PROGRAM EVALUATION REPORT

DEEP
DIVERSE AND EMPOWERED
EMPLOYEES OF PORTLAND

LEADERSHIP DEVELOPMENT PILOT PROGRAM 2016

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Sponsored by:

OFFICE of EQUITY and HUMAN RIGHTS
CITY OF PORTLAND

Diverse and Empowered Employees of Portland (DEEP)

Leadership Development Program Coordinators

Project Role	Name	City Bureau or Office	Position
DEEP Co-chair	Debbie Caselton	Bureau of Environmental Services	Communications
DEEP Co-chair & LDP Project Manager	Janis McDonald	Portland Bureau of Transportation (PBOT)	Safe Routes to School Organizer
City African American Network (CAAN) Chair	Sonny Ben-Jumbo	PBOT	Senior Management Analyst
Unidos Latinos Americanos (ULA) Committee	Carlos Hernandez	PBOT	Traffic Engineer
ULA Committee	Cristina Nieves	Commissioner Amanda Fritz's Office	Policy Advisor
ULA Committee	Cynthia Castro	Parks & Recreation	Recreation Supervisor II, Charles Jordan Community Center
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Organizational sponsor: Office of Equity and Human Rights, City of Portland, Dante James, Esq., Director. **Trainer and consultant:** Yvonne Chang, MATP, PCC, Yvonne Chang Consulting. **Trainer:** Steven Holt, Professional Trainer and Coach, Try Excellence LLC.

*Ms. Fertal served as a program coordinator for the early and middle phase of the 2016 pilot.

** Ms. Taing obtained a new position outside the City mid-way through the program and therefore needed to end her participation.

Acknowledgments

The program evaluator would like to acknowledge the hard work and countless hours that the program coordination team invested in developing, managing and supporting the Leadership Development Program. Team members met together more than 20 times during their lunch hour from March to November 2016 to plan and make decisions about the program's evolving design and ongoing implementation. They addressed thorny issues, solved complex problems, and actively reviewed the formative evaluation data that was coming in from surveys and participants' written self-reflections and through informal communication channels. The team carried out these duties on their own time and without compensation.

Special thanks go to the project manager, Janis McDonald, for keeping us all on track and to Debbie Caselton, the DEEP co-chair, for doing extra work to assure that program events flowed smoothly and successfully.

Appreciation also is extended to all the mentees, who completed multiple surveys for the program evaluation. Many of the mentees extended themselves further to write self-reflections about their program experience, and some also shared their time and perspectives in interviews. Quite a few mentors, for their part, generously offered written self-reflections, and most took part in informal end-of-program debrief sessions with Ms. McDonald, which informed the evaluation. For all these invaluable contributions, the evaluator expresses his gratitude.

Disclosure Statement

Dr. Fielding, a retired school researcher and program director, volunteered his services as program evaluator. He wishes to acknowledge that he is the fiancé of Yvonne Chang, a trainer and consultant for the program. Dr. Fielding assisted Ms. Chang in developing the content featured in the workshops she led. He also participated in most of the program coordination meetings. Despite his personal relationship with Ms. Chang and his close connection with the program coordination team, Dr. Fielding has made every effort to be objective in collecting and analyzing the evaluation data and preparing this report.

Contents

Evaluation at A Glance

This report offers an evaluation of the Leadership Development Program (LDP) of the Diverse and Empowered Employees of Portland (DEEP). DEEP is a voluntary, employee-driven organization that champions the ideals of diversity, equity and inclusion within the City and in the broader metropolitan community.

DEEP designed the LDP to invite, inspire and prepare the City's next leaders among three affinity groups: the City African American Network (CAAN), the Unidos Latinos Americanos (ULA), and Women's Empowerment (WE).

Implemented on a pilot basis in 2016, the program set out to foster quality mentoring relationships, participant-centered training, and community building for CAAN, ULA and WE cohort groups. Following a program development and start-up period, the LDP provided services from mid-April through early December, for approximately seven and a half months.

Good News about Implementation

All the planned program components were put in place:
- All 17 mentees did find a mentor, and four mentees found two mentors. The mentees were "rising stars." The mentors were diverse and distinguished leaders in the City and, in several cases, in Portland nonprofit organizations and businesses.
- All mentees met with a mentor at least once and generally four to nine times.
- One of the trainers led a small-group mentoring option for three mentees, who met for five evenings to explore special issues that immigrants faced in the workplace.
- All planned trainings took place: one two-hour introductory session for mentees, one three-hour introductory session for mentors, and six one-hour sessions for mentees were offered.
- Each cohort group met four or five times.
- A moving graduation ceremony was held.

Good News about Program Quality and Impact

Mentees held the program in high regard. They felt heard, seen and embraced by the program as professionals of color and women professionals. Fully 100 percent of the mentees reported that the LDP was "especially important" to them compared with other professional development programs. Fully 100 percent also reported that the LDP inspired them to want to serve as mentors themselves and/or leaders within their affinity groups.

Challenges

As a pilot program, the program did encounter unanticipated problems:

1. Delays and communication glitches with the mentee-mentor matching process that left some mentees confused and frustrated in the first two or three months of the program,
2. Uncertainties about how program leaders might best communicate with very-busy mentors, some of whom did not feel connected to the broader program effort,
3. Too-short training sessions that, while generally well received, strained to fit into mentees' lunch hours and did not always provide enough time for participants to fully process, personalize, discuss, and use workshop content,
4. A dip in mentees' workshop attendance,
5. Limited supervisory support for mentees as they sought to apply professional learning in their day-to-day work setting,
6. A lack of direction on the part of one of the cohort groups, and
7. A few members of the program coordination team shouldering most of the work.

