Portland State
Hatfield School of Government

PA 509 ONBOARDING PROJECT REPORT

Onboarding and Mentorship Programs: Foundations for Engaging and Retaining New Talent

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Respect · Excellence · Trust · Service

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Background

The City of Lake Oswego, an affluent Portland suburb, has a population of roughly 40,000. For a small to medium sized Oregon city, Lake Oswego has the capacity to perform and execute various programs and services for its community. The local government is comprised of a total of 358 FTE. The purpose behind the design and need for an Onboarding Program is to fulfill the City of Lake Oswego Executive Team's 2021 team goal to create a formal Onboarding and Mentorship Program for the city. There are two desired goals from this Onboarding Program. The first is to provide consistent onboarding practices where new hires from various departments have the same foundational sessions and check-in opportunities. This kind of program is aimed at helping new hires get familiar with the city, its culture, and operations and help them be better equipped to succeed in their careers within Lake Oswego. The second is to address the common issue faced by small to medium sized cities of siloed departments and the challenge of bringing all city staff together. Creating an Onboarding Program also reflects the goals stated in the Lake Oswego Diversity, Equity, and Inclusion (DEI) Task Force recommendations report. It states, "Establish an onboarding process to include a designated mentor designed to retain and engage new hires. The process should include a focus on an environment of inclusion and acceptance of Black, Indigenous, and People of Color hires."

For a city of this size, creating a formal Onboarding Program is a challenge due to capacity. At this time, the city's departments have informal onboarding practices in place. Most departments provide new hires with department-specific policies, training, and a general tour to help orient new hires with their facility and their colleagues. Public Works has an informal system guided by a new hire checklist, which includes providing new hires with a tour, a ride-along with the superintendent, running through department software systems, and pairing new hires with another employee to help them with the job-specific processes. This department, at minimum, will take the new hires out to lunch.

The subsequent research depicts the process and reasoning behind how the Onboarding Program was created. The Onboarding Program Guidebook will provide instruction on the program, which enhances the current informal practices. The Onboarding Program is designed to be utilized by all departments to help build city-wide consistency on onboarding sessions and increase city-wide employee engagement through the establishment of cohorts.

Best Practices

Research was conducted from multiple outlets, including scholarly articles, professional organizations, and interviews with Oregon local government human resource management (HRM) professionals to identify best practices for onboarding.

Scholarly Articles

The research on scholarly articles was found through the Portland State University library database. Here, resources helped identify onboarding practices that have the goal and emphasis on

organizational culture and relationships. The onboarding experience for a new hire is vital for the employee and the organization as a whole.

> "Employees who know what to expect from their company's culture and work environment make better decisions that are more aligned with the accepted practices of the company. Losing an employee who is a poor fit or not performing well maybe a fine outcome, but losing employees because they are confused, feel alienated, or lack confidence indicates inadequate onboarding."[1]

It is important to adapt organizational leadership styles to provide a cultural onboarding experience for new government employees and to understand and share the agency's culture during the onboarding experience.[2] This transparency and information can help new hires adapt, thrive quickly, work efficiently and effectively, and make better decisions due to their understanding of the accepted practices of the agency.[3] Organizations should want new hires to understand the culture because it will help them understand the challenges they may face in government, treatment of employees, the credibility of its leaders, selection criteria for hiring and promotional decisions, and the nexus between its mission statement and employee performance.[4]

Organizational culture is defined as the way a government agency thinks and acts. The following eleven points define an organization's culture.[5]

1. Written and unwritten rules;
2. Language and acronyms;
3. Organizational structures;
4. Politics;
5. Decision-making and rules;
6. Customs, beliefs, values, and goals;
7. Ceremonies, rituals, or routines;
8. Communication style;
9. Stories, myths, or traditions;
10. Employee and leadership structures;
11. Verbal and nonverbal language markers that let you know what is okay and is not okay.

Government leaders need to be adaptive and intentional about helping new employees get accustomed to the agency's culture. This approach can be achieved by highlighting how a new

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[1] Jill M. Hillebregt, *Creating a Cultural Onboarding Experience,* (American Public Human Services Association: Policy & Practice, 2019) p. 9.
[2] Hillebregt, *Creating a Cultural Onboarding Experience,* p. 9.
[3] Hillebregt, *Creating a Cultural Onboarding Experience,* p. 9.
[4] Hillebregt, *Creating a Cultural Onboarding Experience,* p. 9.
[5] Hillebregt, *Creating a Cultural Onboarding Experience,* p. 9.

employee's position contributes to the agency's mission and portraying a realistic picture of its culture so employees understand what to expect.[6]

      Table 1 below displays recommendations for leaders on activities to consider in a culture-focused onboarding program[7].

Table 1: Cultural Onboarding Activities for the Adaptive Leader	
Create an "Employee First" Experience	- Give new employees the opportunity to define what they need as part of their onboarding process. - Employees who know what to expect from their agency's culture and work environment make better decisions. - Create an open, questioning environment for new employees. They will need time to adjust to their new culture. - Provide feedback often. New employees often make mistakes and may find it challenging to navigate your culture. - Tailor your cultural onboarding experience to the type of new employee (e.g. director, supervisor, front-line staff, or internal employee.
Communicate Culturally	- Introduce new employees to senior leadership, key partners, and workgroups in their first day/week. - Establish partnerships between employees and agency "insiders." This partnership will establish the foundation for an effective long-term working relationship with the employee and agency. - Before new employees' first day, email their bios and pictures to their new team. Often past work experiences and extracurricular activities can help speed up introductions with coworkers. - Set cultural expectations. - Explain your agency's cultural expectations. - Host a meet and greet for new employees at the end of their first week. - Encourage new employees to participate in voluntary agency functions, events, or groups.

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[6] Hillebregt, *Creating a Cultural Onboarding Experience,* p. 10.
[7] Hillebregt, *Creating a Cultural Onboarding Experience,* p. 11.

Provide a "Cultural Coach"	- Provide new employees with a cultural coach (not a mentor) shortly after starting to help them navigate your agency's culture. - A cultural coach provides cultural insight about your agency, its people, and the work. They help new employees understand the written and unwritten rules of your agency's culture. - Cultural coaches support agency leadership and are present at leadership meetings.
Create a Feeling of Purpose	- Share stories and the history of a new employee's team, division, and agency. - Connect your agency's culture to its mission, vision, values, and strategic policies. - Explain how issues are resolved and where a new employee might be involved in the problem-solving. - An abbreviated "internal" cultural onboarding process should be developed to meet the needs of employees who change positions within an agency. While an internal employee is not new to the agency, a role change often comes with a change of team members, new leadership, and new cultures.

Aspects of an organization's culture can impact whether an employee chooses to stay at an organization. Employee retention or understanding why employees choose to leave an organization has been researched with different focusing factors. First, many employee decisions are guided by intrinsic factors.[8] Intrinsic factors include intrinsic rewards from an employee, such as a sense of accomplishment, satisfaction from a job well done, and a sense that the employee had a choice in the matter at hand.[9] Intrinsic rewards are strong employee motivators, especially for public and civil servants and for females over males.[10] Another employee motivator that can be determinative of an employee's tenure at an organization is autonomy. Organizations with a culture that allows for more flexibility and a flat structure with room for drive and creativity can impact public sector employees with higher education in public organizations.[11] This motivator is one reason why public employees choose to shift to the private sector. Additional driving factors for an employee to leave an organization are the willingness and need to relocate and salary. Data

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[8] Tory L. Weaver, *Intent to Exit: Why do Federal Employees Leave?,* (Routledge: International Journal of Public Administration, 2015) p. 450.

[9] Weaver, *Intent to Exit: Why do Federal Employees Leave?,* p. 444.

[10] Weaver, *Intent to Exit: Why do Federal Employees Leave?,* p. 449.

[11] Jesper Rosenberg Hansen, *From Public to Private Sector: Motives and Explanations for Sector Switching,* (Routledge: Public Management Review, 2013) p. 602.

shows women are frequently influenced by cohabitation while men are commonly influenced by salary for family income.[12]

Professional Organizations

The next source of research was completed through professional organizations such as the International City/County Management Association (ICMA) and Engaging Local Government Leaders (ELGL).

