

City of Ramsey
Agenda
City Council Work Session
Tuesday, April 22, 2025

5:30 pm
Lake Itasca Room, 7550 Sunwood Drive NW

Remote Attendance available at www.cityoframsey.com/meetings.
Those joining remotely and requesting to speak are asked to use a webcam when speaking.

1. Call to Order

2. Topics for Discussion

1. Cannabis Business Regulation Discussion
2. Discuss the format for the City Administrator's Upcoming Performance Evaluation
3. Quarterly Updates on Outside Committees

3. Topics for Future Discussion

1. Review Future Topics/Calendar

4. Mayor/Council/Staff Input

5. Adjournment*

***Note: the City Council may motion to recess this Work Session meeting and reconvene after the regular City Council meeting if items on the agenda are not completed.**

CC Work Session**Meeting Date:** 04/22/2025**Primary Strategic Plan Initiative:** Promote economic growth and development.**Information****Title:**

Cannabis Business Regulation Discussion

Purpose/Background:

Councilmember Buscher and Mayor Heineman requested to discuss Ordinance #24-12, Cannabis Business Regulations.

It has been requested to review the adopted regulations for the benefit of new councilmembers understanding what was approved. Additionally, the request is to further review the regulations to consider changes to where businesses may be located, the number of licenses allowed, hours of operations and even whether a municipal license should be considered.

Below is a summary of Ramsey regulations:

On November 12, 2024, Ramsey City Council adopted the ordinance, effective January 1, 2025. The adopted ordinance is attached for your review. The ordinance regulates the following:

The number of retail locations: 2; One (1) retail operation is allowed in the COR district; retailers must be located, at a minimum, 1,000 feet apart

Retailers are allowed in the following districts: B1 Neighborhood Business, B2 Commercial, B3 Regional Business, I-1 Light Industrial, I-2 General Industrial and those portions of COR and PUD approved and designed for retail sales. Mirco businesses with/without retail and Mezzo businesses with/without retail are allowed in the I-1 Light Industrial and I-2 General Industrial Districts.

Buffers: Prohibits the operation of a cannabis business within 1,000 feet of a school or 500 feet of a daycare, residential treatment facility or public park that is regularly used by minors, including playgrounds and athletic fields. Attached is a map showing the buffers around these existing facilities.

The regulations set forth in the ordinance are based on the regulations from Chapter 342 of Minnesota Law. The Law was established by the State Legislature in 2023 and was updated in 2024. Minnesota's Office of Cannabis Management (OCM) is the state regulatory office created to oversee the implementation and regulation of the adult-use cannabis market, the medical cannabis market and the consumer hemp industry. Chapter 342 establishes rules, policies and regulates the industry. OCM governs the application and licensing process, and conducts enforcement and inspection activities. The local government may impose certain retail time restrictions, may limit the number of retail locations and provide buffer and zoning guidelines; all of which are addressed in Chapter 342.

Notification:

Not applicable

Time Frame/Observations/Alternatives:

Not applicable

Funding Source:

Not applicable

Recommendation:

Councilmembers should discuss Ordinance #24-12, Cannabis Business Regulations.

Outcome/Action:

Discuss and provide staff with direction.

Attachments

Ord 24-12, Cannabis Business Regulations
Cannabis Location Map

Form Review

Inbox	Reviewed By	Date
Brian Hagen	Brian Hagen	04/17/2025 12:30 PM
Brian Hagen	Stephanie Hanson	04/17/2025 03:55 PM
Brian Hagen	Brian Hagen	04/17/2025 04:19 PM
Form Started By: Stephanie Hanson		Started On: 04/09/2025 03:11 PM
Final Approval Date: 04/17/2025		

- 1 businesses.
2 (3) Minn. Stat. 152.0263, Subd. 5, regarding the use of cannabis in public places.
3 (4) Minn. Stat. 462.357, regarding the authority of a local authority to adopt zoning
4 ordinances.
5

6 **Sec. 26-882 - Severability**

7 If any section, clause, provision, or portion of this Article is adjudged unconstitutional or invalid
8 by a court of competent jurisdiction, the remainder of this Article shall not be affected thereby.
9

10 **Sec. 26-883 - Enforcement**

11 The City of Ramsey is responsible for the administration and enforcement of this Article. Any
12 violation of the provisions of this Article or failure to comply with any of its requirements
13 constitutes a misdemeanor and is punishable as defined by law. Violations of this Article can
14 occur regardless of whether or not a permit is required for a regulated activity listed in this Article.
15

16 **Sec. 26-884 - Definitions**

17 Unless otherwise noted in this section, words and phrases contained in Minn. Stat. 342.01 and the
18 rules promulgated pursuant to any of these acts, shall have the same meanings in this Article.
19

20 *Cannabis Cultivation:* A cannabis business licensed to grow cannabis plants within the
21 approved amount of space from seed or immature plant to mature plant. harvest cannabis flower
22 from mature plant, package and label immature plants and seedlings and cannabis flower for
23 sale to other cannabis businesses, transport cannabis flower to a cannabis manufacturer located
24 on the same premises, and perform other actions approved by the office.
25

26 *Cannabis Retail Businesses:* A retail location and the retail location(s) of a mezzobusinesses with
27 a retail operations endorsement, microbusinesses with a retail operations endorsement, medical
28 combination businesses operating a retail location, and lower-potency hemp edible retailers.
29

30 *Cannabis Retailer:* Any person, partnership, firm, corporation, or association, foreign or
31 domestic, selling cannabis product to a consumer and not for the purpose of resale in any form.
32

33 *Daycare:* A location licensed with the Minnesota Department of Human Services to provide the
34 care of a child in a residence outside the child's own home for gain or otherwise, on a regular
35 basis, for any part of a 24-hour day.
36

37 *Lower-potency Hemp Edible:* As defined under Minn. Stat. 342.01 subd. 50.
38

39 *Office of Cannabis Management:* Minnesota Office of Cannabis Management, referred to as
40 "OCM" in this Article.
41

42 *Place of Public Accommodation:* A business, accommodation, refreshment, entertainment,
43 recreation, or transportation facility of any kind, whether licensed or not, whose goods, services,
44 facilities, privileges, advantages or accommodations are extended, offered, sold, or otherwise made
45 available to the public.
46

1 *Preliminary License Approval:* OCM pre-approval for a cannabis business license for applicants
2 who qualify under Minn. Stat. 342.17.

3
4 *Public Place:* A public park or trail, public street or sidewalk; any enclosed, indoor area used by
5 the general public, including, but not limited to, restaurants; bars; any other food or liquor
6 establishment; hospitals; nursing homes; auditoriums; arenas; gyms; meeting rooms; common
7 areas of rental apartment buildings, and other places of public accommodation.

8
9 *Residential Treatment Facility:* As defined under Minn. Stat. 245.462 subd. 23.

10
11 *Retail Registration:* An approved registration issued by the City of Ramsey to a state- licensed
12 cannabis retail business.

13
14 *School:* A public school as defined under Minn. Stat. 120A.05 or a nonpublic school that must
15 meet the reporting requirements under Minn. Stat. 120A.24.

16 *State License:* An approved license issued by the State of Minnesota’s Office of Cannabis
17 Management to a cannabis retail business.

18 19 **Division 2. – Registration of Cannabis Businesses**

20 21 **Sec. 26-885 Consent to registering of Cannabis Businesses**

- 22 (a) No individual or entity may operate a state-licensed cannabis retail business within Ramsey
23 without first registering with the city.
- 24
25 (b) Any state-licensed cannabis retail business that sells to a customer or patient without valid
26 retail registration shall incur a civil penalty of \$2,000 for each violation.
- 27
28 (c) Notwithstanding the foregoing provisions, the state shall not issue a license to any
29 cannabis business to operate in Indian country, as defined in United States Code, title 18,
30 section 1151, of a Minnesota Tribal government without the consent of the Tribal
31 government.

32 33 34 **Sec. 26-886 - Compliance Checks Prior to Retail Registration**

35 Pursuant to Minn. Stat. 342, within 30 days of receiving a copy of a state license application from
36 OCM, Ramsey shall certify on a form provided by OCM whether a proposed cannabis retail
37 business complies with the Zoning Code and, if applicable, whether the proposed business
38 complies with the state fire code and building code.

39 40 **Sec. 26-887 - Registration & Application Procedure**

- 41 (a) *Fees.*
- 42 (1) Ramsey shall not charge an application fee.
- 43 (2) A registration fee, as established in Ramsey’s fee schedule, shall be charged to
44 applicants depending on the type of retail business license applied for.
- 45 (3) An initial retail registration fee shall not exceed \$500 or half the amount of an initial
46 state license fee under Minn. Stat. 342.11, whichever is less. The initial

1 registration fee shall include the initial retail registration fee and the first annual
2 renewal fee.

3 (4) Any renewal retail registration fee imposed by Ramsey shall be charged at the
4 time of the second renewal and each subsequent renewal thereafter.

5 (5) A renewal retail registration fee shall not exceed \$1,000 or half the amount of a
6 renewal state license fee under Minn. Stat. 342.11, whichever is less.

7 (6) A medical combination business operating an adult-use retail location may only
8 be charged a single registration fee, not to exceed the lesser of a single retail
9 registration fee, defined under this section, of the adult-use retail business.

10
11 (b) *Application Submittal.* The City of Ramsey shall issue a retail registration to a state-
12 licensed cannabis retail business that adheres to the requirements of Minn. Stat. 342.22.

13 (1) An applicant for a retail registration shall fill out an application form, as provided
14 by the city. Said form shall include, but is not limited to:

15 a. Full name of the property owner and applicant;

16 b. Address, email address, and telephone number of the applicant;

17 c. The address and parcel ID for the property which the retail registration is
18 sought;

19 d. Certification that the applicant complies with the requirements of local
20 codes established pursuant to Minn. Stat. 342.13.

21
22 (2) The applicant shall include with the form:

23 a. the application fee as required in Section 26-887(a);

24 b. a copy of a valid state license or written notice of OCM license
25 preapproval;

26 (3) Once an application is considered complete, the City Administrator or designee
27 shall inform the applicant as such, process the application fees, and forward the
28 application to the Community Development Department for approval or denial.

29 (4) The application fee shall be non-refundable once processed.

30
31 (c) *Application Approval*

32 (1) A state-licensed cannabis retail business application shall not be approved if the
33 cannabis retail business would exceed the maximum number of registered
34 cannabis retail businesses permitted under Section 2.6.

35 (2) A state-licensed cannabis retail business application shall not be approved or
36 renewed if the applicant is unable to meet the requirements of this Article.

37 (3) A state-licensed cannabis retail business application that meets the requirements of
38 this Article shall be approved.

39
40 (d) *Annual Compliance Checks.*

41 (1) The City of Ramsey Police Department shall complete at minimum one
42 compliance check per calendar year of every cannabis business to assess if the
43 business meets age verification requirements, as required under [Minn. Stat.
44 342.22 Subd. 4(b) and Minn. Stat. 342.24] and this section.

45 (2) The Ramsey Police Department shall conduct at minimum one unannounced age
46 verification compliance check at least once per calendar year.

- 1 (3) Age verification compliance checks shall involve persons at least 17 years of age
2 but under the age of 21 who, with the prior written consent of a parent or guardian
3 if the person is under the age of 18, attempt to purchase adult-use cannabis flower,
4 adult-use cannabis products, lower-potency hemp edibles, or hemp-derived
5 consumer products under the direct supervision of a law enforcement officer or an
6 employee of the local unit of government.
- 7 (4) Any failures under this section must be reported to the Office of Cannabis
8 Management.

9
10 (e) *Location Change.* A state-licensed cannabis retail business shall be required to submit a
11 new application for registration under Section 26-887(b) if it seeks to move to a new
12 location still within the legal boundaries of the City of Ramsey.

13
14 (f) *Renewal of Registration*

- 15 (1) The City of Ramsey shall renew an annual registration of a state-licensed cannabis
16 retail business at the same time OCM renews the cannabis retail business' license.
17 (2) A state-licensed cannabis retail business shall apply to renew registration on a
18 form established by the city.
19 (3) A cannabis retail registration issued under this Article shall not be transferred.

20
21 (g) *Renewal Fees.* The city may charge a renewal fee for the registration starting at the second
22 renewal, as established in Ramsey's rates and fee schedule.

23
24 (h) *Renewal Application.* The application for renewal of a retail registration shall include, but
25 is not limited to items required under Section 26-887(b) of this Chapter.

26
27 **Sec. 26-888- Suspension of Registration**

28 (a) *When Suspension is Warranted.* The City of Ramsey may suspend a cannabis retail
29 business's registration if it violates this Article of the city or poses an immediate threat to
30 the health or safety of the public. The city shall immediately notify the cannabis retail
31 business in writing the grounds for the suspension.

32
33 (b) *Notification to OCM.* The city shall immediately notify the OCM in writing the grounds
34 for the suspension. OCM will provide the city and cannabis business retailer a response to
35 the complaint within seven calendar days and perform any necessary inspections within 30
36 calendar days.