Recommendations

The report concludes with 11 recommendations for the future:
1. Improve the mentee-mentor matching process.
2. Develop a more vital communication and support system for mentors.
3. Engage supervisors as program partners and mentees' allies.
4. Create closer connections among mentoring, training, and cohort group meetings.
5. Include an explicit goal focus for mentees and project focus for cohort groups.
6. Extend the length of workshops from one hour to two hours.
7. Make clearer in advance the roles and responsibilities of program coordinators.
8. Make clearer in advance the expectation for mentees.
9. Explore ways of keeping the program alive for mentees beyond a single year.
10. Empower mentees to play a larger program decision-making and leadership role:
- Recruit a 2016 mentee from each affinity group as a program coordinator for 2017.
- Ask mentees for guidance about the themes and skills to be addressed in trainings.
- Provide opportunities for mentees to serve as leaders or coleaders of workshops.
- Provide opportunities for mentees to present to City Council and bureau directors.
- Recruit mentees from the 2016 program as mentors in 2017 and beyond.
11. Expand the City's institutional support for the program:
- Permit mentees to attend training, meet with their mentors and participate in some cohort group meetings during regular work hours.
- Permit the program coordination team to meet during regular work hours.
- Tie in the program with the City's regular supervisory and professional development practices.
- Organize the program so that it can provide at least nine months of service instead of the seven and a half months of service afforded in the pilot.
- Increase the budget to include support for (a) two-hour instead of one-hour workshops and (b) basic program coordination, communication and evaluation activities.

Introduction

This report is intended for seven audiences:

1. The Leadership Development Program (LDP) coordinators, who helped shape both the program itself and the program evaluation design,
2. The City's Office of Equity and Human Rights (OEHR), which sponsored and funded the program,
3. The City Council, including the mayor, who are committed to advancing equity, inclusion and diversity in the City's workforce and workplace,
4. Bureau directors, who may be in a position to fund the program in the future,
5. The mentees and mentors who participated in the 2016 program,
6. Prospective mentees and mentors for 2017 and beyond, and
7. Future consultants, trainers and evaluators.

Part One: About the Program and the Participants

Background and Purpose

The Leadership Development Program (LDP) was a pilot program of the Diverse and Empowered Employees of Portland (DEEP). Founded in 2007, DEEP is an employee-driven organization that works with the City to advance diversity, equity and inclusion in the work environment and to honor the unique contributions and strengths that a diverse workforce brings to public service. DEEP works independently under the umbrella of the City's Office of Equity and Human Rights (OEHR). In 2016, OEHR awarded DEEP a $10,000 grant to develop and implement on a pilot basis a leadership development program. After a program development and start-up phase, the LDP provided services from mid-April to early December 2016, for approximately seven and a half months.

The stated purposes of the LDP were to:

*   Build the leadership capacities of professionals of color and women professionals within the City's workforce,
*   Create a professional network and support system for those professionals,
*   Provide strategies to help program participants advance in their careers, and
*   Strengthen leadership for participating "affinity groups," which are voluntary associations of City employees who join together based on a shared identity and common interests.

These purposes aligned with the City's ongoing efforts to attract, develop, and sustain a diverse workforce committed to quality public service.

Need for the Program

The Office of Equity and Human Rights identified the lack of racial and ethnic equity in the City's management ranks as one of the drivers of the pilot Leadership Development Program.

In a report to City Commissioners in January 2014, when OEHR and DEEP began thinking together about a pilot, the Director of OEHR, Mr. Dante James, and then Mayor Charlie Hales, noted: "While the City's workforce is comprised of approximately 18% people of color, only about 4% are managers or supervisors." From the outset of planning, OEHR viewed the pilot as a step in building a "more competitive pipeline toward management for people of color."

In early 2016, the coordinators of the LDP, whose names and positions in the City are shown on the inside front cover of this report, cited additional and updated statistics about workforce inequities in a "Frequently Asked Questions (FAQ)" document they prepared to support the pilot. The data the coordinators shared suggested that the City had made some progress in increasing leadership equity since the initial report to City Council on the idea for the pilot program. However, the FAQ, which focused on gender inequity alongside inequities for professionals of color, also indicated that much work lay ahead.

Display 1 shows statistics the coordinators supplied from the City's Workforce Demography Dashboard that shed light on the under-representation in City management of members of the three "affinity groups" who would be participating in the 2016 pilot: women, African American and Latino employees. The data confirmed that white employees were over-represented and women and people of color were under-represented among the City's managers and supervisors.

