Shared Leadership Learning

**MENTEE**

**ORIENTATION**

OCT2011

City of Charlotte

# SESSION PURPOSE / OBJECTIVES

This workshop is designed to help you maximize this opportunity to be mentored by one of the City’s senior leaders.

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

* Understand your role as a Mentee
* Understand your Mentor’s role
* Communicate your goals, needs, and expectations to your mentor
* Complete a sample Mentoring Relationship Agreement
* Establish rapport with your mentor
* Ask for and receive feedback

**SESSION OVERVIEW**

During this session, we will cover:

* Shared Leadership Learning Overview
* Learning from Your Experiences
* Expectations of Mentees
* Critical Skill: Building Trust
* Critical Skill: Receiving Feedback
* Conversation Starters
* Mentoring Relationship Agreement
* Suggested Activities
* Discussions with Your Supervisor
* Your Questions
* Next Steps

**SHARED LEADERSHIP LEARNING OVERVIEW**

###### Purpose

The purpose of Shared Leadership Learning is to provide valuable support and enhance the development of employees by pairing them with members of leadership outside their work area. This experience will contribute to meeting our strategic objectives of recruiting and retaining a skilled, diverse workforce as well as promoting learning and growth.

Employees will have an opportunity to receive personal attention from someone at a higher level in the organization who is willing to share their experience in a one-to-one relationship. This shared experience will help:

1. employees develop their professional and personal skills based on individual needs.
2. employees feel more closely integrated into the organization.
3. retain and develop future leaders.
4. provide an opportunity to develop community within the organization as people from cross KBU areas work together during this process.
5. leaders feel valued for their experience resulting in renewed energy and motivation in their work.
6. increase learning engagement for all participants.

**Description**

Shared Leadership Learningis a formal mentoring experience for employees who have demonstrated the commitment to learn and grow. This process will pair Senior Leaders (CM, ACMs, KBEs, and Division Managers) with employees at various levels in the organization in a formal one-to-one relationship for a period of 9 months. In addition to one-to-one meetings, periodic group meetings will be a part of the process to support both mentees and mentors participating in this learning experience. The City of Charlotte’s Leadership expectations and competencies will serve as a foundational framework for the process.

##### Selection

Participation in Shared Leadership Learning is voluntary for both Mentors and Mentees.

**Mentee Criteria**

Candidates for *Shared Leadership Learning must meet the following criteria*:

1. Mentee is able to define clearly his/her strengths and weaknesses.
2. Mentee has assumed responsibility for his/her own development by making the commitment to learn and grow. Has planned for the future, set realistic goals for himself/herself, shared these goals with the organization, and demonstrated the ability to meet them.
3. Mentee is a proactive learner. Recognizes and grasps learning opportunities. Is willing to take learning risks.
4. Mentee is open to feedback and willing to do the difficult self-analysis required to change based on the learning relationship.
5. Mentee has shown a tendency to assume leadership positions at their current level. May have led a project team, a citywide committee, a workgroup committee or held a leadership position in a civic or church group.
6. **Mentee does not have any performance or disciplinary issues.**
7. Mentee is willing to participate actively in the evaluation of this experience through their constructive feedback.

**Mentor Criteria**

A successful mentor will be someone who:

* is interested in being a mentor and is enthusiastic about the experience.
* is regarded as successful in the organization.
* is interested in sharing their experiences.
* is willing to commit their time.
* listens actively and effectively.
* gives constructive and positive feedback
* appreciates the impact that race, religion, color, sex, national origin, sexual orientation, age, disability, or political affiliation have in the Workplace.
* respects the mentor/mentee discussions as confidential.

**Matching Criteria**

* Mentor should be someone who has more experience and is at a higher level in the organization than the mentee.
* Mentor should understand mentee’s area of work but not be directly involved in it.
* Consideration will be given to mentees’ preferences as indicated in their self-assessments.
* Consideration will be given to cross KBU, cross gender and cross-racial pairing.