Onboarding processes consistently recommend including basic familiarization with standard local government operating practices.[13] For new hires, this can consist of a tour of city facilities and an overview of their cost of operations, a formal council meeting and their rules and procedures, and an introduction to and about the city manager, department heads, and City Council.[14]

Published through ICMA was the onboarding process for the City of Plano, Texas. The purpose of Plano's onboarding sessions was to centralize the process and provide consistency across departments, all while mirroring the employee's six-month probationary period.[15] In addition to these sessions, Plano encouraged further participation and time from department directors and supervisors.

The city's onboarding process included a welcome session that contained vital information for success in a new hire's first month, such as parking information, payroll, payday information, dress code, accident awareness, IT information, and more. Another session focused primarily on city policies to clarify employee conduct and performance expectations such as benefits enrollment, harassment, dispute resolution process, Family Medical Leave Act, attendance and punctuality, and more. The next session focused on the fundamental responsibilities of local government, which included the form of government, election systems, City Council, mission, vision, and values, city finances, and economic development. Furthermore, Plano has an ethics onboarding session covering gifts, leave time, outside employment, city vehicles, computer equipment, and legal documents. Additionally, Plano constructed a session on diversity in the workplace and the importance of a holistic approach to diversity. Another orientation session was on organizational expectations that included boss relationships, proactive behavior, customer service, time management, peer relationships, listening skills, approachability, and more. The last session in the onboarding process was a city tour which included visiting nine facilities around the City of Plano.

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[12] Susannah Bruns Ali, Sebawit Bishu, and Mohamad Alkadry, *Why Men and Women Want to Leave? Turnover Intent Among Public Procurement Officers,* (Sage Publications: American Review of Public Administration, 2018) p. 681.

[13] George B. Cuff, *Why Orientation is Needed for All Members in Local Government,* (ICMA, 2019) https://icma.org/blog-posts/why-orientation-needed-all-members-local-government.

[14] Cuff, *Why Orientation is Needed for All Members in Local Government*

[15] City of Plano, TX, *Plano Onboarding Process,* (ICMA, 2006) https://icma.org/documents/plano-onboarding-process.

Interviews with Oregon Local Government HRM Professionals

The final source for the research came from Oregon local government human resources management professionals. The interviews were conducted with cities of similar or smaller size to Lake Oswego's population, which included The Dalles, Woodburn, and Corvallis. Interviews were later expanded to cities of a much larger size than Lake Oswego, including Gresham, Bend, Eugene, Beaverton, and Hillsboro.

The majority of the cities interviewed offered onboarding programs during the first day of a new hire's employment. Some cities create a formalized program with scheduled presentations during this onboarding process, while others touch on topics relevant to the new hire's position. The smaller cities consistently rely heavily on departments to address any specific training or policies pertaining to the new hire.

For the City of Corvallis, the city implements a first-day orientation. This session includes city finances and payroll, safety policies, sustainability practices, city tours, IT policies, and more.[16] Many of these topics are led by the department directors and the city manager. Following these employees' onboarding process, Corvallis provides their new hires with a survey that asks what they thought of the orientation and how it could be better.[17]

In a larger-sized city like Gresham, their first-day orientation included information on the organization's culture, city priorities, and ethics and a focus on the city's history and City Council's priorities and projects.[18] Gresham utilizes NEOGOV's onboarding module to organize the required forms a new hire must complete, such as I-9 and direct deposit forms.[19] The module also includes city policies, which are provided to an employee prior to their first day.[20]

The City of Eugene has a similar program to Gresham. However, Eugene was the only city aiming to establish cohorts with their onboarding process. The city has not identified how at this time; however, they stated it could take the shape of offering another check-in opportunity several times per year.[21] This opportunity would target those employees who have been at Eugene for at least a year.

Research Related to Diversity, Equity, and Inclusion

A mix of scholarly articles, professional organization articles, and two textbooks titled "Culturally Mindful Communication: Essential Skills for Public and Nonprofit Professionals" and "Diversity at Work: The Practice of Inclusion" provided many resources to create the basis for a robust diversity training.

Government agencies have a gap in their employee training programs, particularly with well-designed diversity trainings programs which adhere to equal employment and address

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[16] HRM Professional, (Corvallis) in discussion with the author, July 2021.
[17] HRM Professional, (Corvallis) in discussion with the author, July 2021.
[18] HRM Professional, (Gresham) in discussion with the author, July 2021.
[19] HRM Professional, (Gresham) in discussion with the author, July 2021.
[20] HRM Professional, (Gresham) in discussion with the author, July 2021.
[21] HRM Professional, (Eugene) in discussion with the author, July 2021.

diversity issues in the workplace.[22] A diversity program should not be a program to teach employees to be warm and fuzzy to each other; its goals should be defined by the culture and needs of the workplace in question.[23] It is important for diversity training to help develop an employee's awareness of ethnic, racial, sexual, gender, and age differences among the other individuals they work with. However, it should also focus on the similarities and differences in cultures that may be difficult to understand and, as a result, build barriers between employees that affect morale and productivity.[24]

The components to build a diversity training or program and achieve a successful outcome include the following. First is management must embrace the concept of diversity, where leaders commit to making diversity a vital part of the organizational culture and connecting diversity to agency objectives such as customer service.[25] Second, the program is most effective when it is designed to assist the employer in achieving its overall agency mission to help integrate diversity into the culture.[26] Before launching the program, it is recommended to complete a cultural assessment of the workplace to address the strengths, weaknesses, tolerances, attitudes, obstacles, objectives, and needs of the workplace in question.

Diversity management practices are essential to blend organizational structures with recognition of cultural diversity and representation through training, mentoring, and diversity advocacy. Increasing diversity in the workforce can help challenges of miscommunication due to language differences or cultural misunderstandings.[27] Furthermore, diversity can provide access to a wider variety of viewpoints and an increase in tolerance for different work styles, which lead to greater productivity and improved performance.[28] These strengths are aspects that are deemed necessary for organizations.

When considering diversity, specifically with cultural competency, the goal and purpose are to understand that everyone is different, learn how to work with everyone, and realize and understand those differences. The following are initiatives that can be taken to achieve cultural competency.

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[22] John McLaughlin and Lucretia Clemons, *Diversity Training, The Often-Forgotten but Necessary Ingredient of Any Employment Training Program,* (ICMA: Public Management, 2004) p. 32.

[23] McLaughlin, *Diversity Training, The Often-Forgotten but Necessary Ingredient of Any Employment Training Program,* p. 33.

[24] McLaughlin, *Diversity Training, The Often-Forgotten but Necessary Ingredient of Any Employment Training Program,* p. 33.

[25] McLaughlin, *Diversity Training, The Often-Forgotten but Necessary Ingredient of Any Employment Training Program,* p. 34.

[26] McLaughlin, *Diversity Training, The Often-Forgotten but Necessary Ingredient of Any Employment Training Program,* p. 34.

[27] Yongbeom Hur and Ruth Ann Strickland, *Diversity Management Practices and Understanding Their Adoption: Examining Local Governments in North Carolina,* (SPAEF: Public Administration Quarterly, 2012) p. 381.

[28] Hur, *Diversity Management Practices and Understanding Their Adoption: Examining Local Governments in North Carolina,* p. 381.

"Cultural competency in an organization can be achieved and improved by first, providing cultural competence training to all local government employees. This training should include bias awareness, and include how cultural characteristics, beyond the federal protected characteristics, impact the way people work with others. Second, employees must be encouraged to build relationships with people different than themselves. These relationships have too many benefits to list here. However, the primary benefits of relationships are: Understanding each other and Having an ally to help you better accomplish organizational goal. The newly formed relationships can reduce bias and build one's competence in interacting with others with the same cultural characteristic. Lastly, the organization's leadership has to understand everyone is an integral part of the organizational culture. Every opportunity should be taken to build competence in other cultures when leadership is working with employees. Just as a good leader reminds the team of the core values and mission, they should promote the benefits of a culturally diverse group."[29]

This foundation of cultural competency within organizations can promote allyship for local government professionals where they are an ally to someone who is not a member of an underrepresented group but acts to support that group.[30] Allies who take responsibility for making changes will help others be successful, and they can use their influence and creativity to create an inclusive space and place where all can thrive and succeed.[31]Additionally, organizations should recognize that it is essential to create an inclusive culture that is not threatening, intimidating, or offensive. Racist, sexist, homophobic, or xenophobic microaggressions (whether intentional or unintentional) cause trauma to individuals and do not promote a safe working environment.[32] To have an effective cultural competency training, topics beyond implicit biases such as explicit biases, stereotypes, prejudices, microaggressions should be discussed to promote everyday civility and allyship when working with people different from themselves.