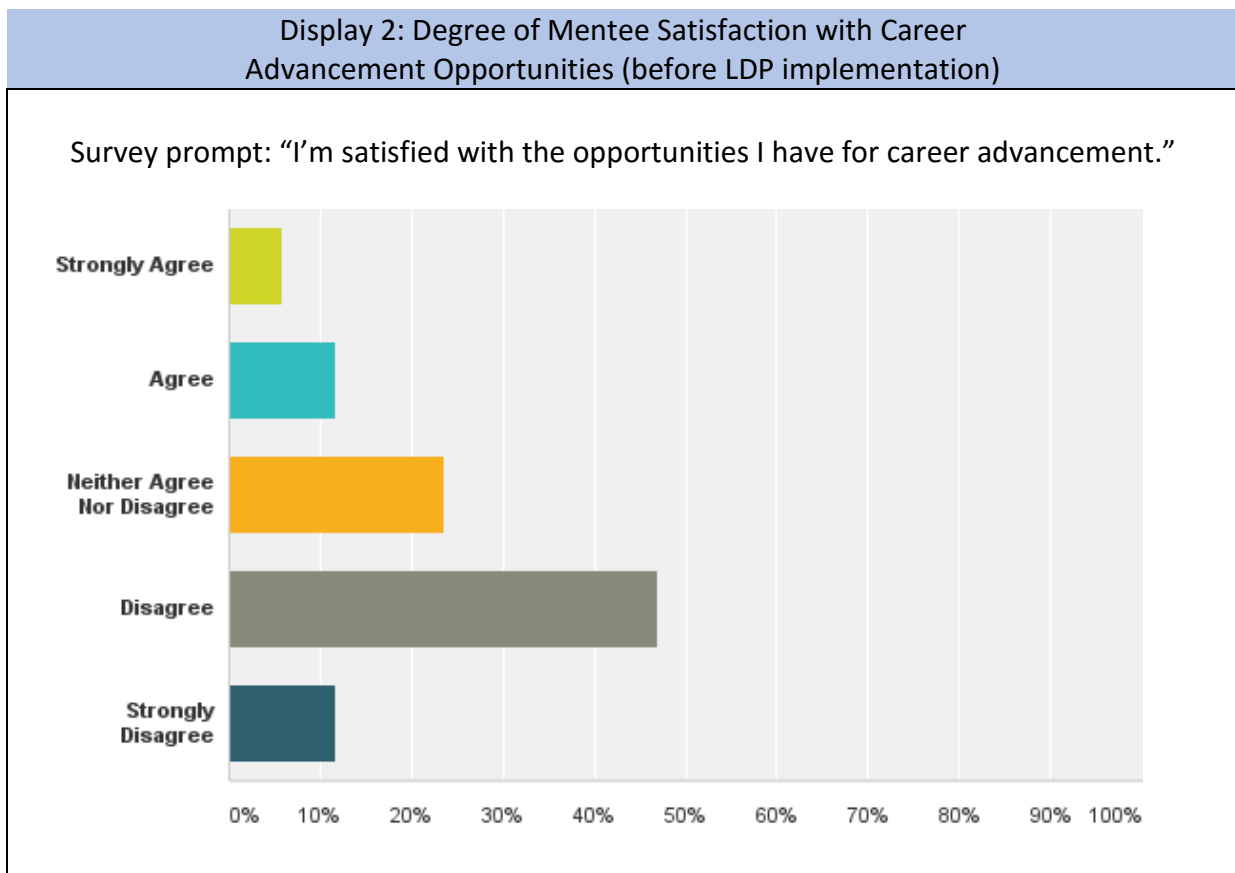| Display 1: A Snapshot of the City's Leadership Demographics March 2016		
Employee Group	**Percent in City Management Positions**	**Percent in City Workforce as a Whole**
White	84%	77%
Women	36%	42%
African American/Black	05%	07%
Latino/Hispanic	04%	05%

Given this evidence of inequity among the City's management echelon, DEEP and OEHR leaders were concerned that the City was not doing enough to provide opportunities for professionals of color and women professionals to advance in their careers and to develop professionally.

Beyond data on the City's leadership demography was suggestive evidence, including personal observations offered by mentees, that the workplace culture for professionals of color and women professionals limited their chances for promotion into management. For example, one of the mentees observed that Portland's management promotion practices, relative to other workplaces, were insular and tradition bound. Performance and merit carried less weight in the City, this mentee sensed, than how one fit into a settled pattern of thinking and acting. Many of Portland's administrators had been with the City for a long time, the mentee noted,

and tended to favor individuals for management positions who had a similar background. In other words, this mentee elaborated, the City had a default leadership preference for people who were familiar in outlook and behavior.

Another mentee conveyed the same message in an interview: "Each bureau works in a structure that perpetuates the same type of person becoming the next leader. We tend to think we need to replace a leader with the same kind of leader. That leaves women and minorities out."

Results from a pre-implementation survey, which all 17 mentees completed, reinforced these concerns about limited career advancement options for professionals of color and women professionals. As Display 2 makes clear, 59% of mentees disagreed or strongly disagreed with a statement about being satisfied with available career advancement opportunities. The distribution of responses to this item is shown graphically below.

Display 2: Degree of Mentee Satisfaction with Career Advancement Opportunities (before LDP implementation)

Survey prompt: "I'm satisfied with the opportunities I have for career advancement."

The LDP program leaders recognized that City professionals of color and women professionals faced further workplace challenges in addition to those associated with promotion. According to the mentee who spoke about Portland's hiring culture "leaving women and minorities out," women in her bureau continued to face culturally regressive, "macho" norms about what it meant to be a strong, successful leader. In this mentee's experience, what

would seem to be positive leadership values and practices from a deeply human point of view were commonly seen as weak and ineffectual in the bureau's dominant culture. Showing genuine humility, listening with an open heart and an open mind, and publicly admitting and learning from one's mistakes were all interpreted by the prevailing order in her bureau as a suspiciously feminine sort of softness and indecisiveness. A program like the LDP was needed to hold a space where members of nondominant cultures could draw on each other's experiences and strengths and develop as leaders in a manner and in a direction that seemed truly inclusive, caring and right.

Finally, another mentee, a professional of color, shared an insight about the particular pressures that employees of color face as they carry on the public's business. This mentee interacted with the public hour after hour each work day and was regularly the victim of racial indignities and slurs. He felt a special pressure to represent the highest values of pluralist democracy and public service when he dealt with the public, even when members of the public committed racial microaggressions against him. But this took its toll. The LDP stood as a haven in which he could "exhale," to let out the pain and anger that accumulated as he maintained a highly self-disciplined public presence. From his point of view, a program such as the LDP was needed as a place for City professionals from under-represented communities to come together and seek release from the burdens they bore and receive encouragement for the constructive responses to indignities they were pursuing. As this mentee proclaimed, with obvious pride in what he did and devotion to the city he loved: "When you are heard and appreciated, you feel you want to give more."

The Mentees

The pilot program was specifically designed to serve three of DEEP's established Affinity Groups:
- City African-American Network (CAAN),
- Unidos Latinos Americanos (ULA), and
- Women's Empowerment (WE).

The selected members of the affinity groups, called "cohort groups" in the context of the LDP, were referred to as "mentees," because developing a relationship with a mentor was a major component of the program.

The program coordination team selected the mentees based on criteria that were indicated in the mentee program application, which was emailed to the affinity groups in early March. Applicants were expected to demonstrate, for example, that they were "potential community builders" and that they would bring enthusiasm and a positive attitude toward their own professional learning and toward contributing to their affinity groups.

The number of mentees selected for each affinity group was as follows:

- CAAN: seven, from among 16 applicants
- ULA: three, from among three applicants
- WE: seven, from among 42 applicants

A total of 17 mentees were thus selected, although one of the mentees accepted a position outside the City mid-way through the program, which reduced the total to 16.