**Selection Committee**

* Made up of members of the Steering Team and ODL
* Reviews participant application for closest match with mentor profile
* Follows matching criteria established above
* This year’s committee members are: Woodcock, Richard; Harrington, Randy; Hagemann, Robert; Brown, Cheryl L.; Shell, Gina T.; Richards, Tim; Arant-McAdoo, Deywon; Phillips, Candy; and Thomas-Massey, Kathy.

**Relationship Compatibility**

* Toward the end of the first three months, mentoring pairs will be asked to evaluate the process and progress to this point, including a question assessing mentor/mentee compatibility. If at this stage the mentee wishes to change mentors, they may request this without being required to give a reason. Likewise, the mentor may request to change mentees without being required to give a reason. Every effort will be made to accommodate these requests. If an alternative match cannot be made, the mentee will be withdrawn from the experience and eligible for the next session.

**LEARNING FROM YOUR EXPERIENCES**

REFLECTION

Think about someone who made a positive difference in your life:

* *What behaviors and characteristics did they display that made the relationship successful?*
* *What qualities did you bring to the relationship to make it successful?*

If you have been involved in an unsuccessful mentoring relationship:

* *What factors negatively impacted the relationship?*
* *What lessons can you take away from your experiences that will enhance the chances for success in this experience?*

**EXPECTATIONS OF MENTEES**

Reflecting on the discussion we just completed, think about how your experiences (good and bad) translate to actual behaviors in this mentoring experience.

* *What specifically do you think a mentor expects of you?*
* *What specific behaviors will you demonstrate to make this a valuable experience?*

*This is an excellent opportunity to learn from our organization’s City leaders. While they are eager to share their knowledge and experience with you, this relationship is a two-way street. Your success during and after this experience largely depends on your enthusiasm and initiative.*

The following are some specific expectations that mentors have of mentees. How they work depends largely on your goals and the relationship agreement that you mutually design with your mentor.

**What Mentors Want from Mentees**

* While it is the mentor’s responsibility to make the initial contact, remember this is about your development.
  + ***Where appropriate, you should drive the relationship. Let your mentor know how they can support you. Suggest ways your mentor might be able to help you.***
* Ask genuine and sincere questions.
  + ***Be purposeful and deliberate about this engagement; ask questions that will help you learn or accomplish your goals.***
* Listen attentively and with intention. Avoid distractions such as phone calls and visitors when meeting with your mentor.
  + ***Do not listen with the intent to comment, but with the intent to learn. That way your questions and comments will always be genuine.***
* Be appropriately authentic.
  + ***Be straightforward, honest, and sincere about who you are, while remembering this is a professional relationship.***
* Seek feedback
  + ***Even if you disagree, be gracious.***
  + ***Ask for specifics.***
  + ***Be open, explore, and ask questions.***
* In public, make only positive or neutral comments about your mentor.
* Do not be afraid to end the relationship if either you are or your mentor is unable to keep the terms of the contract.
* Review your relationship agreement on a regular basis (tips follow this page).

**Expectations for a Successful Mentoring Experience**

Discuss these expectations early and often in your mentoring experience. You may want to add other expectations the two of you (mentee and mentor) jointly identify.

