand the impact of racialized trauma in the workplace.</li> <li>• Understand the purpose strategies to maintain relational culture and cultivate connection and belonging.</li> <li>• Understand the purpose and practice of antiracist organizing.</li> <li>• Practice leading holistically through mind, body, spirit, culture &amp; community.</li> <li>• Understand and connect embodiment practices, arts, culture &amp; mindfulness to RSJ.</li> </ul>	
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*Trainings/Courses*

**Section Significance:** Learning opportunities create the groundwork for personal and professional racial equity and justice. 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.

Learner	Distributor of Power	Vulnerable Teacher
<p>Completed the following RSJ trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>▪ Race the Power of an Illusion</li> <li>▪ Racial Equity Toolkit</li> </ul>	<p>Completed the following RSJ trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>▪ Implicit Bias 2.0</li> <li>▪ Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attended refresher RSJ &amp; WFE trainings and courses regularly.</li> <li>▪ Presented on RSJ &amp; WFE trainings in the dept.,</li> </ul>

<ul style="list-style-type: none"> <li>▪ Implicit Bias 1.0</li> <li>▪ Gender Diversity in the Workplace</li> <li>▪ Anti-Harassment &amp; Anti-Discrimination</li> <li>▪ Internalized Racial Inferiority or Internalized Racial Superiority</li> <li>▪ Minimizing Bias in Employment Decisions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bystander Intervention</li> <li>▪ Trauma-Informed Care Practices</li> <li>▪ Conducting Race-Based Facilitation &amp; Training</li> <li>▪ Participated in related RSJ &amp; WFE trainings (additional 20 hours per year or 2 trainings annually)</li> </ul>	<p>Citywide, locally, and/or nationally.</p> <ul style="list-style-type: none"> <li>▪ Attended ongoing RSJ &amp; WFE focused training and development. (Additional 40+ hours or 4 trainings annually)</li> </ul>
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## Workforce Equity Metrics

**Section Significance:** 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.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• Establish baseline WFE data (quantitative and qualitative) for dept.</li> <li>• Review and assess employee data by race, gender, and the intersection of race and gender. This includes:               <ul style="list-style-type: none"> <li>Head count, gender, job title, tenure, wage/all-in pay, supervisory authority, exits, out-of-class assignments.</li> </ul> </li> <li>• Track and assess employee data by race, gender, and the intersection of race and gender by the following categories:               <ul style="list-style-type: none"> <li>Promotions, complaints, step exemptions, merit leave, discipline, reclassifications, applicant pools, executive leave days, performance evaluations, sabbaticals, alternative work schedules including telecommuting, FMLA approval, sick days.</li> </ul> </li> <li>• Collect and review dept.-level exit and engagement survey responses to shift dept. culture.</li> <li>• Ensure dept.-level exit and engagement survey responses are used to achieve the vision of WFE.</li> <li>• Discuss how 360 evaluations and employee feedback is being integrated into performance</li> </ul>	<ul style="list-style-type: none"> <li>• Assess dept. effectiveness and remove barriers to address issues of social justice and racial equity.</li> <li>• Ensure resources are distributed equitably and adequately to meet the needs of all communities.</li> <li>• Expand employee data collection to understand how intersections of identity, in addition to race and gender, further impact populations.</li> <li>• Develop strategies to address disparities and inequities as soon as they are identified.</li> <li>• Analyze data collection practices for bias and inequity.</li> <li>• Update data collection practices on a regular basis.</li> <li>• Disseminate data and findings transparently to dept. employees and Citywide.</li> <li>• Discuss how outside data, research, and community-informed practices are utilized to enhance dept. work.</li> <li>• Ensure dept.-level exit and engagement survey data is used to enhance the management practices of supervisors.</li> <li>• Demonstrate a critical understanding of how white dominant culture manifests in data collection, evaluation, and metrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Supply consultation to other units, divisions, depts., and institutions on strategies to create and utilize WFE metrics.</li> <li>• Integrate WFE metrics and analysis into daily practice.</li> <li>• Advocate and develop WFE metrics, tools, and resources to support related work across sectors, municipalities, and systems.</li> <li>• Coach and train others on how white dominant culture manifests in data collection, evaluation, and metrics.</li> <li>• Advocate and take part in Citywide, local, and national work promoting the use of equity metrics to address disparities and inequalities.</li> <li>• Coach and train others on practices for applying and using workforce-equity metrics to daily work.</li> </ul>