The number of applicants from ULA was lower than anticipated and hoped for. One hypothesis that a program coordinator suggested to explain this low application rate was that a relatively large number of Latino/Hispanic employees were temporary/seasonal staff members and would not necessarily have been employed by the City for the full life of the LDP, in which case they would not have been eligible. The selection criteria included as a minimum requirement that employees be able to attend all meetings/trainings.

It is noteworthy that seven of the selected mentees were immigrants. (These individuals informally disclosed that they were immigrants during regular program activities; they were not asked to provide this information.)

The Mentors

The 19 mentors in the program were well-established and highly regarded leaders who volunteered to help foster the growth and development of the "rising stars" of LDP mentees. Most mentors were City administrators but several worked in nonprofit organizations and businesses in the broader community. Several mentors volunteered to mentor more than one mentee.

Mentees chose their mentors based either on prior knowledge of the mentors or on a program-established matching process. Basic demographic information on the mentors is as follows.

Display 3: Mentor Demographics		
	No. of Women	**No. of Men**
Mentors of Color	Six	Four
White Mentors	Six	Three

Part Two: Program Implementation

This part of the report is about how the mentoring, training, and cohort lunches were rolled out and put in place. This is different from the issue of program value and impact, which will be considered in the next section.

Good News

As noted in the opening section of the report, "Evaluation at a Glance," all the planned program components were put in place:

- All 17 mentees did find a mentor, and four mentees found two mentors. The mentees were rising stars. The mentors were diverse and distinguished leaders in the City and, in several cases, in Portland nonprofit organizations and businesses.
- All mentees met with a mentor at least once and generally four to nine times.
- One of the trainers led a small-group mentoring option for three mentees, who met for five evenings to explore special issues that immigrants faced in the workplace.
- All planned trainings took place: one two-hour introductory session for mentees, one three-hour introductory session for mentors, and six one-hour sessions for mentees were offered.
- Each cohort group met four or five times.
- A moving graduation ceremony was held.

As part of implementation, the CAAN affinity group added a program component that proved to be very successful. This was a lunch, referred to as a "mentor roundtable" session, for mentors to meet face-to-face with mentees and share stories, experiences, opportunities and issues related to mentoring and career development. This innovation was well received and no doubt would be a worthy activity to carry forward into 2017.

One of the mentees summed up the positive aspects of implementation in this way:
"If Portland is the city that works, the LDP is the program that works."

Challenges

As a pilot program, the program did encounter unanticipated problems. These included:

Delays and communication glitches with the mentee-mentor matching process

Some mentees did not find their match until summer, several months after the program officially began. The process of finding a match was confusing and frustrating for many mentees, at least those who did not form a mentoring relationship based on a prior connection with their mentor.

Uncertainties about how program leaders might best communicate with very-busy mentors

Although the project manager made conscientious efforts to communicate via email to mentors, email proved to be an ineffective communication form for many mentors. A lesson for the future is that phone calls, brief face-to-face meetings, and perhaps an initial common orientation session for mentors and mentees might be helpful.

At least partly as a result of less-than-optimal communication, some mentors did not appear to be aware that the LDP was a multi-faceted program. By and large, mentors participated in the LDP as independent and isolated actors rather than as collaborating members of a broader program team.

It must be emphasized that most mentors gave freely and generously of themselves, for which mentees consistently expressed gratitude. But several mentees met only one to three times with their mentors, and a couple of the mentors admitted that reaching out to their mentees and forging a link with the LDP was not a priority. Perhaps better communication with mentors, and prospective mentors, early on might build a greater sense of an LDP community among the mentors and the mentees alike.

Too-short training sessions, fitted into mentees' lunch hour

The first training for mentees, "Mentoring for Inclusive Leadership," was two hours in length, but each of the subsequent six workshops was one hour long and required most participants to give up their lunch hour to participate. (Perhaps it is not a coincidence that the highest rated workshop was the first, two-hour session.) Some mentees felt that requiring them to give up their lunch hour for training reflected a lack of real institutional commitment to the program on the City's part. If the program were important enough for the City to sponsor, wouldn't it be equally important for the City to open time during regular work hours so that employees could participate fully in it?

Although as will be discussed later, mentees generally gave high marks to the training, many noted that the one hour time slot was too tight to allow them to interact expansively with new ideas and with each other. To learn a new concept or skill well enough to apply it back in one's day-to-day work setting required more time than the LDP allocated. To learn with colleagues and to genuinely build on each other's ideas also called for a larger allocation of time.

A dip in mentees' workshop attendance

Although all mentees (and all program coordinators) participated in the first mentee training on April 27, the participation rate declined after that, falling to 14 for most of the remaining workshops but sinking to nine for the October training, as Display 4 shows.

Display 4: Mentee Training Workshops: Attendance & Survey Response Rate			
Workshop Date	**Workshop Title**	**No. Attending**	**% Completing Survey**
4/27	Orientation: Mentoring for Inclusive Leadership (YC*)	22	100%
5/26	Leadership Technical Proficiency Training (YC)	14	86%
6/22	Communication: The Art of Connecting (SH*)	14	86%
8/11	Multicultural leadership (YC)	13	100%
9/28	Grids & Biases (SH)	14	71%
10/26	Conflict Resolution (SH)	9	78%
11/3	Communal & Expressive Leadership (YC)	14	93%
	Averages	**14**	**88%**

*YC = Yvonne Chang, * SH = Steven Holt

Limited supervisory support for mentees as they sought to apply professional learning in their day-to-day work setting

Several mentees expressed concern that their supervisors knew very little about what they were doing and learning in the LDP and seemed unprepared and disinclined to assist them in applying program learning in their work environment. An implicit assumption of the LDP was that mentees would communicate with their supervisors about their goals and progress in the program and, as appropriate, enlist their support. However, several mentees suggested in written comments and interviews that this assumption was not necessarily well founded. These mentees perceived that they would have benefited if program leaders had made clear in advance to supervisors that they were supposed to meet with mentees and help them to translate learning gained through the program into day-to-day work situations and roles. Might regular supervisor-mentee interaction serve as a catalyst for deeper learning and development?