|  |  |
| --- | --- |
| **Mentor** | **Mentee** |
| Demonstrate familiarity with City’s Leadership Expectations and Competencies. | **Commit to learning the City’s Leadership Expectations and Competencies.** |
| **Participate in training sessions in order to better understand and support program goals and processes.** | Participate in group development sessions in order to maximize program benefits. |
| In addition to honoring group meeting commitments and “regular” work commitments, make time to meet one-on-one with mentee. | **In addition to honoring group meeting commitments and “regular” work commitments, make time to meet one-on-one with mentor.** |
| **Initiate first mentoring meeting to ensure common understanding of roles, relationships, and processes.** | Take the initiative to contact mentor between scheduled meetings as needed. |
| Be respectful of each other’s time. | **Be respectful of each other’s time.** |
| **Look for opportunities to expose mentee to influential people and meaningful experiences outside his/her work area.** | Seize opportunities to meet new people and experience new situations. |
| Share formal/informal knowledge of the systems and relationships within the City. | **Ask thoughtful relevant questions; demonstrate intellectual curiosity.** |
| **Consistently make time to connect as appropriate and as agreed upon.** | Consistently make time to connect as appropriate and as agreed. |
| Keep confidences. | Keep confidences. |
| **Keep commitments.** | Keep commitments. |
| Provide help, serve as a learning broker, and be a sounding board. | **Commit to continuous learning.** |
| **Provide and be open to feedback. When providing feedback, be honest, yet tactful.** | Provide feedback about the mentoring relationship and be open to receiving feedback. When providing feedback, be honest, yet tactful. |
| Help to clarify the mentee’s performance goals and developmental needs. Provide advice on goals, activities, and progress. | **Ask for suggestions and advice early in the relationship. When advice is given, listen to the mentor, apply ideas where appropriate, and share the results.** |
| **Evaluate the relationship at various points (at least mid-point and ending) within the agreed-upon time period.** | Evaluate the relationship at various points (at least mid-point and ending) within the agreed-upon time period. |

**THE MENTOR ROLE**

Mentoring is a great way to pass along organizational wisdom and help less experienced employees manage their careers, navigate organizational politics, and be successful.

As a Mentor, your role involves several different functions[[1]](#footnote-1), including:

* developing and managing the mentoring relationship.
* modeling values and behaviors.
* teaching / coaching Mentee.
* guiding and advising Mentee.
* facilitating Mentee growth by providing access / resources.
* challenging Mentee to move beyond comfort zones.
* inspiring and encouraging Mentee self-development.

**Phases of the mentoring relationship[[2]](#footnote-2)**

As the relationship matures, your mentor may see opportunities to engage in different levels of interaction with you. Based on the Mentee’s readiness, the relationship may progress through phases:

|  |  |
| --- | --- |
| **Relationship Phase** | **Dimension** |
| Beginning | * Relationship – Building **Trust**   + Sharing/Listening   + Empathetic Listening   + Understanding/Acceptance |
| Early | * Informative – Providing **Advice**   + Learning about mentee’s career/plans/progress   + Providing tailored/accurate/sufficient knowledge – not platitudes |
| Middle | * Facilitative – **Exploring** Alternatives   + Exploring interests/abilities/ideas   + Discussing your own decisions about career/training * Confrontive – **Challenging** Behaviors/Strategies   + Providing insight into unproductive behaviors and strategies   + Evaluating need/capacity to change |
| Later | * Mentor Model – **Motivating**   + Disclosing life experiences as a role model   + Personalizing the relationship   + Understanding risk avoidance and advising on taking risk and overcoming difficulties * Employee Vision – Helping mentee w/**Initiative**    + Thinking critically about career future   + Realizing personal/professional potential   + Initiating change/negotiating transitions |

**UNDERSTANDING THE MENTEE ROLE**

While your Mentor may play several roles, this experience is for ***your*** development. The relationship is designed to be collaborative, with both of you actively involved in creating a successful experience.

You share the driver’s seat with your Mentor. The following strategies and actions will help you make the most of the mentoring experience.

|  |  |
| --- | --- |
| **Strategy** | **Actions** |
| Understand yourself | * Identify how your personal preferences and motivators may impact the mentoring relationship. |
| Crystallize your vision | * Draw a mental picture of what you want to achieve through this experience and write it down in terms of a specific goal. |
| Concentrate on a small number of outcomes | * Identify specific outcomes you want to achieve from this experience (i.e. skill building, behavioral feedback, networking, career strategies). |
| Focus on interactions with your Mentor that will achieve your goals | * Identify types of interactions (i.e. discussions, reviewing work, recommending activities / resources, connecting with experts). |
| Maximize time with your Mentor | * Prepare for meetings. * Capture the learning. * Put the learning into action. |
| Track your progress | * Journal / Use tracking tool. * Complete monthly evaluations. |

Stella Louise Cowan, So You Want to be Mentored, HRD Press, Inc.