<p>evaluations of dept. supervisors and managers.</p> <ul style="list-style-type: none"> <li>• Conduct regular dept. climate surveys to assess extent to which discrimination and harassment is experienced as a problem in the workplace.</li> <li>• Name how related metrics for discrimination and harassment response and prevention is incorporated into employees' performance reviews.</li> <li>• Collect dept. data on employee discipline practices and address inequities.</li> <li>• Ensure data on intakes and investigations are collected, posted, addressed, and incorporated in dept. action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how equity metrics are connected to resource development and allocation.</li> <li>• Utilize measurable community outcomes to inform decision making at the City of Seattle while making visible the experiences of minority populations.</li> <li>• Understand and articulate the nuances and complexities of maintaining and adhering data collection best practices.</li> <li>• Partner with researchers and institutions to evaluate holistic workplace discrimination and harassment prevention efforts.</li> </ul>	
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## Tools

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

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>Name how the dept. is implementing practices outlined in the City’s <a href="#">Guidance on Gender Identity in the Workplace</a>.</li> <li>Name how the dept. regularly communicates and gives the <a href="#">City’s Guidance on Gender Identity in the Workplace</a> to staff.</li> <li>List current strategies for incorporating the City’s <a href="#">Guidance on Gender Identity in the Workplace</a>.</li> <li>Utilize <a href="#">EEOC guidance and risk assessment</a> as a foundation to address workplace discrimination &amp; harassment.</li> <li>Describe how your dept. is assessing discrimination and harassment risk factors and what steps are being taken to minimize those risks.</li> <li>List and discuss the dept’s, and each unit’s annual plan and strategies for addressing and preventing discrimination and harassment.</li> <li>Describe how the plan and strategy will be assessed for progress.</li> <li>Implement measures to assess the depts. climate and workplace culture for employees.</li> <li>Indicate how you are addressing bias incidents affecting employees.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly find new strategies to support and expand the impact of gender justice within the dept. and in dept. work.</li> <li>Advocate, develop and fund new tools and resources to support the work of gender justice in the dept.</li> <li>Conduct a social power analysis on processes, systems, and structure to increase equity.</li> <li>Build dept. effectiveness in addressing critical incidents of discrimination and harassment that affect employees and people.</li> <li>Advocate, develop and fund new tools and resources to support the work of preventing and addressing discrimination and harassment in the dept.</li> <li>Discuss how action plans incorporate racial equity, workplace equity, restorative justice, and trauma-informed practices.</li> <li>Facilitate RET processes (average 1+ per year)</li> <li>Support and take part in RET processes across depts.</li> <li>Document and share how power, privilege and white dominant culture practices influenced the RET process.</li> <li>List how these practices affect the finding of the RET and</li> </ul>	<ul style="list-style-type: none"> <li>Advocate and take part in Citywide, local and national work to expand the impact of gender justice.</li> <li>Advocate and develop tools and resources to support the work of gender justice across sectors, municipalities, and systems.</li> <li>Advocate and participate in Citywide, local, and national work to expand the impact of addressing and preventing workplace harassment and discrimination.</li> <li>Advocate and develop tools and resources to support the work of anti-discrimination and anti-harassment across sectors, municipalities, and systems.</li> <li>Support your dept. in integrating racial equity, workplace equity, restorative justice, and trauma-informed practices into action plans.</li> <li>Coach and train staff on facilitating RET processes.</li> <li>Participate in RET processes across sectors, municipalities, local, state, and national forums.</li> </ul>

<ul style="list-style-type: none"> <li>• Outline dept. accountability strategies for managers and supervisors to prevent and respond to workplace discrimination and harassment.</li> <li>• Outline prevention efforts that specifically support education and reporting mechanisms for interns and youth employees.</li> <li>• Describe how employee workplans will be reviewed, approved, and audited.</li> <li>• Name current steps in place to address and change dept. culture towards an anti-racist multi-cultural institution.</li> <li>• List the current RETs your dept. has conducted in the past year.</li> <li>• Discuss the point in the process the RET was applied to each item listed.</li> <li>• Describe how your dept. decided when to apply an RET to each of the identified projects, programs, policies, services, or budget decisions.</li> <li>• Discuss the membership of each RET team and who was represented (i.e., Change Team members, project managers, front-line staff, etc.)</li> <li>• Describe the RET’s community engagement plan and how it focused on the voices of those most impacted.</li> <li>• Discuss how voices of those most impacted informed the RET process and outcome.</li> <li>• Describe the plan and commitment to continue to sustain the relationships developed during each RET’s community engagement practice.</li> </ul>	<p>identify how each can be addressed.</p> <ul style="list-style-type: none"> <li>• Create ongoing strategic plans for continued development of inclusive initiatives and practices throughout the dept.</li> <li>• Conduct a power analysis on related processes, systems, and structures that affect the RSJI in the workplace. Indicate the changes that will come from this power analysis.</li> </ul>	
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<ul style="list-style-type: none"><li>• Document and share how and why each program, policy, practice, budget decision or service changed following the RET.</li><li>• Document and discuss the dept.'s annual RSJI Workplan and state when it was submitted.</li><li>• Confirm that the dept's RSJI Workplan is posted and is viewable on the <a href="#">RSJI Outcomes, Strategies and Actions (ROSA) website</a>.</li><li>• Describe how workplans will be reviewed, approved, and audited.</li></ul>		
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## Communication