A lack of direction on the part of one of the cohort groups

The Women's Empowerment (WE) cohort was the one group that appeared to struggle to find itself. Five members of WE suggested in their written self-reflections that the WE cohort group meetings ran into implementation problems. The group seemed to lack a shared sense of purpose and a clear focus. Attendance was spotty, too much time passed between one

meeting and the next, and only a few members seemed committed to making the cohort work as a collaborative, productive team. This situation improved in the fall after the project manager stepped in to provide more guidance and structure. But for a relatively long period during the pilot year, the WE group could not find its footing.

A few members of the program coordination team shouldering most of the work

Roles and responsibilities among members of the program coordination team were not made operationally explicit. Some tasks fell through the cracks or were left to be picked up by the project manager or the DEEP co-chair. The leadership work load was not equitable, and some important things did not get done in a timely way.

Part Three: Program Value and Impact

This section is about the mentees' perception of the importance and quality of the program and of the outcomes they achieved through it.

Good News

Through interviews, written self-reflections and survey comments, mentees communicated how important the LDP was to them, despite the implementation snags discussed above. Participants felt seen, heard, and embraced by a knowing and empathetic community and respected as professionals of color and as women. They felt the combination of the mentoring, training and cohort lunches produced a unique program that explicitly addressed issues that members of under-represented groups within the City typically had to address on their own. The small-group mentoring addition, participants reported, helped with navigating challenges and issues that immigrants in particular faced in the workplace.

Mentees' Voices

Display 5, on the next page, brings forward the voices of six mentees on the overall value of the program. Taken together, they create a picture of a prized program with distinctive meaning.

Display 5: Mentees' Voices on the Value of the Program

"I think DEEP's program is unique because it's providing opportunities for minorities in the public sector. A lot of people assume that because we work in the public sector that it's already a diverse work environment, which is not always the case. So it's great that DEEP acknowledges that and has centered a program around development for minorities."

"One characteristic that stands out is that the members of the cohort are of similar cultural background and thus have a better understanding of each other's challenges that end up being a commonly shared challenge…The mentoring provided great opportunity to build contact with mentors that are in great positions of power. The training shed lights on various alternative ways of taking leadership. Cohort lunches offered chances to relax and be ourselves in a safer environment. Members were able to have more candid discussions and intimate exchanges...All three facets of the program were valuable to me."

"I have not been in a leadership development program before. This program seems different than other programs I have heard of because it is the only one that specifically targets women and people of color. The content of the program was general enough to be useful for professional development in the workplace, as well as development of leadership skills for affinity groups…There is not a single week that goes by that I haven't been grateful for this program. I feel inspired to take leadership roles in affinity groups, and my self-esteem as a professional has grown significantly."

"It's been highly valuable to me to have this program. I have been a City employee for less than five years, and the program has given me a sense of community and belonging. I have been able to meet and build relationships with fellow City employees from other bureaus. I don't believe I would have the same opportunity to do so if I hadn't participated in this program. I feel I am more connected with the City, have expanded my network, and have gained a deeper understanding of the ongoing work I need to do to accomplish my goals as a professional serving the City of Portland community."

"The program teaches about multicultural leadership, which is distinctive from other programs that I've participated in…The mentoring and the mini-mentoring [small group mentoring sessions in the evenings] are very valuable to me…My mentor gave me advice on participating in meetings and interpersonal tips on how to work in a hierarchical environment…I really value the training sessions led by Yvonne. I am able to recognize my disturbing emotions and I'm learning to manage my emotions."

"This program helped me face one of my fears—which is trusting people. My lack of trust is a result of trauma experienced while working, many years ago, in a very hostile, oppressive, and patriarchal environment. Initially, choosing a mentor was a bit of an internal and emotional struggle, but with the help of many counselors, I quickly calmed all my nerves…I worked with two wonderful mentors…I worked with female mentors. I stand for women who stand for other women! Girl power."

Mentors' Voices

Display 6, on the following page, presents the voices of several mentors, who were asked about their perceptions of the value of the program and about what they were gaining as mentors.

Two of the mentors whose voices are included in the display were professionals of color. They brought a seasoned wisdom to their mentoring relationships on the central issue of how to build a career in a work space in which members of one's racial or ethnic group historically have been excluded, invisible or marginalized. It was this very sort of wisdom that gave mentoring in the LDP its distinctive character.

The third mentor whose voice is featured underscored the immense satisfaction that mentors can gain from engaging in authentic and responsive discourse with their mentees and truly making a difference in their personal and professional development. The LDP was designed primarily to serve the mentees, but the hope was that mentors, too, would find meaning and satisfaction in their participation. Judging from the mentors whose voices can be heard here, this hope was fulfilled.

Display 6: Mentors' Voices

Mentor A. "The particular value of this program is
(1) it is culturally-specific, centered on the experience of people of color working in the public sector and in predominantly white environments and
(2) it asks for knowledge of something that is not frequently publicly recognized as valuable, the specific ways that people who are not dominate in a space navigate it and thrive without numeric power and in the face of active undermining.

The level of support for me as mentor is unique. The way the program is supported institutionally is unique. The level of effort on evaluation is unique.

I gain a relationship with a rising star; I fulfill my need to share what I think I've learned in decades in public service environments. It re-validates my struggles as meaningful, not just hard times to be weathered individually."

Mentor B. "For me, the value was in finding out firsthand what the challenges are that our young women of color are facing in plotting a career path for themselves in the City, and examining my own bureau to see in which ways those same challenges play out here. For my mentees, the value, based on their feedback, has been in the concrete (talking about how to approach a job interview, or doing a mock interview) to the less concrete (listening mostly, and validating their experience) – and offering my perspective as a woman of color in a high-level position.

I think that when you add race or ethnicity the mentor-mentee relationship becomes more personal. The issues we discuss can be fraught and painful. You don't want to re-traumatize someone who has already experienced trauma in the system.

I'm getting an opportunity to think about how to continue to improve the experience of working in my bureau for employees of color. Do I, as a bureau director, have the same management behaviors that challenge my mentees in their bureaus? Do any of my managers?"