**DEVELOPING THE RELATIONSHIP: BUILDING TRUST**

ACTIVITY

Regardless of roles, the success of mentoring is based on the relationship between a Mentor and a Mentee. While each of you has distinct roles, you share responsibility for building the relationship.

A successful mentoring relationship is built on trust. Within the mentoring experience,

*“…trust is the confidence… that (the other’s) intentions are good, and that there is no reason to be protective or careful…In essence…being vulnerable with one another…*

*Unfortunately, vulnerability-based trust cannot be achieved overnight. It requires shared experiences over time, multiple instances of follow-through and credibility, and an in-depth understanding of the unique attributes of team members.”*

*Patrick Lencioni, The Five Dysfunctions of a Team*

While trust does not develop overnight, it can be accelerated. Here are a few suggestions for building trust within the relationship:

* Accept your Mentor as operating in good faith.
* Demonstrate your vulnerability.
  + Share your goals and expectations with your mentor.
  + Be willing to share your failures as well as your successes.
  + Be open to feedback and different viewpoints.
* Share relevant information; be open and candid in your discussions.
* Do what you say you will do.
* Respect your Mentor’s time and the mentoring relationship.
  + Be prepared for each mentoring session.
  + Take responsibility for your own learning.
  + Honor confidentiality.

**BUILDING TRUST**

ACTIVITY

***Sharing Your Goals and Expectations***

With a partner, share what you hope to gain from participation in this experience.

***Respecting the Relationship***

How would you respond to the following situations?

* *During a meeting you attend with your Mentor, you hear a discussion about proposed budget cuts that will negatively impact your own work group. No one from your KBU attends this meeting. The group will present its recommendations to the City Manager the following week.*
* *The relationship between you and your supervisor has never been great but has deteriorated further since you have been involved in the Shared Leadership Learning experience. During several meetings, he sarcastically belittled your ideas by saying “you must have gotten that from the big shot mentor you are working with.” He is threatening to discipline you if you attend another meeting during your scheduled work hours. You know that your Mentor and your supervisor's manager have a good relationship.*

**RECEIVING FEEDBACK**

*“If we want to make progress in a world built on interpersonal relations, we need to continually grow by seeking feedback on our effectiveness from those who have the information.”*

*Lundin and Goldsmith, Feedback is a Gift*

From their book, Feedback is a Gift, Lundin and Goldsmith recommend a five-step process for receiving feedback:

* Ask

ACTIVITY

* Listen
* Thank
* Think
* Follow-up

[[3]](#footnote-3)

**RECEIVING FEEDBACK**

Think about some aspect of your behavior that you would like to improve. Imagine yourself asking for feedback on that area from someone you respect and trust.

* *How will you ask for the feedback (write down the exact words you will say)?*
* *Write down what you think the person might say.*

Pair up with a partner. Practice asking for and receiving the feedback. Remember to thank your partner for the feedback.

Now reflect on the experience:

* *How did you feel receiving that feedback (defensive, angry, etc.)?*
* *What might you do with the information you received?*
* *How will you follow-up?*

**CONVERSATION STARTERS FOR MENTEES**

Speaking of building trust, that might be difficult when beginning with an “artificial” relationship. The best relationships tend to be organic and evolve over time. Despite that, there are ways you can establish a rapport with your mentor and build trust over time. After a while, you may not need help talking to your mentor, but these questions might be helpful early in the relationship.

* Tell me about an accomplishment of which you are particularly proud.
* What are your most important values? Which values are met and not met at work?
* What makes you unique? What about your values, interests, competencies and skills, personal traits and style contribute to your success?
* What part of your education or work experience has been the most valuable to you over the years?
* What actions have you taken to manage your career? How can I apply those actions in my current position?
* What lessons have you learned from your successes and failures?
* What is your biggest challenge in trying to balance your work life and personal life?
* How would you describe your feedback style? May I share with you how I prefer to get feedback? Are you open to feedback from me?