37
38 (c) *Length of Suspension.*

- 39 (1) The suspension of a cannabis retail business registration may be for up to 30
40 calendar days, unless OCM suspends the license for a longer period.
41 Reinstatement of the registration is dependent on the determination for the OCM.
42 The business may not make sales to customers if their registration is suspended.
43 (2) The city may reinstate a registration if it determines that the violations have been
44 resolved.
45 (3) The city shall reinstate a registration if OCM determines that the violation(s) have
46 been resolved.

- 1
2 (d) *Civil Penalties.* Subject to Minn. Stat. 342.22, subd. 5(e) the city of Ramsey may impose a
3 civil penalty, as specified in Ramsey’s Fee Schedule, for registration violations, not to
4 exceed \$2,000.
5
6 (e) *Limiting of Registrations.* The City of Ramsey shall limit the number of cannabis retail
7 businesses to no more than one registration for every 12,500 residents within city limits.
8

9 **Division 3 – Requirements for Cannabis Businesses**

10
11 **Sec. 26-889 - Minimum Buffer Requirements**

- 12 (a) The following separation distances are measured between the customer entrance to the
13 cannabis business to the main or primary entrance of the following uses:
14 (1) The city shall prohibit the operation of a cannabis business within 1,000 feet of a
15 school.
16 (2) The city shall prohibit the operation of a cannabis business within 500 feet of a day
17 care.
18 (3) The city shall prohibit the operation of a cannabis business within 500 feet of a
19 residential treatment facility.
20 (4) The city shall prohibit the operation of a cannabis business within 500 feet of an
21 attraction within a public park that is regularly used by minors, including a
22 playground or athletic field.
23
24 (b) The city shall limit the number of retail locations within the combined COR zoning districts
25 to one (1) retail location. Outside the COR districts, a retail location must be at least 1,000 feet
26 apart from another licensed retail premise, as measured between customer entrances.
27
28 (c) Pursuant to Minn. Stat. 462.367 subd. 14, nothing in Section 26-889(a) shall prohibit an
29 active cannabis business or a cannabis business seeking registration from continuing
30 operation at the same site if a school/daycare/residential treatment facility/attraction
31 within a public park that is regularly used by minors moves within the minimum buffer
32 zone.
33

34 **Sec. 26-890 - Zoning and Land Use**

35 The following business types defined in this chapter are interpreted to be a part of the uses
36 defined in Chapter 106 – Zoning Code:
37

- 38 (a) *Cultivation.* Cannabis businesses licensed or endorsed for cultivation are permitted as an
39 agricultural use in the following zoning districts:
40 RR – Rural Residential District (indoor or outdoor)
41 MR – MUSA Reserve District (indoor or outdoor)
42 I-1 – Light Industrial District (indoor only)
43 I-2 – General Industrial District (indoor only)
44
45 (b) *Cannabis Manufacturer.* Cannabis businesses licensed or endorsed for cannabis
46 manufacturer are permitted as a manufacturing use in the following zoning districts:

1 I-1 – Light Industrial District
2 I-2 – General Industrial District
3

4 (c) *Hemp Manufacturer.* Businesses licensed or endorsed for low-potency hemp edible
5 manufacturers permitted as a manufacturing use in the following zoning districts:

6 I-1 – Light Industrial District
7 I-2 – General Industrial District
8

9 (d) *Wholesale.* Cannabis businesses licensed or endorsed for wholesale are permitted as a
10 wholesale sales use in the following zoning districts:

11 I-1 – Light Industrial District
12 I-2 – General Industrial District
13

14 (e) *Cannabis Retail.* Cannabis businesses licensed or endorsed for cannabis retail are
15 permitted as retail sales in the following zoning districts:

16 B-1—Neighborhood Business District
17 B-2 – Community Business District
18 B-3 – Regional Business District
19 I-1 – Light Industrial District
20 I-2 – General Industrial District
21 Those portions of COR and PUD approved and designed for retail sales
22

23 (f) *Cannabis Transportation.* Cannabis businesses licensed or endorsed for transportation
24 are permitted as a warehousing use in the following zoning districts:

25 I-1 – Light Industrial District
26 I-2 – General Industrial District
27

28 (g) *Cannabis Delivery.* Cannabis businesses licensed or endorsed for delivery are permitted
29 as a warehousing use in the following zoning districts:

30 I-1 – Light Industrial District
31 I-2 – General Industrial District
32

33 **Sec. 26-891 - Hours of Operation**

34 Cannabis businesses are limited to retail sale of cannabis, cannabis flower, cannabis products,
35 lower-potency hemp edibles, or hemp-derived consumer products between the hours of 8:00 a.m.
36 and 10:00 p.m. on Monday through Saturday and 11:00 a.m. and 6:00 p.m. on Sundays.
37

38 **Sec. 26-892 – Temporary Cannabis Events**

39 Temporary Cannabis Events shall not be permitted within the City of Ramsey.
40
41

42 **SECTION 3. SUMMARY**

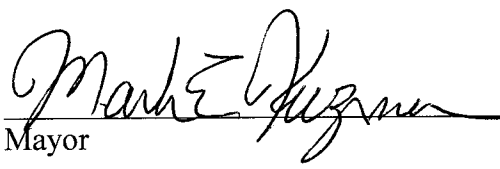
43
44 The following official summary of Ordinance #24-12 has been approved by the City Council of
45 the City of Ramsey as clearly informing the public of the intent and effect of the Ordinance:
46

1 Chapter 26, Article XX is hereby created in order to comply with the requirements of State Statutes
2 342 regulating cannabis licensing.

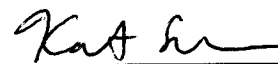
3
4
5 **SECTION 4. EFFECTIVE DATE**

6
7 This ordinance becomes effective 30 days after its passage and publication, subject to City Charter
8 Section 5.04.

9
10 PASSED by the City Council of the City of Ramsey, Minnesota the 12th day of November, 2024.

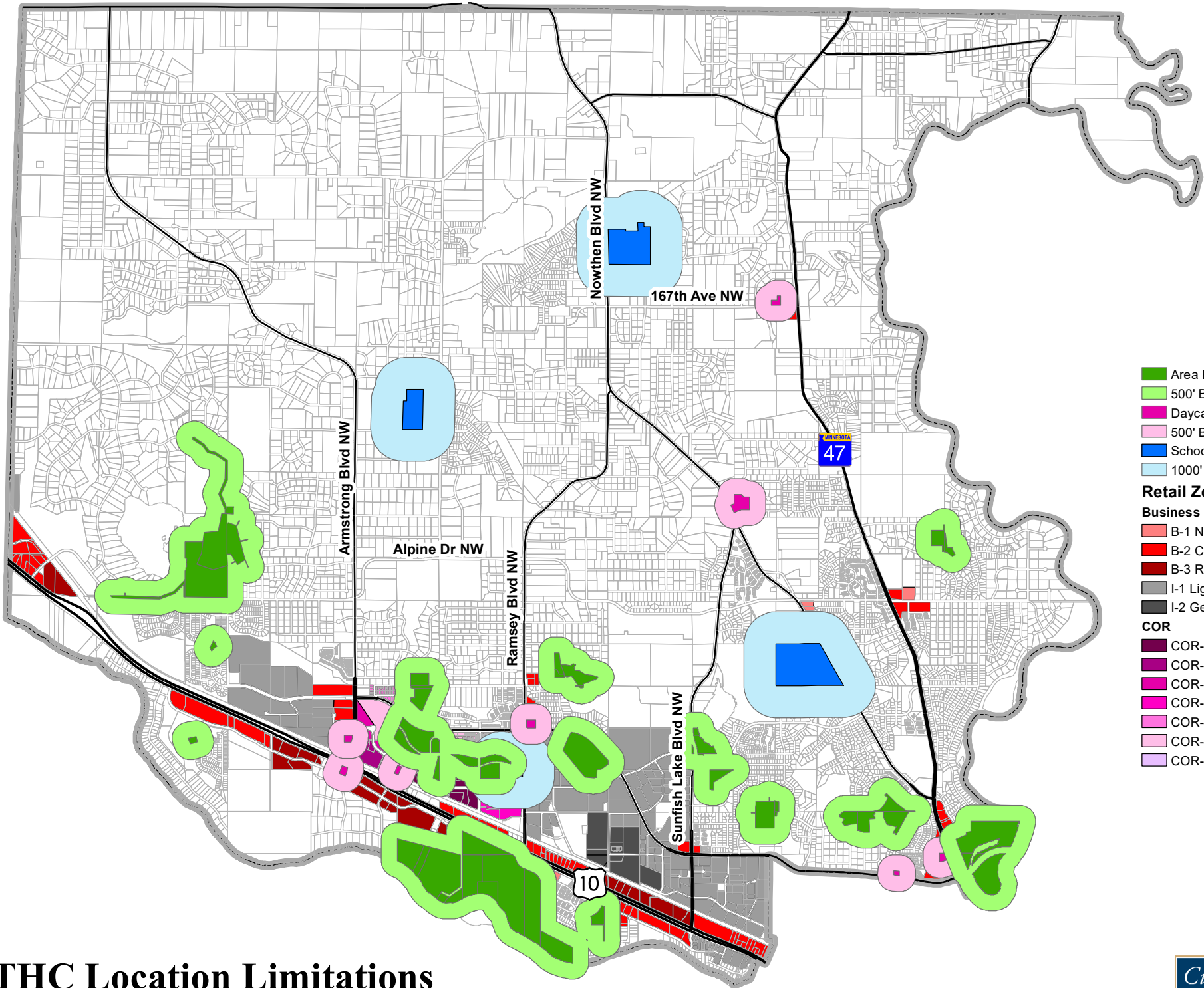
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Mayor

ATTEST:

19
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22
23


City Clerk

24 Introduction date: October 22, 2024
25 Posting dates: October 22 – November 13, 2024
26 Adoption date: November 12, 2024
27 Publication date: November 15, 2024
28 Effective date: December 16, 2024



- Area Parks
 - 500' Buffer
 - Daycares
 - 500' Buffer
 - Schools
 - 1000' Buffer
- Retail Zoning**
- Business Districts**
- B-1 Neighborhood Business
 - B-2 Community Business
 - B-3 Regional Business
 - I-1 Light Industrial
 - I-2 General Industrial
- COR**
- COR-1
 - COR-2
 - COR-2b
 - COR-3
 - COR-4a
 - COR-4b
 - COR-4c

THC Location Limitations

February 13, 2024



CC Work Session**Meeting Date:** 04/22/2025**Primary Strategic Plan Initiative:****Information****Title:**

Discuss the format for the City Administrator's Upcoming Performance Evaluation

Purpose/Background:

City Administrator Brian Hagen's Employment Agreement with the City provides for an annual performance evaluation to be conducted.

At this time, staff would like to receive feedback from the City Council regarding the current evaluation, seeking feedback on whether or not it meets the City's needs. The current process is an outsourced online process (sample report is attached). The cost to run this evaluation is \$460.00. It should be noted that staff recommends either continuing with the current vendor or selecting a new vendor, but suggests the continued use of an online process which does not involve HR staff's need to organize or summarize the data.

Staff is interested in feedback regarding the importance of anonymity and the ability to provide written open-ended feedback, etc. The current evaluation provides text boxes for comments, but not an ample area for more lengthy comments. In the past, there have been comments stating some of the questions are difficult to assess based on how they were written. The City has used the current evaluation since 2016.

Summary of Current Evaluation

CheckPoint 360°™ is a 360-degree leadership assessment used to help managers identify and prioritize their own development opportunities and leadership skills. It is also used to surface management issues that could lead to low employee productivity, morale, satisfaction, and turnover. This assessment compiles a feedback system from direct reports, peers (Councilmember) and the subject employee (Mr. Hagen). It measures:

- Communication
- Leadership
- Adaptability
- Relationships
- Task management
- Production
- Development of others
- Personal development

The data-driven reports generated from CheckPoint 360°™ explain how to improve training, management techniques, and communication for greater success, all with information-rich graphs and charts as well as narrative descriptions of the results.

There are other options more specifically tailored to public managers which are recommended by ICMA (International City/County Management Association). ICMA is the leading organization of local government professionals dedicated to creating and sustaining thriving communities throughout the world. In the event the City Council would like to look at other options, staff will be prepared to provide additional information at the meeting. Moreover, decisions regarding this matter are not overly time-sensitive. Mr. Hagen's performance evaluation should be conducted in June, but a slight delay is acceptable.

Funding Source:

Not Applicable.

Recommendation:

Based on discussion.

Outcome/Action:

Based on discussion.