Mentor C. "This is my 1st experience with being part of a more formal mentoring program, so I find the experience itself to be valuable. I would never have this opportunity to mentor an extraordinary mentee without this program, so I am grateful to the program for that. My mentee has expressed how helpful the mentoring is for her at this precise stage in her professional development. She mentioned that my qualifications and experience are exactly what she needs to support her growth. Both comments have been very gratifying for me to hear.

I'm gaining a tremendous respect for the challenges of my mentee's professional life and admiration for how she handles hurdles that she faces. The experience of mentoring is deeply gratifying and gives me great pleasure. I feel honored that my mentee extends her trust to me as she opens her vulnerability to me and filled with a sense of gratitude during the exchange."

Post-Program Survey Data

Display 7 below shows results from an end-of-program survey that all 16 mentees completed. The data reinforce the voices of affirmation expressed in Displays 5 and 6. For example:

- Fully 100% of mentees regarded the LDP as especially important relative to other professional development programs they had engaged in during the past couple of years.
- Fully 100% also felt that their participation in the LDP increased their commitment to serve as a mentor themselves and/or a leader of their affinity group.
- 94% reported that the program helped them to know themselves better as a leader.
- 94% felt more connected with other women and/or people of color.

At the same time, the survey data suggest that the program fell short of achieving at a broad level several key program outcomes, such as enhancing mentees' ability to navigate their work environment, to integrate their personal, cultural and professional identities and to resolve conflicts at work.

Display 7 **Survey Results on the Program's Value and Impact**	
% Mentees Strongly Agree or Agree	End-of-Program Survey Statements
100%	Compared with other professional development programs, the LDP has been especially important to me.
100%	My commitment to becoming a mentor and/or a leader in my affinity group has increased.
94%	I know myself better as a leader or potential leader.
94%	I am more connected with other women and/or people of color.
88%	I have an expanded professional network.
88%	The quality of the program has been high.
81%	I have a better idea of how to get ahead professionally.
81%	My commitment to working with the City has increased.
81%	I'm better able to use forms of leadership in my affinity group that engage the heart, body and soul.
75%	I communicate more effectively at work.
75%	My sense of personal satisfaction at work has increased.
69%	I'm better able to connect my personal, cultural, and professional identities.
69%	I'm better able to respond to biases and microaggressions at work.
64%	As a woman and/or person of color, I've learned to navigate my work environment more successfully.
56%	I resolve conflicts more successfully at work.

Possible Reasons for the Outcome Pattern

We believe that one reason the outcome attainment was not as high as might be desired concerned the implementation constraints the program faced, which we discussed earlier. This included the **constraint of limited time** for mentees, individually and together, to process, work with and make their own the complex outcomes the program aimed to foster, such as navigating the work environment successfully. One mentee wrote, for example: "I have yet to see if the program has helped me navigate the workplace successfully because there has not been enough time that has passed. So far I've been slowly practicing the skills, but it will take time for me to truly find a difference. And that's ok, I was not expecting an overnight improvement program!"

Developmental Outcomes vs. Program Outcomes

The quotation from the mentee above about not expecting miraculous development in a program providing less than one year of service like the LDP mirrored the reflections of one of the mentors who was interviewed. In response to a question about her own development as an executive leader of color, the mentor referred to a series of developmental transformations, from childhood through middle age, that helped her to integrate her racial identity with other aspects of her life story, including her role as an active community contributor and executive in public and nonprofit sectors.

What this leader of color was suggesting is that developmental outcomes, which involve complex transformations in how one thinks about oneself and one's evolving narrative and identity, are different from program outcomes. Programs can contribute to an individual's long-term development but they cannot in themselves produce development or assure that it will happen. Developmental change involves broad shifts that a person makes in the pattern of her or his thinking and feeling. These shifts are internally constructed and self-guided in view of deep experience, genuine support, and honest self-reflection over multiple years. Program outcomes are those that can reasonably be achieved within the context of the program itself, including its timeline for completion, which is often a year or less.

This is not to excuse a short-term program like the LDP for falling short of attaining higher-order outcomes at the level it desires. It is simply to recognize that it may be necessary for program participants to formulate goals that, while complex and challenging, are nonetheless appropriate for a short-term program. Holding program participants or leaders accountable for developmental outcomes that inherently involve many years of growth probably is to doom program actors to disappointment.

On this very point, one of the mentees conveyed in her self-reflections that she would have benefited from more assistance in translating a broad, developmental vision for where she wanted to go in her career to more concrete, program-bounded goals for the LDP service period. This mentee praised the initial training that Ms. Chang had led on mentoring for inclusive leadership in part because the training gave her a personally and culturally rich

framework for thinking about her long-term career aspirations and sense of "signature contribution." However, this mentee commented that she needed further support to translate a broad career vision into constructive and attainable goals for the program period.

Similarly, in the comment section of the training feedback surveys, one of the workshop participants expressed the view that some of the workshops focused more on matters of deep inner development than he found useful. This individual indicated that he had already done a lot of inner work and had a reasonably well developed inner guide to his career. What he needed was a stronger emphasis on skills and tools that he could apply right now to engage successfully with the outer work environment. In effect, this individual was asking for a focus on outcomes and skill proficiencies that could be attained in the next few months and that did not necessarily involve a shift in his deep-seated pattern of thinking, feeling, and self-reflection.

One of the challenges ahead for the LDP program would seem to be to strike a sensitive balance between a commitment to developmental outcomes and a commitment to more concrete and time-bound program outcomes that anchor to them.

Program Driven vs. Individually Driven Outcomes

Another possible reason why outcome attainment was more limited than desired was that the mentoring, training and cohort lunches did not all work together to achieve common outcomes. The program did entertain a set of desired outcomes, which formed the basis of the end-of-program survey for mentees. But the outcomes or goals that individuals worked toward with their mentors, the goals that cohort groups worked on as a team, and the goals that the two trainers pursued with workshop participants each more or less had a life of their own.