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[29] Weston Davis, I *Have to Ask: Cultural Competence,* (ELGL, 2020) https://elgl.org/i-have-to-ask-cultural-competence/.
[30] Ashley Copeland, *What Allyship Means to Me,* (ELGL, 2021) https://elgl.org/what-allyship-means-to-me/
[31] Copeland, *What Allyship Means to Me.*
[32] Ashley Wooten, *The Ugly Truth: Microaggressions in the Workplace,* (ELGL, 2019) https://elgl.org/the-ugly-truth-microaggresions-in-the-workplace/.

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City of Lake Oswego

Onboarding Program Guidebook

2021

Respect · Excellence · Trust · Service

"Employees who know what to expect from their company's culture and work environment make better decisions that are more aligned with the accepted practices of the company. Losing an employee who is a poor fit or not performing well maybe a fine outcome, but losing employees because they are confused, feel alienated, or lack confidence indicates inadequate onboarding." (American Public Human Services Association)

PURPOSE

The eight-session Onboarding Program aims to prepare and integrate new hires into the Lake Oswego organization and culture. The orientations and training will be held throughout and mirror a new hire's 6-month probationary period. The program's structure will help provide consistency among the onboarding practices city-wide. During this time, new hires will learn to respect others and earn respect, take responsibility for themselves, be a team player, understand the policies and follow them, know how to manage their time and work hard, choose a positive attitude, improve their learning agility, and think about safety—all to be better public servants.

PROGRAM SCOPE

The Onboarding Program is categorized into three segments:

1. Individual Orientations
2. Cohort Orientations
3. Supervisors-Only Orientations

The **Individual Orientations** are designed to be a one-on-one meeting with a new hire and a staff member. These orientations are intended to engage the new hire directly, and the topics discussed will solely pertain to them, their development, and their confidential information. There are four Individual Orientations: Benefits, IT, Direct Supervisor, and the City Manager and Assistant City Manager Orientation.

The **Cohort Orientations** are created to help new hires build relationships with other new hires from different departments and facilities. This structure can educate new hires on the various city operations, programs, and services. The Cohort Orientation sessions will be held twice a year and should have no more than 15 participants. If the size exceeds 15, the city should adjust the orientation sessions to three times a year. There are three Cohort Orientations: Lake Oswego 101, Cultural Mindfulness Training, and the City Tour.

The **Supervisors-Only Orientation** is devised for new hires as well as internal employees starting in a supervisory position. Employees working in this capacity must take the training to learn about all responsibilities specific to supervisors. The one Supervisor-Only Orientation is the Supervisor Training.

INDIVIDUAL ORIENTATIONS

BENEFITS ORIENTATION

Objective: The Benefits Orientation is intended for Human Resources to have allotted time to inform a new hire of the required policies, paperwork, and benefits applications. This step in the onboarding process should be first, as some components are time-sensitive. During this first orientation, Human Resources will be a new hire's point of contact. They should provide customer service and availability as the new hire adjusts to the organization. Human Resources should follow up with the new hire one week following the orientation date to check-in and ask for questions.

> Who: HR Analyst
> When: First Day
> Length: 1.25 Hours
> Where: Lake Oswego City Hall

Agenda:
- ID Badge
- W-4 Forms: State and Federal
- I-9 Form
- Direct Deposit Form
- Insurance/Benefit Applications
- Payroll Notifications
- Emergency Contact Form
- PERS IAP Enrollment
- Signed Anti-Harassment and Non-Discrimination Memo

See Appendix A for more information on the agenda items.

Notes:

IT ORIENTATION

Objective: The IT Orientation aims to educate new hires on the importance and need for strong cyber security within the city. The employees are the protective barrier for the city's security, and the correct practices will help maintain that barrier. The city's Accessible Use and Password Policies are the foundation for ensuring the proper practices city-wide. During the IT Orientation, new hires will be supplied with the policies to review and sign and will be provided the IT Support contact information for future reference.

Who: IT Director
When: First Day
Length: 0.5 Hours
Where: New Hire's Workspace/Facility

Agenda:
- IT Support Contact Information
- Accessible Use and Password Policies and Form
- Desktop Log-in
- Browser Shortcuts and Private Pages
- Email and Printer Access
- Headset and Camera

See Appendix B for more information on the agenda items.

Notes:

Individual Orientations contd.

DIRECT SUPERVISOR ORIENTATION

Objective: The new hire's orientation with their direct supervisor provides a formal check-in opportunity for both parties. The direct supervisor can utilize this conversation to adjust or add onboarding criteria that the new hire needs. Furthermore, this orientation can help build a strong working relationship between the two individuals. The supervisor should discuss and learn the new hire's strengths, areas of improvement, and learning style. The opportunity for the new hire to share these qualities will help the supervisor guide them on executing projects and tasks successfully. It is encouraged to have the respective department director attend this orientation to provide additional information on any department-specific topics, especially the culture.

Who: Direct Supervisor and/or Department Director
When: Before end of 2nd Month; will vary
Length: Minimum of 0.5 Hours; will vary
Where: Will Vary

Agenda:
- Department Specific Topics
- Knowledge, Skills, and Abilities Assessment
- Communication and Learning Styles

See Appendix C for more information on the agenda items.

Notes:

Individual Orientations contd.

<p style="background:navy; color:white">CITY MANAGER/ASSISTANT CITY MANAGER ORIENTATION</p>

Objective: The Orientation with the City Manager and Assistant City Manager is a unique opportunity for a new hire to build more relationships and see city operations from a different outlook. Here, both managers will focus on the role and goals of the City Council in coordination with the city staff. This meeting will discuss Lake Oswego's organizational culture, and it can help break down the appearance of hierarchy in the organization. Both managers will identify and focus on how each employee contributes to the city's mission, adds to operations, and contributes to relevancy.

    <u>Who</u>: City Manager and Assistant City Manager
    <u>When</u>: 3-4 months after First Day
    <u>Length</u>: 0.5 Hours
    <u>Where</u>: Lake Oswego City Hall

Agenda:
- City Council Overview
- City Council Goals
- Organizational Chart
- City Mission and Values
- Organizational Culture
- Ask for Questions

See Appendix D for more information on the agenda items.

Notes:

COHORT ORIENTATIONS

LAKE OSWEGO 101

Objective: Lake Oswego 101 is designed to introduce new hires to the fundamentals and responsibilities of Lake Oswego and local government. This kind of orientation can be beneficial for first-generation government employees and those transferring sectors. The participation from various executive team members can help new hires build relationships, and it can help break down the appearance of hierarchy in the organization. The orientation is a cohort-building opportunity where new hires will meet other new hires from departments and facilities outside of their own. This interaction can help build relationships and build a strong internal community that can prevent department siloing.

> Who: Two Executive Team Members, City Attorney, City Recorder, and Human Resource Director
> When: Twice per year
> Length: 1.5 Hours
> Where: Lake Oswego City Hall

Agenda:
- Organizational Breakdown
- Employee Expectations
- Ethics
- Safety

See Appendix E for more information on the agenda items

Notes:

CULTURAL MINDFULNESS TRAINING

Objective: The Cultural Mindfulness Training aims for Lake Oswego employees to understand their personal identities and shared identities with other staff from different cultural backgrounds. This training is designed to value ranging cultures and promote mindful communication. Diversity is key; however, without inclusion, it does not work. When an organization brings in diverse employees but doesn't enable them to contribute to the workplace due to lack of inclusion, those new people are bound to fail, no matter how talented they are. This training is a cohort-building opportunity where new hires will meet other new hires from departments and facilities outside of their own. This interaction can help build relationships and build a strong internal community that can prevent department siloing.