Attachments

Current - Sample Evaluation

Form Review

Inbox

Brian Hagen

Form Started By: Colleen Lasher

Final Approval Date: 04/17/2025

Reviewed By

Brian Hagen

Date

04/17/2025 03:58 PM

Started On: 04/15/2025 02:02 PM

CP360

Report designed for

Sally Sample

CheckPoint 360° Competency Feedback System™ Individual Feedback Report

Report Prepared: December 14, 2010

CONFIDENTIAL

Survey Completed: May 23, 2009

This report includes responses from:

Self, 1 Boss, 3 Direct Reports, and 4 Peers



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The CheckPoint 360° System

The purpose of the *Checkpoint 360°* System is to identify leadership as viewed by certain groups of individuals who know and have had the opportunity to observe the manager in the work setting. This is accomplished with the collection of ratings from different sets of observers: **Self** (you), **Boss**, **Direct Reports**, and **Peers**.

There are 70 leadership behaviors presented as survey items. These 70 items are grouped into 18 Skill Sets which further group into 8 Universal Management Competencies. Each rater reports their experience of observing the manager with a rating on each of the items.

In the 70 CheckPoint survey items the raters chose between six possible choices. Based on their observations they indicated the percentage of time they felt the manager displayed each behavior. The sixth choice was "No Opportunity," which was selected when the rater had no opportunity to observe the listed behavior and thus could not provide a meaningful response. These six possible responses were:

Rating	Description	Percentage of Time
1	Almost Never	0 - 10%
2	Seldom	11 - 39%
3	Sometimes	40 - 60%
4	Usually	61 - 89%
5	Almost Always	90 - 100%
N	No opportunity	to observe this behavior

There are 18 Skill Sets that are critical for success in most supervisory positions. They are grouped into 8 Universal Management Competencies. When a manager frequently displays certain behaviors which are a part of these Management Competencies, they are typically identified as effective and successful managers.

The 8 Universal Management Competencies and their 18 Skill Sets are listed below.

1. Communication

- Listens To Others
- Processes Information
- Communicates Effectively

2. Leadership

- Instills Trust
- Provides Direction
- Delegates Responsibility

3. Adaptability

- Adjusts to Circumstances
- Thinks Creatively

4. Relationships

- Builds Personal Relationships
- Facilitates Team Success

5. Task Management

- Works Efficiently
- Works Competently

6. Production

- Takes Action
- Achieves Results

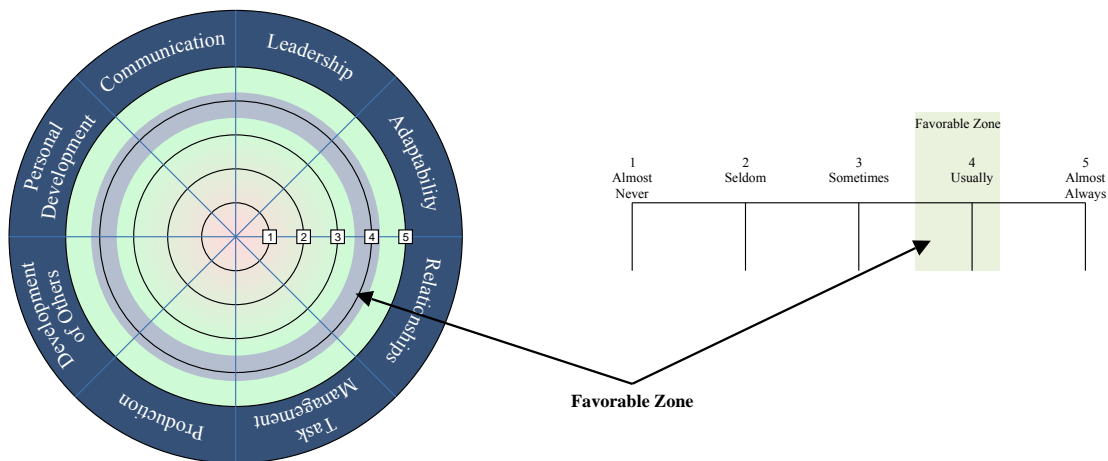
7. Development Of Others

- Cultivates Individual Talents
- Motivates Successfully

8. Personal Development

- Displays Commitment
- Seeks Improvement

Favorable Zone: The Favorable Zone was identified by analysis of the data from a wide range of industries and organizations. This analysis showed that on the *CheckPoint 360°* those managers who had been identified as "good managers" by their respective company typically achieved an average rating of 3.5 to 4.25 when rated by others who knew the manager's work behavior. This established the range of scores for the Favorable Zone on the *CheckPoint 360°*.



Introduction to the Individual Feedback Report

This report summarizes the results of the CheckPoint surveys that you (**Self**) and the respondent groups (**Boss, Direct Reports, and Peers**) recently completed. The scores you received are presented in graphs and numeric scales on the pages that follow.

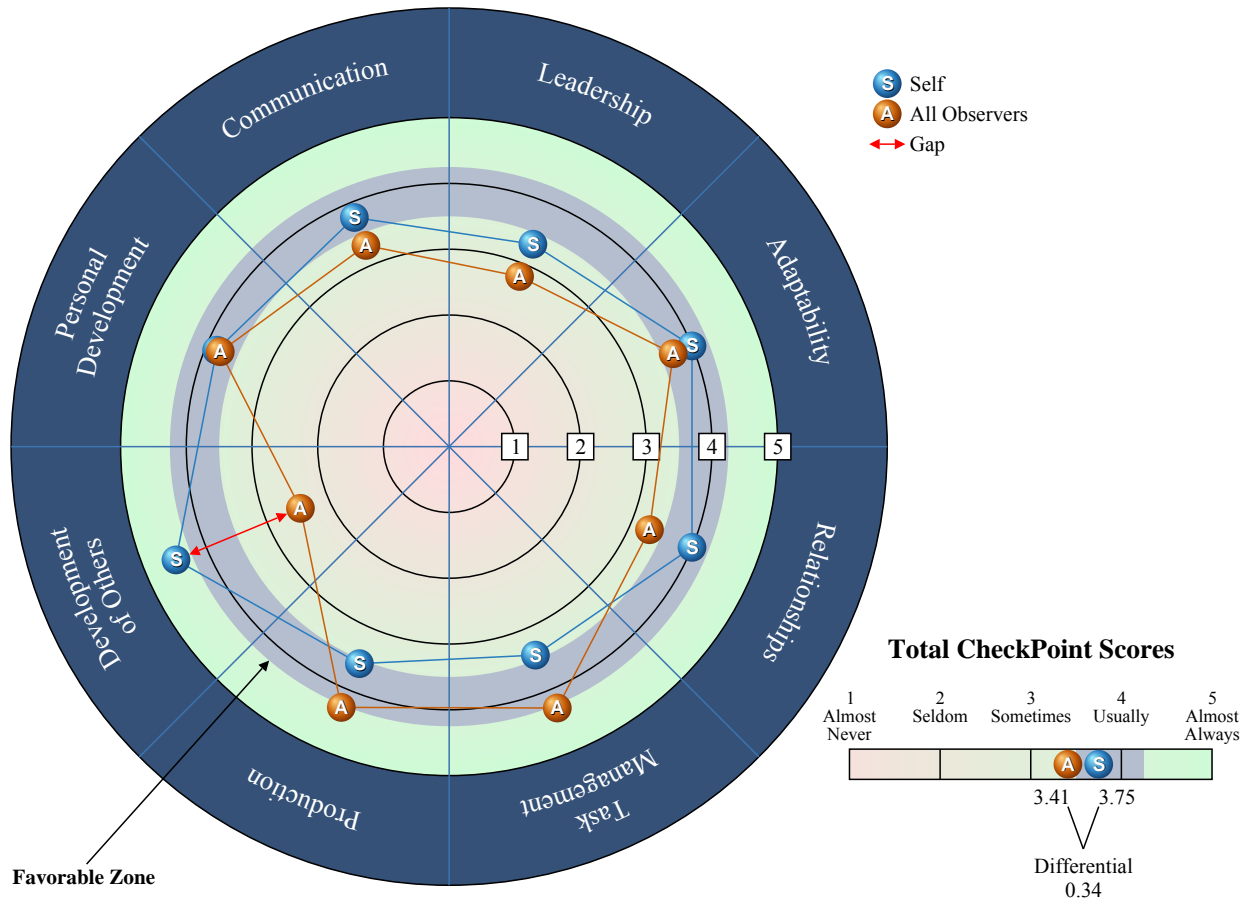
Feedback is reported in the following sections:

- **Executive Competency Overview**: Results for the 8 Universal Management Competencies, comparing the **Self** score with the average score of **All Observers** (includes **Boss, Direct Reports, and Peers**) and showing whether scores fall within, above, or below the Favorable Zone. Also shown is the Total CheckPoint Scores, including the score differential between **Self** and **All Observers**.
- **Executive Skill Set Summary**: Overview of the 18 Skill Sets as rated by **All Observers**. The average ratings are displayed ranked from highest to lowest providing you an overview of your relative strengths or challenges in these Skill Sets.
- **Critical Skills Alignment Summary**: Overview of the Skill Sets identified as critical by **Boss** and/or **Self**.
- **Executive Summary**: Results for the 8 Universal Management Competencies, comparing the average scores of all respondent groups (includes **Self, Boss, Direct Reports, Peers, and All Observers**), providing Total CheckPoint Scores for each group, and pointing out group score averages that vary by 1 point or more.
- **Skill Set Analysis**: Results for the 18 Skill Sets, comparing the average scores of all respondent groups (includes **Self, Boss, Direct Reports, Peers, and All Observers**), and pointing out group score averages that vary by 1.5 points or more, as well as analyzing Critical Skill Sets to establish Talents, areas needing Focus, and areas where a significant GAP exists between **Self** and **Boss** scores. (You and your Boss chose 6 Critical Skill Sets out of 18. These were considered critically important to your particular job requirements.)
- **Respondent Group Comparison**: Results for the 18 Skill Sets and Total CheckPoint Scores, analyzing the average scores of each respondent group (includes **Self, Boss, Direct Reports, and Peers**).
- **Survey Summary of the 70 items**: Results for all 70 survey items, displaying the average scores for **Self, Boss, and All Observers** (includes **Boss, Direct Reports, and Peers**) and highlighting the items that fall in a Critical Skill Set, as well as flagging items where responses lack consensus (varying by three or more points) within a respondent group.
- **Development Summary Overview**: Describes your strengths and development needs for the 18 Skill Sets.

- **Individual Development Guide:** Describes your strengths and development needs for your 3 most critical Skill Sets and provides guidelines and suggestions for your individual development plan.

As you review this material, keep in mind that most people exhibit a range of abilities. No one does everything equally well. Approached as a learning tool, this feedback can be a valuable first step toward increasing your effectiveness on the job.

Executive Competency Overview

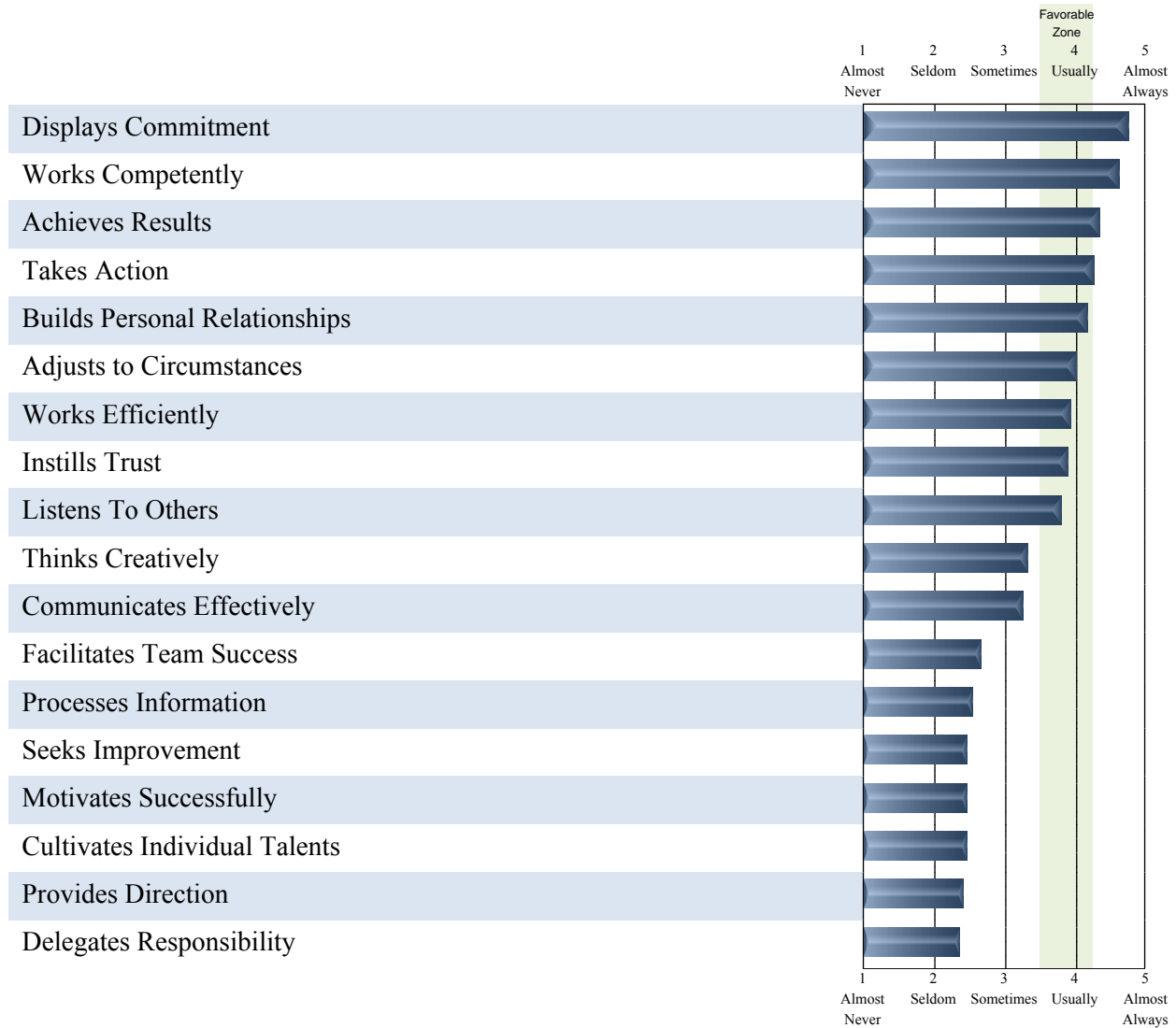


This is an overview of **Self's** rating compared to the average rating of **All Observers** (every rater except **Self**). As the **Self** (S) marker and the All (A) marker move away from the center of the circle, the scores are higher. Note particularly where there is a gap of 1 point or greater. This would suggest a significant difference between your perception and that of the other observers as to how often you display that management competency.