Make sure that while you are asking these questions, you are also sharing information about yourself. Otherwise, it will feel more like an inquisition or a job interview than a dialogue between mentee and mentor.

**More Conversation Starters…**

***Personal Information (Great for a first meeting)***

* What is the next big thing for you? The answers you get from this question will vary depending on what the person values, their mood, their priorities, etc.
* Who has been the most important influence on your life? Why?
* What or who motivates you the most?
* What is the last book you read?
* What is your favorite magazine?
* What is your favorite movie / TV show?
* What do you like to do in your spare time?
* Where do you like to travel?
* What foods do you like to eat?
* What do you like about working for the City?

***Current Events***

Discussing current events is a good way to start intellectual conversations with your mentor.

Read the paper or watch the news regularly so that you can raise current issues with your mentor. This is particularly helpful when there is a lull in the conversation. **But, tread lightly, as this can lead to discussions about politics that might not be comfortable or beneficial.**

***Interesting Trivia About Charlotte***

A few of our mentors are not from Charlotte – some are recent transplants and would find this information interesting and helpful.

***Politics and Government***  
Tread lightly

***"What if?" Situations***

* If you could live to be 140 years old, would you want to?
* If you had to live in a country other than the United States, where would you live and why?

**MENTORING RELATIONSHIP AGREEMENT**

**Shared Leadership Learning**

**Mentoring Relationship Agreement**

Mentee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The overall purpose of the mentoring relationship is to provide valuable support and enhance the development of employees by pairing them with members of leadership outside their work area.

We (mentor and mentee) agree to enter into a learning relationship for a period of nine months. By entering into this agreement, the mentor recognizes his/her role as a professional role model and is expected to share advice, experience, and guidance consistent with the City of Charlotte Guiding Principles, Business Competencies, and Leadership Competencies.

The mentee understands that the relationship is designed to meet his/her needs, but that primary responsibility for professional development, personal development, and career pathing remains the responsibility of the mentee.

In order to facilitate cooperation and avoid potential obstacles to this relationship, we (the above-named mentor and mentee) agree to the following terms:

Frequency of mentor-mentee contact (weekly, bi-weekly, monthly, etc.):

Preferred method(s) of communication (in-person is usually best, but when not possible, will you use email, voice mail, IM, etc?)

Concerns (time, workload, location, personal dynamics, etc):

Other:

We acknowledge that we have discussed this relationship and understand it to be an important developmental opportunity for both participants. **We agree to respect the other’s personal requests and to maintain confidentiality before, during, and after the mentoring period.**

We recognize that our participation in this career and professional development experience is voluntary and may require non-duty time. **We further understand that either participant may end the relationship without question or reason at any time during the agreement period.**

**Additionally, please refer to the page titled “Expectations for a Successful Mentoring Experience” for guidance on maximizing this opportunity.**

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Mentor Signature Date Mentee Signature Date

**SUGGESTED ACTIVITIES**

Although there are numerous activities that you may pursue with your Mentor, experts suggest they be targeted to meet to your specific goals and objectives.

Here are examples of learning activities:

* Reading and discussing relevant books / articles
* Attending seminars, workshops, or webinars
* Networking
* Attending meetings with your Mentor
* Job shadowing your Mentor
* Attending professional association meetings with your Mentor
* Interviewing people with expertise in the area you want to develop
* Discussing or debriefing your on-the-job assignments
* Asking your mentor to observe you performing on-the-job assignments and provide feedback
* (If agreeable to both) Off-the-job events or activities

Identify three or four learning activities that you will discuss with your Mentor.