       Who: Equity Program Manager
       When: Twice per year
       Length: 1.5 Hours
       Where: City Hall

Agenda:
- Activity
- Introduction
- Understanding Others: Cultural Differences
- Understanding Yourself: Cultural Mindful Communication
- Activity
- Tips

See Appendix F for more information on the agenda items.

Notes:

CITY TOUR

Objective: The City Tour showcases the unique facilities, programs, and services Lake Oswego offers to its community, many of which other local governments do not have. At each facility, the respective department director will lead the tour to introduce the new hires to the buildings and their staff. This opportunity can help break down the appearance of hierarchy in the organization. Additionally, the tour can help new hires become familiar with the facilities, especially for those who work in coordination with other staff. The tour is a cohort-building opportunity where new hires will meet other new hires from departments and facilities outside of their own. This interaction, and the ones with department directors, can help build relationships and a strong internal community that can prevent department siloing.

> Who: Assistant City Manager and Deputy City Manager
> When: Twice per year
> Length: All-day
> Where: City of Lake Oswego Facilities

Agenda:
- City Hall (Police/LOCOM, Arts Council, Booktique)
- Water Treatment Plant
- Golf Course/ Recreation Center
- Luscher Farm
- Maintenance Center
- Adult Community Center
- Public Library
- Main Fire Station

See Appendix G for more information on the agenda items.

Notes:

SUPERVISORS-ONLY ORIENTATION

SUPERVISOR TRAINING

Objective: The Supervisor Training is for a new supervisor to learn and understand their supervisory responsibilities that are required beyond their job responsibilities. This training can be provided for new hires entering as supervisors and internal employees moving into the supervisory capacity. The training will include the supervisor and the corresponding department director, who will help give the perspective on department-specific culture and practices.

> Who: Assistant City Manager
> When: 4-6 wk. after First Day
> Length: 1.5 Hours
> Where: Lake Oswego City Hall

Agenda:
- ADP System and Timesheets
- Personnel Policies
- Union Contracts
- FMLA/ OFLA
- Worker's Compensation
- Incident Report Form
- Drug and Alcohol Policy
- Performance Evaluations

See Appendix H for more information on the agenda items.

Notes:

Appendix A: Benefits Orientation

The following is the New Hire Checklist Human Resources uses for the Benefits Orientation.

Name:
Start Date:
Job Title:

New Hire Check-Off List

_____ Offer Letter (plus at-will acknowledgement for Mgt.)
_____ Background Check (includes Degree Verification and Drug Test results when applicable)
_____ Job Appliction/Employment Agreement
_____ (PAF) Personnel Action Form
_____ Job Description
_____ Orientation Folder
_____ W-4 Forms (2) Federal and State of Oregon
_____ I-9 Form
_____ Physical Exam (Police/LOCOM/Fire/CDL)
_____ Send IT Technology Request form to Supervisor. Forward to IT Support when completed form is returned to HR
_____ Notify ITSupport: after offer letter is signed (Name, position, department and start date)
_____ Notify: Lauren Bruss, Barb Dillinger, Bonnie H., Kari Linder (Name, position, department, work phone and start date)
_____ Notify Union: (Union President) Name, position, department, supervisor and home address
_____ Enter Step/Merit Increase Anniversary into schedule
_____ Direct Deposit Form
_____ ID Card/Digital Photo

Insurance/Benefit Applications

_____ Medical Enrollment   _____ Enroll on-line (or fax if necessary)
                                                 _____ HRB

_____ Dental Enrollment   _____ Enroll on-line (or fax if necessary)
                                                 _____ HRB

_____ Flexible Spending Premium Enrollment _____ Enroll on-line
                                                 _____ HRB

_____ Life Insurance Enrollment   _____ Add Guarantee Issue/Fax Additional if EE Elects
                                                 _____ HRB

_____ VSP Vision   _____ Enroll on-line - PS only - KP medical includes vsion
                                                 _____ HRB

_____ Payroll Notification
                _____ Medical
                _____ Dental
                _____ Vision
                _____ Life additions
_____ VEBA   Hol Comp only-PD   _____ On-line entry
_____ PEHP   Fire Only - New Hire form   _____
_____ ICMA   LOPOA ER Required   _____ Spreadsheet and HRB (LOPOA)
_____ Signed Anti-Harassment Policy Memo
_____ Emergency Contact
_____ PERS IAP enrollment   _____ Check PERS system for current status
_____ Entered into HRB
_____ Survivor Insurance (Mgt/Conf only) - enter in WFN (under LTD plans)
_____ CDL Employee - Notify Wolfgang & Assoc re: Random Testing List addition
_____ CDL Employee - DOT Forms (Previous Employer & Employment History Verification)
_____ Email Megan after orientation re: CMO new EE meeting
_____ Photo - ID card and send to CIC (Bonnie H)
_____ **CONFIRM:** Scanned ALL Documents to Laserfiche

Appendix B: IT Orientation

The following is the IT Support Contact Information, the Acceptable Use Policy, and the Password Policy described in the IT Orientation. The Acceptable Use and Password Policy are in draft form; below are the introductions to both policies.

Agenda:
- IT Support Contact Information
  - Phone: 503-534-5400
  - Email: ITSupport@ci.oswego.or.us
- Accessible Use Policy, Last Updated: July 2021
  - Overview
    - The Information Technology (IT) Department's intentions for publishing an Acceptable Use Policy are not to impose restrictions that are contrary to City of Lake Oswego's established mission and values. IT is committed to protecting City of Lake Oswego's employees, partners and the organization from illegal or damaging actions by individuals, either knowingly or unknowingly.
    - Internet/Intranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, WWW browsing, and FTP, are the property of City of Lake Oswego. These systems are to be used exclusively for business purposes in serving the interests of the organization and our clients and customers in the course of normal operations. Please review Human Resources policies for further details.
    - Effective security is a team effort involving the participation and support of every City of Lake Oswego employee, volunteer and affiliate who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.
  - Purpose
    - The purpose of this policy is to outline the acceptable use of computer equipment at City of Lake Oswego. These rules are in place to protect the employee and City of Lake Oswego. Inappropriate use exposes City of Lake Oswego to risks including virus attacks, compromise of network systems and services, and legal issues.

Appendix B: IT Orientation contd.

- o Scope
  - ▪ This policy applies to the use of information, electronic and computing devices, and network resources to conduct City of Lake Oswego business or interact with internal networks and business systems, whether owned or leased by City of Lake Oswego, the employee, or a third party. All employees, contractors, consultants, volunteers, temporary, and other workers at City of Lake Oswego are responsible for exercising good judgment regarding appropriate use of information, electronic devices, and network resources in accordance with City of Lake Oswego policies and standards, as well as local laws and regulations. Exceptions to this policy are documented in section 5.2
  - ▪ This policy applies to employees, contractors, consultants, volunteers, temporary, and other workers at City of Lake Oswego, including all personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by City of Lake Oswego.
- Password Policy, Last Updated: August 2021
  - o Overview
    - ▪ Passwords are an important aspect of computer security. A poorly chosen password may result in unauthorized access and/or exploitation of our resources. All staff and volunteers, including contractors and vendors with access to City of Lake Oswego systems, are responsible for taking the appropriate steps, as outlined below, to select and secure their passwords.
  - o Purpose
    - ▪ The purpose of this policy is to establish a standard for creation of strong passwords and the protection of those passwords.
  - o Scope
    - ▪ The scope of this policy includes all personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any City of Lake Oswego facility, has access to the City of Lake Oswego network, or stores any protected City of Lake Oswego information. This policy does not apply to CJIS scenarios.

Appendix C: Direct Supervisor Orientation

The following are details to the agenda for the Direct Supervisor Orientation.