Total CheckPoint Scores reported on the smaller horizontal graph present the average score for all 8 Competencies for both you (**Self**) and **All Observers**. If the difference between these two averages is 1 point or more, your perception of your behavior varies a great deal from the other raters. This would suggest a need for a greater self-awareness.

Executive Skill Set Summary

The graph below shows the average ratings of **All Observers** (ratings from everybody except you) for each Skill Set. The average ratings are displayed ranked from highest to lowest providing you an overview of your relative strengths in these Skill Sets. While we suggest you focus on the most critical Skill Sets shown in the next section of this report, it is useful for you to have an overview of your ratings on all Skill Sets.



Critical Skills Alignment Summary

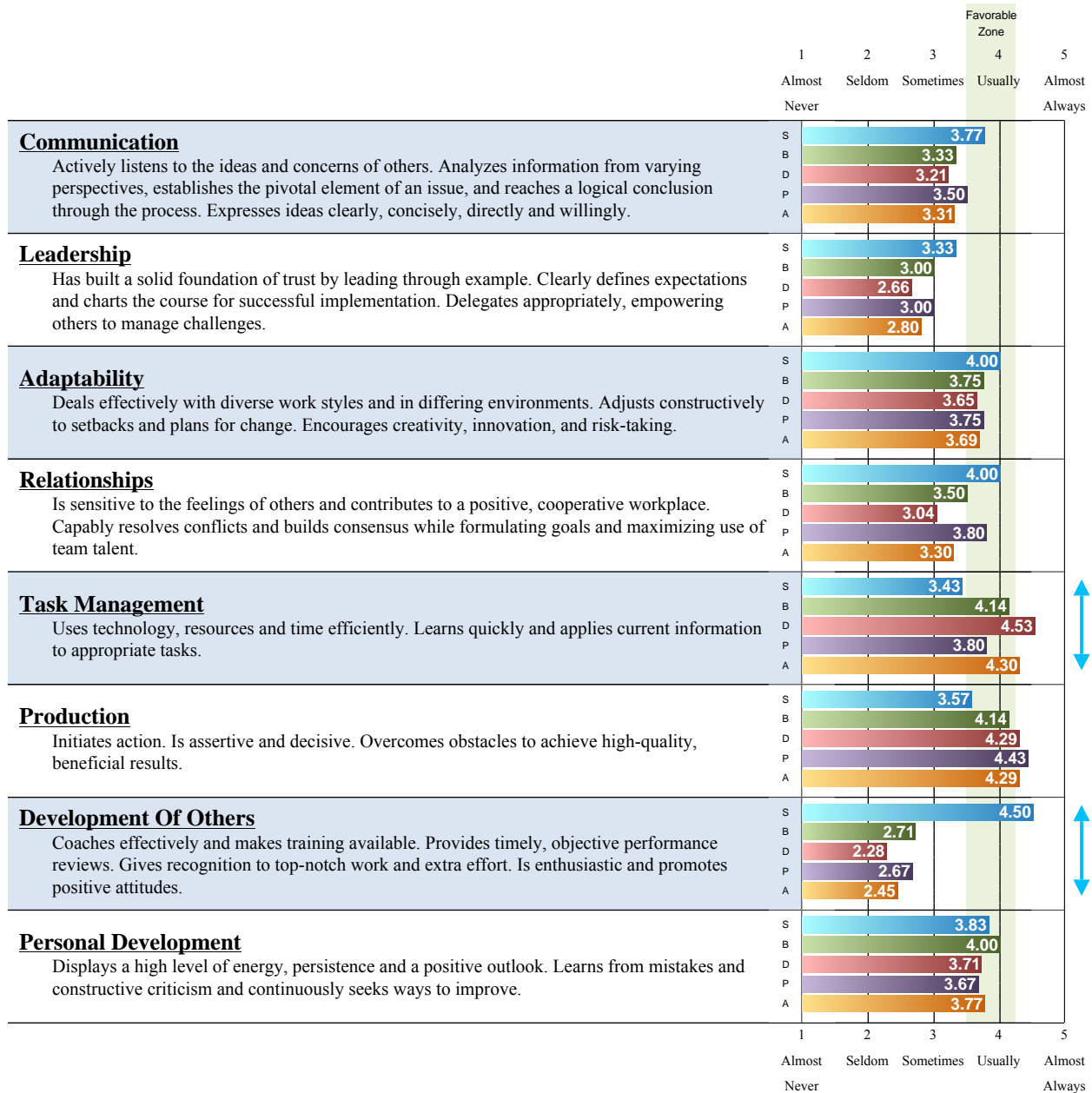
Both you and your Boss identified the 6 Skill Sets that you each thought were most critical for success in your job. These Skill Sets are displayed below. Consider that the possible number of Skill Sets selected by both you and your Boss can range from 6 to 12. If you both select the same 6 Skill Sets you will have 100% alignment. When you did not agree on any of the Skill Sets as most critical, there is 0% alignment. As the alignment percentage decreases, it becomes even more important for you and your Boss to discuss and clarify the most important aspects of your work. Unless you have both identified the same behaviors as critical, there will be a real potential for disagreement on where you should focus your activities.

Critical Skills Alignment: 50%

- S** **Processes Information:** Gets to the point. Evaluates the pros and cons, as well as the short and long-range consequences, of decisions. Develops logical, clear conclusions.
- B** **Communicates Effectively:** Expresses self clearly, both in writing and in speaking. Is thorough, yet concise, and is consistently straightforward. Readily shares information with others.
- B** **Provides Direction:** Establishes clear expectations and a manageable workload. Plans the steps required to accomplish objectives, while keeping focus on overall vision.
- S** **Delegates Responsibility:** Delegates appropriate jobs to appropriate people. Empowers others to work and solve problems on their own.
- S** **Adjusts to Circumstances:** Can adjust to people's diverse work styles and to varying environments. Deals with setbacks constructively and anticipates change.
- S** **Facilitates Team Success:** Resolves conflicts fairly in a spirit of cooperation. Builds consensus and leads team in setting appropriate goals. Recruits effectively and uses talents of group wisely.
- S** **Achieves Results:** Overcomes obstacles to achieve results that set high standards for others and that positively impact the organization.
- S** **Displays Commitment:** Maintains a high level of energy, perseveres and remains positive.
- B** **Seeks Improvement:** Learns positive lessons from mistakes and constructive criticism. Pursues resources to improve and develop professionally. Sets no limits on personal potential.

Executive Summary

The average rating for each respondent group for the 8 Management Competencies is presented in this section. The number shown for **Self** and **Boss** are the actual ratings. Note the differences between group ratings, especially where there is a gap indicated (a difference of 1 point or more between groups).



Self

Boss

Direct Reports

Peers

All Observers

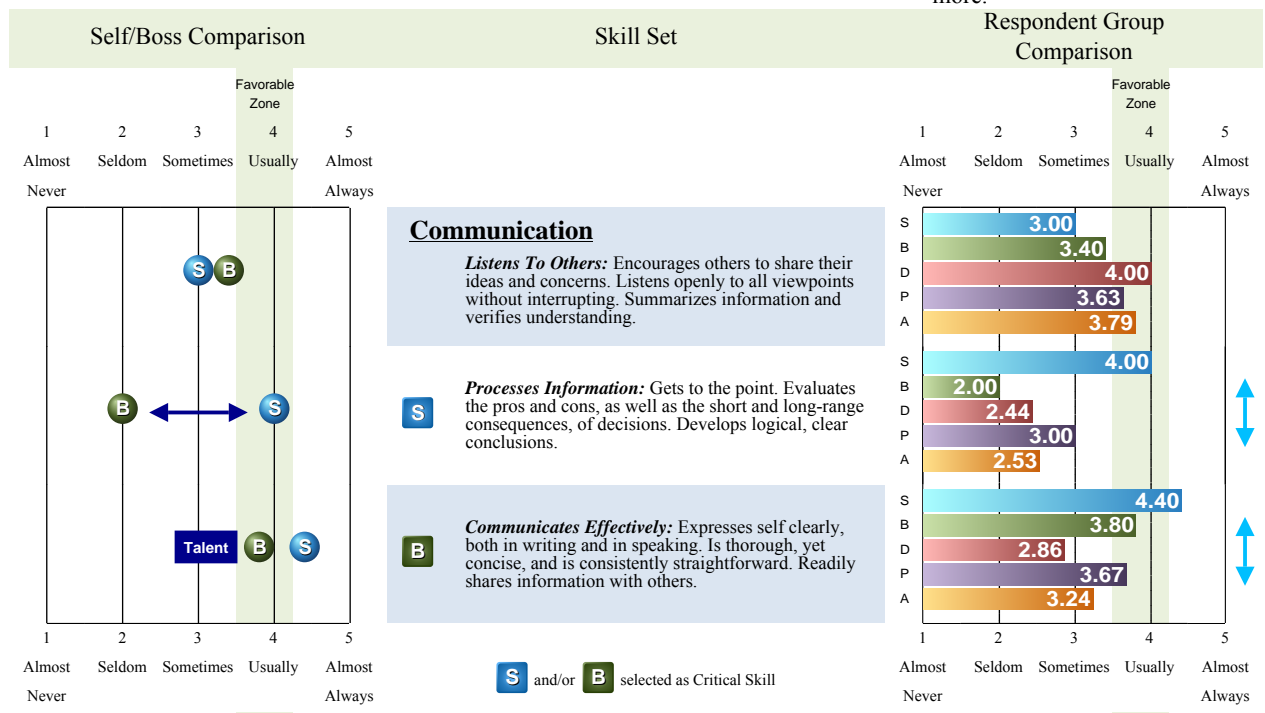
Gap

Skill Set Analysis

Any differences between the Critical Skill Sets selected by **Boss** and **Self** are of particular interest. Such differences suggest important differences between the expectations of the **Boss** and the focus of the **Self**. They should be a subject of discussion between you and your Boss.

Notice the definitions for each Skill Set are provided along with the average score for each group of raters. These average scores for each group and the relationship of each score when compared to the others should be considered carefully. You may see a vertical arrow which will indicate the presence of a gap of 1.5 or more points between two respondent groups.

- A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages differ by 1.5 points or more.
- S
 Ratings for Self
- B
 Ratings for Boss
- A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages are equal to or higher than 3.5
- Focus
- S
 Self
- B
 Boss
- Direct Reports
- Peers
- All Observers
- Any difference between respondent groups where averages vary by 1.5 points or more.



←→ A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages differ by 1.5 points or more.

A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages are equal to or higher than 3.5

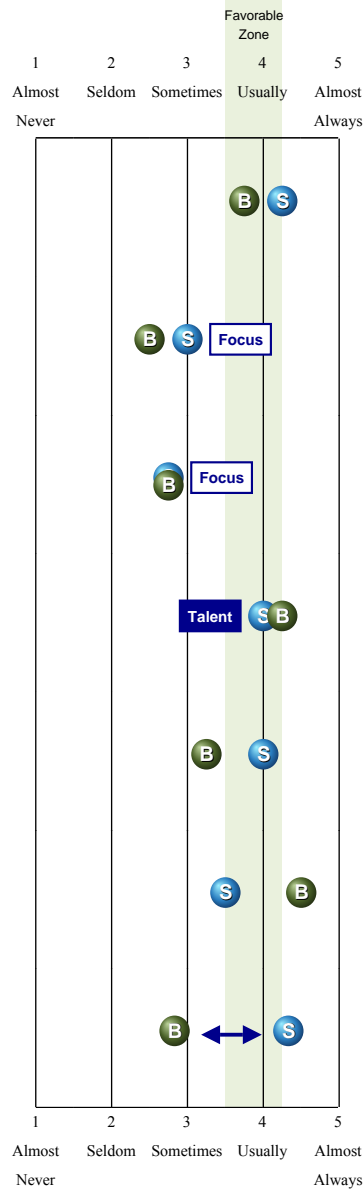
Self	Direct Reports
Boss	Peers
	All Observers

- S** Ratings for Self
- B** Ratings for Boss

Focus A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages below 3.5

↕ Any difference between respondent groups where averages vary by 1.5 points or more.