ACTIVITY

**Discussing Your Mentoring Goals with Your Supervisor**

*As a Shared Leadership Learning participant, you are expected to continue in your regular job while completing your mentoring experience.  Your supervisor plays a vital role in this experience. Your supervisor can help you plan development activities and work assignments that both keep you engaged in the goals of your department and optimize your ability to apply what you learn from your mentor.*

*There may be times when you will need your supervisor’s help in prioritizing existing work assignments so that time is available for development.  In a solid relationship, your supervisor will continue to coach you about job responsibilities and should play a valuable role in helping you tie your newly developed skills into your current assignments.*

*This solid relationship begins with a conversation. We recommend the following steps:*

* Schedule time to talk with your supervisor about your developmental goals. Make sure it is during a time that you both can focus and totally engage in the subject matter: your development.
* Let your supervisor know that in addition to items he/she may have planned for your development, you would also like to work with a mentor and that you have been accepted into the Shared Learning Leadership experience.
* Share the Shared Leadership Learning program overview with your supervisor.
* Ask your supervisor to share any concerns about your participation in SLL. Discuss ways to overcome potential challenges.
* Discuss the time commitment (on an ongoing and consistent basis) that will be required in order to be successful. Let your supervisor know that you believe development is part of your work and that you are committed to both developing yourself and doing your “regular” work.
* Arrange opportunities for follow up if needed.
* Thank them for their support.

**NEXT STEPS**

**Mentoring Relationship Agreement**

You and your Mentor will create a Mentoring Relationship Agreement during your first one-on-one meeting. This agreement will define the parameters of your mentoring experience.

**Group Learning**

One of the critical success factors for mentoring programs is appropriate training. In addition to this session, Mentees will attend periodic group sessions to network and share learning with other mentees.

Sessions will focus on the needs of the group and may include:

* open session with the City Manager,
* hearing from various mentors on selected leadership issues and experiences,
* networking with other participants in smaller mentoring groups, and/or
* luncheons with selected CMO / KBEs.

**Monthly Journaling**

Keeping a journal is a good way for you to track your self-development during this experience. Use it to document insights you have gained and actions you plan to take. It also can serve as a holding place for possible learning activities and ideas to be discussed with your Mentor. **See the following page for a sample format.**

**Program Evaluations**

ODL Staff and Shared Leadership Learning Steering Team members will use feedback from this experience to refine the offering for successive groups. You will be asked periodically to complete an online evaluation. We need your active participation in the evaluation process through your constructive feedback.

**SAMPLE JOURNAL**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Overall Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| **Date** | **Focus of interaction** | **Specifics of the issue / situation** | **Learning Points** | **Application (how and where it can be used)** |
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| **Accomplishments toward Goal** | | | | |
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| **Possible Learning Activities or Ideas** | | | | |
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**APPENDIX: Competencies for Leaders**

City of Charlotte expectations for Key Business Executives: **Look to the Future, Manage the Business, Develop Your People and Build Community.**

Using these expectations as a foundation, along with current research on leadership development, the following eighteen competencies were developed for city leaders. A fifth area, **Manage Self** was added as result of focus groups with mid-level managers.

###### Looks to the Future

1. **Communicates a Vision**

* Develops and communicates a compelling vision
* Can inspire others
* Can see beyond today
* Can paint credible visions of possibilities and likelihoods
* Creates a sense of common purpose and direction
* Shares vision with others

# Thinks Strategically

# Looks to the future

# Analyzes trends and anticipates future consequences

# Scans the environment

# Can create competitive and breakthrough strategies and plans

##### Manages Change

##### Welcomes change

##### Anticipates change and plans for it

##### Can comfortably handle uncertainty and ambiguity

##### Flexible; modifies plans and solutions in response to changing conditions

##### Can maintain productivity during times of change

##### Effectively manages the “people side” of change through communication and leadership

**Develops His / Her People**

# 4. Develops Employees

* Committed to lifelong learning
* Encourages development by providing employees with a rich variety of challenging assignments
* Holds development discussions with employees
* Creates a learning environment in which employees are motivated to take risks and grow
* Treats failures as opportunities for growth
* Seeks to develop leaders at all levels of the organization
* Supports equal opportunity for all employees

# 5. Motivates Others

* Can inspire others to action and get the best out of them
* Empowers others and encourages them to take ownership of their ideas and actions
* Seeks input from others
* Makes each employee feel that his/her work is important; recognizes their accomplishments
* Creates strong morale and a sense of teamwork
* Recognizes accomplishments of the team