Agenda:
- Department Specific Topics (will vary per department)
    - Mission/Values
    - Policies
    - Trainings
    - Culture
- Knowledge, Skills, and Abilities Assessment
    - Below are links to various tests which can help new hires identify their personalities. These results can be helpful for a supervisor to understand the new hires' work, team, and leadership styles for better efficiency and effectiveness.
        - https://www.truity.com/test/enneagram-personality-test-business
        - https://www.truity.com/test/type-finder-workplace
        - https://www.truity.com/page/16-personality-types-myers-briggs
        - https://www.truity.com/test/disc-personality-test
        - https://www.16personalities.com/
- Learning Styles
    - The learning styles below can help a supervisor identify the best path to communicating with a new hire when learning a new skill.
        - Analyzing: understanding a task by taking it apart, examining its elements, and reconstructing it piece by piece.
        - Doing: understanding the task during the performance.
        - Watching: understanding the task when seeing the total performance and each individual part of the task.

Appendix D: City Manager and Assistant City Manager Orientation

The following are details to the agenda for the City Manager and Assistant City Manager Orientation.

Agenda:
- City Council Overview
    - The names, photos, and biographies of the Lake Oswego City Council members.
        - https://www.ci.oswego.or.us/citycouncil/mayor-and-council
    - New hires should be encouraged to attend or virtually watch City Council meetings. Meeting information and rules and procedures can be found below.
        - https://www.ci.oswego.or.us/citycouncil/city-council-meetings
        - https://www.ci.oswego.or.us/citycouncil/rules-procedure
- City Council Goals
    - The yearly updated City Council goals are below.
        - https://www.ci.oswego.or.us/citycouncil/2021-city-council-goals
- Organizational Chart
    - Below is the most up-to-date Lake Oswego Organizational Chart.
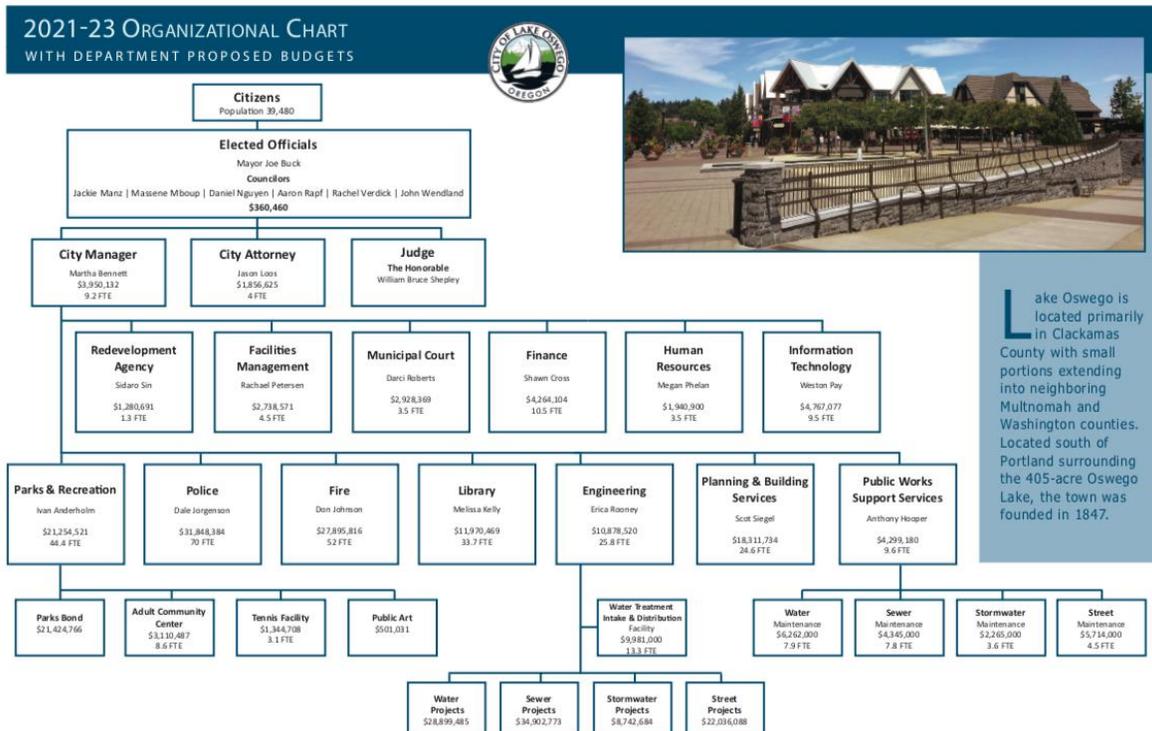
Appendix D: City Manager and Assistant City Manager Orientation contd.
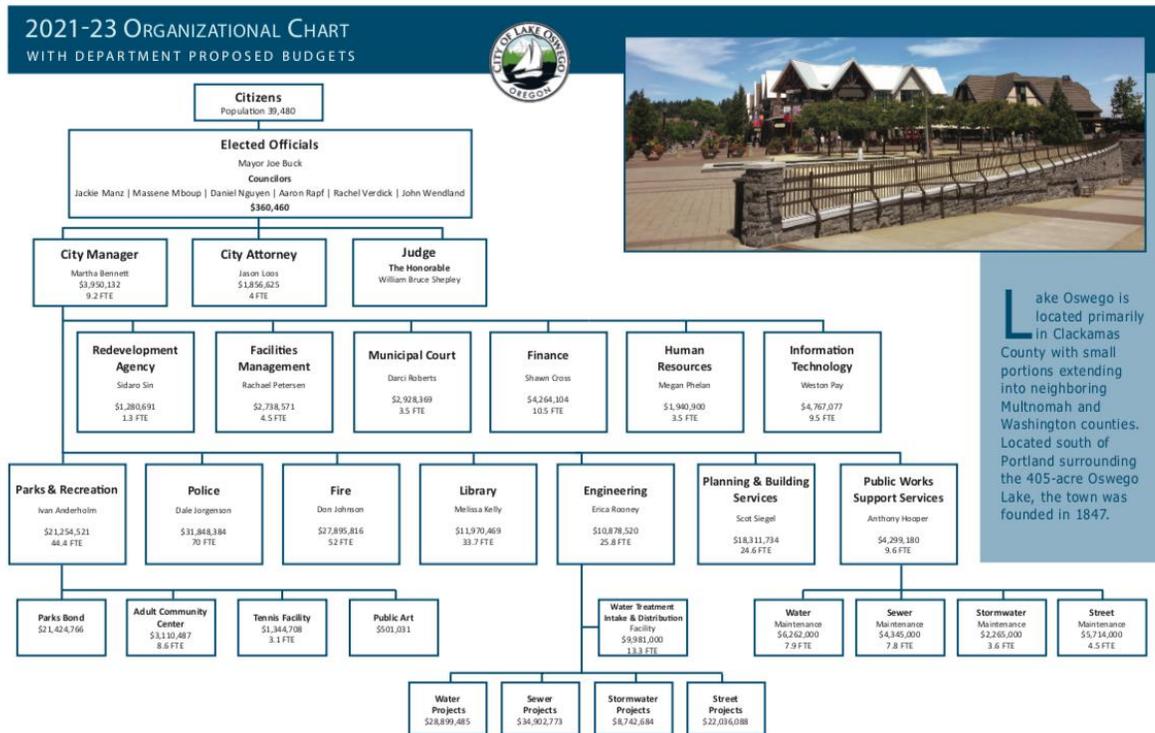
- City Mission and Values
  - o Mission
    - Cultivate an exceptional quality of life for everyone in our community.
  - o Values
    - Respect
      - We treat everyone with respect and value a diverse, inclusive and welcoming community and organizational culture. We are committed to equitable treatment and elimination of discrimination in all its forms at all organizational levels.
    - Excellence
      - We cultivate growth within high performing teams through being creative and innovative leaders in our respective professions. We support a culture where people celebrate successes and learn from our challenges.
    - Trust
      - We value the public's trust and will endeavor to always be worthy of it through ethical actions and good stewardship of resources. We believe good governance relies on transparency, and an open, honest, fair, and inclusive decision-making process.
    - Service
      - Our approach to customer service is relationship centered and focused on being responsive, responsible, and reasonable. We believe that the residents, businesses, and visitors to Lake Oswego should receive the highest quality public services.
- Organizational Culture
  - o Contact City Manager for more information.
- Ask for Questions

Appendix E: Lake Oswego 101

The following are details to the agenda for the Lake Oswego 101 Orientation.