Self/Boss Comparison Skill Set Respondent Group Comparison



Leadership

Instills Trust: Can be trusted to keep promises and confidences. Is honest and ethical.

Provides Direction: Establishes clear expectations and a manageable workload. Plans the steps required to accomplish objectives, while keeping focus on overall vision.

Delegates Responsibility: Delegates appropriate jobs to appropriate people. Empowers others to work and solve problems on their own.

Adaptability

Adjusts to Circumstances: Can adjust to people's diverse work styles and to varying environments. Deals with setbacks constructively and anticipates change.

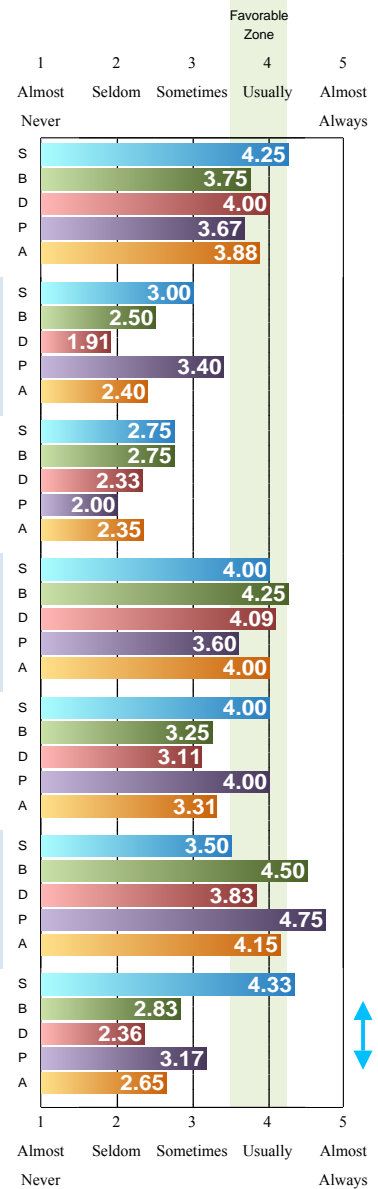
Thinks Creatively: Brings an imaginative approach to the job, inspiring innovation, risk-taking, and creative problem-solving.

Relationships

Builds Personal Relationships: Is considerate of others' feelings, shows freedom from unfair biases and is tactful when giving criticism. Remains composed under stress.

Facilitates Team Success: Resolves conflicts fairly in a spirit of cooperation. Builds consensus and leads team in setting appropriate goals. Recruits effectively and uses talents of group wisely.

S and/or **B** selected as Critical Skill



←→ A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages differ by 1.5 points or more.

Talent

A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages are equal to or higher than 3.5

Self Direct Reports
Boss Peers
All Observers

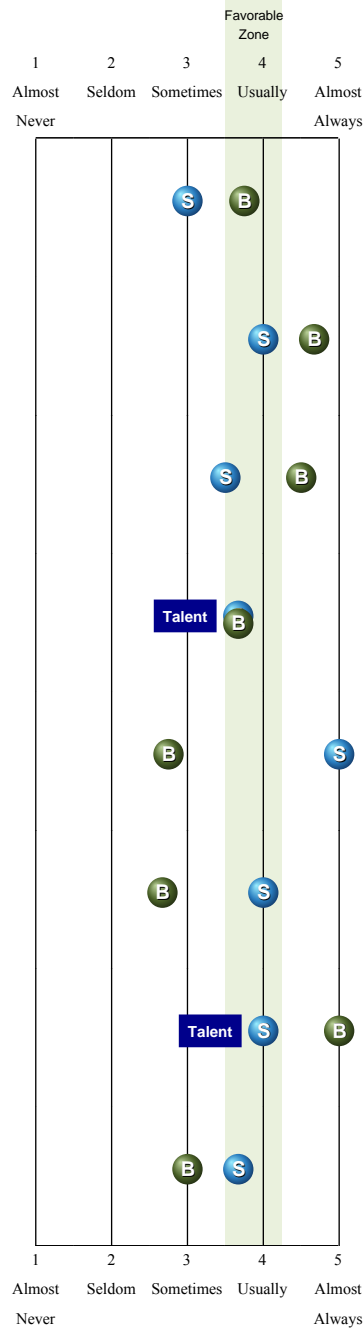
S Ratings for Self
B Ratings for Boss

Focus

A Critical Skill Set, according to **Self** or **Boss**, and both **Self** and **Boss** score averages below 3.5

↕ Any difference between respondent groups where averages vary by 1.5 points or more.

Self/Boss Comparison Skill Set Respondent Group Comparison



Task Management

Works Efficiently: Makes efficient use of current technology and wise use of outside resources. Avoids procrastination and sets priorities.

Works Competently: Has mastered the fundamentals of the job. Can quickly and competently apply new methods and new information to appropriate tasks.

Production

Takes Action: Knows when the time is right to initiate action. Handles problems with assertiveness and makes timely, firm decisions.

S *Achieves Results:* Overcomes obstacles to achieve results that set high standards for others and that positively impact the organization.
B

Development Of Others

Cultivates Individual Talents: Is an effective coach and makes training available. Provides objective performance feedback on a timely basis.

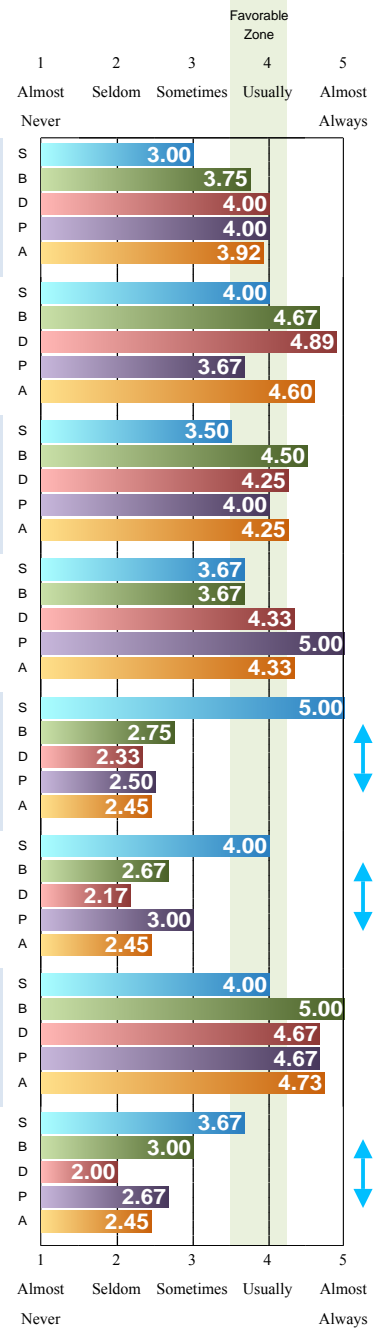
Motivates Successfully: Gives recognition to people who produce excellent work and give extra effort. Has an enthusiastic attitude that positively affects others.

Personal Development

S *Displays Commitment:* Maintains a high level of energy, perseveres and remains positive.

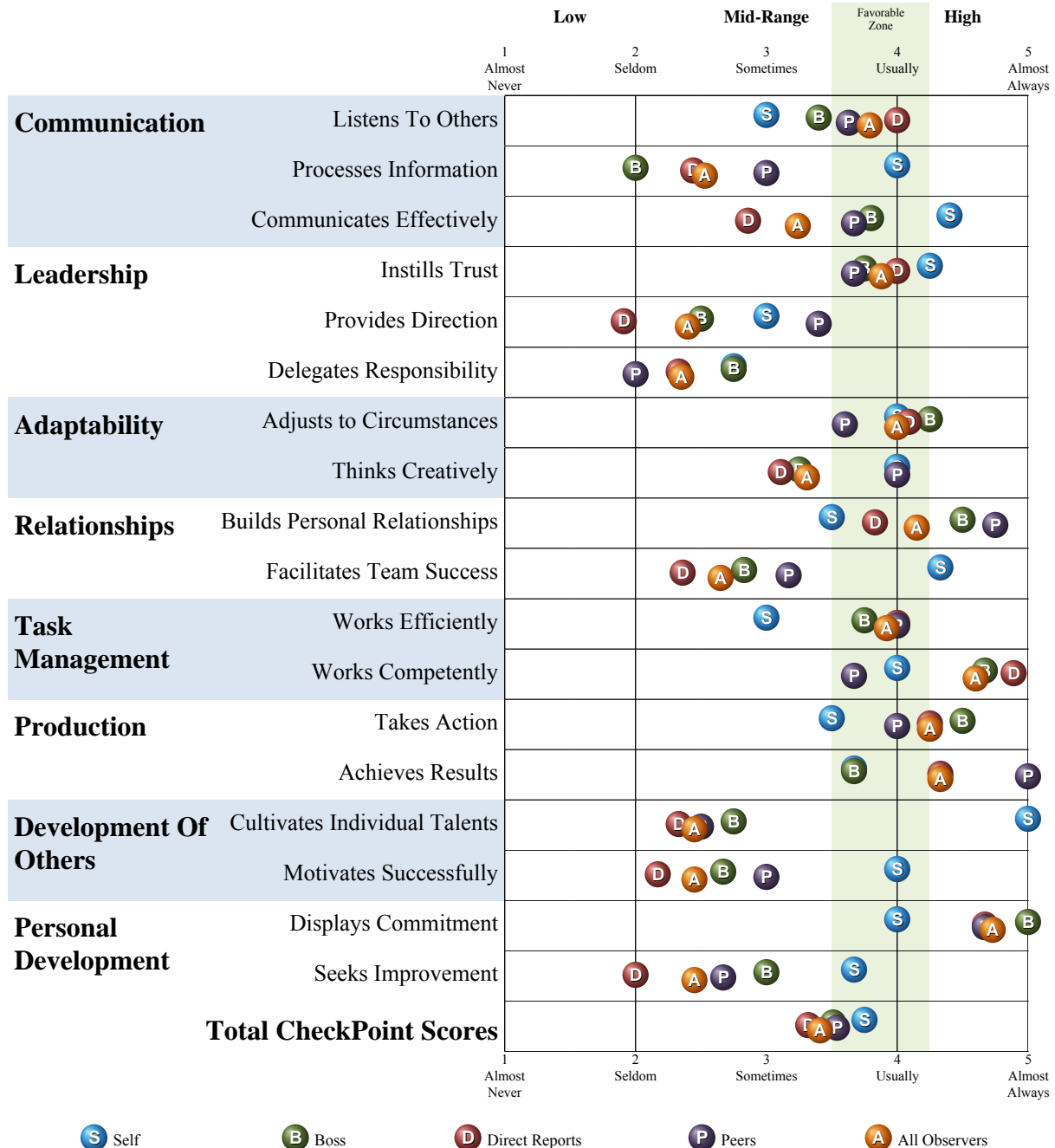
B *Seeks Improvement:* Learns positive lessons from mistakes and constructive criticism. Pursues resources to improve and develop professionally. Sets no limits on personal potential.

S and/or **B** selected as Critical Skill




Respondent Group Comparison

This page presents the relative placement of the average Skill Set score for each of the respondent groups. Each Skill Set is shown with its appropriate Universal Management Competency.



Survey Summary of the 70 items

The ratings for each individual question are shown for easy analysis. Should there be a variance of 3 or more points between groups on a question a flag will appear. Pay close attention to these questions because this wide variance may have had an impact on the average **All Observers** score for that Skill Set.