This loose coupling across program components had its benefits: individuals were free to work out with their mentors whatever goals they deemed fitting for themselves, cohort groups had full autonomy to pursue self-defined matters of importance, and the workshops could reflect the best that the trainers had to offer. The values of freedom, flexibility and personalization are of course very positive values and the LDP did a good job of protecting those values in the design and implementation of the program.

But this program strength might also be seen as a weakness if the program wishes to attain a centrally defined set of outcomes. For example, if the program wishes to empower mentees to resolve work conflicts more effectively, especially those concerning issues of race, ethnicity, gender and equity, then there probably needs to be a more concerted, shared effort, across the three program components, to realize this outcome. The data from the program survey indicate that only 56% of mentees perceived that they were better able to resolve conflicts at work on the basis of their participation in the LDP. If the program wanted to increase this percentage, it would probably mean that a closer alignment of program components around the central hub of a conflict resolution outcome would be necessary.

We want to be careful not to imply that the choice of centrally defined program outcomes vs. individually defined outcomes is an either-or choice. Certainly, it would unduly limit individual mentees' development if they were told that the only outcomes they could pursue with a mentor is a standard, program-driven one. If the program took personalization and flexibility completely out of mentoring to maximize a focus on common outcomes, then it would be one-sidedly group-driven. One of the interviewed mentees, noted, for example, that she greatly appreciated her mentor's help in learning how to write a cover letter and resume appropriate for higher-level positions. She also was grateful for her mentor's guidance about "communication styles" in the workplace. Her mentor introduced her to effective communication techniques such as how to disagree at meetings in a positive and productive way, and helped her to worry less about whether she was coming across as too stereotypically feminine (over-pleasing, over-apologizing, over-accommodating) or too stereotypically masculine (boldly assertive, competitive, authoritative, direct) and encouraged her to be more flexible and natural in her communication. It would have been a disservice to this participant if she had not been able to work on issues like resumes and communication styles because they were out of step with core program outcomes.

Therefore, it may be that the program entertains only a small set of high-priority common outcomes, say, for example, two or three, as one of the focal points for mentoring, the cohort lunches and the training, but then encourages and supports mentees, cohort leaders and trainers to bring in more varied and personalized outcome expectations as a complement to the common outcome core.

Moreover, if the program is to entertain a lean set of several essential outcomes, the mentees probably should have a hand in selecting those outcomes to foster ownership and commitment. The more choice mentees can exercise in the design of their own learning, even if they are choosing for a common, standard goal, the more engaged mentees are likely to be.

We are not advancing any particular formula for achieving a balance between a core of program outcomes and more diverse and personalized set of individualized outcomes. We are simply suggesting that if the program wishes to retain an outcome orientation then program leaders and participants need to agree on what outcomes they are all going to come together on and which outcomes, or type of outcomes, they are going to pursue individually.

Survey Data on Training

For each of the seven mentee workshops, a survey was administered to participants after the workshop's conclusion and then analyzed, using SurveyMonkey. Each survey consisted of eight multiple choice items on standard topics, such as the meaningfulness of the workshop, the clarity of its goals, the helpfulness of its activities and the enthusiasm and preparation level of the presenter. The surveys also included an open-ended comment box.

The idea was to give feedback to the presenters and to the program coordination team very soon after each training took place to guide decisions and improvements for the next training. Conversations with the trainers and program coordinators suggests that the survey results were reasonably helpful, but informal conversations with mentees and among program coordinators who had direct experience with the workshops probably counted at least as heavily as the formal data record (as they should!).

For this summative, final report, we will not reproduce survey results for each individual workshop. But we do wish to convey the average results across the seven workshops on each of the eight multiple-choice questions that were included on the surveys. We also wish to make some general points about the training to augment those already made earlier in the report.

Display 8 shows the training survey data aggregated across the seven workshops.

Display 8: Survey Data on the Quality of Training	
Average mentee responses, across seven workshops, led by two presenters	
% Strongly Agree or Agree	**Survey Statements**
95%	Presenters enthusiastic and relatable
95%	Presenters well prepared
91%	Content well organized
90%	Goals clear
89%	Activities/discussion helpful
88%	Content meaningful
83%	Would recommend workshop
78%	Power Point slides effective

Despite the tight time frame of the workshops (all but the first were limited to mentees' lunch hour) and the limited alignment between the workshop goals and the goals of the cohort groups and the mentoring component, mentees generally rated the trainings highly, as Display 8 suggests. Quite a few of the mentees made comments about the high regard with which they held the trainers. The fact that 95% of survey responses affirmed that the presenters were enthusiastic, relatable and well prepared says something resoundingly positive about the workshop leaders.

The trainers had very different backgrounds and styles. One of the mentees noted in the comment section that the program should continue to recruit trainers from diverse backgrounds and with diverse styles because no single background or style would resonate equally well with the varied group of mentees who participated in the LDP.

Another mentee observed that mentees themselves, especially now that the pilot year is under everybody's belt, might be asked to play a greater leadership role in the design and implementation of training (and in other realms of the program as well). We piggyback on this suggestion in the recommendation section below.

Part Four: Recommendations

The following recommendations flow from the previous sections of the report.

1. Improve the mentee-mentor matching process.
   a) Recruit mentors earlier in time than was done during the 2016 pilot.
   b) Provide some sort of personalized orientation (either a phone call or a brief meeting, without undue reliance on emails) about how the LDP works and how mentors play a pivotal role in it.
   c) Have the mentor bios up on the web before the mentee applicants are notified that they have been selected into the program.
   d) Include an option for mentees to meet with prospective mentors either at an informal orientation session or through individual phone calls or relatively brief "matching meetings." Evidence suggests that not every mentor would wish to come to a meeting focused on matching, but some clearly would.
   e) Create a step-by-step guide for mentees to communicate their first choice and alternate mentors and for program coordinators to communicate back to them as to whom they have been matched with.
   f) Clarify that mentees should initiate communication with their mentors to schedule the first meeting.
   g) Clarify that mentees should contact their cohort group leader if they have questions or concerns about their match or about other LDP issues. If this responsibility to communicate with and support individual mentees is not distributed across cohort leaders, then one of the program coordinators should be designated as a special mentee liaison.