Agenda:
- Organizational Breakdown
    - Council/Manager Form of Government
        - A form of city government organization in which the city council is primarily responsible for policymaking and hires a city manager who serves at the will of the governing body to lead the administrative operations of the city with protections against interference on an ongoing basis in the day-to-day work of the city organization.
    - Organizational Chart
        - Below is the most up-to-date Lake Oswego Organizational Chart.

2021-23 ORGANIZATIONAL CHART WITH DEPARTMENT PROPOSED BUDGETS

- City Mission and Values
    - Mission
        - Cultivate an exceptional quality of life for everyone in our community.

Appendix E: Lake Oswego 101 contd.

- Values
  - Respect
    - We treat everyone with respect and value a diverse, inclusive and welcoming community and organizational culture. We are committed to equitable treatment and elimination of discrimination in all its forms at all organizational levels.
  - Excellence
    - We cultivate growth within high performing teams through being creative and innovative leaders in our respective professions. We support a culture where people celebrate successes and learn from our challenges.
  - Trust
    - We value the public's trust and will endeavor to always be worthy of it through ethical actions and good stewardship of resources. We believe good governance relies on transparency, and an open, honest, fair, and inclusive decision-making process.
  - Service
    - Our approach to customer service is relationship centered and focused on being responsive, responsible, and reasonable. We believe that the residents, businesses, and visitors to Lake Oswego should receive the highest quality public services.
- City Financial Dashboard
  - Below is the link to the Lake Oswego Financial Dashboard.
    - https://www.ci.oswego.or.us/dashboard/
- Overview of City Services and Programs
  - Accessible through the "City Services" tab on the Lake Oswego website.
    - https://www.ci.oswego.or.us
- Description of Three Unions
  - The City of Lake Oswego participates in collective bargaining with three associations. Collective bargaining agreements and related material are available on the city's website at https://www.ci.oswego.or.us/hr/labor-agreements.

Appendix E: Lake Oswego 101 contd.

- The Lake Oswego Municipal Employees' Association (LOMEA) who is formally affiliated with AFSCME. LOMEA represents general employees which include clerical/administrative, fiscal, labor, engineering and planning classifications.
- The Lake Oswego Police Officers' Association (LOPOA) represents police officers and communications operators.
- The International Association of Firefighters (IAFF, Local 1159) represents firefighters/paramedics, fire/driver engineers, fire lieutenants and fire prevention officers.

- Employee Expectations
  - Attendance and Punctuality
    - Can be found in the Lake Oswego Private Pages or;
    - Contact Department Director for more information
  - Dress Code
    - Can be found in the Lake Oswego Private Pages or;
    - Contact Department Director for more information
  - Personnel Policies
    - Can be found in the Lake Oswego Private Pages or;
    - Contact Human Resources for more information
  - Sustainability
    - The City's Sustainability practices can be found below.
      - https://www.ci.oswego.or.us/sustainability
    - Contact the Sustainability Analyst for more information
- Ethics (City Attorney and City Recorder)
  - Gifts
    - Can be found in the Lake Oswego Private Pages or;
    - Contact the City's Attorney's Office for more information
  - Public Records and Emails
    - Can be found in the Lake Oswego Private Pages or;
    - Contact the City Recorder for more information
  - Email Professionalism
    - Contact Department Director for more information
  - P-Cards and Petty Cash
    - Can be found in the Lake Oswego Private Pages or;
    - Contact Finance for more information

Appendix E: Lake Oswego 101 contd.

- Safety (Human Resources Director)
  - o Emergency Preparedness
    - ▪ Can be found in the Lake Oswego Private Pages or;
    - ▪ Contact Human Resources for more information
  - o City Vehicles
    - ▪ Can be found in the Lake Oswego Private Pages or;
   - ▪ Contact Human Resources for more information
  - o Safety Committee
    - ▪ Can be found in the Lake Oswego Private Pages or;
    - ▪ Contact Human Resources for more information

Appendix F: Cultural Mindfulness Training

The following defines the topics discussed in the Cultural Mindfulness Training. Content is taken from "Culturally Mindful Communication: Essential Skills for Public and Non-Profit Professionals" by Masami Nishishiba and "Diversity at Work: The Practice of Inclusion" by Bernardo M. Ferdman and Barbara R. Deane.

Agenda:
- Activity 1: Identify Yourself
  - o This activity will ask participants to individually write identities that pertain to them. For example, one could write about their family, racial/ethnic background, religion, political viewpoints, hobbies, etc.
  - o The participants should be given 3-5 minutes to complete this activity.
- Introduction
  - o The 'Shared Meaning' graphic (below) visualizes the desired type of communication. The graphic displays two different individuals in their bubbles which represents their cultural frames of reference. When those two individuals use cultural mindful communication, despite their different cultural frames of reference, they will have a shared meaning.
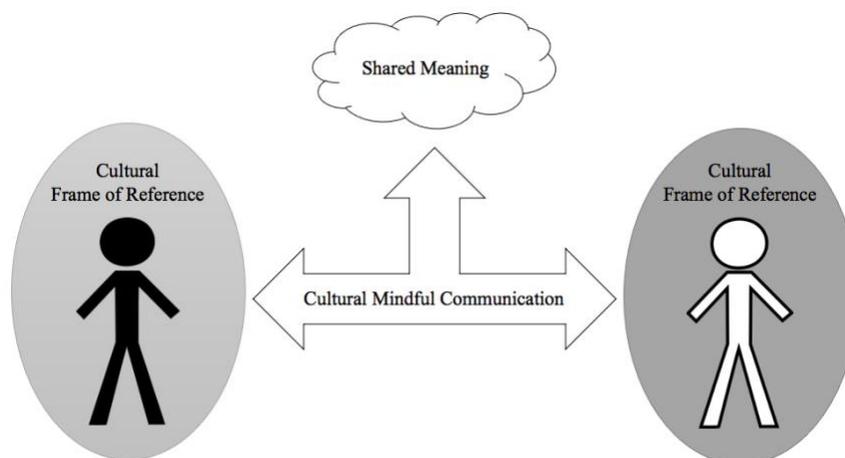
  - o It is encouraged to tell the training's audience that cultural mindful communication is a journey, not a destination. We all start in different places, and you can't suddenly be in another place after one conversation. Like all great journeys, it takes a little time, faith, and courage.
  - o Pronouns
    - ▪ https://uwm.edu/lgbtrc/support/gender-pronouns/
    - ▪ The link above provides information on the purpose of pronouns, their importance, and a table of the different pronouns used (below).

Appendix F: Cultural Mindfulness Training contd.

- The importance behind respecting a person's pronoun is because when someone is referred to with the wrong pronoun, it can make them feel disrespected, invalidated, dismissed, alienated, or dysphoric (often all of the above.) You cannot know what someone's pronouns are by looking at them.

Pronouns-- A How To Guide
Subject: ___1___ laughed at the notion of a gender binary.
Object: They tried to convince ___2___ that asexuality does not exist.
Possessive: ___3___ favorite color is unknown.
Possessive Pronoun: The pronoun card is ___4___.
Reflexive: ___1___ think(s) highly of ___5___.
The pronoun list on the reverse is not an exhaustive list. It is good practice to ask which pronouns a person uses.
© 2011, 2016 UW-Milwaukee LGBT Resource Center

1	2	3	4	5
(f)ae	(f)aer	(f)aer	(f)aers	(f)aerself
e/ey	em	eir	eirs	eirself
he	him	his	his	himself
per	per	pers	pers	perself
she	her	her	hers	herself
they	them	their	theirs	themself
ve	ver	vis	vis	verself
xe	xem	xyr	xyrs	xemself
ze/zie	hir	hir	hirs	hirself

- Define the following:
  - Race: is understood today as primarily a sociological designation that identifies a group sharing some outward physical characteristics and some commonalities of culture and history.
  - Ethnicity: is something you acquire based on where your family is from and the group which you share cultural, traditional, and familial bonds and experiences with.
  - Diversity: is not simply about supposedly superficial demographic facts or labels, but rather about identities, cultures, and the varied meaning and ways of thinking about and approaching situations that these represent.
  - Inclusion: *how* organizations, groups, their leaders, and their members provide ways that allow everyone, across multiple types of differences, to participate, contribute, have a voice, and feel that they are connected and belong, all without losing individual uniqueness or having to give up valuable identities or aspects of themselves.