Boss and/or Self did not rate item

S

B

Bold Lettering: Items that fall in a Critical Skill Set, as designated by Self and/or Boss

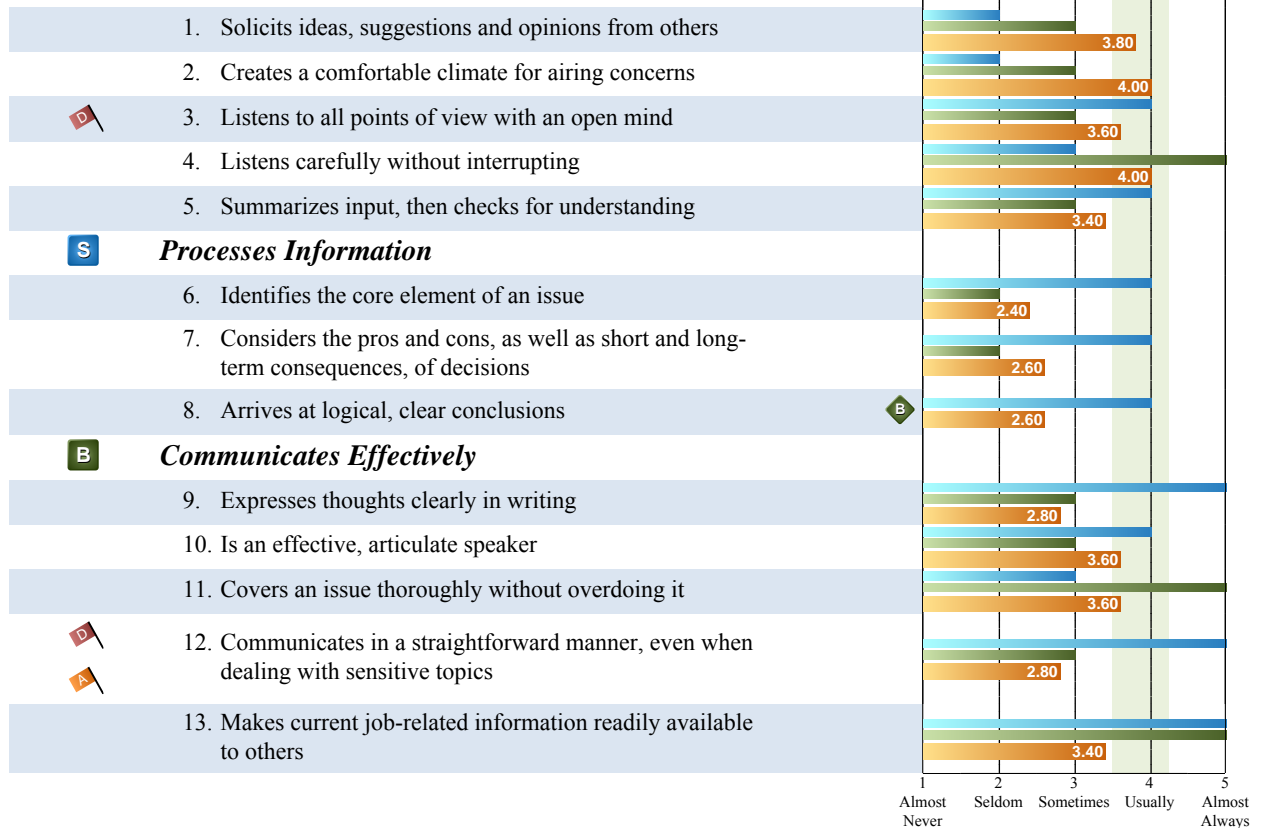


Flags: Responses lack consensus within respondent group (responses vary by 3 or more points).

Self	All Observers
Boss	

Communication

Listens To Others



Boss and/or Self did not rate item

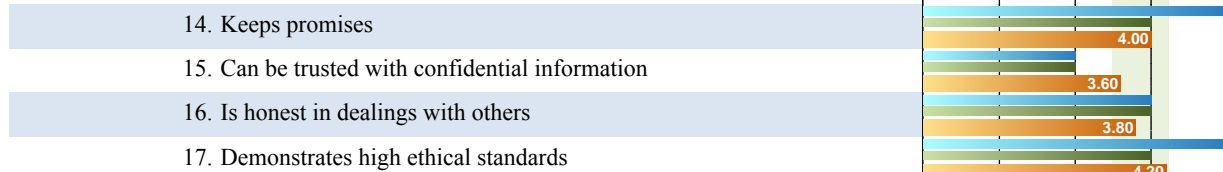
S B
Bold Lettering: Items that fall in a Critical Skill Set, as designated by Self and/or Boss

Flags: Responses lack consensus within respondent group (responses vary by 3 or more points).

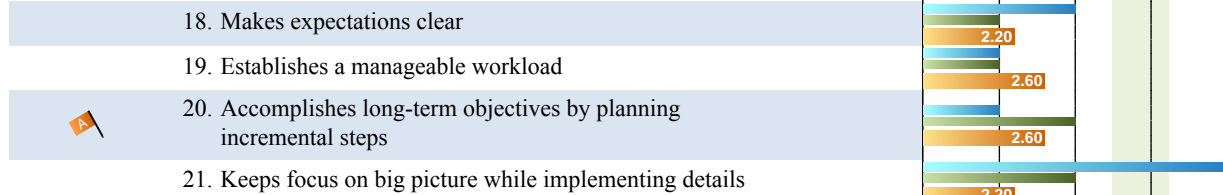
Self **All Observers**
Boss

Leadership

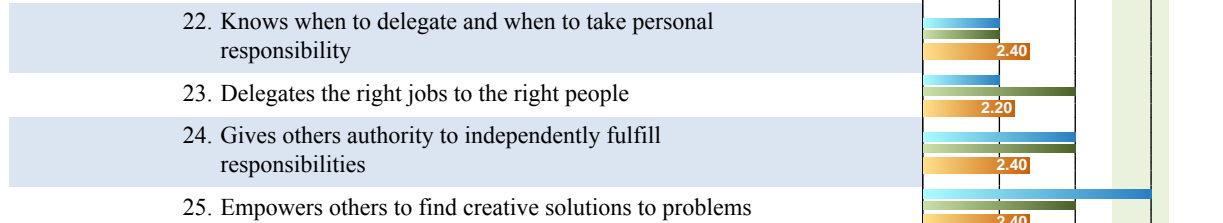
Instills Trust



B *Provides Direction*

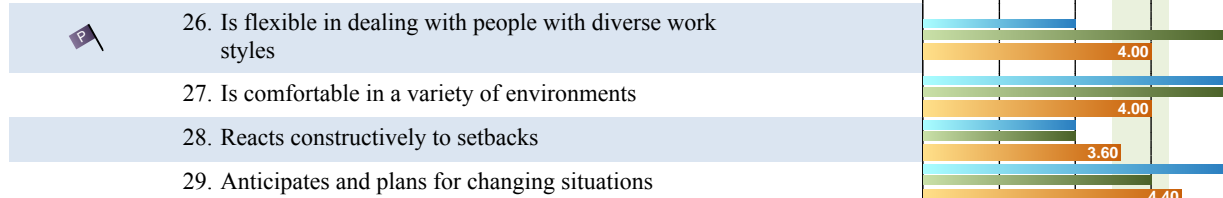


S B *Delegates Responsibility*

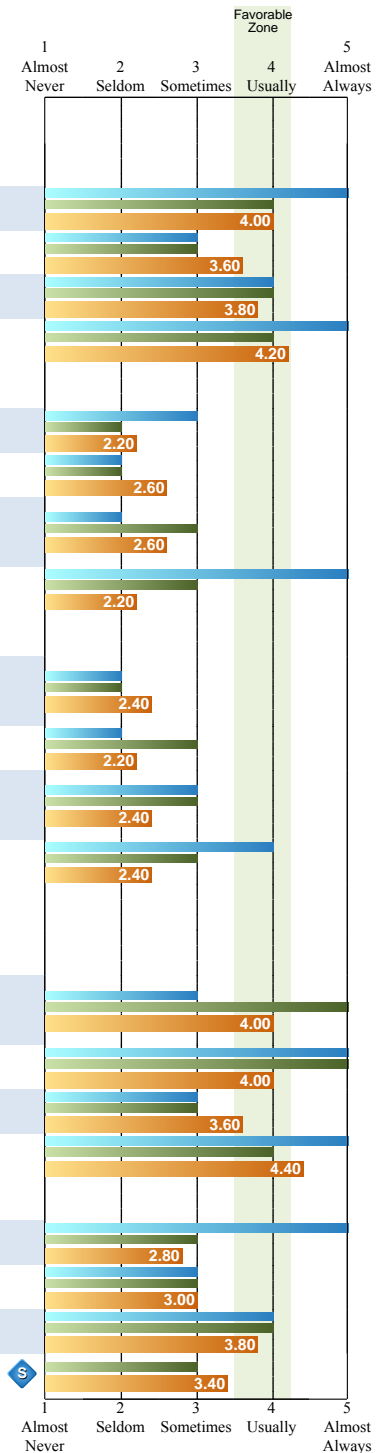
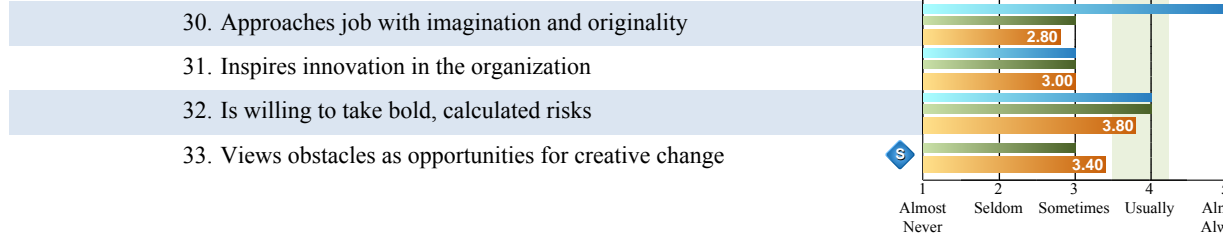


Adaptability

S *Adjusts to Circumstances*




Thinks Creatively




Boss and/or Self did not rate item

S B
Bold Lettering: Items that fall in a Critical Skill Set, as designated by Self and/or Boss


Flags: Responses lack consensus within respondent group (responses vary by 3 or more points).

Self **All Observers**
Boss

Relationships

Builds Personal Relationships

- 34. Shows consideration for the feelings of others
- 35. Shows absence of prejudicial and stereotypic thinking in words and actions
- 36. Delivers criticism tactfully and constructively
- 37. Maintains composure in high-pressure situations

S B

Facilitates Team Success



- 38. Resolves conflicts fairly
- 39. Creates an atmosphere of team cooperation over competition
- 40. Builds consensus on decisions
- 41. Leads team in formulating goals that complement the organization's mission
- 42. Brings capable people into the group
- 43. Uses the diverse talents and experiences of the group to maximum advantage



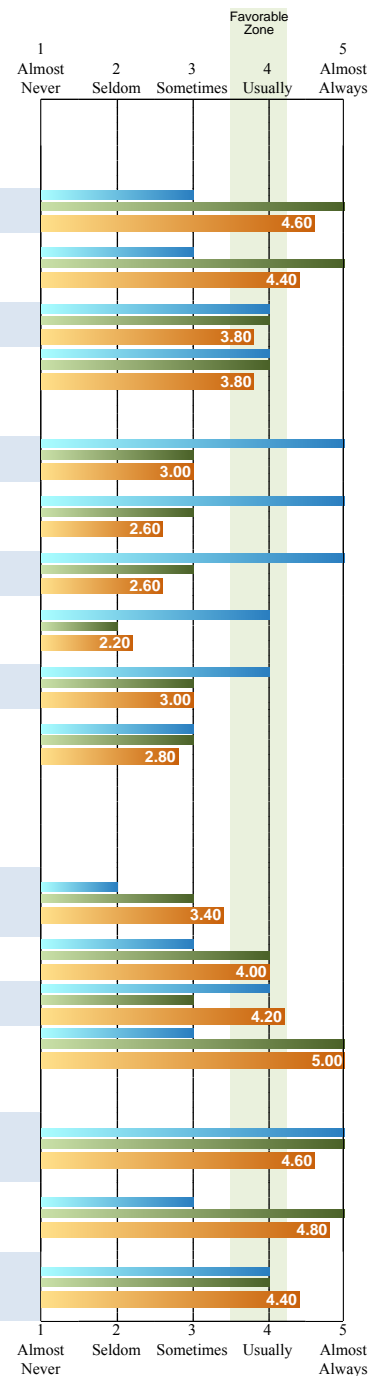
Task Management

Works Efficiently

- 44. Applies current technology in practical ways to maximize efficiency
- 45. Makes wise use of outside resources
- 46. Avoids procrastination
- 47. Sets priorities and tackles assignments accordingly


Works Competently

- 48. Demonstrates mastery of fundamentals necessary to the job
- 49. Is skilled at learning and applying new information quickly
- 50. Integrates new theories, trends and methods into appropriate business operations



 Boss and/or Self did not rate item

S B
Bold Lettering: Items that fall in a Critical Skill Set, as designated by Self and/or Boss

 **Flags:** Responses lack consensus within respondent group (responses vary by 3 or more points).

Self **All Observers**
Boss

Production

Takes Action

- 51. Knows when to stop planning and start implementing
- 52. Takes the initiative to make things happen
- 53. Is assertive in managing problems
- 54. Makes timely, clear-cut firm decisions

S B

Achieves Results

- 55. Overcomes obstacles to complete projects successfully
- 56. Effects outcomes that set high standards for others
- 57. Achieves results that have a positive impact on the organization as a whole

Development Of Others

Cultivates Individual Talents

- 58. Is a patient, helpful, effective coach
- 59. Gives others access to training for skill development and professional growth
- 60. Provides objective appraisals of others' strengths and needs
- 61. Maintains a timely schedule for reviews and follow-ups