2. Develop a more vital communication and support system for mentors.

As suggested in the first recommendation above, rely less on emails when reaching out to mentors and more on brief phone calls or face-to-face meetings. Continue with the mentor-mentee roundtable innovation that the CAAN group pioneered in 2016. Consider a common orientation session for mentors and mentees.

Add a new, specialized role within the responsibilities of the program coordinators: the role of "Special Liaison to Mentors," or some comparable title. The Mentor Liaison would make sure that each mentor feels connected to the program as a whole and has a person to turn to if concerns or questions arise during the course of the program.

3. Engage supervisors as program partners and mentees' allies.

Instead of asking supervisors merely to sign off on a mentee's participation, ask them to commit to checking in monthly with the mentee to see what she or he is experiencing, learning and needing. Ask for a commitment on the part of supervisors to help mentees apply and extend what they are learning in their everyday work environment.

4. Create closer connections among the mentoring, training, and cohort group meetings.

Identify, with input from mentees, a small set of high-priority program outcomes that the training, the mentoring and the cohort groups will hold in common. This may help to create synergy among these three major program components.

5. Include an explicit goal focus for mentees and project focus for cohort groups.

This would mean that individual mentees would formulate goals to guide their self-development and to clarify for their mentors what they aim to achieve. Cohort groups would develop shared goals to guide the collaborative activity of their group. Trainers would know of these goals and take appropriate steps to reinforce their attainment in workshops they led.

6. Extend the length of workshops from one hour to two hours.

Within this expanded time frame, be sure to open substantial time for participants to interact expansively with each other--to discuss, explore, question, give personal examples of and apply together ideas and practices that are introduced in the workshop.

7. Make clearer in advance the roles and responsibilities of program coordinators.

The LDP is a complex project with many moving pieces and many different stakeholders. City professionals who sign on to serve on the program coordination team should know in advance the scope and level of commitment that is needed to move the project forward. They should also be prepared to hold each other on the team accountable for getting the work done and attaining program goals.

8. Make clearer in advance the expectation for mentees.

The LDP is a complex project for mentees as well as for the program coordination team. Prospective mentees should be better informed about the obligations that accompany the benefits of the program, including the obligation to participate in workshops, to initiate and manage communications and meetings with a mentor, and to set and pursue goals strategically both for themselves as individuals and with and for their cohorts.

9. Explore ways of keeping the program alive for mentees beyond a single year.

For example, bring program graduates together in the new program year to continue to learn from each other and to meet with new mentees.

10. *Empower mentees to play a larger program decision-making and leadership role*.
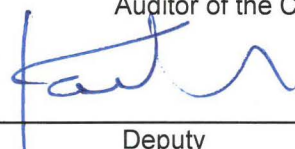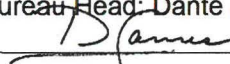   - Recruit a 2016 mentee from each affinity group as a program coordinator for 2017.
   - Ask mentees for guidance about the themes and skills to be addressed in training. (This would almost certainly require that the program be organized, and mentees selected and asked to give input, much earlier in the program year than was possible during the pilot.)
   - Provide opportunities for mentees to serve as leaders or coleaders of workshops. (The idea would be to develop and support a cadre of internal trainers from among the ranks of mentees or former mentees that would complement, but not replace, the training offered by external trainers and consultants.)
   - Provide opportunities for mentees to present to City Council and bureau directors.
   - Recruit mentees from the 2016 program as mentors in 2017 and beyond.

11. *Expand the City's institutional support for the program*:
   - Permit mentees to attend training, meet with their mentors and participate in some cohort group meetings during regular work hours.
   - Permit the program coordination team to meet during regular work hours.
   - Tie in the program with the City's regular supervisory and professional development practices, as suggested, for example, in recommendation three above.
   - Organize the program so that it can provide at least nine months of activities instead of the seven and a half months of service afforded in the pilot.
   - Increase the budget to include support for (a) two-hour instead of one-hour workshops and (b) basic program coordination, communication and evaluation activities.

↲/4°

Agenda No.
REPORT
Title

Diverse and Empowered Employees of Portland (DEEP) 2016 Leadership Development Pilot
Program Presentation to Council by Janis McDonald (Report)
~~Report~~

INTRODUCED BY Commissioner/Auditor: **Mayor Ted Wheeler**	CLERK USE: DATE FILED ___ MAR 21 2017 ___
COMMISSIONER APPROVAL Mayor—Finance & Administration - Wheeler Position 1/Utilities - Fritz Position 2/Works - Fish Position 3/Affairs - Saltzman Position 4/Safety - Eudaly	Mary Hull Caballero Auditor of the City of Portland By: _____ Deputy
BUREAU APPROVAL Bureau: Office of Equity & Human Rights Bureau Head: Dante J. James Prepared by: Jeff Selby Date Prepared:3/15/17	**ACTION TAKEN:** **MAR 29 2017 RESCHEDULED TO MAR 29 2017 2:00 PM** MAR 2 9 2017 ACCEPTED
Impact Statement Completed ☒ Amends Budget ☐	
City Auditor Office Approval: required for Code Ordinances	
City Attorney Approval: required for contract, code. easement, franchise, charter, Comp Plan	
Council Meeting Date **3/29/17**	

AGENDA
TIME CERTAIN ☒ Start time: **9:45 a.m.** **Total amount of time needed: 30 mins** (for presentation, testimony and discussion) **CONSENT** ☐ **REGULAR** ☐ **Total amount of time needed:** _____ (for presentation, testimony and discussion)

FOUR-FIFTHS AGENDA	COMMISSIONERS VOTED AS FOLLOWS:		
		YEAS	NAYS
1. Fritz	1. Fritz	—	
2. Fish	2. Fish	✓	
3. Saltzman	3. Saltzman	✓	
4. Eudaly	4. Eudaly	—	
Wheeler	Wheeler	✓	