Appendix F: Cultural Mindfulness Training contd.

- ▪ Equity: (a) procedural fairness, including due process, equal protection, and equal rights; (b) distributional equity, referring to equal access to services and benefits; (c) process equity, including equal quality of services; and (d) outcome equity, addressing equal impact of policies.
  - Diversity asks: "Who's in the room?"
  - Equity responds: "Who is trying to get in the room but can't? Whose presence in the room is under constant threat of erasure?"
  - Inclusion asks: "Have everyone's ideas been heard?"
  - Justice responds: "Whose ideas won't be taken as seriously because they aren't in the majority?"
- Understanding Others: Cultural Differences
  - o Enculturation vs. Acculturation
    - ▪ Enculturation: the process of learning and acquiring cultural meanings, including values and norms, behaviors, languages, and tools of various descriptions that work in the culture one is born into.
    - ▪ Acculturation: a slightly different learning and socialization process when two or more cultures are involved, learning aspects of a culture other than one's own.
  - o Individualistic vs. Collectivistic
    - ▪ Individualistic: cultural preference for individuals to be more independent from the social group to which they belong and where individuals are primarily motivated by their own preferences, needs, and rights. (EX: the United States, Australia, Great Britain, Canada, Hungry, and the Netherlands)
    - ▪ Collectivistic: a cultural preference to see individuals as part of one or more social groups, where individuals are motivated by norms and duties imposed by the social groups they belong to. (EX: Guatemala, Ecuador, Panama, Venezuela, Colombia, Pakistan, Indonesia, Taiwan, South Korea, Vietnam, Thailand, China, Philippines, and Japan.)
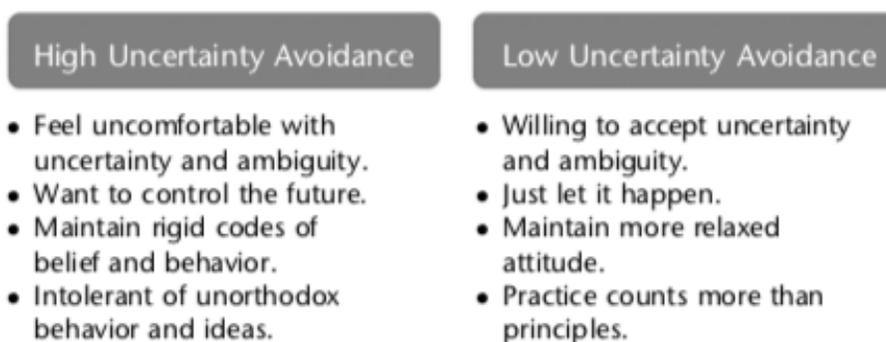
Individuals	Collectivistic
• Emphasis on an individual	• Emphasis on the group
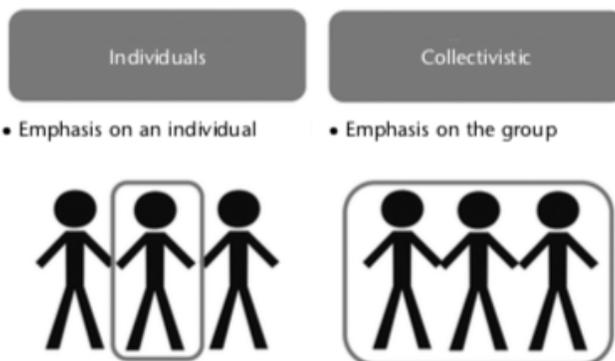
Appendix F: Cultural Mindfulness Training contd.

- High vs. Low Power Distance
  - High Power Distance: members tend to accept power and authority as facts of life. (EX: Malaysia, Guatemala, Panama, the Philippines, Mexico, Venezuela, Indian, and Arab countries.)
  - Low Power Distance: members adhere to the principle that power should be distributed, rewards should be equitable based on performance, and inequality should be minimized. (EX: Austria, Israel, Denmark, New Zealand, Ireland, Sweden, and Norway.)
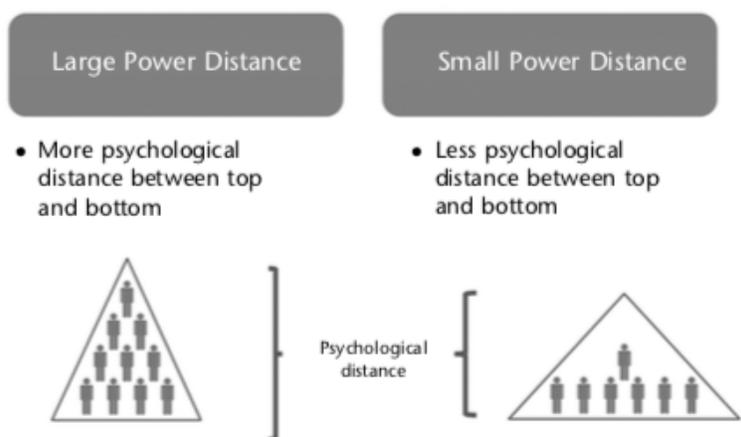

- High vs. Low Uncertainty Avoidance
  - High Uncertainty Avoidance: those who prefer having structure and clear procedures and rules to avoid uncertainty and ambiguity. (EX: Greece, Portugal, Guatemala, Uruguay, Belgium, El Salvador, and Japan.)
  - Low Uncertainty Avoidance: those who tend to dislike rigid structure, procedures, rules, and individuals in these cultures do not mind facing uncertainty and ambiguity in day-to-day life. (EX: Singapore, Jamaica, Denmark, Sweden, Hong Kong, Ireland, the UK, and the United States.)

Appendix F: Cultural Mindfulness Training contd.

- o High vs. Low Context Orientation
  - ▪ High Context Orientation: locates meaning more in the context of a situation and non-verbal cues, rather than the explicit context of social interaction; these individuals tend to not state what they have in mind in a direct manner. (EX: Japan.)
  - ▪ Low Context Orientation: the verbal message conveys most of the meaning, and very little meaning is embedded; these individuals tend to be more explicit and leave no room for ambiguity. (EX: the Unites States and other Western countries.)
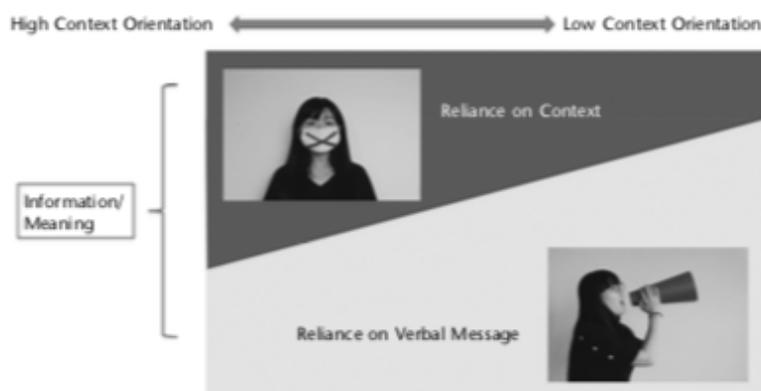
- o Monochronic vs. Polychronic
  - ▪ Monochronic: views time as a commodity, something that can be gained, lost, spent, wasted, or saved; these individuals value punctuality, completing tasks on schedule, and meeting deadlines. (EX: US and some European cultures.)
  - ▪ Polychronic: have a more holistic concept of time, where several things can happen at once; these individuals prioritize relationships rather than schedules.

Appendix F: Cultural Mindfulness Training contd.