Motivates Successfully

- 62. Gives recognition to producers of high quality work
- 63. Shows appreciation when others give extra effort
- 64. Shares a contagious enthusiasm that promotes a positive attitude in others

Personal Development

S

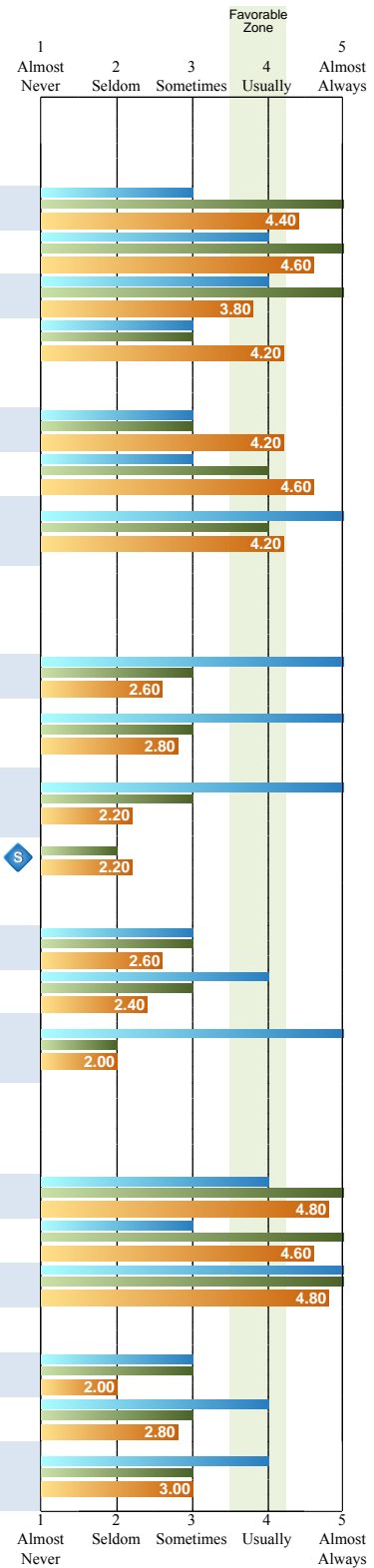
Displays Commitment

- 65. Maintains a consistently high energy level
- 66. Persists and perseveres
- 67. Keeps a positive outlook

B

Seeks Improvement

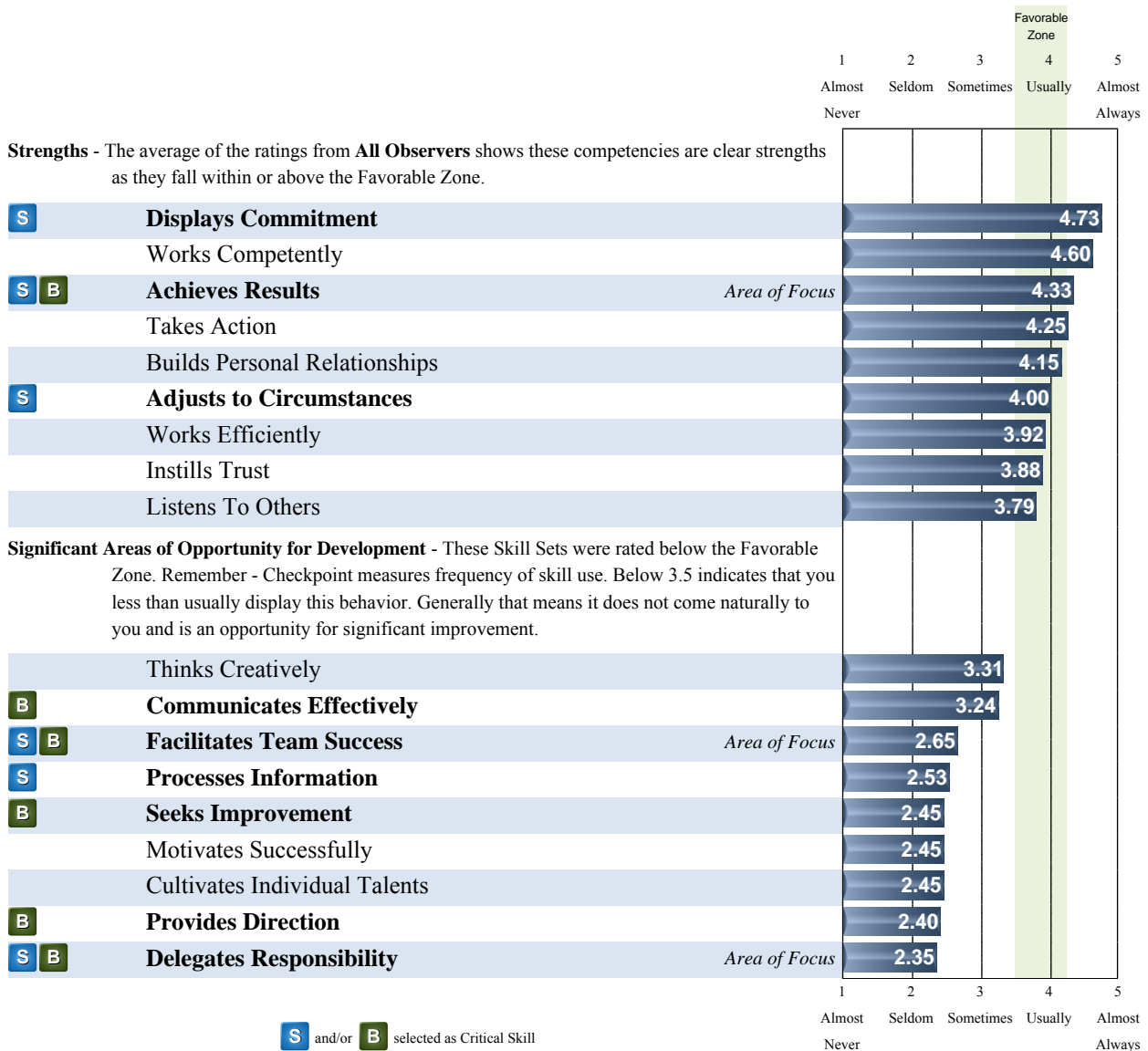
- 68. Admits mistakes and learns from them
- 69. Accepts criticism constructively
- 70. Identifies and pursues resources needed to improve performance



Development Summary Overview

It is good to know how your observers rated your behaviors on all Skill Sets. Here you will see all 18 Skill Sets with the average of **All Observers'** ratings. Note also the skill sets your Boss and/or you identified as critical to your success; particularly when a Critical Skill Set is identified as an Area of Focus.

"Areas of Focus" are those behaviors that represent opportunities for enhancing your effectiveness. Some Areas of Focus may be listed as strengths because often honing your strengths is an excellent way to begin improving your skills. Others could fall below the favorable zone and thus present possible limitations observed in your behavior.



Individual Development Guide

December 14, 2010

Areas of Focus for Sally Sample

Areas of Focus

You cannot risk leaving your personal development to chance; planning is essential. How many times have you stated to yourself or others your intentions to act but fall back into old habits? Leaders follow through on development plans when the leadership need is directly linked to a business challenge or pain point. Think of your Individual Development Plan (IDP) as you would any other project or business plan, and design it to be realistic, to consist of actions you can take every day on the job, and to tie directly to organizational priorities.

Developing Your Individual Development Plan

People tend to play to their strengths. So, too, do leaders - choosing to utilize one skill over another due to their personal proficiencies. They have the knowledge and experience to use certain skills in almost any situation. If, as a leader, you don't favor or simply lack proficiency with a skill that is deemed important to your organization, there are two steps you can take immediately to get started in your development. First, if you know what to do differently to improve a skill or behavior, do it! Second, create an Individual Development Plan. Your Development Plan need not be complex. Most often, your best course of action for personal and professional growth and development is obvious and easy to recognize. The most significant development opportunities take place on the job and are totally under your control. To begin this process of growth, you need to use the **K-S-S** Method:

K = actions you should KEEP doing, which are things you already do well. KEEP doing them!

S = actions you should STOP doing. As you analyzed your Feedback Report, you recognized behaviors that bring negative results - it was an indication of something you should STOP doing.

S = actions you should START doing. You have learned things you could be doing to enhance your effectiveness. START doing them at the earliest opportunity. As you add to your knowledge base and acquire ideas for better leadership performance, form the habit of doing them. Make START doing a regular part of your development process.

You can get started on your Individual Development Plan with this simple process:

1. Consider your ratings on the survey behaviors in your Areas of Focus and identify the leadership skills and supporting behaviors that you are going to work on.
2. Review the lists of Challenging Activities for the supporting behaviors in your Areas of Focus which are included on the following pages.
3. Then, using the **K-S-S** Model, identify those actions appropriate to **Keep** doing, actions to **Stop** doing, or actions to **Start** doing.

Area of Focus: Delegating Responsibility

Knowing When to Delegate and When to Take Responsibility

Skills, Behaviors and Attitudes to Adapt and Practice

- Failing to delegate communicates your lack of confidence in your direct reports' abilities. Delegate to the lowest possible level.
- Accept the fact that others can handle some tasks as capably as you can - maybe even better.
- Share responsibility and accountability for delegated work.
- Delegate important tasks you do not have time to do thoroughly.
- Remember, each time you perform a task someone else can, you keep yourself from doing a task that only you can do.
- Prepare your direct reports for delegation. Be sure your direct reports know that it is an expectation of their job to accept and commit to delegated tasks.

Challenging Activities

- In two columns, separate responsibilities that you must retain from activities that you can delegate to others. Review and ask yourself if you are holding onto unnecessary tasks that you can delegate.
- List the names of two or three direct reports. Next to their names, write an assignment you could delegate to them as well as the results you expect from this delegation.
- For a month, ask your direct reports to make a list of the opportunities you missed to delegate to them. Analyze each incident and ask yourself, "To whom could I have delegated that responsibility? What prevented me from doing so? What was the cost to me, my team, my manager, my organization, and our customers when I didn't take that opportunity to delegate responsibility?"

Delegating the Right Jobs to the Right People

Skills, Behaviors and Attitudes to Adapt and Practice

- Match your direct reports' strengths with work assignments.
- Consider a direct report's workload when delegating; shift responsibilities as necessary.
- Provide enough direction and assistance when delegating. Set your direct reports up for success. If in doubt, ask them to explain in their own words their authority, accountability, and responsibility for the delegated task. Then, ask them what they need to complete the assignment.
- Present small, challenging tasks to direct reports with untested abilities. Use this as a springboard to larger assignments. Fill in obvious skill gaps with training and development.
- Provide opportunities for practice if you know a direct report is trying to improve a skill.
- Discuss follow-up with your direct reports when delegating tasks. Make time to meet with your direct reports to review progress on assignments - do not accept that no news is good news.

Challenging Activities

- Survey your direct reports to see what tasks or responsibilities they are interested in tackling.
- In order to balance the work equally, ask your direct reports to list their job responsibilities and workload. In doing so, you can quickly learn the scope of different direct reports' jobs and have a good understanding of your capacity to delegate assignments within your work unit.
- Perform a skill survey of your direct reports. Discover their unused or untapped talents and abilities. Discuss using their untapped talents or abilities more effectively.

Giving Others Authority to Independently Fulfill Job Responsibilities

Skills, Behaviors and Attitudes to Adapt and Practice

- Give as much direction as necessary to orientate your direct reports to new duties - then, let them take charge. Do not hover. During periodic follow-ups, give additional direction as needed. Give them maximum authority, accountability, and responsibility for the delegated task. Allow them to structure the tasks and make the decisions.
- Clarify which actions require prior approval from you. Gradually increase the direct report's authority to act independently.
- Shield direct reports in newly delegated positions from disastrous mistakes; allow the opportunity for smaller errors to be learning experiences. Remember, mistakes are great teachers.
- Never abandon a direct report after delegating. Instead, increase your communications - spend time with the direct report and provide additional skill-building if required.
- When delegated assignments do not meet your expectations, do not redo it yourself. Show your direct report what is to be changed and allow him/her to do the rework.

Challenging Activities

- Identify times in the past three months when you intervened in a project or assignment without permission of the delegate. List the reasons you chose to intervene. Determine the impact of your actions. Identify what you would do differently when delegating to avoid intervening in the future.
- Over the next month, ask others to make a list of the number of times you fail to empower them with the authority to make a decision, solve a problem, or complete a task. Analyze each incident and ask yourself, "Why did I second guess their decision or hamper their authority? What could I have done differently when or after I delegated the assignment?" If your analysis reveals a pattern, make an effort to curb your tendency to improperly empower your employees in those situations.

Empowering Others to Find Creative Solutions to Problems

Skills, Behaviors and Attitudes to Adapt and Practice

- Empowering others to take ownership of creating solutions requires more change by the leader than by his/her direct reports, but do not be surprised if your direct reports resist empowerment.
- Develop a habit to never accept a single solution. Train your direct reports to understand that when they meet with you, they should present at least two ways to solve a problem.
- Do you ask yourself, "What can my direct reports do for me?" Or do you say, "What can I do for my direct reports?" The first statement reflects a leader with a user mentality and the second statement reflects a leader with a developer mentality.