# 6. Provides Feedback

* Provides honest, direct, corrective feedback to others
* Doesn’t hold back or shade the truth
* Can present both strengths and limitations in a helpful manner
* Sets clear standards and lets people know where they stand
* Faces up to people problems quickly
* Is not afraid to take negative actions when needed

1. **Hires and Utilizes the Talents of a Diverse Workforce**

* Recognizes the importance of hiring a diverse workforce that is reflective of the community
* Creates an environment in which diversity is valued and respected
* Knows what is needed in the job and finds the right people to do it

**Builds Community**

**8. Builds Partnerships – Internally and Externally**

* Knows the demographics of the community
* Knows the diverse cultural values of the community
* Identifies stakeholders
* Listens to stakeholders’ ideas and needs, and finds ways to implement the wanted changes
* Communicates and meets with stakeholders
* Regularly involves stakeholders as partners in identifying problems and in generating and implementing solutions

**9. Builds Collaboration – Internally and Externally**

* Works effectively across Key Business Unit lines
* Looks for win/win solutions
* Can see multiple points of view and options
* Can find common ground and get consensus
* Can hammer out agreements and settle disputes equitably
* Does not shy away from conflict
* Views conflicts as opportunities for improvement

**Manages the Business**

# 10. Understands the Political Environment

* Understands the City as a political organization and how it functions
* Effectively works with council on sensitive issues
* Anticipates problem areas and plans his/her approach accordingly
* Views politics as a necessary part of organizational life and works effectively within that reality

# 11. Sets Priorities

* Identifies critical priorities and spends time on what’s important
* Creates focus for KBU
* Aligns KBU priorities with organizational priorities (including vision, mission, core values, and Council Focus Areas)

**12. Thinks and Acts Competitively**

* Knows the business of his/her KBU, including the best practices, technologies and trends/future direction of the business
* Knows the competition
* Applies this knowledge to the effective management of his/her business
* Measures business results
* Is accountable financially

# 13. Focuses on the Customer

* Understands the diversity of customers being served
* Strives to meet the expectations of internal and external customers
* Seeks direct customer feedback and uses it to improve products and services
* Establishes effective customer relationships
* Ensures employees are skilled in delivering exceptional customer service

**14. Is Resourceful**

* Knows how to accomplish tasks through formal and informal channels
* Is knowledgeable about how the organization works, understands and adheresto key policies, practices and procedures
* Can collaborate effectively with management and other KBUs
* Can get tasks accomplished despite resistance

# Manages the Business (cont)

# 15. Solves Problems Creatively

* Thinks outside the box
* Challenges the status quo
* Encourages employees to experiment, take risks and try new solutions
* Seeks input from others
* Looks beyond the obvious and doesn’t take the first or easiest solution
* Asks good questions
* Sees underlying causes, patterns and hidden problems
* Improves processes rather than just fixing immediate problems

# 16. Makes Good Decisions

* Makes good decisions based on analysis and judgment
* Most decisions are proved sound over time
* Makes tough decisions in a timely manner
* Can make decisions under deadlines and with incomplete information
* Has a bias for action

**Manages Self**

# 17. Models Ethics and Values

* Adheres to the City’s Code of Ethics
* Adheres to the management values of trust, respect, honesty, collaboration and openness even during tough times
* Has integrity; acts in line with those values
* Is trusted and respected
* Accepts responsibility for his/her own actions
* Keeps confidences

**18. Has Self Knowledge**

* Recognizes his/her own personal strengths and weaknesses
* Knows how to use strengths
* Works to address weaknesses and compensate for them
* Is committed to improving himself/herself

1. Center for Creative Leadership e-Newsletter August 2008 [↑](#footnote-ref-1)
2. Dr. Norman Cohen, The Manager’s Pocket Guide to Effective Mentoring, HRD Press [↑](#footnote-ref-2)
3. Karen Kirkland and Sam Manoogian, Ongoing Feedback: How to Get It, How to Use It, CCL [↑](#footnote-ref-3)