Section Significance: To be accountable to communities, leaders are expected to be transparent and communicate authentically. This means actively communicating in open and diverse ways. This section highlights areas for City leaders on which to continue improving.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• Advocate for racial equity as part of the dept.'s work.</li> <li>• Share the benefits of promoting racial equity in the workplace for oneself and the organization.</li> <li>• List and describe the actions you have taken to create a dept. culture in alignment with the WFE vision.</li> <li>• Discuss what steps have been taken to be transparent and communicate this message with employees.</li> <li>• List departmental strategies for communicating matters and progress on WFE, such as:               <ul style="list-style-type: none"> <li>Discrimination complaints, harassment complaints, RSJI Citywide and Dept. survey results, RSJI Dept. Change Team recommendations and progress, employee exit survey results, employee engagement survey results</li> </ul> </li> <li>• Work with other members of the management team and or union leadership to implement the equity commitments of the organization.</li> <li>• List how the dept. is ensuring and incorporating inclusive and accessible communication strategies. (i.e., plain language, translation, interpretation, caption, audio, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue about issues of racial justice, social justice, inclusion, power, privilege, and oppression in your dept.</li> <li>• Assess materials (public and internal) for bias and revise materials, as necessary.</li> <li>• Understand the cultural and racial factors that influence communication.</li> <li>• Ensure communications inclusive of text and illustrations reflect indigenous and racially diverse communities.</li> <li>• Make the connections between different forms of discrimination and how they affect members of indigenous and racialized communities.</li> <li>• Model a learning culture.</li> <li>• Communicate in normative storytelling of successes, failures and lessons learned in leading anti-racist and equity-enhancing initiatives. Share community and those accountable.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate on issues of racial justice, social justice, oppression, privilege, and power that impact people based on local, national, and global interconnections.</li> <li>• Actively participate in discussions about racial equity with staff and clients, without prompting.</li> <li>• Recognize the complexity and diversity within each indigenous and racialized community.</li> </ul>

- Explain how contractors, consultants, volunteers, and those performing work on behalf of the City are applying and being held accountable for RSJI and WFE priorities.
- Explain how you are communicating dept. expectations concerning anti-discrimination, anti-harassment, and inappropriate behavior.
- Discuss the dept.'s online tools and resources for employees communicating accountability expectations, reporting processes, and related resources.
- List strategies providing consistent education, support and understanding of dept., [Citywide values & expectations](#) and requirements of mandatory reporters.
- Regularly update employees on dept. efforts for addressing and preventing workplace discrimination and harassment.
- Explain how contractors, consultants, volunteers, and those performing work on behalf of the City use the same workplace expectations on preventing and addressing harassment and discrimination.

## Collaboration

Section Significance: To address systemic injustice, the focus must be on those most impacted. Change leaders must collaborate in this process. 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.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• Name how you are providing a WFE lens to support the dept.'s RSJI Change Team.</li> <li>• Discuss how you are prepared to be challenged by employees, to grow in your current knowledge on equity, race, and social justice.</li> <li>• List the strategies the dept. has implemented to empower the dept. RSJI Change Team to affect the work of units and teams.</li> <li>• Document and discuss how teams and units are being held accountable to feedback from the Change Team.</li> <li>• List the dept.'s mechanisms for obtaining community participation.</li> <li>• Discuss how the dept. has adjusted RSJI Change Team members' workload to account for their reallocated time and commitment to the work.</li> <li>• Outline how the dept. engages with dept. and Citywide affinity groups.</li> <li>• Discuss how the dept. collaborates with the RSJI Change Team on assessing strategies and plans for addressing and preventing workplace discrimination and harassment.</li> <li>• Outline how the dept. is engaging with dept. employee groups in addressing and preventing workplace discrimination and harassment.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for the development of a more inclusive and socially conscious dept.</li> <li>• Review policies and plans to ensure they are consistent with racial equity in the mission of WFE.</li> <li>• Assess dept. effectiveness in removing barriers to address issues of racial justice, social justice, and inclusion.</li> <li>• Ensure dept. employees at all levels know where to find information concerning WFE and RSJI, when the department's programs cannot meet their needs.</li> <li>• Work with multiple depts. and sectors (i.e., community leaders, public organizations, private organizations, etc.) on collective problems and share/develop inclusive practices.</li> <li>• Participate and support collective impact strategies across depts. and share/develop strategies and practices addressing workplace harassment and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure dept. policy practices facilitates structures, systems, and technologies to respect and represent the needs of all people.</li> <li>• Participate in and support collective impact strategies with community leaders across sectors and share/develop inclusive practices.</li> <li>• Participate in collective impact strategies with community leaders across sectors and share/develop strategies and practices addressing workplace harassment and discrimination.</li> </ul>