- Understanding Yourself: Cultural Mindful Communication
  - Prejudice
    - an aversive or hostile attitude toward a person who belongs to a group, simply because they belong to that group and is therefore presumed to have the objectionable qualities ascribed to the group.
    - The following terms help give us the building blocks to understand prejudice.
  - Implicit Bias
    - are "discriminatory biases based on implicit attitudes or implicit stereotypes" which underlies one's thought processes and behaviors without one being aware of it.
    - A test to identify individuals' implicit biases can be taken here: https://implicit.harvard.edu/implicit/takeatest.html
  - Stereotypes
    - overgeneralized, exaggerated and inflexible belief toward a group of people that does not take individual variation into account.
  - Microaggressions
    - is a brief and commonplace daily verbal, behavioral, or environmental indignities whether intention or unintentional, that communicates hostile, derogatory or negative slights and insults toward members of oppressed
    - there are three types of microaggressions:
      - Microassault
        - expresses bias or prejudice that the actor is aware of; the individual knows what they are doing however, they may not really intend to hurt anyone.
      - Microinsults
        - demean the target person, and convey rudeness and insensitivity; they tend to be unconscious where the individual does not usually choose to convey a demeaning message; it just comes out.
      - Microinvalidations
        - exclude, negate or nullify the psychological thoughts, feelings, or experiential reality of the target person or group.

Appendix F: Cultural Mindfulness Training contd.

- Activity 1 Continued
    - o The group of participants should reflect back on the initial activity that they completed at the start of the training. Participants can add or remove any identities as they see fit.
    - o Next, the participants can volunteer to share their identities with the rest of the group. Here the participants can find shared identities while also acknowledging their differences. The activity can also help build relationships.
- Tips

Steps in the Personal Diversity Journey	
1. Know self-first	Who am I? What do I stand for? What makes "me" me?
2. Value self	What are my unique gifts? What is my best self?
3. Acknowledge your prejudices	In what ways do I exclude? How do I contribute to intolerance? What are my blind spots?
4. Open yourself to change	What are my opportunities to grow? To be my best self?
5. Learn about others	How are other individuals/groups different from me? How are they the same?
6. Value differences	How do differences enhance who I am and can become? What can I learn from differences?
7. Include others	Expand your circle to optimize diversity.
8. Embrace personal growth	Constantly ask yourself, Where am I now? Am I growing in my journey to be more inclusive? What do I need to change?

Inclusive Behaviors and Practices for Everyone and for Leaders
Acknowledge, connect, and engage with others.
Listen deeply and carefully.
Engage a broad range of perspectives.
Openly share information and seek transparency.
Be curious.
Lean into discomfort.
Increase self-awareness.
Be willing to learn and be influenced by others.
Be respectful and demonstrate fairness.
Foster interdependence and teamwork.

Respect · Excellence · Trust · Service

Appendix F: Cultural Mindfulness Training contd.

Developing Inclusive Behaviors	
Modify your listening skills	• Recognize and adapt to the variety of listening behaviors you will encounter among diverse employees. • Recognize and adapt your own listening skills as necessary to understand diverse perspectives. • Listen for value-based cultural assumptions, perceptions, and expectations. • Observe behavior and monitor your interpretations and meanings.
Ask necessary and appropriate questions	• Learn about other views, work styles and assumptions, and needs. Encourage others to do the same. • Be comfortable in asking questions about the preferred terminology, pronunciations, and so on. • Be comfortable in asking if you have caused offense, and be open to understanding how to correct it or avoid it in the future. • Ask for clarification of goals, directions, and instructions to ensure common understanding.
Shift the frame of reference when necessary	• Demonstrate an understanding that perceptions are relative. • Demonstrate empathy and understanding for other values, attitudes, and beliefs; distinguish empathy from agreement. • Be flexible in your approach to situations. There are many ways of doing things.
Manage conflict constructively	• Define the issues in the conflict and focus on interests, not positions. • Make an effort to understand others' perspectives. • Demonstrate an understanding of different cultural assumptions about what conflict is and alternative ways of dealing with it. • Develop a collaborative ("win-win") problem-solving approach.
Recognize unconscious bias and stereotypes	• Know your own culture, why you believe what you believe, your history and early experiences that have shared your value system. • Be aware of and monitor your own unconscious biases and stereotypes. • Ask people you trust to give you feedback on potential biases that you may not be aware of.

	• Hold others accountable for their stereotypes. • Learn to distinguish between individual difference and cultural difference.
Show respect for and interest in the other person	• Learn about the cultures of those around you (geography, customs, history, and so on). • Be aware that humor is handled differently in different cultured. Something that you think is funny and harmless can be insulting to others. • When talking with those who are more fluent in another language than yours, speak clearly (but not louder and slower) and ensure that there is shared understanding.
Strive to interact meaningfully with those you perceive as "different"	• Learn to feel and exhibit comfort with groups and individuals from other cultures (for example, spend time with people from diverse groups both at work and outside of work). • Give cultural information about yourself freely when it is requested. • Be open and accommodating to others' needs to gain information. Do not assume that they know what you know.
Strive to be nonjudgmental	• Continually ask yourself if you are making a value judgement about others, rather than recognizing that others might just do things differently than you. • Remember what we are programmed to make snap judgements. Continuously work on this tendency in order to reduce such behavior. • When judging others' cultural values and norms, refrain from using only your "yardstick." • Continually check and recheck your perceptions about others.
Make decisions using a "cultural" lens	• When making decisions, ask yourself: does this work for most, or am I making assumptions based only on my own world view and cultural frame? • Seek out the opinions of diverse people and test your assumptions. • Integrate different world views into final decisions.

Appendix F: Cultural Mindfulness Training contd.

Inclusive Practices for Leaders
Take responsibility for your own learning and actions, rather than depending on a particular individual or single source.
Have trusted advisors from different identity groups from whom you can seek feedback.
Recognize and explore your own identities and cultural orientations to be aware of when they complement or contradict the values and orientations of other groups and individuals.
Expect to have your current assumptions challenged and invite these interactions as valuable moments that can lead to transformational learning and new insights. Make this an expectation of your team.
Be bold in addressing blatant and subtle acts of exclusion. Use these as opportunities for organizational learning rather than for compliance or punishment. Differentiate between stereotypes and real cultural differences and characteristics.

Appendix G: City Tour

The following identifies the City Tour addresses and routes.

- City Hall (Police/LOCOM, Arts Council, Booktique included)
    o 380 A Avenue Lake Oswego, OR 97034

-------Travel Time: 10 minute-------

- Water Treatment Plant
    o 4260 Kenthorpe Way West Linn, OR 97068

-------Travel Time: 10 minutes-------

- Golf Course/ Recreation Center
    o 17525 SW Stafford Road Lake Oswego, OR 97034

-------Travel Time: 5 minutes-------

- Luscher Farm
    o 125 Rosemont Road West Linn, OR 97068

-------Travel Time: 10 minutes-------(South Shore and Jean Road Fire Station's drive-by)

- Maintenance Center
    o 17601 Pilkington Road Lake Oswego, OR 97035

-------Travel Time: 20 minutes------- (West Lake Fire Station and Christ Church Parish drive-by)

- Adult Community Center
    o 505 G Avenue Lake Oswego, OR 97034

-------Travel Time: 5 minutes-------

- Public Library
    o 706 4th Street Lake Oswego, OR 97034

-------Travel Time: 5 minutes-------

- Main Fire Station
    o 300 B Avenue Lake Oswego, OR 97034

-------Travel Time: 5 minutes------- (Back to City Hall)

Appendix H: Supervisor Training

The following identifies where additional information can be found for the Supervisor Training Orientation agenda items.

Agenda:
- ADP System and Timesheets
    - o Lake Oswego Private Pages or;
    - o Contact Payroll for more information
- Personnel Policies
    - o Lake Oswego Private Pages or;
    - o Contact Human Resources for more information
- Union Contracts
    - o Lake Oswego Private Pages or;
    - o Lake Oswego City Website or;
    - o Contact Human Resources or Respective Union Representative for more information
- FMLA/ OFLA
    - o Lake Oswego Private Pages or;
    - o Contact Human Resources for more information
- Worker's Compensation
    - o Lake Oswego Private Pages or;
    - o Contact Human Resources for more information
- Incident Report Form
    - o Lake Oswego Private Pages or;
    - o Contact Human Resources for more information
- Drug and Alcohol Policy
    - o Lake Oswego Private Pages or;
    - o Contact Human Resources for more information
- Performance Management
    - o Contact Human Resources for more information