Challenging Activities

- Work with your direct reports and solve problems together, thus reinforcing their problem-solving and collaboration skills. Meet with your team to lead them through a process to creatively solve a problem. Assess lessons learned and work with your team to apply what they learn to the job.
- Advocate *collaboration* and *creative problem solving* as "rules of conduct" on your team/among your direct reports.

Area of Focus: Facilitating Team Success

Resolving Conflict Fairly

Skills, Behaviors and Attitudes to Adapt and Practice

- Conflict situations should be approached as opportunities to strengthen interpersonal relationships.
- Listen carefully to all viewpoints in a disagreement. Define the problem. Restate positions held by those on both sides of a conflict to ensure that the conflict is not just a misunderstanding and to show that you understand the others' perspective. Then, begin the resolution process.
- If a conflict escalates, call for a time out. Reconvene when both parties have calmed to a productive level and have regained their perspective.

Challenging Activities

- When a conflict requires your intervention: 1) Help define the problem in specific, observable terms. 2) Ensure that each person listens to the other. 3) Help them identify areas of agreement. 4) Have them brainstorm alternative approaches and possible solutions. 5) Create a problem-resolution plan. 6) Arrange for progress meetings.

Creating an Atmosphere of Team Cooperation over Competition

Skills, Behaviors and Attitudes to Adapt and Practice

- When recognizing outstanding performance, go beyond the acknowledgment of individual success. Give equal emphasis to team achievements and effective cooperation among teams. Validate the importance of every team member's contribution.
- Encourage cooperation, rather than competition. Make sure direct reports set their goals in harmony with one another and that the goals are mutually supportive.
- Help team members understand one another better by sharing information on the work they are doing. Discuss work histories, specific skills, successes, and talents. Help team members understand, appreciate, and use differences among themselves to perform better work.
- Give feedback to those direct reports that you see devaluing other members of the team.

Building Consensus on Decisions

Skills, Behaviors and Attitudes to Adapt and Practice

- Strive for consensus in order to increase commitment to the final decision. Gain support for decisions by involving the team in considering alternate approaches.
- When selecting people to attend decision-making meetings, make sure all pertinent groups are represented - ask, "Do we need anyone else in this meeting before we proceed?"
- Everyone in the group who is helping to come to a consensus on a decision should have the same level of information and should put all assumptions on the table.
- Practice the art of compromise when making decisions, creating win/win situations.

Challenging Activities

- Keep this checklist before you when leading a consensus decision-making meeting. You cannot say you have reached consensus until you can check each statement.
 - The agreement (decision, solution or plan) meets or exceeds your needs
 - The agreement meets or exceeds the other team members' individual needs
 - The agreement addresses the reason for getting together in the first place
 - Everyone on the consensus decision-making team will support the agreement

Leading Team in Formulating Goals that Complement the Organization's Mission

Skills, Behaviors and Attitudes to Adapt and Practice

- As much as possible, involve the team in formulating goals consistent with, and supportive of, the overall mission of your organization. Active participation by your direct reports in goal setting produces an ownership element that reflects a commitment to achieve the goals they write.
- Assure that written goals contain action verbs and measurable outcomes, as well as specific dates, times, cost, and resource constraints.
- Make sure everyone understands the teams' goals, as well as their role in attaining the goals.
- To ensure goal achievement, you must implement the goal, monitor progress at specific intervals and, as necessary, revise the goal objectives. Keep everyone informed of team progress.

Challenging Activities

- Ask your Human Resources professional to assist you in training your work unit on basic goal setting. If you are an effective trainer, facilitate an in-house training event or request an outside source. Before training, learn as much as you can about your organization's goals and mission.

Bringing Capable People into the Group

Skills, Behaviors and Attitudes to Adapt and Practice

- Review your strategic plan and your work unit's future challenges. Analyze the mix of people on your team and identify missing skills. Recruit individuals with skills that complement your team.
- Know the job for which you are hiring. Do a complete job analysis to gain a clear picture of the experience and skills required for each position.
- Identify direct reports who are successful in your organization and hire new people with similar characteristics and work ethics.
- Do not hire people in your own image - it results in a team with limited skill sets and points of view. Don't be afraid to hire someone more intelligent or even more talented than you.

Challenging Activities

- Analyze your team to see how well you have filled positions in the past. Identify people who seemed to be poor matches (resignations, terminations, poor performance, absenteeism, excessive conflict, etc.). Review the situations that signal a poor match and look for the reason (missing skills, personal style, lack of motivation, etc.). Look for a pattern. Determine reasons for the poor matches (selection/placement procedures, poor interviewing skills, using gut-feelings, etc.)?

Using the Diverse Talents and Experiences of the Group to Maximum Advantage

Skills, Behaviors and Attitudes to Adapt and Practice

- Capitalize on each person's strengths and experiences to create a potent team effort.
- Be willing to take the ideas of your people to the next organizational level and support their ideas enthusiastically. Give credit where credit is due.
- Assign direct reports possessing the required skills to perform new tasks for greater efficiency.
- Be aware that a fall in personal productivity may indicate that a direct report is not being challenged. Keep a constant check that you are providing every person in your work unit the opportunity to apply all of their skills and talents to their job.

Challenging Activities

- You first learned of your direct reports' talents and experiences through your hiring process. Refresh your memory by reviewing their resumes and applications to be sure you are using their diverse talents and experiences to maximize performance in your work unit.

Area of Focus: Achieving Results

Overcoming Obstacles to Complete Projects Successfully

Skills, Behaviors, and Attitudes to Adapt and Practice

- Remember that obstacles are opportunities to help build your leadership skills.
- When you see a need or problem that you wish someone would address, ask yourself if you could be doing something about it.
- Identify the obstacles that are impeding your progress on a project and develop plans for action to overcome them.
- Consider that when something is not working, you may need to develop another approach. Determine who can help you look at the issue objectively and brainstorm possible solutions.
- Pull your work unit together as a group to solve problems. Use your direct reports as sounding boards in areas where they have expertise. Avoid premature judgment of others' ideas.
- Identifying risk areas in the initial stages of planning is one way you can anticipate and prepare for potential problems. Prevent problems by analyzing their cause.
- Look for new technology that can increase your work unit's efficiency.
- Use humor to keep difficulties in perspective.

Challenging Activities

- When an obstacle hinders the successful completion of a project, gather your team together, getting input from everyone involved in the project and brainstorm about the causes for the obstacle and possible solutions. Create a table with the following columns to help you arrive at a solution:
 - Obstacle
 - List the probable causes for this obstacle and rate them for probability (A - Z with A being high probability).
 - List five suggestions for a solution. Rate these suggestions (1 - 5 with 1 being most probable solution).
 - What are the steps for implementing the solution?

Effecting Outcomes that Set High Standards for Others

Skills, Behaviors, and Attitudes to Adapt and Practice

- Set high standards for performance in every aspect of the business.
- Work to exceed customer expectations.
- Involve everyone in the commitment to quality. Make sure they understand that excellence is good business.

- Constantly evaluate the quality of work produced. Report on both your successes and failures with equal candor.
- Solicit suggestions from your direct reports, manager and peers.
- No matter how well things are going, realize that improvements are always possible. Invite your direct reports to challenge established boundaries. Help them identify "stretch" objectives to achieve organizational goals.
- Follow issues to completion. Persisting at problem-solving sends a strong message that you want issues resolved as quickly as possible and that you are willing to do what is necessary to bring problems to closure.

Challenging Activities

- Determine if your organization uses an effective performance review process that links feedback and coaching to specific business goals. If not, create an active performance review process to reinforce high performance standards specific to your work unit.
- Ask your direct reports to evaluate the standards of the team in these areas (1 = low; 5 = high): Clarity of purpose, communication, problem-solving, decision-making, change, customer focus, quality of work, conflict resolution, work processes, and feedback. For those ratings that are below 3, determine actions that will improve standards in those areas.

Achieving Results that Have a Positive Impact on the Organization

Skills, Behaviors, and Attitudes to Adapt and Practice

- Concentrate your efforts toward achievements that contribute to the team goals and to the mission of the company. Don't get sidetracked with unimportant activities. Lead with a sense of purpose and make sure everyone is aware of the vision.
- If you tend to push your decision-making responsibilities toward your manager, get into the habit of presenting recommendations rather than problems.
- Ensure that everyone who is responsible for meeting the stated financial goals understands what these goals are and what they are expected to deliver.
- Look for customer needs that you could be meeting but currently are not. Develop a plan for meeting these needs with additional or expanded products and services.
- Accept that you may sometimes need to work across departments to achieve goals. Build positive relationships outside your department that will enhance cooperation.
- Become more cost-conscious. Ask others to justify expenditures and look for ways to cut costs.
- Develop a company-wide definition of quality and manage to that definition.

Challenging Activities

- Groom your direct reports to speak for and represent your work unit in company-wide meetings. Rotate this assignment if possible. Giving them the opportunity to talk about their work and hear from others is an excellent way for them to see how their work fits into the overall picture.
- Review your own and your direct reports' individual development plans and performance appraisal criteria to ensure that they are consistent with the organization's top priorities.
- Know the business of your organization by investigating the following. You will need internal resources to gain this information.
- The history of your organization, its strengths and weaknesses
- The organization's key success factors
- Obtain copies of the organization's vision and mission statements and communicate these to your direct reports
- Study your organization's annual report
- Learn to interpret your organization's financial system
- Understand the organization's competition
- What does the organization do to maintain morale? Rewards? Recognition?
- Obtain your organization's written code of ethics, if available

CC Work Session

Meeting Date: 04/22/2025

Primary Strategic Plan Initiative: Enhance City’s communication through transparency and accountability.

Information

Title:

Quarterly Updates on Outside Committees

Purpose/Background:

Councilmembers Buscher and Riley requested this discussion.

In addition to the Ramsey boards and commissions, the City appoints either City Councilmembers or staff to a number of other boards. These boards and their decisions do not always require local approvals as they are governed through a joint powers agreement with their own by-laws. The suggestion is to receive regular updates from the liaisons of these boards.

Time Frame/Observations/Alternatives:

These updates are likely best suited for sharing during the regular council meetings as those meetings are televised to the public. These updates could either be verbal updates during the Council/Staff input section at the end of the meeting, or we could prepare a written update and attach the case as an FYI in that same section. City Councilmembers would need to provide some insight from boards where staff is not in attendance.

Recommendation:

Outcome/Action:

Provide consensus direction on support for routine quarterly updates and format.

Attachments

No file(s) attached.

Form Review

Inbox

Brian Hagen

Form Started By: Brian Hagen

Final Approval Date: 04/17/2025

Reviewed By

Brian Hagen

Date

04/17/2025 04:03 PM

Started On: 04/17/2025 12:55 PM

CC Work Session

Meeting Date: 04/22/2025

Primary Strategic Plan Initiative: Enhance City’s communication through transparency and accountability.

Information

Title:

Review Future Topics/Calendar

Purpose/Background:

The first attachment is the current list of future topics for work session discussions. Items are drawn from Council requests at meetings, or are related to topics that have been identified in the City's strategic plan. Tentative dates have been assigned. The second attachment includes Councilmember initiatives for future work session topics. Those items are up for discussion and, with consensus, will be added to the future topics list.

Recommendation:

For Council review - no formal action necessary.

Outcome/Action:

For Council review.

Attachments

Future Topics List

Councilmember Topic Requests

Form Review

Inbox

Brian Hagen

Form Started By: Katie Schmidt

Final Approval Date: 04/17/2025

Reviewed By

Brian Hagen

Date

04/17/2025 04:00 PM

Started On: 04/17/2025 12:00 PM

	<u><i>Tentative City Council Future Work Session Topics</i></u>	
Proposed Date	Topic	Minutes (Estimate)
2025		
May 13	Strategic Planning	
May	City Engineer/Public Works Director Role Separation	
May 27	Sale of Highway 10 RALF Properties	30
June 10	City Administrator Performance Evaluation	30
June/July	Consider Accepting Community Art Plan Donation	
6/24	Audit	
6/24	Paving Gravel Roads	
7/08	Budget	
7/22	Budget	
8/12	Budget	
8/26	Budget	
9/09	Budget	
TBD	Animal Ordinance	
TBD	Pollpad Update	
TBD	Fire Department Staffing	
TBD	Trades Expo – CM: KB, CR	
TBD	Subdivision Code	
TBD	Hwy 10 Pedestrian Overpass	
TBD	City Facility Safety Improvements	
TBD	Prevailing Wage Policy – CM: KB, EP	
TBD	Veterans Park Discussion – CM: KB, EP	
TBD	Quarterly Police & Fire Updates – CM: KB, CR	
TBD	Public Safety Deep Dive – CM: KB, CR	
TBD	Quarterly Updates on Outside Committees – CM: KB, CR	

	<u><i>Councilmember Initiatives for Future Work Session Topics</i></u>
Proposed by CM	Topic
Buscher	Wage Theft Enforcement