## Resource Allocation

**Section Significance:** Leaders within the City of Seattle are expected to prioritize resources, including time and funding, to support workforce equity and RSJI. This requires identifying how current procurement practices and budgets support each RSJI Change Team, Contracting, etc. This section highlights areas for City leaders on which to continue building.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• List how the dept.'s procurement practices are reviewed and analyzed for equity.</li> <li>• Describe how the dept.'s procurement practices apply equity, i.e., contracting with <a href="#">Women and Minority-Owned Business Enterprises (WMBE)</a>.</li> <li>• Describe how WMBE use standards are applied in the dept.</li> <li>• Document and discuss the fiscal resources you are using for WFE objectives within your dept. (i.e., recruitment, trainings, 360-degree reviews).</li> <li>• Outline how consultants and contractors are held accountable for applying racial equity and workforce equity.</li> <li>• Name staffing dedicated to RSJI and WFE focused work.</li> <li>• List current discrimination and harassment prevention efforts and identify how they are resourced (i.e., time, funding, etc.)</li> <li>• Name how staff time is used to support discrimination &amp; harassment prevention efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Name the resources used toward data collection procedures supporting RSJI and WFE accountability measures.</li> <li>• Ensure discrimination and harassment prevention efforts are adequately resourced in the dept.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring those most impacted into budgeting practices and be accountable to them and the time they invest in the process.</li> <li>• Advocate and ensure discrimination and harassment prevention efforts are adequately resourced across the City.</li> </ul>

## Staff Management

Section Significance: City employees are the heart of our organization and, as such, 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.

Learner	Distributor of Power	Vulnerable Teacher
<ul style="list-style-type: none"> <li>• List strategies you are using to ensure hiring and promotion practices are nondiscriminatory and describe how the dept. is working towards building inclusive teams.</li> <li>• Report how managers and employees who are meeting and/or exceeding expectations on workplace culture and RSJI are rewarded.</li> <li>• Report progress on the number of dept. managers taking the requisite classes to be better managers, specifically regarding RSJI and minimizing bias in employment decisions.</li> <li>• Explain how dept. employee/engagement survey findings are uncovered and acted on to improve the WFE culture.</li> <li>• Explain how performance appraisals, merit leave, and salary placements are evaluated for equity.</li> <li>• Describe how you are ensuring WFE in coaching, mentoring, training approvals and promotional appointments.</li> <li>• Report how are you holding your managers accountable for RSJI and WFE activities that either are or are not happening.</li> <li>• Describe how individual staff and departmental performance indicators are linked with a</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there is a link between job responsibilities and the racial equity goals of the organization.</li> <li>• Grant added merit leave to managers and supervisors based on reviews from their employees and commitment to RSJ principles.</li> <li>• Grant merit leave to employees based on their demonstrated investment in RSJI principles including requesting access to training, attending training, participation in RSJI Change Teams, completing RETs on projects, and being a voice for RSJI principles in the workplace.</li> <li>• Provide departmental training and education to dept. staff concerning addressing and preventing harassment and discrimination.</li> <li>• Provide opportunities for all employees to engage in social justice educational and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Include individuals from the community whenever possible in hiring decisions.</li> <li>• Use 360-degree reviews, including community feedback, when completing employee performance reviews.</li> <li>• Create channels for communication from entry-level employees through to directors and the Mayor's office.</li> <li>• Remove managers from their roles who have low retention rates of employees and/or poor exiting employee feedback.</li> </ul>

<p>demonstrated commitment to racial equity, social justice, and workforce equity.</p> <ul style="list-style-type: none"> <li>• List when and how the dept. conducts compliance training for employees, managers, supervisors, etc.</li> <li>• Describe specific strategies that support the education and development of interns and youth working with the dept.</li> <li>• Name added training and education provided to dept. staff concerning addressing and preventing harassment and discrimination.</li> </ul>		
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